



BIOH12008 *Human Pathophysiology*

Term 1 - 2018

Profile information current as at 14/12/2025 04:12 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 you with a strong theoretical perspective on the mechanisms of normal and altered functioning of human cells, organs and organ systems. 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:- BMSC11001 Human Body Systems 1 AND BMSC11002 Human Body Systems 2; OR BIOH11006 Advanced Anatomy and Physiology; 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 1 - 2018

- 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. **Online Quiz(zes)**

Weighting: Pass/Fail

2. **Portfolio**

Weighting: 50%

3. **Examination**

Weighting: 50%

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 Moodle forums and student emails.

Feedback

Students were unclear regarding what they were tasked to do for the Disease Awareness Pamphlet assessment.

Recommendation

It is recommended that the task instructions for the Disease Awareness Pamphlet be simplified. A step-by-step video tutorial guide explaining the task instructions will be available to students. The guide will also include the most common FAQs gathered since the assessment was introduced.

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 - Online Quiz(zes) - 0%			•	•
2 - Portfolio - 50%	•	•		
3 - Examination - 50%			•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Online Quiz(zes) - 0%		•				•				
2 - Portfolio - 50%	•	•		•		•		•	•	
3 - Examination - 50%	•	•								

Textbooks and Resources

Textbooks

BIOH12008

Prescribed

Pathology for the Health Professions

Edition: 5th Edition (2017)

Authors: Ivan Damjanov

Elsevier

St Louis , Missouri , USA

ISBN: 978-0-323-35721-0

Binding: Other

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Power Point or free Google Slide (<https://www.google.com.au/slides/about/>) or free Prezi Edu Enjoy (<https://prezi.com/>)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Tina Oteng Unit Coordinator
t.oteng@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Cell Pathology	Chapter 1	Disease Awareness Pamphlet online selection site opens on Week 1, Monday 21:00 AEST (<u>closes</u> on Week 4, Monday, 21:00 AEST)

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Inflammation & Neoplasia	Chapter 2 & 4	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Cardiovascular System	Chapter 7	

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Respiratory System	Chapter 8	Disease Awareness Pamphlet online submission site opens on Week 4, Monday 21:00 AEST (<u>closes</u> on Week 9, Monday, 21:00 AEST)

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Gastrointestinal System	Chapter 10, 11 & 12	

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Urinary Tract	Chapter 13	

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reproductive System	Chapter 14 & 15	

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Endocrine System	Chapter 12 & 17	

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Disease Awareness Pamphlet online submission site closes on Week 9, Monday, 21:00 AEST

The Skin

Chapter 18

Disease Awareness Pamphlet Due:
Week 9 Monday (7 May 2018) 9:00 pm AEST

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Musculoskeletal System	Chapter 19 & 20	

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Nervous System	Chapter 21	

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
The Special Senses	Chapter 22 & 23	Pass/Fail Quiz Due: Week 12 Friday (1 June 2018) 5:00 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Term Specific Information

In order to pass this unit, students must attain at least 50% overall, and meet the minimum mark specified for each assessment

Assessment Tasks

1 Pass/Fail Quiz

Assessment Type

Online Quiz(zes)

Task Description

1. There will be one Pass/Fail online quiz to assess your knowledge of the unit material.
2. The quiz will have 60 questions.
3. The Pass/Fail quiz will open on Week 1 Monday at 09:00am and will close on Week 12 Friday at 17:00pm.
4. You will be allowed an unlimited number of attempts at the quiz.
5. There is a 24-hour time restriction between attempts.
6. The highest grade you achieve will serve as your final score for the quiz.
7. There is a minimum requirement in the Pass/Fail quiz: 50%.
8. In order to access the Pass/Fail quiz, you need to complete a series of learning activities to a satisfactory level. Details will also be available on the Moodle site.
9. In the absence of an approved extension, there will be no opportunity to complete the quiz after the due date. You will find more details of the Pass/Fail quiz on the unit Moodle site.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 12 Friday (1 June 2018) 5:00 pm AEST

Return Date to Students

Week 12 Friday (1 June 2018)

Marks will be available upon completing the assessment task.

Weighting

Pass/Fail

Minimum mark or grade

50%

Assessment Criteria

Questions will be automatically marked correct or incorrect. In order to pass the quiz, you must achieve at least 50%.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Explain the mechanisms of physiological dysfunction that cause altered cell growth and differentiation.
- Explain the major causes, symptoms and consequences of dysfunction of the cardiovascular, reproductive, nervous, skeletal, respiratory, integumentary, endocrine, renal, digestive and sensory systems.

Graduate Attributes

- Problem Solving
- Information Technology Competence

2 Disease Awareness Pamphlet

Assessment Type

Portfolio

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. This will be based on interviews conducted with randomly selected members of the public that have no healthcare backgrounds and research you undertake 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 assessment task summary, the interview questions on the selected clinical model, the Disease Awareness Pamphlet development instructions, the submission template, the marking rubric for the assessment and the link to eTextbook.

Assessment Due Date

Week 9 Monday (7 May 2018) 9:00 pm AEST

Disease Awareness Pamphlet submission: Week 9, Monday 21:00 AEST

Return Date to Students

Marks will be available upon evaluation phase closure in Revision Week.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

The Disease Awareness Pamphlet assessment task is 50% 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 50% 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 calendar 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

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

The submitted interview on the Disease Awareness Pamphlet must be doc/docx format; the submitted 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
- Information Literacy
- Information Technology Competence
- Ethical practice
- Social Innovation

Examination**Outline**

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

50%

Length

180 minutes

Minimum mark or grade

50%

Exam Conditions

Closed Book.

Materials

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