# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PTA 112</td>
<td>Pathology</td>
<td>3</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Hours:</th>
<th>Co- or Pre-requisite</th>
<th>Fall/Spring Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>lecture/Lab/Other 3/0/0</td>
<td>PTA 105 Kinesiology BIO 104 Anatomy &amp; Physiology II with a grade of C+ or higher</td>
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**Catalog description:**
Covers the essential nature of diseases, abnormalities of structure and function characteristic of diseases.

**Required texts/other materials:**

**Revision date:** Fall 2023

**Course coordinator:** Holly Kaiser, 609-570-3478 kaiserh@mccc.edu

**Information resources:**
The course primarily uses the textbook and resources available on selected websites.

**Student Learning Outcomes:**
Following the successful completion of this course with a grade of C+ or higher, the learner will be able to:

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrate an understanding of the differences between normal and abnormal function of physiologic systems and how they will affect an individual's ability to interact with his or her environment.</td>
</tr>
<tr>
<td>2.</td>
<td>Explain the differences between various disease processes and why they manifest themselves the way that they do.</td>
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<tr>
<td>3.</td>
<td>Recognize common medications (generic, non-generic and over the counter), family patterns of their use, potential errors in uses and how to safely differentiate between them.</td>
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MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
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 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

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 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.

Cognitive/Knowledge:

The learner will be able to successfully:

C1. Knows specific facts (Remember)
  C1.1 Identify pathways of disease transmission
  C1.2 Recall terminology related to pathology
  C1.3 Describe steps to prevent disease transmission
  C1.4 Describe the ICF model of disability
  C1.5 Recognize standard and universal precautions
  C1.6 Describe the physiology of inflammation
  C1.7 Outline general classifications of diseases
  C1.8 Describe etiology, manifestations, prognosis and treatment for disorders of the cardiovascular, pulmonary, gastrointestinal, urinary, integumentary, hematologic, lymphatic, endocrine, musculoskeletal, and nervous systems
  C1.9 Outline manifestations, risk factors, prognosis and treatment of cancer
  C1.10 List drug classification, drug names, indications and side effects for all medications in an assigned medicine chest
  C1.11 Describe factors related to infection, such as how the body protects itself from infection, manifestations of infection, treatment, and types

C2. Comprehends basic concepts and principles (Understand)
  C2.1 Describe the process of inflammation and tissue repair
  C2.2 Contrasts and compares generic versus name brand medications for common indications when provided with appropriate information
  C2.3 Differentiate between signs & symptoms of pathology from various systems
  C2.4 Compare and contrast inflammation and infection
  C2.5 Describe the role of fluids and electrolytes in health and disease states
  C2.6 Summarize information pertaining to an assigned topic located on choosingwisely.org

C3. Applies basic concepts and principles to new situations (Apply)
  C3.1 Relate an assigned diagnosis to appropriate physical therapy interventions
  C3.2 Indicate how an assigned diagnosis would impact the performance of an assigned physical therapy intervention
  C3.3 Utilize medical and pathology terminology in assignments
C4. Demonstrates the ability to analyze procedures to determine if organizational principles are being followed (Analyze)

C4.1 Determine the type of information that a person with diabetes should know as it pertains to foot inspection, foot care, foot wear, and precautions/contraindications for exercise

C4.2 Analyze the contents of an assigned medicine chest to describe the person to whom the medicine chest belongs

C5. Applies thinking skills when judging data and performance (Evaluate)

C5.1 Evaluate information about the “blue zones” through a self-directed internet search

C6. Uses knowledge to create new methods necessary to understand pathology (Create)

C6.1 Create an ICF Chart, based on a celebrity with a medical diagnosis

C6.2 Create a SMART goal, based on independent research on the “blue zones”

Psychomotor:
The learner will be able to successfully:

P1. Observe professional skills performed by the instructor (Observe)

P1.1 Observe the course instructor use the ICF Chart during a case study review

P1.2 Observe the instructor use appropriate medical and pathology terminology during lecture

P2. Copy professional skills during learning activities, with feedback provided by the course instructor (Imitate)

P2.1 Create an ICF Chart using information gathered on a celebrity with a disease

P2.2 Utilize use appropriate medical and pathology terminology in assignments and discussion posts

P2.3 Locate a peer reviewed article published within the past 5 years related to an assigned diagnosis

P2.4 Translate medical and pathology terminology in a SOAP note translation assignment

P2.5 Engage in discussion with classmates related to current or new pathology topics

Affective:
The learner will be able to successfully:

A1. Receive Phenomenon

A1.1 Listen to others with respect

A1.2 Receive feedback professionally

A1.3 Attend class consistently

A1.4 Arrive to all classes and clinicals prior to the start time

A2. Respond to Phenomenon

A2.1 Participate in class

A2.2 Know the safety rules and practice them

A2.3 Respond to feedback in a professional manner

A2.4 Prepare for lectures, labs and clinicals ahead of time

A3. Value

A3.1 Demonstrate sensitivity to individual and cultural differences

A3.2 Show an ability to solve problems

A3.3 Inform PTAP faculty of matters one feels strongly about

A4. Organize

A4.1 Recognize the need for balance between educational and personal priorities

A4.2 Accept professional ethical standards, as evidenced by following them

A4.3 Prioritize times effectively to meet educational and personal needs
A4.4 Complete and submit all assignments, assessments, and required documents on time

A5. Internalize
A5.1 Show self-reliance when working independently
A5.2 Cooperate in group activities
A5.3 Revise judgments and changes behavior in light of new evidence and feedback
A5.4 Value people for who they are, not how they look
A5.5 Identify sources of stress and implement effective coping behaviors
A5.6 Demonstrate a commitment to the physical therapy profession
## Units of study in detail.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Introduction</th>
<th>Goals:</th>
<th>Learning Objectives</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Pathology, Disease Transmission</td>
<td>3, 4, A, D</td>
<td>C1.1, C2.4, C4.1, C4.2, A1.1-A1.8, C1.2-1.6, C2.3, P2.2</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Pharmacology, Infectious Disease</td>
<td>1, 3, 4, A, D, E</td>
<td>C1.11, P2.2</td>
</tr>
<tr>
<td>3</td>
<td>Inflammation &amp; Immunopathology</td>
<td>1, 3, 4, A, D, E</td>
<td>C1.1, C2.4, C4.1, C4.2, A1.1-A1.8, C2.1, C2.2, P2.2</td>
</tr>
<tr>
<td>4</td>
<td>Cancer</td>
<td>1, 3, 4, A, D, E</td>
<td>C1.1, C2.4, C4.1, C4.2, A1.1-A1.8, C3.1, C5.1, C6.2, P2.2</td>
</tr>
<tr>
<td>5</td>
<td>Genetic, Developmental &amp; Congenital Disorders</td>
<td>1, 3, 4, A, D, E</td>
<td>C1.1, C2.4, C4.1, C4.2, A1.1-A1.8, C3.1, C3.2, P2.2</td>
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<tr>
<td>6</td>
<td>Fluids &amp; Cardiovascular Disorders</td>
<td>1, 3, 4, A, D, E</td>
<td>C1.1, C2.4, C4.1, C4.2, A1.1-A1.8, C3.1, C3.2, P2.2</td>
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<tr>
<td>7</td>
<td>Respiratory Disorders</td>
<td>1, 3, 4, A, D, E</td>
<td>C1.2, C1.7, C1.8, P2.2</td>
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<tr>
<td>8</td>
<td>Blood &amp; Lymphatic Disorders</td>
<td>1, 3, 4, A, D, E</td>
<td>C1.1, C2.4, C4.1, C4.2, A1.1-A1.8, C2.1, C2.2, P2.2</td>
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<tr>
<td>9</td>
<td>Gastrointestinal &amp; genitourinary Disorders</td>
<td>1, 3, 4, A, D, E</td>
<td>C1.2, C1.7, C1.8, P2.2</td>
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<tr>
<td>10</td>
<td>Integumentary Disorders</td>
<td>1, 3, 4, A, D, E</td>
<td>C1.2, C1.7, C1.8, P2.2</td>
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<tr>
<td>11</td>
<td>Endocrine System Disorders</td>
<td>1, 3, 4, A, D, E</td>
<td>C1.2, C1.7, C1.8, C4.1, P2.2</td>
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<tr>
<td>12</td>
<td>Musculoskeletal Disorders</td>
<td>1, 3, 4, A, D, E</td>
<td>C1.2, C1.7, C1.8, P2.2</td>
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<tr>
<td>13</td>
<td>Nervous System Disorders</td>
<td>1, 3, 4, A, D, E</td>
<td>C1.2, C1.7, C1.8, P2.2</td>
</tr>
</tbody>
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### Evaluation of student learning:

<table>
<thead>
<tr>
<th>Grade Items</th>
<th>% of grade</th>
<th># within course</th>
</tr>
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<tbody>
<tr>
<td>Exam(s)</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Assignment(s)</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>Weekly Discussion Post(s)</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>Generic Abilities</td>
<td>5</td>
<td>Continuous</td>
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**Academic Integrity Statement:** There is a zero tolerance policy for plagiarism. Any work that violates the MCCC Academic Integrity policy will receive a grade of “0” and the learner will be reported to the College’s Academic Integrity Committee consistent with College policies.


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