



COURSE OUTLINE

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| <u>FUN 223</u> | <u>Funeral Service Pathology</u> |
| Course Number | Course Title |
| <u>3</u> | <u>3/0</u> |
| Credits | Hours: lecture/laboratory |

Catalog description:

Studies of pathological changes related to disease processes. Discussion of the effect of physical and chemical trauma on the human body, particularly manifestations relevant to mortuary science. A survey of the major diseases.

Prerequisites: BIO103 & 104, or BIO106.

Corequisites: None

Required texts:

TITLE: PATHOLOGY AND MICROBIOLOGY FOR MORTUARY SCIENCE
AUTHOR: DAVID MULLINS
PUBLISHER: THOMSON
EDITION: 2006

Last revised: Spring 2020

Course Coordinator: Michael Daley; tel: 609-570-3472; daleym@mccc.edu

Information resources:

References: Embalming: History, Theory and Practice
Mayer

Synopsis of Pathology
Anderson and Scotti

Pathology for Health-Related Professions
Damjanov

Other learning resources:

MCCC library website for database of holdings:

http://www.mccc.edu/student_library.shtml

There are numerous MCCC library holdings for Funeral Service.

The call designations are:

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| RA622 | Funeral Service science and practice |
| HD9999 | Funeral Service business and profession |
| GT3202 | Funeral customs, sociology, and history |

Course Competencies/Goals:***The student will be able to:***

- 1) differentiate disease processes with a particular emphasis on pathologies that are major causes of death
- 2) analyze embalming and restorative art implications as a result of specific pathologies
- 3) demonstrate an understanding of pathological terminology as it relates to the interpretation of death certificates and communication with members of the medical profession and families served
- 4) evaluate and distinguish manifestations of death which may be of medicolegal significance
- 5) synthesize the relationship between potential health concerns involved in the preparation of human remains and the need for public health regulations
- 6) examine techniques employed in post mortem examination of human remains and associated benefits
- 7) distinguish the importance of medical research, its relationship to community health and the value of the funeral service practitioner's involvement in disease control programs

Course-specific General Education Knowledge Goals and Core Skills:**General Education Knowledge Goals**

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Units of study in detail:

Unit #1 – Topics: **Introduction to Pathology**

Types of Pathology
Pathologic Anatomy
Types of Disease
Symptoms or Signs
Important Definitions

Preparation:

1. Attend class and participate in class discussions.
2. Lecture: Chapter 1 (P&M for MS)

Objectives:

Having completed the assigned readings, attended class and participated in class discussion, the student will be able to:

1. Distinguish pathology from other scientific studies. (Course Competencies 1; Gen. Ed. Goal 1 & 3; Core Skill A& B)
2. Synthesize and compare General, Clinical, Forensic, Special, Gross and Microscopic Pathology. (Course Competencies 1; Gen. Ed. Goal 1 & 3; Core Skill A, B & D)
3. Differentiate Acquired, Idiopathic, Congenital, Organic, Functional, Hereditary, Recurrent, Deficiency, Endemic, Sporadic, Infectious, Febrile and Occupational disease. (Course Competencies 1, 3 & 4; Gen. Ed. Goals 1, 3, 8 & 9; Core Skills A, B, C & D)
4. Analyze complications of disease and classify them as symptoms or signs. (Course Competencies 1 & 4; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
5. Compare and contrast Acute and Chronic disease; Remission and Exacerbation; Allergies and Intoxications. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)

Unit #2 – Topics: **Nature of Disease**

Etiology, Predisposing Condition
Chemical Agents
Deficiency, Exciting Causes
Allergens

Preparation:

1. Attend class and participate in class discussions.
2. Lecture: Chapter 2 (P&M for MS)

Objectives:

Having completed the assigned readings, attended class and participated in class discussion, the student will be able to:

1. Explain the etiology of disease. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
2. Evaluate the impact of predisposing conditions on pathologies. (Course Competencies 1 & 3; Gen. Ed. Goal 1 & 3; Core Skills A & B)

3. Synthesize the predisposing role of chemical agents as a causative factor for disease. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
4. Examine the relationship between deficiency and disease.(Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
5. Differentiate plant and animal parasites and their respective pathogenicity. (Course Competencies 1 & 3; Gen. Ed. Goal 1 & 3; Core Skill A & B)
6. Distinguish allergens from other pathogens. (Course Competencies 1 & 3; Gen. Ed. Goal 1 & 3; Core Skill A & B)

Unit #3 – Topics: **Cellular Reaction to Injury**
Necrosis, Atrophy, Regeneration, Hypertrophy, Infiltration

Preparation:

1. Online: “Cellular Reaction to Injury”
2. Chapter 3 (P&M for MS)

Objectives:

Having completed the assigned readings and online module, the student will be able to:

1. Describe the process of necrosis.(Course Competencies 1 & 3; Gen. Ed. Goal 1 & 3; Core Skills A, B & E)
2. Differentiate atrophy, regeneration, hypertrophy and infiltration as specific responses to cellular injury. (Course Competencies 1& 3; Gen. Ed. Goal 1 & 3; Core Skills A, B & E)

Unit #4 - Topics: **Inflammation**
Vascular Reaction
Repair, Cardinal Symptoms, Lesions

Preparation:

1. Online: “Inflammation”
2. Chapter 5 (P&M for MS)

Objectives:

Having completed the assigned readings and the online module, the student will be able to:

1. Examine the cause and function of inflammation. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
2. Describe vascular reaction to inflammation. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
3. Evaluate the relationship between inflammation and repair. (Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
4. Critique the cardinal symptoms of inflammation and their etiology. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
5. Distinguish lesions from other types of pathologies and their influence on inflammation. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)

Unit #5 – Topics: **Disturbances in Circulation**
Edema, Ischemia, Embolism
Hemorrhage, Hyperemia, Thrombosis, Infarction

Preparation:

1. Attend class and participate in class discussion.
2. Lecture: Chapter 6 (P&M for MS)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Explain the causes of edema. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
2. Describe the process of ischemia and its resulting pathology. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
3. Examine the causative factors for an embolism and the consequences of its presence in the body. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
4. Discuss the causative factors for hemorrhage and its relationship to pathology. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
5. Compare and contrast physiological, pathological, active and passive hyperemia. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
6. Distinguish the etiology of thrombosis with its associated pathology. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
7. Describe an infarction and its resulting pathology. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)

Unit #6 – Topics: **Diseases of the Blood**

Anemia: Aplastic Anemia, Hemolytic Anemia, Pernicious Anemia,
 Sickle Cell Anemia
Hemophilia and Purpura
Leukemia, Leukopenia and Polycythemia
Leukocytosis

Preparation:

1. Attend class and participate in class discussion.
2. Lecture: Chapter 8 (P&M for MS)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Differentiate aplastic, hemolytic, pernicious and sickle cell anemias. (Course Competencies 1 & 3, Gen. Ed. Goals 1 & 3; Core Skills A & B)
2. Compare and contrast hemophilia and purpura. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
3. Compare and contrast leukemia, leucopenia and polycythemia. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
4. Describe leukocytosis.(Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)

Unit #7 - Topics:

Heart Disease

Dilation and Hypertrophy

Endocarditis, Pericarditis and Myocarditis

Valvular Defects

Rheumatic Heart Disease, Coronary Heart Disease, Cardiac Failure

Arteriosclerosis and Atherosclerosis

Aneurysms and Varicose Veins

Arteritis and Phlebitis

Preparation:

1. Online: "Heart Disease"
2. Chapter 9 (P&M for MS)

Objectives:

Having completed the assigned readings and the online module, the student will be able to:

1. Differentiate dilation and hypertrophy. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
2. Compare and contrast endocarditis, pericarditis and myocarditis including specific embalming and restorative art implications. (Course Competencies 1,2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Distinguish valvular defects and their contribution to in relation to pathology. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
4. Examine the etiology of rheumatic heart disease and coronary heart disease and associated embalming and restorative art implications. (Course Competencies 1,2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A,B, D & E)
5. Explain the etiology and pathogenesis of cardiac failure. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
6. Compare and contrast arteriosclerosis and atherosclerosis including embalming and restorative art implications. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B,D & E)
7. Differentiate aneurysms and varicose veins. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
8. Compare and contrast phlebitis and arteritis including embalming and restorative art implications. (Course Competencies 1,2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

Unit #8 – Topics:

Diseases of the Digestive System

Stomatitis and Glossitis

Gingivitis and Pharyngitis

Esophagitis, Stenosis of Esophagus and Esophageal Varices

Pyloric Stenosis, Gastritis and Peptic Ulcer

Enteritis and Colitis, Peritonitis

Appendicitis and Diverticula

Hernia, Intussusception, Volvulus and Intestinal Obstruction

Proctitis

Hepatitis, Cirrhosis and Jaundice

Cholecystitis, Cholelithiasis and Cholangitis

Preparation:

1. Online: "Diseases of the Digestive System)
2. Chapter 10 (P&M for MS)

Objectives:

Having completed the assigned readings and the online module, the student will be able to:

1. Differentiate stomatitis, glossitis, gingivitis and pharyngitis. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
2. Compare and contrast esophagitis, stenosis of esophagus and esophageal varices. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
3. Compare and contrast pyloric stenosis, gastritis and peptic ulcer. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
4. Compare and contrast enteritis and colitis. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
5. Describe peritonitis and its associated embalming implications. (Course Competencies 1,2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A,B, D & E)
6. Compare and contrast appendicitis and diverticula. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
7. Compare and contrast hernia, intussusceptions, volvulus and intestinal obstruction and associated embalming and restorative art implications. (Course Competencies 1,2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A,B, D & E)
8. Describe proctitis. (Course Competencies 1&3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
9. Compare and contrast hepatitis and cirrhosis and reconcile their pathogenicity with specific embalming and restorative art concerns. (Course Competencies 1, 2, 3 & 5 ;Gen. Ed. Goals 1&3;Core Skills A,B, D & E)
10. Compare and contrast cholecystitis, cholelithiasis and cholangitis.(Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)

Unit #9 – Topics: **Diseases of the Respiratory System**

Bronchitis and Asthma
Emphysema and Pneumonia
Tuberculosis and Pneumonioses
Tracheitis and Empyema
Cyanosis and Atelectasis
Pleurisy and Pneumothorax

Preparation:

1. Online: "Diseases of the Respiratory System"
2. Chapter 11 (P&M for MS)

Objectives:

Having completed the assigned readings and the online module, the student will be able to:

1. Differentiate bronchitis and asthma and their specific pathogenicities. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
2. Compare and contrast emphysema and pneumonia and identify embalming implications. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)

3. Synthesize the etiology and pathogenicity of tuberculosis with specific embalming considerations. (Course Competencies 1,2, 3 & 5; Gen. Ed. Goals 1, 3 & 9; Core Skills A ,B, C, D & E)
4. Examine the etiology of pneumonioses and resulting pathogenesis. (Course Competencies 1,3 & 5; Gen. Ed. Goals 1 & 3; Core Skills A,B,D & E)
5. Differentiate tracheitis, empyema, cyanosis and atelectasis and identify embalming and restorative art implications. (Course Competencies 1,2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
6. Compare and contrast pleurisy and pneumothorax. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)

Unit #10 – Topics: **Diseases of the Urinary System**
 Glomerulonephritis and Pyelonephritis
 Uremia, Tubular Nephrosis, Urinary Calculus
 Hypertensive Kidney and Polycystic Kidney
 Urethritis and Ureteritis
 Anuria, Oliguria and Hematuria

Preparation:

1. Attend class and participate in class discussion.
2. Lecture: Chapter 12 (P&M for MS)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Differentiate glomerulonephritis and pyelonephritis. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
2. Synthesize uremia with its associated embalming implications. (Course Competencies 1,2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
3. Explain the pathologic implications of tubular nephrosis and urinary calculus. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
4. Compare and contrast hypertensive kidney and polycystic kidney and evaluate associated embalming implications. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
5. Compare and contrast urethritis and ureteritis and evaluate associated embalming implications. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A ,B & D)
6. Compare and contrast anuria, oliguria and hematuria and evaluate associated embalming implications. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A,B & D)

Unit #11 – Topics: **Diseases of the Female Reproductive System**
 Endometritis and Endocervicitis
 Oophritis, Salpingitis and Ectopic Pregnancy
 Breast Cancer

Preparation:

1. Attend class and participate in class discussion.
2. Lecture: Chapter 14 (P & M for MS)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Compare and contrast oophoritis, salpingitis and ectopic pregnancy. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
2. Compare and contrast endometritis and endocervicitis. (Course Competencies 1 & 3; Gen., Ed. Goals 1 & 3; Core Skills A & B)
3. Explain the nature of breast cancer. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
4. Synthesize the different forms of mastectomy with their associated embalming and restorative art implications. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1& 3;Core Skills A,B &D)

Unit #12 – Topics: **Diseases of the Male Reproductive System**

Prostatic Hypertrophy
Carcinoma
Prostatitis and Orchitis
Cryptorchidism, Hydrocele
Tumors: Seminoma and Teratoma

Preparation:

1. Attend class and participate in class discussion.
2. Lecture: Chapter 15 (P & M for MS)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Describe the pathology of prostatic hypertrophy and carcinoma. (Course Competencies 1 & 3; Gen. Ed. Goal 1 & 3; Core Skills A & B)
2. Compare and contrast prostatitis and orchitis. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
3. Explain the pathology of cryptorchidism. (Course Competencies 1& 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
4. Synthesize the pathology of hydrocele with its associated embalming and restorative art treatments. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skill A,B & D)
5. Compare and contrast seminoma and teratoma. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)

Unit #13 – Topics: **Diseases of the Endocrine System**

Thyroid Gland: Hypothyroidism (Cretinism, Myxedema)
Hyperthyroidism (Graves' Disease, Goiter)
Pituitary Gland: Acromegaly, Giantism, Dwarfism, Diabetes Insipidus
Adrenal Gland: Addison's Disease, Cushing's Syndrome,
Waterhouse-Friderichsen Syndrome
Pancreas: Diabetes Mellitus, Pancreatic Cancer

Preparation:

1. Online: "Diseases of the Endocrine System"
2. Chapter 17, Appendix L (P&M for MS)

Objectives:

Having completed the assigned readings and the online module, the student will be able to:

1. Compare and contrast hypothyroidism and hyperthyroidism and their associated pathologies of cretinism, myxedema, Graves' Disease and goiter. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
2. Differentiate acromegaly, gigantism, dwarfism and diabetes insipidus and identify embalming and restorative art implications. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Differentiate Addison's Disease, Cushing's Syndrome and Waterhouse-Friderichsen Syndrome and identify embalming and restorative art implications. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
4. Synthesize the pathology of diabetes mellitus with its associated embalming and restorative art implications. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
5. Describe the role of the Islets of Langerhans in diabetes mellitus. (Course competencies 1 & 3; Gen. Ed. Goals 1 & 3, Core Skills A, B & E)
6. Explain the pathology of pancreatic cancer. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)

Unit #14 – Topics: **Diseases of the Bones and Joints**

Osteoporosis, Osteomyelitis
Osteosarcoma
Osteomalacia and Rickets
Arthritis, Paget's Disease
Bursitis, Scoliosis

Preparation:

1. Online: "Diseases of the Bones and Joints"
2. Chapter 16 (P&M for MS)

Objectives:

Having completed the assigned readings and the online module, the student will be able to:

1. Synthesize the characteristics of Osteoporosis, Osteomyelitis, Osteosarcoma and Osteomalacia and their influence on embalming and restorative art techniques. (Course Competencies 1,2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B , D & E)
2. Analyze the characteristics of arthritis and appropriate embalming and restorative art procedures. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Describe the progression of Paget's Disease and its influence on embalming and restorative art techniques. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A,B, D & E)
4. Examine the relationship between bursitis and joint inflammation. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
5. Describe scoliosis and potential embalming and restorative art implications (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A,B, D & E)

Unit #15: - Topics: **Neoplasms**

Metastasis
Malignant and Benign Tumors
Lymphoma, Hodgkin's Disease, Leukemia
Cysts

Preparation:

1. Attend class and participate in class discussions.
2. Lecture: Chapter 7 (P&M for MS)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Synthesize the characteristics of neoplasms that determine their classification. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
2. Explain the implications of metastasis. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
3. Compare and contrast benign and malignant tumors and their influence on embalming and restorative art procedures. (Course Competencies 1,2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A,B & D)
4. Compare and contrast ovarian and sebaceous cysts. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)

Unit #16 – Topics: **Structural Abnormalities and Birth Defects**

Down Syndrome
Harelip and Cleft Palate
Spina Bifida
Aplasia and Hypoplasia

Preparation:

1. Online: “Structural Abnormalities and Birth Defects”
2. Chapter 4 (P&M for MS)

Objectives:

Having completed the assigned readings and the online module, the student will be able to:

1. Discuss concerns associated with Down Syndrome (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
2. Describe harelip and cleft palate and identify specific restorative art implications. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Examine the pathology of spina bifida and identify embalming and restorative art implications. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
4. Compare and contrast aplasia and hypoplasia. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)

Unit # 17 – Topics: **Diseases of the Nervous System**

Hydrocephalus and Spina Bifida
Meningitis, Poliomyelitis, Myelitis, Encephalitis and Neuritis
Epilepsy, Hemorrhage, Contusion and Concussion

Preparation:

1. Online: “Diseases of the Nervous System”
2. Chapter 13 (P&M for MS)

Objectives:

Having completed the assigned readings and the online module, the student will be able to:

1. Differentiate hydrocephalus and spina bifida and identify specific embalming and restorative art considerations. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
2. Compare and contrast meningitis, poliomyelitis, myelitis, encephalitis and neuritis. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)
3. Describe the pathology of epilepsy. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
4. Compare and contrast hemorrhage, contusion and concussion. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)

Unit #18 Diseases of the Integument

Abscess and Decubitus Ulcers

Psoriasis and Eczema

Syphilis

Skin Cancer

Preparation:

1. Online: "Diseases of the Integument"
2. Chapter 18 (P&M for MS)

Objectives:

Having completed the assigned readings and the online module, the student will be able to:

1. Compare and contrast abscesses and decubitus ulcers and evaluate appropriate embalming and restorative art treatments. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
2. Compare and contrast psoriasis and eczema and determine appropriate embalming and restorative art treatments. (Course Competencies 1, 2 & 3; Gen. Ed. Goals 1 & 3; Core Skills A, B & E)
3. Synthesize the pathology of syphilis with specific embalming and restorative art treatments and ethical implications. (Course Competencies 1, 2, 3 & 5; Gen. Ed. Goals 1, 3 & 9; Core Skills A, B, C, D & E)
4. Examine the pathology of skin cancer including warning signs. (Course Competencies 1, 3 & 7; Gen. Ed. Goals 1 & 3; Core Skills A, B, D & E)

Unit #19 – Topics: Diseases of the Lymphatic System
Lymphoma and Hodgkin's Disease

Preparation:

1. Attend class and participate in class discussions.
2. Lecture: Chapter 19 (P & M for MS)

Objective:

Having completed the assigned reading, attended class and participated in class discussions, the student will be able to:

1. Compare and contrast lymphoma and Hodgkin's Disease. (Course Competencies 1 & 3; Gen. Ed. Goals 1 & 3; Core Skills A & B).

Unit #20 – Topics: **Forensic Pathology**
Coroner and Medical Examiner
Medico legal Investigation
Injuries
Sudden Infant Death Syndrome
Poisoning
Maltreatment of Children

Preparation:

1. Attend class and participate in class discussion.
2. Lecture: Appendix A (P&M for MS)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Distinguish the objectives of forensic pathology including the specific facets of the autopsy. (Course Competencies 1, 6 & 7; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
2. Compare and contrast the coroner and medical examiner. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)
3. Evaluate and distinguish manifestations of death which may be of medicolegal significance. (Course Competencies 4; Gen. Ed. Goals 1, 3 & 9; Core Skills A, B, C & D)
4. Distinguish injuries which may be of special significance to the medical and legal community. (Course Competencies 1, 3 & 4; Gen. Ed. Goals 1, 3 & 9; Core Skills A, B, C & D)
5. Synthesize the characteristics of Sudden Infant Death Syndrome with specific medical and legal implications. (Course Competencies 1, 3 & 4; Gen. Ed. Goals 1, 3 & 9; Core Skills A, B, C & D)
6. Examine the investigative methods used for poisoning and subsequent medical and legal concerns. (Course Competencies 1, 3 & 4; Gen. Ed. Goals 1, 3 & 9; Core Skills A, B, C & D)
7. Evaluate the investigative procedures used regarding allegations of maltreatment of children and their implications for the medical and legal community. (Course Competencies 1, 3 & 4; Gen. Ed. Goals 1, 3 & 9; Core Skills A, B, C & D)

Assessment of student learning:

Student learning will be assessed using quizzes and a comprehensive final exam.

NOTE: A minimum “C” grade is required to pass this course.

100-94 A
93-90 A-
89-87 B+
86-83 B
82-80 B-
79-78 C+
77-75 C
74-60 D
<60 F

Reasonable Accommodations for Students with Documented Disabilities

Mercer County Community College is in compliance with both the ADA and Section 504 of the Rehabilitation Act. If you have, or believe you have, a differing ability that is protected under the law please see Arlene Stinson in LB216, (609)570-3525 or stinsona@mccc.edu for information regarding support services.

Academic Integrity

Students are required to perform all the work specified by the faculty and are responsible for the content and integrity of all academic work submitted, such as papers, reports, and examinations. A student will be guilty of violating the Rule of Academic Integrity if he or she:

- uses or obtains unauthorized assistance in any academic work;
- gives fraudulent assistance to another student;
- knowingly represents the work of others as his or her own or represents previously completed academic work as current;
- fabricates data in support of an academic assignment;
- inappropriately or unethically uses technological means to gain academic advantage

Classroom decorum

The college welcomes all students into an environment that creates a sense of community, pride and respect; we are all here to work cooperatively and to learn together.

It is the students' responsibility to attend all classes. If classes are missed for any reason, students are still responsible for all content that is covered, for announcements made in their absence, and for acquiring any materials that may have been distributed in class. Students are expected to be on time for classes. If students walk into a class after it has begun they should select a seat close to the entrance in order to minimize the disruption.

Students are expected to follow ordinary rules of courtesy during class sessions. Engaging in private, side conversations during class time is distracting to other students and to the instructor. Leaving class early without having informed the instructor prior to class is not appropriate. Unless there is an emergency, leaving class and returning while the class is in session is not acceptable behavior. Disruptive behavior of any type is not appropriate. All electronic devices are to be placed on silent alarm during class sessions. Texting and other forms of electronic communication will not be tolerated during class sessions. Students who engage in such activity will be asked to leave the class by the instructor.