



# BIOH12008 *Human Pathophysiology*

## Term 3 - 2018

Profile information current as at 11/04/2024 02:58 am

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 3 - 2018

- Distance
- Rockhampton

#### 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 "Have your say" student feedback.

##### **Feedback**

Some students felt that the unit is very content heavy, while others enjoyed coverage of the content.

##### **Recommendation**

Provide more information to students regarding the relevance of the content to their context. This has been implemented for subsequent offerings by the inclusion of short weekly "Nurse Perspectives" videos by School of Nursing faculty, as the majority of students enrolled are studying CQ23 Bachelor of Nursing. This content is optional and non-assessable.

#### Feedback from "Have your say" student feedback.

##### **Feedback**

Some students felt unclear on the objectives of the disease awareness pamphlet, while others enjoyed developing the pamphlet and felt it added to their learning.

##### **Recommendation**

Continue to provide students with information regarding the assignment through provision of a recorded assignment guide. This is further supported by ongoing workshops conducted by the Academic Learning Centre to specifically support students in understanding the requirements of the assignment in this unit.

#### Feedback from "Have your say" student feedback.

##### **Feedback**

Some students felt the online quizzes were beneficial for their learning.

##### **Recommendation**

Maintain the online quizzes and develop further questions. Support students in navigating the step-wise conditional access.

#### Feedback from "Have your say" student feedback

##### **Feedback**

Some students commented that they enjoyed the mini-lecture format of delivery.

##### **Recommendation**

Maintain the current format of lecture delivery.

## 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



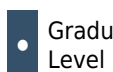
N/A  
Level



Introductory  
Level



Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

## 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	•	•	•	•
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: Paperback

#### Additional Textbook Information

[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

**Debra Carlson** Unit Coordinator

[d.carlson@cqu.edu.au](mailto:d.carlson@cqu.edu.au)

**Tina Oteng** Unit Coordinator

[t.oteng@cqu.edu.au](mailto:t.oteng@cqu.edu.au)

## Schedule

### Week 1 - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Cell Pathology	Chapter 1 Pages 8, 10, 11, 12-15, 17-20	Disease Awareness Pamphlet online topic selection opens Week 1, Monday 9:00 PM AEST (closes Week 4, Monday 9:00 PM AEST) The Pass/Fail quiz opens on Week 1, Monday 09:00 AM AEST (closes on Exam Week, Monday 09:00 AM AEST).

### Week 2 - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Inflammation & Neoplasia	Chapter 2 Pages 23-25, 27-29, 31-36, 38-40 Chapter 4 Pages 73, 75, 80-81, 86-87, 90	

**Week 3 - 19 Nov 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Cardiovascular System	Chapter 7 Pages 141-160, 162-163	

**Week 4 - 26 Nov 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Respiratory System	Chapter 8 Pages 172-183, 186-198	Disease Awareness Pamphlet online submission site opens on Week 4, Monday 9:00 PM AEST (closes on Week 9, Monday, 5:00 PM AEST)

**Vacation Week - 03 Dec 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 5 - 10 Dec 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Gastrointestinal System	Chapter 10 Pages 241-247, 249, 250-252, 254, 256-261, 264 Chapter 11 Pages 278-284, 287-288 Chapter 12 Pages 297-304	

**Week 6 - 17 Dec 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Urinary System	Chapter 13 Pages 313-316, 321-323, 324-328	

**Week 7 - 31 Dec 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Reproductive System	Chapter 14 Pages 334-335, 337, 342-345 Chapter 15 Pages 353-354, 356-357, 358-365, 369, 370	

**Week 8 - 07 Jan 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Endocrine System	Chapter 12 Pages 305-309 Chapter 17 Pages 393-397, 399-406	

**Week 9 - 14 Jan 2019**

Module/Topic	Chapter	Events and Submissions/Topic
The Skin	Chapter 18 Pages 411-412, 413-421, 423-424	<b>Disease Awareness Pamphlet Due:</b> Week 9 Monday (14 Jan 2019) 5:00 pm AEST

**Week 10 - 21 Jan 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Musculoskeletal System	Chapter 19 Pages 429-434, 436-437, 440-446 Chapter 20 Pages 452-458	

**Week 11 - 28 Jan 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Nervous System	Chapter 21 Pages 472-482, 483-487, 490	

**Week 12 - 04 Feb 2019**

Module/Topic	Chapter	Events and Submissions/Topic
The Special Senses	Chapter 22 Pages 494, 496-501 Chapter 23 Pages 504-507	

## Exam Week - 11 Feb 2019

### Module/Topic

### Chapter

### Events and Submissions/Topic

**Pass/Fail Quiz** Due: Exam Week  
Monday (11 Feb 2019) 9:00 am AEST

## Term Specific Information

The Unit Coordinators are Dr. Debra Carlson & Dr Tina Oteng.

The best way to contact the unit co-ordinator is by email:

d.carlson@cqu.edu.au tel:07 4930 6364

t.oteng@cqu.edu.au tel: 07 4930 9424

The live tutorials are delivered by Dr. Debra Carlson. Dr. Carlson is a remedial therapist. She has a Bachelor of Health Science, a Bachelor of Science with honours majoring in Physiology and conducted cardiovascular research for her PhD in Exercise Physiology.

The lectures are pre-recorded lectures of Dr Tina Oteng. Dr. Tina Oteng is a medical doctor (MD) with a Masters of Medical Science (Nephrology).

The forums on the Moodle site are checked by Dr. Debra Carlson and Dr Tina Oteng.

## Assessment Tasks

### 1 Pass/Fail Quiz

#### Assessment Type

Online Quiz(zes)

#### Task Description

##### Rationale

An understanding of human pathophysiology is essential in many health professions. The fundamentals of this knowledge must be learnt and understood. The various health professions you have chosen to study have selected the knowledge and concepts taught in this unit as relevant to your future scope of practice.

Completion of an online Pass/Fail quiz will assess your understanding of this knowledge and concepts.

1. There will be one Pass/Fail online quiz to assess your knowledge of the unit material.
2. The Pass/Fail quiz will have 60 questions.
3. The Pass/Fail quiz will cover content from Week 1-12
4. The Pass/Fail quiz will open on Week 1 Monday at 09:00 AM AEST and will close on Exam Week Monday at 09:00 AM AEST
5. You will be allowed an unlimited number of attempts at the Pass/Fail quiz.
6. There is a 24-hour time restriction between attempts.
7. The highest grade you achieve will serve as your final score for the Pass/Fail quiz.
8. There is a minimum requirement in the Pass/Fail quiz: 50%.
9. 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.
10. In the absence of an approved extension, there will be no opportunity to complete the quiz after the due date.
11. The Pass/Fail quiz will submit automatically when the allocated time expires. It will also submit automatically on 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

Exam Week Monday (11 Feb 2019) 9:00 am AEST

#### Return Date to Students

Exam Week Monday (11 Feb 2019)

Marks will be available immediately 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**

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

**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. These interrelationships are becoming increasingly complex as a result of an ageing population in whom concomitant complex morbidities exist. Effective communication enables clear articulation of this knowledge with the lay public in a healthcare environment. 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. The healthcare professional is also expected to synthesise strategies to address gaps in public awareness regarding particular diseases. This assessment requires you to combine both skills and construct links between pathophysiology, clinical symptoms, diagnosis and treatment which reflect the level of understanding you will be required to articulate clinically to the lay public through the development of a disease awareness pamphlet. Increasingly health care professionals are required to adopt a reflective approach to practice as a means of self-evaluating various aspects of their practice. This component of reflection is also represented in the assignment.

**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 include a range of topics covered during the term. Each clinical model can only be selected by a limited number of students so the sooner you choose your clinical model, the more choice you will have. All choices are equally weighted. 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. 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 one of the supplementary eTextbooks.



**Assessment Due Date**

Week 9 Monday (14 Jan 2019) 5:00 pm AEST

**Return Date to Students**

Marks will be available in Exam Week Monday 17:00 AEST

**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.

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 extension applications must be made through 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 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