

Pathology ATR 385

Spring Semester 2019

Thursday 1:30p-4:00pm

Location: Kinesiology building classroom #2

Final Exam date: Thursday, May 2nd 1:30-4:00 pm

Professor: Jay Vu MD

jvu@pointloma.edu

Office hours: Thursdays 12-1:30p and 4p-6p

"The whole purpose of education is to turn mirrors into windows."

–Sydney J Harris

Course Description:

An in-depth study of the etiology and treatment of injury and illness. Mechanisms of injury, pathophysiology and psychology of illness, diagnosis, treatment, and implications for long-term health serve as the matrix for the study of pathology.

Course Design:

- Traditional lectures
- Problem Based Learning (PBL): In and out of class group activity
- Labs: History taking and physical assessment skills
- Videos
- Current event discussions: Each student will lead a five-minute discussion on a current event topic of their choice related to health and medicine.

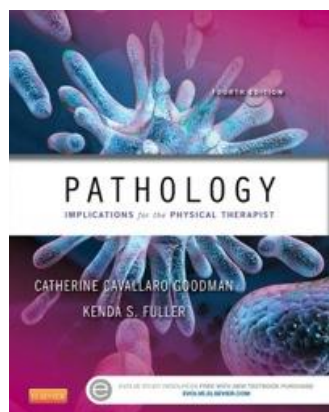
Course Learning Outcomes:

By the conclusion of this course, you will:

- Identify the greatest threats to health.
- Understand the pathophysiology and treatment of common disease processes.
- Communicate as clinicians using precise medical terminology.
- Develop problem-solving skills.
- Become self-directed learners.
- Learn to communicate and thrive within a group setting.
- Learn the art of history taking and the science of a physical examination.

Course Materials:

1. Course textbook



Goodman and Fuller. "Pathology: Implications for the Physical Therapist" fourth edition: by Saunders, an imprint of Elsevier Inc. 2015

2. Stethoscope: fairly good models available for \$30-50 (some available in class)
3. Library resources
4. www.emedicine.com: free registration
5. www.wikipedia.com

Grading: total 1,000 points

Exams: Midterm and Final (300 points: 30%)

Skills Lab: History and Physical Exam performance and write-up (100 points: 10%)

PBL sessions: 5 learning objective assignments (250 points: 25%)

Quizzes: 4 quizzes (200 points: 20%)

Current event assignment (30 points: 3%)

Study Guide Assignments (120 points: 12%)

Grade	Range
A	$\geq 93\%$
A-	90-92%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	$\leq 59\%$

My selfish goals:

- Bring real-life clinical medicine into a college course.
- Equip you with the tools to pursue life long learning.
- Provide guidance to those who want to pursue a career in medicine.
- Any excuse to pontificate about medicine, life and the pursuit of happiness over a cup of coffee.

PLNU Mission To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Kinesiology Core Competencies

ATR 385-2 Pathology of Injury & Illness

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|--------|---|
| AC-36 | Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for: |
| AC-36a | sudden cardiac arrest |
| AC-36b | brain injury including concussion, subdural and epidural hematomas, second impact syndrome and skull fracture |
| AC-36e | exertional sickling associated with sickle cell trait |
| AC-36f | rhabdomyolysis |
| AC-36g | internal hemorrhage |
| AC-36h | diabetic emergencies including hypoglycemia and ketoacidosis |
| AC-36i | asthma attacks |
| AC-36j | systemic allergic reaction, including anaphylactic shock |
| AC-36k | epileptic and non- epileptic seizures |
| AC-36o | local allergic reaction |
| CE-2 | Describe the normal anatomical, systemic, and physiological changes associated with the lifespan. |
| CE-3 | Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations. |
| CE-7 | Identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient's life. |
| CE-20 | Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: |
| CE-20g | respiratory assessments (auscultation, percussion, respirations, peak flow) |
| CE-20h | circulatory assessments (pulse, blood pressure, auscultation) |
| CE-20i | abdominal assessments (percussion, palpation, auscultation) |
| CE-20j | other clinical assessments (otoscope, urinalysis, glucometer, temperature, ophthalmoscope) |
| CE-21 | Assess and interpret findings from a physical examination that is based on the patient's clinical presentation. This exam can include: |
| CE-21i | Cardiovascular function (including differentiation between normal and abnormal heart sounds, blood pressure, and heart rate) |
| CE-21j | Pulmonary function (including differentiation between normal breath sounds, percussion sounds, number and characteristics of respirations, peak expiratory flow) |
| CE-21k | Gastrointestinal function (including differentiation between normal and abnormal bowel sounds) |
| CE-21l | Genitourinary function (urinalysis) |
| CE-21m | Ocular function (vision, ophthalmoscope) |
| CE-21n | Function of the ear, nose, and throat (including otoscopic evaluation) |
| CE-21o | Dermatological assessment |
| CE-21p | Other assessments (glucometer, temperature) |
| CE-22 | Determine when the findings of an examination warrant referral of the patient to a physician. |

	appropriate clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement the appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed, and identify potential restrictions in activities and participation. Formulate and communicate the appropriate return to activity protocol.
PHP-5	Explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases.
PHP-15	Use a glucometer to monitor blood glucose levels, determine participation status, and make referral decisions.
PHP-16	Use a peak-flow meter to monitor a patient's asthma symptoms, determine participation status, and make referral decisions.
PHP-17	Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to:
PHP-17a	Cardiac arrhythmia or arrest
PHP-17b	Asthma
PHP-17e	Hyponatremia
PHP-17f	Exertional sickling
PHP-24	Summarize the general principles of health maintenance and personal hygiene, including skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control.
PHP-29	Explain the basic concepts and practice of fitness and wellness screening.
PS-13	Identify and describe the basic signs and symptoms of mental health disorders (eg, psychosis, neurosis; sub-clinical mood disturbances (eg, depression, anxiety); and personal/social conflict (eg, adjustment to injury, family problems, academic or emotional stress, personal assault or abuse, sexual assault or harassment) that may indicate the need for referral to a mental healthcare professional.
TI-3	Differentiate between palliative and primary pain-control interventions.

Attendance and Participation:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report, which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

Academic Honesty:

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure

in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

Academic Accommodations:

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

FERPA Policy:

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the (undergrad/ graduate as appropriate) academic catalog.

Final Exam Policy:

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

