Syllabus

Principles of Radiological Diagnosis (140508443)

Second Semester 2021 /2022

COURSE INFORMATION	
Course Name: Principles of Radiological Diagnosis **Semester:** Second **Department:** Department of Medical Imaging **Faculty:** Applied Medical Sciences	**Course Code:** 140508443 **Section:** Analysis and Diagnosis of Medical Images **Core Curriculum**: Radiological and Medical Imaging
Day(s) and Time(s): Monday: 11:00-12:30 Wednesday: 11:00-12:30 **Classroom:** Nursing 202	**Credit Hours:** 3 **Prerequisites**: 140508433

COURSE DESCRIPTION

This course helps the student with identifying the most common diseases on different medical imaging modalities including general x- ray, fluoroscopy, mammography, computed tomography, magnetic resonance imaging, ultra-sound, SPECT, PET and PET-CT. In addition, the course teaches the student how to choose the best imaging modality to diagnose the disease radiologically. The differences in radiological appearance of the most common diseases on different types of medical images will also be covered in this course.

DELIVERY METHODS

The course will be delivered through a combination of active learning strategies. These will include:

- PowerPoint lectures and active classroom based discussion.
- Collaborative learning through small groups acting in an interdisciplinary context.
- Relevant films and documentaries.
- Video lectures.
- E-learning resources: e-reading assignments and practice quizzes through Model and Microsoft Team.

FACULTY INFORMATION

Name	*Ali Mohammad Ibrahim Al-Radaideh*
Academic Title:	*Associate Professor*
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Office Hours:	*Sunday/Tuesday: 12:30-1:30* *Monday: 12:30-1:30* *Please send an e-mail (ali.radaideh@hu.edu.jo) to meet at any other time.*

REFERENCES AND LEARNING RESOURCES

Required Textbook:

There is no required textbook for purchase.
All compulsory weekly readings are available electronically on Microsoft Teams and "Dr-Ali Al-Radaideh_Teaching files" on Facebook group.

Suggested textbook for reading:

- Comprehensive radiographic pathology, by Ronal L. Eisenberg and Nancy M. Johnson, Mosby 2007
- Basic Bone Radiology, by Griffiths, Harry.. Norwalk, Appleton century-Crofts

Useful Web Resources:

http://www.chirogeek.com/ http://radiologymasterclass.co.uk/tutorials/tutorials.html

https://boxdicom.com/samples.html http://radiology.med.wayne.edu/resources.php

http://www2.med.wayne.edu/diagRadiology/TeachingFile.html

http://www.med.umich.edu/lrc/coursepages/m1/anatomy2010/html/radiology/radiology_index.html

https://www.imageinterpretation.co.uk/index.php

STUDENT LEARNING OUTCOMES MATRIX*

Core Curriculum Learning Outcomes	Program Learning Outcomes	Course Objectives	Course Student Learning Outcomes	Assessment Method
Think critically and creatively in a variety of methods in order to make diagnostic decisions and solve problems. Communicate competently with others using oral and written English skills	KP1: Develop an understanding of human anatomy and physiology as it relates to health and disease and acquire competency in medical terminology, documentation KP2: Understand the principles and physics of medical imaging technologies such as general X-ray, CT, MRI, ultrasound, fluoroscopy, nuclear medicine, dental radiography, and mammography and relate medical research KP3: Develop and implement protocols for medical imaging procedures, including patient positioning, patient care, proper exposure factor selection,	1.To help students identify the most common diseases on different medical imaging modalities	Be able to understand the basis of radiologic diagnosis of the most common diseases.	• Exams • Quizzes • "On-line' reading assignments • homework assignments
		2. To teach students how to choose the best imaging modality to diagnose the disease radiologically.	Be able to understand the principle of using different imaging modalities in the diagnosis of different diseases. Be able to decide on the best imaging modality to use in the diagnosis of different diseases.	• Exams • Quizzes • "On-line' reading assignments • homework assignments
		3. To find the differences in radiological appearance of the most common diseases on different types of medical images.	Be able differentiate the appearance of the most common disease on different imaging modalities.	• Exams • Quizzes • "On-line' reading assignments • homework assignments
		4. To start use their knowledge of previous courses to analyse the pathological process quantitatively.	Be able to derive different quantitative indices that are important for disease assessment and diagnosis.	• Exams • Quizzes • "On-line' reading assignments

	appropriate radiation protection measures, demonstrating technical competence, and the use of contrast agents SP1: Demonstrate depth of knowledge and integrate it of the basic scientific principles of all medical imaging technologies for the implementation of various protocols and techniques and to conduct scientific research in this field SP2: Use creativity, critical thinking, analysis, and research skills to modify standard procedures to adapt to new circumstances, difficult cases, or unusual situations while maintaining appropriate medical imaging quality. SP3: Evaluate and criticize all types of medical images CP1: Access, evaluate, and provide medical imaging requirements CP2: Recognizing the need to learn from professional learning, managing learning in the field of medical imaging in an integrated manner, and acquiring continuous learning skills CP3: Demonstrate professional identity and responsibility with patients, colleagues, employers, and			

	society, with ethical and professional behaviors and attitudes in the practice of health care. CP4: Produces high quality, diagnosable medical images by applying positioning skills, selecting technical parameters, and using radiation protection.			

				• homework assignments

ACADEMIC SUPPORT

It is the Hashemite University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their Instructor to ensure that their individual needs are met. The University through its special need section will exert all efforts to accommodate for individual's needs.

COURSE REGULATIONS

Participation

Class participation and attendance are important elements of every student's learning experience at The Hashemite University, and the student is expected to attend all classes. A student should not miss more than 15% of the classes during a semester. *Those exceeding this limit of 15% will receive a failing grade regardless of their performance*. It is a student's responsibility to monitor the frequency of their own absences. **Attendance record begins on the first day of class irrespective of the period allotted to drop/add and late registration. It is a student's responsibility to sign-in; failure to do so will result in a non-attendance being recorded.**

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

Plagiarism

Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. HU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviours that compromise his/her own integrity as well as that of the Hashemite University.

Plagiarism includes the following examples and it applies to all student assignments or submitted work:

- **Use of the work, ideas, images or words of someone else without his/her permission or reference to them.**
- **Use of someone else's wording, name, phrase, sentence, paragraph or essay without using quotation marks.**
- **Misrepresentation of the sources that were used.**

The instructor has the right to fail the coursework or deduct marks where plagiarism is detected

Late or Missed Assignments

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

- Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty. Assignments handed in more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.
- In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with University regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

Student Complaints Policy

Students at The Hashemite University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

COURSE ASSESSMENT

Course Calendar and Assessment

Students will be graded through the following means of assessment and their final grade will be calculated from the forms of assessment as listed below with their grade weighting taken into account. The criteria for grading are listed at the end of the syllabus

Assessment	Grade Weighting	Deadline Assessment
Exam 1	25%	13/4/2022 11:00 – 12:00
Exam 2	25%	18/5/2022 11:00 – 12:00
Quizzes	0%	
Homework/Participation	0%	
Final Exam	50%	To be announced by the registration office

Description of Exams

Test questions will predominately come from material presented in the lectures. Semester exams will be conducted during the regularly scheduled lecture period. Exam will consist of a combination of multiple choice, short answer, match, true and false and/or descriptive questions.

Homework:

Will be given for each chapter, while the chapter in progress you are supposed to work on them continuously and submit in next lecture when I finish the chapter.

You are also expected to work on in-chapter examples, self-tests and representative number of end of chapter problems. The answers of self-tests and end of chapter exercises are given at the end of the book.

Quizzes:

Unannounced quizzes will be given during or/and at the end of each chapter based upon the previous lectures. It will enforce that you come prepared to the class.

No make-up exams, homework or quizzes will be given. Only documented absences will be considered as per HU guidelines.

Grades are not negotiable and are awarded according to the following criteria*:

Letter Grade	Description	Grade Points
A+	Excellent	4.00
A		3.75
A-		3.50
B+	Very Good	3.25
B		3.00
B-		2.75
C+	Good	2.50
C		2.25
C-		2.00
D+	Pass	1.75
D	Pass	1.50
F	Fail	0.00

I	Incomplete	-

WEEKLY LECTURE SCHEDULE AND CONTENT DISTRIBUTION

"Lecture hours and weeks are approximate and may change as needed"

Part One 1	**Introduction to Image Contrast, Diagnostic Imaging, Radiodiagnosis, Pathology**	**Week 1**	**3 lecture hours**
1.1	Introduction to Image Contrast, Diagnostic Imaging		
1.2	Introduction to Radiodiagnosis, Pathology		
Part Two:	**Central Nervous System (The Brain)**	**Week 2-5**	**7 lecture hours**
2.1	Infections of the CNS		
2.2	Tumors of the CNS		
2.3	Hematoma		
2.4	Intracerebral Hemorrhage		
2.5	Cerebral stroke		
2.6	Multiple Sclerosis (MS)		
2.7	Neurodegenerative Diseases		
2.8	Hydrocephalus		
Part Three	**Central Nervous System (The Spine)**	**Week 5-6**	**4 lecture hours**
3.1	Revision of the vertebral column and spinal cord radiological anatomy		
3.2	Disc Herniation		
3.3	Central Stenosis, Hemangioma, Meningioma, and Lipoma		
Part Four	**Respiratory System**	**Week 7-8**	**4 lecture hours**
4.1	Normal Chest		
4.2	Abnormalities of Airways		
4.3	Abnormalities of Bone		
4.4	Abnormalities of Cardiac and mediastinum		
4.5	Abnormalities of Diaphragm		
4.6	Abnormalities of Effusion and Plura		
4.7	Abnormalities of Fields (Lung fields or Zones)		
Part Five	**Skeletal System**	**Week 9-12**	**8 lecture hours**
5.1	Introduction to Radiographic Anatomy		
5.2	Bone anatomy		
5.3	Bone structure		
5.4	Descriptive Terminology		
5.5	Joint anatomy		
5.6	Systematic approach for viewing X rays of bones and joints		
5.7	Classification of fractures and dislocations		
5.8	Fracture mimics		
5.9	Fracture complications		
5.10	Fractures of the Upper Limbs		

5.11	Fractures of the Lower Limbs		
5.12	Fractures of the Axial System		
5.13	Congenital & hereditary diseases of bone		
5.14	Inflammatory and infectious diseases of bone		
5.15	Metabolic Bone Diseases		
Part Six	**Knee Joint**	**Week 13**	**2 lecture hours**
6.1	Revision of Knee Joint Anatomy		
6.1	Abnormalities of Knee ligaments		
6.1	Abnormalities of Knee menisci (Meniscus Tear / Degeneration)		
Review		***Week 14-15***	
University Exams		***Week 16***	

ASSESSMENT RUBRICS					
Classroom Participation: Assessment Criteria					
Criteria	**Quality**				**Score**
	Excellent (5 points)	**Good (4 points)**	**Satisfactory (3 points)**	**Needs Improvement (2 points)**	
Degree to which student integrates course readings into classroom participation	often cites from readings; uses readings to support points; - often articulates "fit" of readings with topic at hand.	-occasionally cites from readings; - sometimes uses readings to support points; -occasionally articulates "fit" of readings with topic at hand.	-rarely able to cite from readings; - rarely uses readings to support points; - rarely articulates "fit" of readings with topic at hand	-unable to cite from readings; -cannot use readings to support points; cannot articulates "fit" of readings with topic at hand .	
Interaction/ participation in classroom discussions	-always a willing participant, responds frequently to questions; - routinely volunteers point of view .	-often a willing participant, - responds occasionally to questions; - occasionally volunteers point of view .	-rarely a willing participant, - rarely able to respond to questions; - rarely volunteers point of view .	-never a willing participant., - never able to respond to questions; - never volunteers point of view .	
Interaction/partici pation in classroom learning activities	-always a willing participant; -acts appropriately during all role plays; - responds frequently to questions; - routinely volunteers point of view.	-often a willing participant; -acts appropriately during role plays; - responds occasionally to questions; -occasionally volunteers point of view.	-rarely a willing participant. -occasionally acts inappropriately during role plays; - rarely able to respond to direct questions; -rarely volunteers point of view .	-never a willing participant - often acts inappropriately during role plays;, - never able to respond to direct questions; - never volunteers point of view.	
Demonstration of professional attitude and demeanor	-always demonstrates commitment through thorough preparation; - always arrives on time; - often solicits instructors' perspective outside class.	rarely unprepared; rarely arrives late; - occasionally solicits instructors' perspective outside class .	-often unprepared; occasionally arrives late; - rarely solicits instructors' perspective outside class .	-rarely prepared; - often arrives late; -never solicits instructors' perspective outside class	

Classroom Participation: Oral Presentation										
Element	**Excellent**			**Satisfactory**			**Needs Improvement**			**Points**
	8	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**	
Organization	▪ There is a logical sequence of information. ▪ Title slide and closing slide are included appropriately.			▪ There is some logical sequence of information. ▪ Title slide and closing slides are included.			▪ There is little or no logical sequence of information. ▪ Title slide and/ or closing slides are not included.			
Slide Design (text, colors, background, illustrations, size, titles, subtitles)	▪ Presentation is attractive and appealing to viewers.			▪ Presentation is somewhat appealing to viewers.			▪ Little to no attempt has been made to make presentation appealing to viewers.			
Content	▪ Presentation covers topic completely and in depth. ▪ Information is clear, appropriate, and accurate.			▪ Presentation includes some essential information. ▪ Some information is somewhat confusing, incorrect, or flawed.			▪ Presentation includes little essential information. ▪ Information is confusing, inaccurate, or flawed.			
Language	▪ Spelling, grammar, usage, and punctuation are accurate ▪ Fluent and effective			▪ There are minor problems in spelling, grammar, usage, and/or punctuation.			▪ There are persistent errors in spelling, grammar, usage, and/or punctuation. ▪ Less or not fluent and effective.			
Delivery	▪ Ideas were communicated with enthusiasm, proper voice projection and clear delivery. ▪ There was sufficient eye contact with audience. ▪ There were sufficient use of other non-verbal communication skills. ▪ Appropriate delivery pace was used.			▪ There was some difficulty communicating ideas due to voice projection, lack of preparation, incomplete work, and/or insufficient eye contact. ▪ Insufficient use of non-verbal communication skills. ▪ Delivery pace is somewhat appropriate.			▪ There was great difficulty communicating ideas due to poor voice projection, lack of preparation, incomplete work, and/or little or no eye contact. ▪ No use of non verbal communication skills. ▪ Inappropriate delivery pace was used.			
Interaction with Audience	▪ Answers to questions are coherent and complete.			▪ Most answers to questions are coherent and complete.			▪ Answers to questions are neither coherent nor complete.			

	▪ Answers demonstrate confidence and extensive knowledge.	▪ Answers somehow demonstrate confidence and extensive knowledge.	▪ Is tentative or unclear in responses.	