



BIOH12008 *Human Pathophysiology*

Term 2 - 2017

Profile information current as at 18/04/2024 06:03 pm

All details in this unit profile for BIOH12008 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit develops an understanding of disease and dysfunction from an anatomical and physiological perspective, with emphasis on integrating knowledge of tissues and organ systems into a holistic framework of body function and dysfunction. It will provide the student with a strong theoretical perspective on the mechanisms of normal and altered functioning of human cells, organs and organ systems. Using a comprehensive study guide with reference to additional readings, unit content is presented in a way that fosters a critical and conceptual foundation emphasising the integration of organ systems and their functioning within the body. Particular emphasis is placed on the widespread effects upon other systems following dysfunction of a particular organ or system of the human body and the ability to discuss specific disorders in relation to general concepts of dysfunction.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisites:- BMSC11002 Human Body Systems 2 OR BIOH11006 Advanced Anatomy and Physiology OR BIOL11100 Functional Biology; OR ALLH11005 Anatomy and Physiology for Health Professionals 1 AND ALLH11004 Anatomy and Physiology for Health Professionals 2

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 40%

2. **Examination**

Weighting: 60%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluations.

Feedback

Student overall satisfaction and feedback was exceptionally positive.

Recommendation

Maintain the format of the unit.

Feedback from Student evaluations.

Feedback

Students waited too long to receive feedback on their assessment.

Recommendation

Provide more timely feedback for the assessment.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Evaluate the likely consequences and symptoms of specific diseases.
2. Apply functional information about the interdependence of human body symptoms to explain the consequences of disease.
3. Explain the mechanisms of physiological dysfunction that cause altered cell growth and differentiation.
4. Explain the major causes, symptoms and consequences of dysfunction of the cardiovascular, reproductive, nervous, skeletal, respiratory, integumentary, endocrine, renal, digestive and sensory systems.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•	•		
2 - Examination - 60%		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•		

Graduate Attributes	Learning Outcomes			
	1	2	3	4
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work	•	•		
6 - Information Technology Competence	•	•	•	•
7 - Cross Cultural Competence	•	•		•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 40%	•	•	•	•	•	•		•		
2 - Examination - 60%	•	•	•							

Textbooks and Resources

Textbooks

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Supplementary

Gould's Pathophysiology for the Health Professions

Edition: 5th (2014)

Authors: VanMeter, K.C., Hubert, R.J.

Saunders

St. Luis , Missouri , USA

ISBN: 978-1455754113

Binding: Hardcover

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Supplementary

Pathophysiology. The biologic basis for disease in adults and children.

Edition: 7th (2014)

Authors: McCance, K.L., Huether, S.E., Brashers, V.L. and N.S. Rote

Elsevier

St Louis , Missouri , USA

ISBN: 978-0-323-08854-1

Binding: Hardcover

Additional Textbook Information

The textbooks are listed as 'supplementary' which means they are **optional**: you do not have to have a copy. A textbook is not essential for this unit (which has a comprehensive study guide), but is nevertheless a very useful resource.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Olivia Daniels Unit Coordinator

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Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Neoplasia	Study guide topic 1	Disease Awareness Pamphlet online selection site opens Monday 21:00 AEST (<u>closes</u> on Week 4, Monday 21:00 AEST)

Week 2 - 17 Jul 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Dysfunction of the Circulatory System	Study guide topic 2	
Week 3 - 24 Jul 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Dysfunction of the Heart	Study guide topic 3	
Week 4 - 31 Jul 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Dysfunction of the Respiratory System	Study guide topic 4	Disease Awareness Pamphlet online submission site opens Monday 21:00 AEST (<u>closes</u> on Week 9, Monday 21:00 AEST)
Week 5 - 07 Aug 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Dysfunction of the Renal System	Study guide topic 5	
Vacation Week - 14 Aug 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 21 Aug 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Dysfunction of the Nervous System	Study guide topic 6	
Week 7 - 28 Aug 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Dysfunction of the Digestive System	Study guide topic 7	
Week 8 - 04 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Dysfunction of the Endocrine System	Study guide topic 8	
Week 9 - 11 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Skeletal System	Study guide topic 9	Disease Awareness Pamphlet Due: Week 9 Monday (11 Sept 2017) 9:00 pm AEST
Week 10 - 18 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Skin	Study guide topic 10	
Week 11 - 25 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Reproductive System	Study guide topic 11	
Week 12 - 02 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Disorders of Vision and Hearing Revision and examination technique	Study guide topic 12	
Review/Exam Week - 09 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 16 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Disease Awareness Pamphlet

Assessment Type

Written Assessment

Task Description

Rationale

In the clinical context, health professionals are expected to have in-depth knowledge and understanding of pathophysiology processes and their interrelationship. Population demographics demonstrate increased ageing and concomitant complex morbidities in healthcare. Students must be able to respond accurately to the clinical questions posed in the workplace. This assessment requires you to construct links between pathophysiology, clinical symptoms, diagnosis and treatment which reflect the level of understanding you will be required to articulate clinically. All health professionals have a significant clinical role in disease awareness. You must be able to give qualified evidence based advice, within your scope of practice, which serves to educate the patient and close gaps in health care.

Task

For this assessment, you must choose one clinical model on the BIOH12008 Moodle site under Clinical Model Selection for Disease Awareness Pamphlet. Your selection is final, you will not be able to change it. The available clinical models are from your study guide. Each clinical model can only be selected by a limited number of students so the sooner you choose your clinical model, the more choices of clinical models you will have. First come has first choice. If you do not select a clinical model by the selection due date, your unit coordinator will allocate you the clinical model.

You are required to research, design and submit a Disease Awareness Pamphlet about your selected clinical model, based on interviews conducted with randomly selected members of the public that have no healthcare backgrounds and research using the supplementary textbooks. For example, based on your interviews, any shortfalls you identify in public awareness about the disease can be one of the focus points in your pamphlet in addition to the pathophysiology of the disease, clinical symptoms, diagnosis and treatment. You will also be required to submit a written summary of your interviews and rationale for your pamphlet design.

You will find more details of the Disease Awareness Pamphlet assessment task on the BIOH12008 Moodle site. This additional information includes the interview questions on the selected clinical model, Disease Awareness Pamphlet development instructions, the submission template and the marking rubric for the assessment.

With your permission, the best pamphlets will be circulated for distribution to clinical sites for continuing professional development of staff and clinical use with patients as appropriate.

Assessment Due Date

Week 9 Monday (11 Sept 2017) 9:00 pm AEST

Clinical Model selection for Disease Awareness Pamphlet: Week 4, Monday 21:00 AEST; Disease Awareness Pamphlet and interview summaries online submission: Week 9, Monday, 21:00 AEST.

Return Date to Students

Monday (2 Oct 2017)

Marks are released on Week 12 Monday, 21:00 AEST.

Weighting

40%

Minimum mark or grade

45%

Assessment Criteria

The Disease Awareness Pamphlet assessment task is 40% of the total unit marks.

Your submission will be assessed according to a detailed marking rubric with two sections:

1. Your Disease Awareness Pamphlet will be assessed according to accuracy, content, presentation (illustrations, text coherence, pop-out effects), language (spelling, grammar, appropriateness for target audience), format, referencing and similarity.
2. Your interview summary and rationale for pamphlet design will be assessed according to the level and quality of integration of the interviews and feedback and the level and quality of your reflection and justification.

There is a minimum requirement of 45% for each, the Disease Awareness Pamphlet and your interview summary and rationale.

The marking rubric is available on the BIOH12008 Moodle site.

Please note that all late assessments will be penalised 5 % per day unless an application for an extension has been granted before the due date. All application extensions must be applied for using the extension request system on Moodle. Assessments that have been submitted more than 20 days late will not be marked unless an extension request has been granted.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

The submitted interview summaries must be doc/docx format and the Disease Awareness Pamphlet must be pdf format.

Learning Outcomes Assessed

- Evaluate the likely consequences and symptoms of specific diseases.
- Apply functional information about the interdependence of human body symptoms to explain the consequences of disease.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Ethical practice

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

60%

Length

180 minutes

Minimum mark or grade

50%

Exam Conditions

Closed Book.

Materials

Calculator - non-programmable, no text retrieval, silent only

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem