

**City University of Hong Kong  
Course Syllabus**

**Offered by Department of Veterinary Clinical Sciences  
with effect from Semester B 2020/21**

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**Part I Course Overview**

**Course Title:** General Pathology

**Course Code:** VM 3101

**Course Duration:** 1 semester

**Credit Units:** 3 credits

**Level:** B3

**Proposed Area:**  
*(for GE courses only)*

- Arts and Humanities  
 Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Completion of Year 2 courses with C grade or above

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The purpose of this course is for students to build and understanding of the basic mechanisms by which tissues and organisms react to insult and the basic mechanisms of the immune response. The material in this course is meant to build on the solid foundation of anatomy and histology, complement the material presented in the cell biology and genetics courses, and provide the basis for further understanding of the pathogenesis and diagnosis of diseases that will be essential in future courses and in clinical rotations.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe the role of pathology and the pathologist in diagnostic medicine.		✓	✓	
2.	Explain the basic tissue responses to injury and describe underlying mechanisms driving these responses.		✓	✓	
3.	Recognise and describe the features of abnormal tissue on a gross and microscopic level, and determine what process or processes are occurring in the abnormal tissue.		✓	✓	
4.	Formulate an appropriate morphologic diagnosis for the processes occurring in the abnormal tissue.		✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Lecture topics consist of: Introduction to Pathology and Lesion Description; Tissue Degeneration and Adaptation Death; Hemodynamic Disorders and Shock; Basic Immunology and Inflammation; Healing and Repair; Disturbances of Growth.	✓	✓	✓	✓	2 hrs/wk
Laboratory practicals	The laboratories are designed to give students experience evaluating fresh (or Klotz fixed) tissues, gross photographs of tissues and histologic specimens	✓	✓	✓	✓	1 hrs/wk

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: 40%						
Mid-term Test	✓	✓	✓	✓	40%	
Examination: 60% (duration: 2 hours )						
Final Exam	✓	✓	✓	✓	60%	
					100%	

\* The weightings should add up to 100%.

# Students must pass each examination and the continuous assessment as a whole to pass the course as a whole

**5. Assessment Rubrics**

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C)	Failure (F)
1. Mid-term test	Ability to explain the mechanisms driving tissue response to injury, and describe the features of abnormal tissue	Excellent in understanding, explaining, exploring and integrating the knowledge	Good in understanding, explaining, exploring and integrating the knowledge	Basic competence in understanding, explaining, exploring and integrating the knowledge	Poor in understanding, explaining, exploring and integrating the knowledge
2. Examination	Ability to explain the mechanisms driving tissue response to injury, and describe the features of abnormal tissue	Excellent in understanding, explaining, and integrating the knowledge in written format	Good in understanding, explaining, and integrating the knowledge in written format	Basic competence in understanding, explaining, and integrating the knowledge in written format	Poor in understanding, explaining, and integrating the knowledge in written format

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

*(An indication of the key topics of the course.)*

Immunology, Inflammation, Acute and chronic, Mechanisms, Morphology, Lesion description, Skin structures, Cellular injury, Necrosis, Apoptosis, Pigments, Depositions, Coagulation, Hemostasis, Hemodynamic disorders, Shock, Neoplasia, Carcinogenesis, Tumor immunology, Healing and repair, Necropsy

#### 2. Reading List

##### 2.1 Compulsory Readings

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Zachary JF, eds. (2016). <i>Pathologic Basis of Veterinary Disease</i> . 6 <sup>th</sup> ed. St. Louis, MO: Elsevier; Elsevier Health Sciences.
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##### 2.2 Additional Readings

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Kumar, Abbas and Aster (2014). <i>Robbins &amp; Cotran Pathologic Basis of Disease</i> . 9 <sup>th</sup> ed. Elsevier; Elsevier Health Sciences.
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