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Faculty of Medicine and Health  
School of Medical Sciences

# PATH3206

## Cancer Pathology

COURSE OUTLINE

Term 2, 2021

## Staff contacts in the Department of Pathology

Name	Title	E-mail
A/Prof Cristan Herbert	PATH3206 Convenor, Associate Professor and Head of Teaching, Department of Pathology	<a href="mailto:c.herbert@unsw.edu.au">c.herbert@unsw.edu.au</a> Level 4 Wallace Wurth C27
Dr Chaturaka Rodrigo	Senior Lecturer, Department of Pathology	<a href="mailto:c.rodrido@unsw.edu.au">c.rodrido@unsw.edu.au</a>
Dr Karim Burkhardt	Senior Lecturer, Department of Pathology	<a href="mailto:k.burkhardt@unsw.edu.au">k.burkhardt@unsw.edu.au</a>
Dr Martin Weber	Senior Lecturer, Department of Pathology	<a href="mailto:martin.weber@unsw.edu.au">martin.weber@unsw.edu.au</a>
A/Prof Phoebe Phillips	Associate Professor, Department of Pathology	<a href="mailto:phoebe.phillips@unsw.edu.au">phoebe.phillips@unsw.edu.au</a>
A/Prof Shane Thomas	Associate Professor, Department of Pathology	<a href="mailto:shane.thomas@unsw.edu.au">shane.thomas@unsw.edu.au</a>
Prof Gary Velan	Professor and Associate Dean of Education in Medicine	<a href="mailto:g.velan@unsw.edu.au">g.velan@unsw.edu.au</a>
Prof Nicodemus Tedla	Professor, Department of Pathology	<a href="mailto:n.tedla@unsw.edu.au">n.tedla@unsw.edu.au</a>

Please read this outline in conjunction with the following pages on the [School of Medical Sciences website](#):

- [Advice for Students](#)
- [Learning Resources](#)

(or see "STUDENTS" tab at [medicallsciences.med.unsw.edu.au](http://medicallsciences.med.unsw.edu.au))

With thanks to contributors (alphabetically):

A/Prof Cristan Herbert  
Dr Chaturaka Rodrigo

A/Prof Darren Saunders  
Prof Gary Velan

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Australia

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## PATH3206 Cancer Pathology Timetable T2, 2021

Week	Date	Time	Location	Lecturer	Activity	Title
1	31/05	3-4	Online	Herbert	<b>Lecture</b>	Introduction & overview
	31/05	4-6	Online	Rodrigo	<b>Practical*</b>	What is wrong with me?
	3/06	9-10	Online	Herbert	<b>Lecture*</b>	Neoplasia
	3/06	10-11	Online	Herbert	<b>Lecture*</b>	Research or rubbish introduction
	3/06	12-1	See Moodle		Tutorial	Research or rubbish topics (+ Mock Quiz)
2	7/06		Asynchronous**	Herbert	Lecture	Hallmarks of Cancer I & II
	7/06	3-4	Online	Stewart	Lecture	Carcinogenesis & risk I
	7/06	4-5	Online	Stewart	Lecture	Carcinogenesis & Risk II
	7/06	5-6	(No lecture)			
	10/06	9-11	Online	Rodrigo	<b>Practical</b>	Under the microscope
	10/06	12-1	See Moodle		Tutorial	Neoplasia (+ Quiz 1***)
3	14/06	<b>No lecture (public holiday)</b>				
	17/06	9-11	Online	Rodrigo	<b>Practical</b>	Making sense of the numbers
	17/06	12-1	See Moodle		Tutorial	Carcinogenesis
4	21/06	3-4	Online	Burkhardt	<b>Lecture</b>	Breast cancer
	21/06	4-5	Online	Cox	<b>Lecture</b>	Metastasis and novel therapies
	21/06	5-6	Online	Croucher	<b>Lecture</b>	Systems biology
	24/06	9-11	Online	Rodrigo	<b>Practical</b>	What are my options?
	24/06	12-1	See Moodle		Tutorial	Breast cancer (+ Quiz 2***)
5	28/06	3-4	Online	Rodrigo	<b>Lecture</b>	Lung cancer
	28/06	4-5	Online	Rodrigo	<b>Lecture</b>	Microenvironment, inflammation
	28/06	5-6	Online	Turner	<b>Lecture</b>	Cancer metabolism
	1/07	9-11	TBC		<b>Assessment</b>	<b>MID-TERM EXAM</b>
	1/07	12-1	See Moodle		Tutorial	Lung cancer
6	No Classes					<b>FLEXIBILITY WEEK</b>

Week	Date	Time	Location	Lecturer	Activity	Title
7	12/07	3-4	Online	Tedla	Lecture	Colorectal cancer
	12/07	4-5	Online	Tedla	Lecture	Upper GI cancer
		5-6	Online	Herbert	Lecture	Mid-term exam feedback
	15/07	9-11	TBC		Research symposium	
	15/07	12-1	See Moodle		Tutorial	Upper GI & colorectal cancer
8	19/07	3-4	Online	Weber	Lecture	Paediatric cancers
	19/07	4-5	Online	Cowley	Lecture	Cancer genomics
		5-6	Online	Pimanda/ Hertzberg	Lecture	Leukaemia and lymphoma
	22/07	9-11	TBC		Research symposium	
	22/07	12-1	See Moodle		Tutorial	Paediatric cancers (+ Quiz 3 <sup>***</sup> )
9	26/07	3-4	Online	Velan	Lecture	Skin cancer
	26/07	4-5	Online	Rodrigo	Lecture	Tumour immunology
		5-6	Online	Phillips	Lecture	Targeted therapies
	29/07	9-11	Online	Rodrigo	Practical	If I knew earlier, would it have mattered?
	29/07	12-1	See Moodle		Tutorial	Skin cancer
10	2/08	3-4	Online	Ford	Lecture	Reproductive cancer
	2/08	4-5	Online	Rodrigo	Lecture	Viral carcinogenesis
	2/08	5-6	Online	Herbert	Lecture	Overview & summary
	5/08	9-11	Online	Rodrigo	Practical	I am a person, not a disease
	5/08	12-1	See Moodle		Tutorial	Reproductive cancers & viral carcinogenesis (+ Quiz 4 <sup>***</sup> )

Note (\*): Due to staff unavailability, the practical in week 1 will be held on Monday 4-6pm, and two lectures in week 1 will be moved to Thursday 9-11am.

Note (\*\*): Due to a public holiday, there will be no teaching activities on Monday 14<sup>th</sup> of June. Therefore, the lectures on Hallmarks of Cancer will be available online (asynchronous/ pre-recorded) in week 2. The lectures on Carcinogenesis and Risk have been brought forward to week 2 and will be live-online.

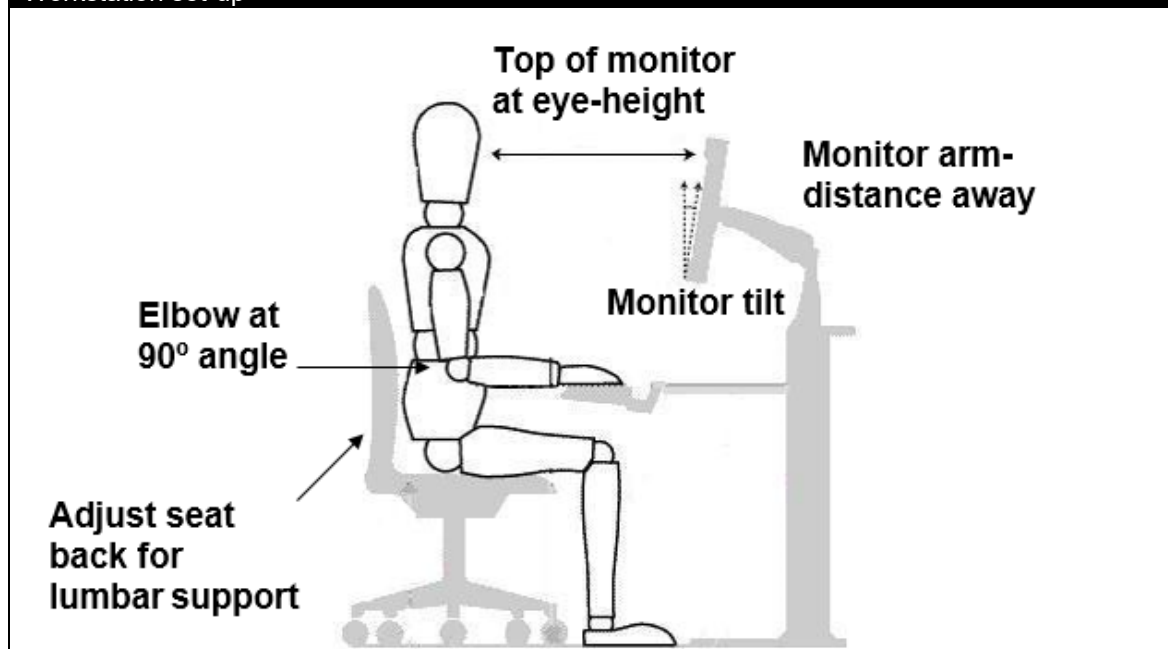
Note (\*\*\*) : The content assessed in each quiz (which will be informed via Moodle before the quiz) is different to the topic of the tutorial.

All students are expected to be present for the entire duration of the research symposium on both days – This is an assessment task.



Hazards	Risks	Controls
Ergonomics	Musculoskeletal pain	Correct workstation set-up
Electrical	Electrical shock/fire	Check electrical equipment in good condition before use
Handling pots	Chemical spillage	All portable electrical equipment tested and tagged. Instructions on correct manual handling of pots

### Workstation set-up



### Manual Handling of Pots

- All pots contain real human tissue that has been generously donated to medical science and **must be treated with appropriate respect and dignity**.
- Specimens are preserved in Perspex and contain a range of preserving chemicals that may be harmful. Chemicals used include **formalin, pyridine, sodium dithionate**. A full list of chemicals and associated MSDS information is available in the H&S Station and on the SoMS website.

#### MANUAL HANDLING OF POTS

1. It is recommended that all students wash their hands thoroughly as they leave practical class. Chemical residues may be present on pots.
2. **Carry one pot at a time**. Use two hands at ALL TIMES and support the base of pot.
3. **Avoid rough handling and/or tilting of pots**. This can cause leaking joints or tear tissue in specimen.

Limit the number of pots on a table at any one time.

### Personal Protective Equipment

Not necessary in these practical classes.  
Enclosed shoes must be worn to all Practicals.

### Emergency Procedures

In the event of an alarm, follow the instructions of the demonstrator. The initial sound is advising you to prepare for evacuation and during this time start packing up your things. The second sound gives instruction to leave. The Wallace Wurth assembly point is in the lawn in front of the Chancellery. In the event of an injury inform the demonstrator. First aiders and contact details are on display by the lifts. There is a first aid kit in the laboratory and the Wallace Wurth security office.

### Clean up and waste disposal

Spill kit

### Declaration

I have read and understand the safety requirements for this practical class and I will observe these requirements.

Signature:.....Date:.....

Student Number:.....

# PATH3206 Cancer Pathology

## Introduction

Welcome to PATH3206 Cancer Pathology.

PATH3206 aims to promote understanding of the pathogenic mechanisms underlying neoplasia. There is detailed discussion of molecular carcinogenesis, the metastatic process, and techniques for diagnosis, incorporating recent advances in molecular oncology (genomics, metabolism, immunotherapy, targeted therapeutics, systems biology). Discussion will integrate recent and emerging research findings and develop communication skills and critical thinking. Topics covered include neoplasia of the colon, breast, stomach, skin, lung, haematological, paediatric and reproductive tract neoplasms.

To understand these processes, you will draw on your prior knowledge of anatomy, histology, molecular biology, biochemistry, physiology and pathology.

This course is offered during Term 2 and counts for six units of credit. PATH2201/2 (Processes in Disease) is a prerequisite for the course. The UNSW handbook contains information for students wishing to undertake a major in Pathology.

For those wishing to pursue a career in research or hospital-based laboratory work, the course will not only develop basic knowledge of molecular processes, but also provide a framework for understanding how these processes link to the modern practice of medicine. Similarly, for those who may wish to pursue a career in the health sciences, the course will provide an understanding of the cellular and molecular processes underlying clinical manifestations of neoplasia.

Physical distancing restrictions imposed in response to the COVID-19 pandemic means PATH3206 will be delivered in a largely online format for 2021. Lectures and practical classes will be online. Tutorial classes will be offered as online or face-to-face classes (subject to minimum class enrolment being met). We acknowledge and appreciate this may impose additional challenges for both staff and students. We have put a lot of thought into the online components of the course and are determined to provide the best possible experience. The staff of the Department of Pathology joins us in wishing you an interesting and enjoyable Term 2.

**A/Prof Cristan Herbert (Convenor, PATH3206)**

## Course administration

Administrative and general problems related to your attendance, or the content and conduct of the course, can in the first instance be addressed by consulting A/Prof Cristan Herbert ([c.herbert@unsw.edu.au](mailto:c.herbert@unsw.edu.au)) by e-mail. Students wishing to see other members of staff should email and **make an appointment**. If students have difficulties of a personal nature, they should contact the School's Grievance Officer, Professor Nick Di Girolamo.

Should you feel that there are particular circumstances that have affected your performance in the course; you should lodge an application for special consideration via: <https://student.unsw.edu.au/special-consideration>

The supplementary exams for Term 2, 2020 will be held **between 6 – 10 September 2021**.



## Online Course Delivery

The following resources are provided to help manage the transition to online learning necessitated by the COVID19 pandemic:

Transitioning to Online Learning

<https://www.covid19studyonline.unsw.edu.au/>

Guide to Online Study

<https://student.unsw.edu.au/online-study>

UNSW Student Life Hub

<https://student.unsw.edu.au/help#main-content>

## Resources for students

### Recommended text

You are expected to use the following textbook available online via a link in PATH3206 Moodle or the UNSW library SearchFirst website:

<https://primoa.library.unsw.edu.au>

(zID and zPass required). Search for the database MD Consult, then search for Robbins Basic Pathology.

*Robbins Basic Pathology*. 10<sup>th</sup> edition. V. Kumar, A.K. Abbas, & J.C. Aster (2018). Saunders & Co. Philadelphia PA; Elsevier Saunders.

Highly recommended for students wishing to study the molecular biology or clinical features of diseases in greater depth:

*Robbins and Cotran Pathologic Basis of Disease* 9<sup>th</sup> edition. V. Kumar, A.K. Abbas & J.C. Aster (2015) Elsevier Saunders (also available as an eBook via the UNSW Library website).

### Images of disease (IOD) database

Images of Disease (IOD) is a database of images used for teaching within the department. The latest version of Images of Disease is now available online, optimised for smart phones and tablet computers, as well as Firefox 4+, Chrome 13+ and Safari browsers on laptop or desktop computers – <http://iod.med.unsw.edu.au> (zID and zPass required). An interactive Images of Disease app for iPhone and iPad is available to download from that website. Android and Windows phone versions of the IOD app are also available.

The following information might help you understand more about IOD.

### What you get

- Over 3000 images relevant to your study as an undergraduate. Many of these images represent specimens from the Museum of Human Disease, or histopathological images from the student histopathology slide sets. Accompanying X-rays and images of surgical and autopsy specimens are also available.
- A database that links them all together
- A user interface that lets you access the images in a variety of ways
- Interactive "hot-spotted" images to assist your understanding of macroscopic pathology.

### What you do not get

- A collection of images that you can send to your friends, put in your magazines, put on the Internet or whatever other scheme seems clever at the time.

**Many of the images used in this program are of sensitive nature, and are intended for the purpose of private study by pathology students and graduates. You should exercise appropriate standards of professional ethics when using them.**

- A high level of technical support

Unfortunately, it will be impossible for us to answer all your problems immediately, as we have very limited resources. We will of course make every effort to help, and will provide you with a listing of known problems and difficulties on request.

**The Museum of Human Disease page contains links to some excellent undergraduate and postgraduate educational resources, of which we would encourage you to make full use.**

See <http://medicalsciences.med.unsw.edu.au/students/undergraduate/learning-resources>

## Additional learning resources

In addition, there are many resources available on the web, which vary from simple patient information brochures to online pathology courses, to information on the latest research. Some general sites you may find useful are:

Key Dates

<https://student.unsw.edu.au/dates>

Student Support and Development

<https://student.unsw.edu.au/support>

IT, eLearning and Apps

<https://student.unsw.edu.au/elearning>

Equitable Learning Services

<https://student.unsw.edu.au/els>

Medline Plus ('health topics' index of disease with information)

<http://www.nlm.nih.gov/medlineplus/healthtopics.html>

The BEST Network Slice image database

<https://www.best.edu.au/slice/>

The Cancer Council New South Wales

<https://www.cancercouncil.com.au/>

The NSW Cancer Institute

<http://www.cancerinstitute.org.au/>

National Cancer Institute (USA)

<http://www.cancer.gov/>

## Course evaluation and development

Student evaluative feedback on the course is gathered each year using UNSW's myExperience platform. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

## Student learning outcomes and graduate attributes

For the cancer topics covered:

At the completion of this course, you should be able to:

1. Describe the molecular and cellular pathogenetic mechanisms of carcinogenesis and metastasis
2. Relate clinical and macro/microscopic features with underlying pathogenetic mechanisms
3. Describe the epidemiology, aetiology, diagnosis, staging, treatment and prognosis of cancers
4. Explain how recent research advances are driving better understanding of molecular pathogenesis and to develop new therapies
5. Develop skills in critical thinking and written and oral communication
6. Develop skills in collaborative teamwork

You are encouraged to develop the following graduate attributes by undertaking the learning activities in this course. These attributes will be assessed within the prescribed assessment tasks (see assessment):

1. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context.
2. The capacity for analytical and critical thinking and for creative problem-solving.
3. The ability to engage in independent and reflective learning.
4. The skills required for collaborative and multidisciplinary work

## Learning and Teaching approach

The course employs a variety of teaching modes in order to facilitate your learning:

1. A **collaborative, team-based approach** to learning. It is anticipated that students will have an enhanced learning experience through the use of team quizzes and peer teaching. You are also encouraged to utilise your allocated teams as study groups.
2. A series of online **lectures** introduce you to pathological processes, as well as specific examples of those processes affecting organs and tissues;
3. **Tutorials** are intended to extend and amplify your understanding of material presented in lectures in an interactive format, where you are encouraged to clarify any difficulties regarding the concepts discussed. Students will be allocated into teams and will complete individual and team quizzes. Pre-reading will be assigned for each tutorial;
4. **Practical classes** will have a narrative based approach where you will follow the story of 3 patients throughout the course from the point of diagnosis to learn about various aspects of cancer diagnosis, research / data interpretation, treatment, prognosis, ethical and humane aspects of a terminal illness. Images of macroscopic “pots” will be generally used in conjunction with projected microscopic slides, X-rays and other materials in a virtual environment.
5. Learning is supported via **Moodle** and **TEAMS**. Announcements, timetables, lecture slides, vslides and other resources will be made available during the course. The links of slides relevant to practicals will be hosted on the course Moodle page

## Assessment

Students will undertake multiple forms of assessment during term:

- Team and individual quizzes (TIQ) 10%
- Mid-term examination 20%
- Team presentation 30%
- End of course (final) examination 40%

### Team and individual quizzes

Team and individual quizzes will be held in the tutorial sessions, consisting of MCQs. Pre-reading for the quizzes is specified in the tutorial outlines of the manual. Students need to provide a reason to A/Prof Herbert for a missed tutorial via email. Students who provide a valid reason will receive 50% of their team mark. If no reason is provided, the student will receive zero for both the individual and team quiz. However, the team will not be penalised.

### Mid-term examination

A **mid-term exam** will be conducted in **Week 5**. The examination will include material covered in Weeks 1-5 of PATH3206. The skills achieved by mastering the tutorial quizzes will be assessed in this exam.

### Team Presentation: Research or Rubbish? Media and Critical Thinking

This assignment requires students working in teams to undertake a critical assessment of media coverage of recent cancer research. Teams will present their findings in both a written report and in mixed media format at a research symposium.

This assessment task focuses on the following graduate attributes: Information acquisition, evaluation and synthesis; Effective communication in both oral and written formats; Teamwork, collaborative and management skills; Research inquiry.

### The Task

1. Choose a recent (i.e. within the last year) media story about cancer (e.g. from TV, online, print, radio).
2. Identify and assess the primary research and review publication(s) relevant to the media story (preferably including relevant institutional press releases).
3. Perform a critical evaluation of the media reporting of the underlying research. (10%)
4. Each group will submit both a written report and present their findings using flexible format (video, animation, audio, live presentation, poster etc). (20%)

### Assessment Criteria

**Written reports 2000 words (15% of final mark):** assessed by staff according to following criteria:

1. Is the media reporting supported by the research literature?
2. Strengths and weaknesses of the reporting?
3. Did the reporting style accurately reflect the research findings?
4. The team utilises the current medical literature to support their arguments.
5. The team demonstrates critical analysis of exiting medical literature
6. The team demonstrates clear written communication and produces a well-structured report

**Team presentations (15% of final mark):** Teams will present in a research symposium, assessed against the following criteria:

1. Is the media reporting supported by the research literature?
2. Discuss the strengths and weaknesses of the reporting?
3. Did the reporting style accurately reflect the research findings?
4. The Team demonstrates an ability to utilize the current medical literature to support their arguments.
5. The team demonstrates critical analysis of exiting medical literature
6. The presentation shows a high standard of design and effectively communicates key concepts to the audience in an engaging format.
7. Team members answer questions clearly and directly
8. Presentations will be assessed by staff from the Department of Pathology, with peer assessment of teamwork forming a component of the final mark.

### **Submission of Team project**

**Written reports** (1 per team) must be submitted electronically as a PDF (or Word .doc) via Moodle **no later than 9am Thursday 24/6/2021**.

**IMPORTANT: The document must have PATH3206, and team number in the file name, e.g. PATH3206\_Team1.pdf**

**Team presentations** will be presented in a research symposium during **weeks 7 and 8**. Feedback on written submission will be provided before the presentation.

### **Late Team projects**

Written reports submitted later than 9am Thursday 24/6/2021 will be penalised according to University policy on late submissions.

### **End of course final examination**

**A 2-hour end of course examination** will be held between 13 – 26 August (exact date TBC). This exam will be online via the Inspira platform (further details will be provided via Moodle). The questions assess all the learning outcomes and may cover any content delivered throughout the term. This examination encourages an in-depth engagement with pathology within a clinical context. The questions vary in style; some questions may have two parts.

### **Missed exams**

If in any circumstances, you unavoidably miss an examination, you must inform the registrar and also contact the relevant course office immediately. Normally, if you miss an exam (without medical reason) you will be given an absent fail. If you arrive late for an exam no time extension will be granted. It is your responsibility to check the timetable and ensure that you arrive with sufficient time. UNSW has a Fit to Sit/Submit rule, which means that if you sit an exam or submit an assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration.










### **Supplementary examination**


A supplementary examination may be awarded to students who lodge application for special consideration according to the UNSW guidelines published here: <https://student.unsw.edu.au/special-consideration>. The deferred exam may include a significant oral element. The supplementary exam for Term 2, 2021 will be held between 6 – 10 September 2021.

Examples of 'Research or Rubbish' slots from ABC radio are available on Moodle and the following guide may be useful in evaluating selected media report(s) and structuring critical assessment.

## A Rough Guide to SPOTTING BAD SCIENCE

Being able to evaluate the evidence behind a scientific claim is important. Being able to recognise bad science reporting, or faults in scientific studies, is equally important. These 12 points will help you separate the science from the pseudoscience.

<p><b>1. SENSATIONALISED HEADLINES</b></p> <p><b>Aa</b> Article headlines are commonly designed to entice viewers into clicking on and reading the article. At times, they can over-simplify the findings of scientific research. At worst, they sensationalise and misrepresent them.</p>	<p><b>7. UNREPRESENTATIVE SAMPLES USED</b></p> <p> In human trials, subjects are selected that are representative of a larger population. If the sample is different from the population as a whole, then the conclusions from the trial may be biased towards a particular outcome.</p>
<p><b>2. MISINTERPRETED RESULTS</b></p> <p><b>X</b> News articles can distort or misinterpret the findings of research for the sake of a good story, whether intentionally or otherwise. If possible, try to read the original research, rather than relying on the article based on it for information.</p>	<p><b>8. NO CONTROL GROUP USED</b></p> <p> In clinical trials, results from test subjects should be compared to a 'control group' not given the substance being tested. Groups should also be allocated randomly. In general experiments, a control test should be used where all variables are controlled.</p>
<p><b>3. CONFLICTS OF INTEREST</b></p> <p> Many companies will employ scientists to carry out and publish research - whilst this doesn't necessarily invalidate the research, it should be analysed with this in mind. Research can also be misrepresented for personal or financial gain.</p>	<p><b>9. NO BLIND TESTING USED</b></p> <p> To try and prevent bias, subjects should not know if they are in the test or the control group. In 'double blind' testing, even researchers don't know which group subjects are in until after testing. Note, blind testing isn't always feasible, or ethical.</p>
<p><b>4. CORRELATION &amp; CAUSATION</b></p> <p> Be wary of any confusion of correlation and causation. A correlation between variables doesn't always mean one causes the other. Global warming increased since the 1800s, and pirate numbers decreased, but lack of pirates doesn't cause global warming.</p>	<p><b>10. SELECTIVE REPORTING OF DATA</b></p> <p> Also known as 'cherry picking', this involves selecting data from results which supports the conclusion of the research, whilst ignoring those that do not. If a research paper draws conclusions from a selection of its results, not all, it may be guilty of this.</p>
<p><b>5. UNSUPPORTED CONCLUSIONS</b></p> <p> Speculation can often help to drive science forward. However, studies should be clear on the facts their study proves, and which conclusions are as yet unsupported ones. A statement framed by speculative language may require further evidence to confirm.</p>	<p><b>11. UNREPLICABLE RESULTS</b></p> <p> Results should be replicable by independent research, and tested over a wide range of conditions (where possible) to ensure they are consistent. Extraordinary claims require extraordinary evidence - that is, much more than one independent study!</p>
<p><b>6. PROBLEMS WITH SAMPLE SIZE</b></p> <p> In trials, the smaller a sample size, the lower the confidence in the results from that sample. Conclusions drawn can still be valid, and in some cases small samples are unavoidable, but larger samples often give more representative results.</p>	<p><b>12. NON-PEER REVIEWED MATERIAL</b></p> <p> Peer review is an important part of the scientific process. Other scientists appraise and critique studies, before publication in a journal. Research that has not gone through this process is not as reputable, and may be flawed.</p>

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## Sample exam questions

**Please Note:** These questions were used in an invigilated written examination conducted on campus. Due to COVID the mid-term and Final exams will be run via an online format, the details of which will be provided to the students well before each assessment task.

### Question 1

- (a) Write notes on factors which can help determine the prognosis of a woman with carcinoma of the breast
- (b) Compare and contrast the predisposing factors, clinical features and biological behaviours of melanoma and basal cell carcinoma of the skin

### Question 2

- (a) Discuss the clinical consequences of colorectal neoplasia, including the effects of benign colorectal neoplasms.
- (b) Discuss genetic changes that characterise development and progression of colorectal neoplasms. Highlight the ways in which understanding of hereditary bowel cancer syndromes has helped to explain the different genetic pathways involved in sporadic colorectal cancers.

### Question 3

- (a) Write notes on **one** of the following:
  - (i) Role of oncogenes and apoptosis-related genes in the development of cancer
  - or**
  - (ii) Role of viruses in carcinogenesis
- (b) Describe the macroscopic features that may allow differentiation between benign and malignant neoplasms.

### Question 4

A 38-year-old woman presented to her local doctor with a 2-month history of bleeding after intercourse. More recently she had a spontaneous bloodstained discharge. After a series of investigations, the woman underwent a hysterectomy.

- i) What is the likely diagnosis? How could this have been confirmed preoperatively?
- ii) Discuss the pathogenesis of the disease listed in part i. How might his disease have been prevented?
- iii) If this woman had not undergone treatment how might have her disease progressed?



## The Museum of Human Disease

The Donald Wilhelm Museum of Human Disease is located on the ground floor of the Samuels Building (Building F25). Originally located on the 5<sup>th</sup> floor of the Wallace Wurth Building, it was established by Professor Donald Wilhelm, the Foundation Professor of Pathology at this university. Thanks to his foresight, and to the tireless efforts of Dr G. Higgins (the Museum Curator until 2004), the Museum has been meticulously maintained and updated over the years to reflect the changing patterns of disease in our society. The Museum contains over 2,700 specimens (or “pots”), which display diseased human tissue at the macroscopic level, usually preserved in formalin. Specimens are obtained both from organs removed surgically and from tissue obtained at autopsy, where the natural history of disease is in full view.

**Please take note that some specimens of diseases, which have become rare, e.g. diphtheria, are over 60 years old, and are irreplaceable.** Each specimen is numbered and is accompanied by a clinical history (when known), a macroscopic description of the abnormalities displayed, and a histopathological description of changes at the microscopic level (where relevant). That information, specific to each of thirty areas (or “bays”), can be found in the Museum catalogues located in a bracket within each bay.

All the specimens in the museum are arranged in one or other of two major groups. One group comprises collections of specimens according to pathological processes such as congenital, inflammation and healing, vascular, neoplasia etc. The second group comprises collections of specimens under organ systems, such as cardiovascular, central nervous, renal etc. As responsible adults, we expect you to maintain decorum in the Museum, behave with care and respect for the integrity of the specimens, and help to keep the Museum tidy at all times. This means no eating or drinking in the Museum, and always returning specimens and catalogues to their allocated places. **Do not shake the pots!** This activity conveys no useful information, but often damages the specimens. If you discover that a specimen is leaking or broken, follow the instructions listed in the safety notice below. **Remember that the Museum is a precious learning resource, of which you are encouraged to make full use.**

### Security in the museum

**It is a crime under the Human Tissue Act to steal or mistreat material preserved in the Museum or practical class laboratories. Anyone who contravenes the Act will be prosecuted.**

To protect the collection of specimens, access to the Museum is restricted for students in Medicine and PATH3206 during weekdays from 8 a.m. to approximately 8 p.m. The Museum is security locked, and can only be entered by using your student card to enable the doors to be opened. The director and Museum Technical Officer play a supervisory role during office hours.

The Museum and practical class laboratories are under constant electronic surveillance.

## Safety in the museum

- Always handle museum specimens with care and respect. All specimens consist of generously donated human tissue.
- The specimens are preserved in fixative solutions which contain a variety of toxic compounds:

<b>Chemical</b>	<b>Max. Percentage Composition</b>
Glycerol	17 (v/v)
Pyridine	0.8 (v/v)
Sodium Acetate	7 (w/v)
Formalin	<2 (v/v)
Sodium Dithionate	0.4 (w/v)

- For reasons of hygiene, never take food or drink into the museum.
- Never leave a museum specimen on the floor, or in any precarious position.
- If a specimen is leaking, turn it upside down to prevent further leakage, then immediately inform the Museum Technical Officer or a member of academic staff.
- If a specimen is broken, do not attempt to wipe up the spillage. Use the kitty litter provided in the central cupboards to absorb the fumes, then clear the area and immediately inform the Museum Technical Officer or a member of academic staff.
- Remember that the museum is here for your benefit - your cooperation in maintaining neatness and safety at all times is appreciated.

See [safety.unsw.edu.au](http://safety.unsw.edu.au) for more Health & Safety resources