



BIOH12008 Human Pathophysiology

Term 3 - 2020

Profile information current as at 20/05/2024 03:26 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:- 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 3 - 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. **Written Assessment**

Weighting: 50%

2. **Online Test**

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 Student Unit and Teaching Evaluation (SUTE)

Feedback

Students felt that some lecture recordings needed improvement.

Recommendation

Lecture recordings will be reviewed for clarity and quality and updated where needed.

Feedback from Personal communication and Student Unit and Teaching Evaluation (SUTE)

Feedback

Students expressed dissatisfaction with the requirements for the disease awareness pamphlet assessment.

Recommendation

Re-evaluate the disease awareness pamphlet assessment for its alignment with the learning outcomes and alter or replace if needed.

Feedback from Student Unit and Teaching Evaluation (SUTE)

Feedback

Students found weekly quizzes and the end of term practice quiz very useful to extend their understanding of unit content

Recommendation

Continue to provide updated weekly quizzes and end of term practice quizzes.

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
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	•	•	•	•
2 - Online Test - 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 - Written Assessment - 50%	•	•	•	•		•		•	•	
2 - Online Test - 50%	•	•	•	•						

Textbooks and Resources

Textbooks

BIOH12008

Prescribed

Pathology for the Health Professions

Edition: 5th (2017)

Authors: Damjanov, I.

Elsevier

St Louis , Missouri , USA

ISBN: 978-0-323-35721-0

Binding: Paperback

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Supplementary

Principles of Pathophysiology

Edition: 2nd (2019)

Authors: Bullock, S. & Hales, M.

Pearson

Melbourne , VIC , Australia

ISBN: 9781488617676

Binding: Paperback

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Saroj Neupane Unit Coordinator

s.neupane@cqu.edu.au

Schedule

Week 1 - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Cell Pathology	Damjanov, Chapter 1: Pages 8-15, 17-20.	Concept Map online topic selection open: week 1 Monday 9 Nov 2020 at 9:00 am AEST (closes week 4 Friday 5:00 pm AEST).

Week 2 - 16 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to Inflammation & Neoplasia	Damjanov, Chapter 2: Pages 23-25,27-29, 31-40. Damjanov, Chapter 4: Pages 73-75, 80-81, 86-87, 90.
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Week 3 - 23 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cardiovascular System	Damjanov, Chapter 6: Pages 123-127. Damjanov, Chapter 7: Pages 138-139, 141-160, 162-163.	

Week 4 - 30 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Respiratory System	Damjanov, Chapter 8: Pages 170-183, 186-198.	Concept Map online topic selection closes: week 4 Friday 4 Dec 2020 at 5:00 pm AEST. Concept Map online submission site open: week 4 Friday 4 Dec 2020 at 5:00 pm AEST (closes on Week 8 Monday 5:00 pm AEST).

Vacation Week - 07 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 14 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Gastrointestinal System	Damjanov, Chapter 10: Pages 241-254, 256-264. Damjanov, Chapter 11: Pages 274-284, 287-289. Damjanov, Chapter 12: Pages 297-302.	

Week 6 - 21 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Urinary System	Damjanov, Chapter 13: Pages 312-316, 320-328.	

Vacation Week - 28 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - 04 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Reproductive System	Damjanov, Chapter 14: Pages 334-338, 342-346. Damjanov, Chapter 15: Pages 353-366, 370-371. Damjanov, Chapter 16: Pages 378-379, 381-387.	

Week 8 - 11 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Endocrine System	Damjanov, Chapter 12: Pages 305-309. Damjanov, Chapter 17: Pages 393-406.	Concept Map Due: Week 8 Monday (11 Jan 2021) 5:00 pm AEST

Week 9 - 18 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
The Skin	Damjanov, Chapter 18: Pages 410-421, 423-424.	

Week 10 - 25 Jan 2021

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

Week 11 - 01 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Nervous System	Damjanov, Chapter 21: Pages 471-487.	Concept map assessment marks will be available on Friday 5 Feb 2021 at 5:00 pm AEST (week 11).

Week 12 - 08 Feb 2021

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

Exam Week - 15 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

The unit coordinator is Dr Saroj Neupane

The best way to contact the unit coordinator is

Email: s.neupane@cqu.edu.au

Phone: 07 4930 6306

The live tutorials are delivered by Dr Saroj neupane, who will also monitor the Moodle site.

Pre-recorded lectures are conducted by Dr Debra Carlson and Dr Saroj Neupane and will be available to the students on the Moodle site. It is expected that students will review the weekly content, including the pre-recorded lectures, prior to attending tutorials.

Dr Carlson 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. Dr Neupane is a medical doctor (MD) who also has a Masters in Public Health. Drs Carlson and Neupane have both completed a Graduate Certificate in Tertiary and Adult Education.

As per Australian educational standards, you are expected to commit 150 hours of engagement to your study of this unit. A recommended breakdown of study hours is given below:

- 2 - 3 hours per week watching recorded lectures and revising the content through study notes.
- 2 - 3 hours per week completing the weekly study questions and weekly revision quizzes on the unit's Moodle site.
- 2 - 3 hours per week attending the weekly tutorials and reflecting on your answers to the weekly study questions.
- 2 - 3 hours per week preparing for your assessments or studying for your online test.

Assessment Tasks

1 Concept Map

Assessment Type

Written Assessment

Task Description

In a 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. 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. 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 healthcare.

Task: You are required to complete a concept map and written explanation for the topic you have chosen. The details of the clinical model assessment is described in detail on the Moodle site.

Assessment Due Date

Week 8 Monday (11 Jan 2021) 5:00 pm AEST

Return Date to Students

Week 11 Friday (5 Feb 2021)

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

The concept map assessment task equals 50% of your total unit marks.

Your submission will be assessed according to a detailed marking rubric which is available on the BIOH12008 Moodle site.

Please note that all late assessments will be penalised 5% per calendar day unless an application for extension has been approved.

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 approved.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

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
- 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

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice
- Social Innovation

2 Online Test

Assessment Type

Online Test

Task Description

An end of term online test, in the form of an online quiz, will be conducted to assess your knowledge and understanding of the content covered in this unit throughout the term (weeks 1 - 12).

Details regarding the date, time and structure of the online test will be provided in the Moodle site during the term.

Assessment Due Date

The online test will be conducted during the exam period. The date and time will be made available to students on the

Moodle site towards the end of term when the timetable has been created.

Return Date to Students

Marks will be available after certification of grades.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

Each question will be allocated a specific number of marks. Assessment criteria will be based on knowledge of the theory, application of pathological concepts and processes and correct use of terminology.

Questions will be automatically marked correct or incorrect, the maximum score (100) equals 50% of the total unit marks.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

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
- 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

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

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