



# **BIOH12008 *Human Pathophysiology***

## **Term 1 - 2020**

Profile information current as at 07/05/2024 05:50 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.

### **Corrections**

#### **Unit Profile Correction added on 06-04-20**

The end of term examination has now been changed to an alternate form of assessment. Please see your Moodle site for details of the assessment.

## 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:- BIOH11006 Advanced Anatomy and Physiology OR ALLH11005 Anatomy and Physiology for Health Professionals 1 OR BMSC11001 Human Body Systems 1 OR BMSC11007 Medical Anatomy and Physiology 1 AND ALLH11004 Anatomy and Physiology for Health Professionals 2 OR BMSC11002 Human Body Systems 2 OR BMSC11008 Medical Anatomy and Physiology 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 - 2020

- Online
- 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**

Pre-recorded lectures, a concept review tutorial, and a Q&A tutorial supported student learning.

##### **Recommendation**

The use of short pre-recorded lectures and weekly concept review and Q&A tutorials will be maintained and updated as required for unit enhancement each term.

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

##### **Feedback**

Students requested more information regarding the types of exam questions, particularly the extended answer questions.

##### **Recommendation**

An exam preparation video and quizzes will be placed in the exam information section on Moodle. A Zoom session will be conducted each term where students can ask questions about the exam.

#### Feedback from "Have you say" student feedback. Self-reflection

##### **Feedback**

The disease awareness pamphlet is complex and time consuming to complete.

##### **Recommendation**

The structure of the disease awareness pamphlet assessment will be simplified.

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

##### **Feedback**

Information from the Academic Literacy Skills companion Moodle site is helpful and informative.

##### **Recommendation**

We will request that the Academic Literacy Skills companion Moodle site be continued in future terms.

## 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%	•	•								

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to Cell Pathology

Damjanov, 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 9:00 am AEST (closes on Review/Exam Week, Tuesday 9:00 am AEST).

**Week 2 - 16 Mar 2020**

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

**Week 3 - 23 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Cardiovascular System	Damjanov, Chapter 7: Pages 138-139, 141-160, 162-163	

**Week 4 - 30 Mar 2020**

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

**Week 5 - 06 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Gastrointestinal System	Damjanov, Chapter 10: Pages 241-248, 249, 250-254, 256-261, 264 Damjanov, Chapter 11: Pages 278-284, 287-289 Damjanov, Chapter 12: Pages 297-304	

**Vacation Week - 13 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 20 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Urinary System	Damjanov, Chapter 13: Pages 313-316, 320-323, 324-328	

**Week 7 - 27 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Reproductive System	Damjanov, Chapter 14: Pages 334-336, 337, 342-346 Damjanov, Chapter 15: Pages 353-357, 358-365, 369, 370-371	

**Week 8 - 04 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Endocrine System	Damjanov, Chapter 12: Pages 305-309 Damjanov, Chapter 17: Pages 393-398, 399-406	

**Week 9 - 11 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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The Skin	Damjanov, Chapter 18: Pages 410-412, 413-421, 422-424	<b>Disease Awareness Pamphlet</b> Due: Week 9 Monday (11 May 2020) 5:00 pm AEST
<b>Week 10 - 18 May 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Musculoskeletal System	Damjanov, Chapter 19: Pages 429-434, 436-437, 440-446 Damjanov, Chapter 20: Pages 452-458	
<b>Week 11 - 25 May 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Nervous System	Damjanov, Chapter 21: Pages 471-482, 483-487, 490	
<b>Week 12 - 01 Jun 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The Special Senses	Damjanov, Chapter 22: Pages 494, 496-501 Damjanov, Chapter 23: Pages 504-507	<b>Disease Awareness Pamphlet</b> marks will be available in Week 12 Friday 5:00 pm AEST
<b>Review/Exam Week - 08 Jun 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Final Pass/Fail Quiz		<b>Pass/Fail Quiz</b> Due: Review/Exam Week Tuesday (9 June 2020) 9:00 am AEST
<b>Exam Week - 15 Jun 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Term Specific Information

The unit coordinator for BIOH12008 term 1 2020 is Dr Saroj Neupane, who will also monitor the Moodle site. He will deliver live tutorials to allow participation of students enrolled on-campus and via distance. More information regarding tutorial schedule will be available on the moodle page for students.

Pre-recorded lectures will be available on Moodle for each week. The lectures for weeks one to six are pre-recorded by Dr Debra Carlson. The lectures for weeks seven to twelve are pre-recorded by Dr Saroj Neupane.

Dr. Neupane is a medical doctor (MD), who also has a Masters in Public health. Dr. Carlson, who is a remedial therapist with a Bachelor of Health Science, Bachelor of Science with honours majoring in Physiology and conducted cardiovascular research for her PhD in Exercise Physiology.

The best way to contact Dr. Neupane is:  
Email: s.neupane@cqu.edu.au  
Phone: 07 4930 6306

## Assessment Tasks

### 1 Pass/Fail Quiz

**Assessment Type**  
Online Quiz(zes)



**Task Description**

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 online Pass/Fail 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 9:00 am and will close on Review/Exam Week Tuesday at 9:00 am AEST.
5. The Pass/Fail quiz will submit automatically when allocated time expires or at the due date and time.
6. You will be allowed unlimited number of attempts at the quiz.
7. The highest grade you achieve will serve as your final score for the Pass/Fail quiz.
8. The minimum requirement for the Pass/Fail quiz is 50%.
9. In the absence of an approved extension, there will be no opportunity to complete the Pass/Fail 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**

Review/Exam Week Tuesday (9 June 2020) 9:00 am AEST

**Return Date to Students**

Review/Exam Week Tuesday (9 June 2020)

Marks will be available immediately upon completing the assessment task.

**Weighting**

Pass/Fail

**Minimum mark or grade**

50%

**Assessment Criteria**

Questions are worth one mark each. Questions will be automatically marked correct or incorrect at the completion of the quiz. 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 options you will have to choose from. All choices are equally weighted. If you do not select a clinical model by the selection due date, the 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. You will also be required to submit a written summary of your interviews and a reflection on 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 links to the supplementary ebooks.

### **Assessment Due Date**

Week 9 Monday (11 May 2020) 5:00 pm AEST

### **Return Date to Students**

Week 12 Friday (5 June 2020)

Marks will be available in week 12 Friday 5:00 pm 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 reflection 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.

All extension applications must be made through the extension request system on Moodle. Assessments that have been submitted more than 20 calendar 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 interviews, summary and reflection 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