



BMSC12016 *Applied Pathophysiology*

Term 1 - 2024

Profile information current as at 13/12/2025 06:02 pm

All details in this unit profile for BMSC12016 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 builds upon prerequisite units in human anatomy and physiology to develop a conceptual understanding of disease and dysfunction. Emphasis will be placed on integrating knowledge of tissues and organ systems into a holistic framework of body function and dysfunction. Case studies will be used to integrate knowledge of anatomy and physiology to discuss how normal functioning of the human body can become altered in a disease state.

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

Pre-requisites: BMSC11002 Human Body Systems 2 OR BMSC11008 Medical Anatomy and Physiology 2 OR BMSC11011 Human 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 - 2024

No offerings for BMSC12016

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. **Poster Sessions**

Weighting: 25%

2. **Case Study**

Weighting: 25%

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](#).

Unit Learning Outcomes

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

1. Apply knowledge of normal anatomy and physiology to pathophysiological conditions
2. Explain how the interdependence of human physiological systems can result in disease of one organ having widespread effects
3. Describe the major causes, symptoms and consequences of dysfunction of the human body systems
4. Explain the mechanisms of physiological dysfunction that cause altered cell growth and differentiation

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Poster Sessions - 25%	•	•		
2 - Case Study - 25%			•	•
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				

Textbooks and Resources

Textbooks

BMSC12016

Prescribed

Underwood's Pathology: A Clinical Approach

Edition: 7th (2018)

Authors: Simon S. Cross

Elsevier

ISBN: 9780702072123

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 styles below:

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

For further information, see the Assessment Tasks.

Teaching Contacts

Roslyn Clapperton Unit Coordinator

r.clapperton@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to pathophysiology	Chapter 2: pp. 11 - 25 Chapter 4: pp. 55 - 76 Chapter 5: pp. 77 - 83	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Inflammation and laboratory testing	Chapter 9: 159 - 176 Chapter 12: 229 - 239	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Vascular disorders	Chapter 13: 242 - 260	Assessment 1 Part A - Poster Topic Selection Due Week 3 Friday (22nd March 2024) 5.00pm AEST

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cardiac disorders	Chapter 13: 260 - 283	
Week 5 - 01 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Respiratory disorders	Chapter 14	
Vacation Week - 08 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 15 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Gastrointestinal disorders	Chapter 15	Assessment 1: Poster Session Due: Week 6 Monday (15 Apr 2024) 5:00 pm AEST
Week 7 - 22 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Endocrine disorders	Chapter 17	
Week 8 - 29 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Female reproductive disorders	Chapter 18 Chapter 19: 438 - 459	
Week 9 - 06 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Urinary and male reproductive disorders	Chapter 20	
Week 10 - 13 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Musculoskeletal disorders	Chapter 25	Assessment 2: Case Study Due: Week 10 Friday (17 May 2024) 5:00 pm AEST
Week 11 - 20 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Neurological disorders	Chapter 26: pp. 670 - 675; 679 - 692; 696 - 701	
Week 12 - 27 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Aging	Chapter 11	
Review/Exam Week - 03 Jun 2024		
Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3: Examination Due during the examination period at a CQUniversity examination centre. Students will be notified of the exact date during the term once the exam has been scheduled.
Exam Week - 10 Jun 2024		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment 3: Examination Due during the examination period at a CQUniversity examination centre. Students will be notified of the exact date during the term once the exam has been scheduled.

Term Specific Information

The unit coordinator this term is Roslyn Clapperton. You can contact me using the forums on the Moodle site; through email: r.clapperton@cqu.edu.au, or via the telephone on (07) 4930 9603.

Unit Content:

The unit content has been developed so that the first two (2) weeks cover the underlying principles of pathophysiology. The next ten (10) weeks cover the main pathophysiological conditions of the cardiovascular, respiratory, gastrointestinal, endocrine, urinary, reproductive, neurological, and musculoskeletal systems, and the effect of ageing on the body. The learning materials for each week are located within the weekly tiles. The following information and links will be provided each week:

- Selected weekly readings from the unit textbook, learning objectives and associated terminology
- Lecture slides and pre-recorded lectures
- Tutorial slides and recordings of the live tutorials (typically available within 24 hours of the tutorial)
- A weekly practice quiz
- Additional resources to support learning

The pre-recorded lectures are delivered by Roslyn Clapperton and Ingrid Christiansen and will be released progressively throughout the term on the Moodle site.

It is expected that students will review the weekly content, including the assigned readings and pre-recorded lectures prior to attending the tutorials.

Tutorials:

There will be a weekly tutorial will provide students with an opportunity to ask questions. The tutorial will review some of the key concepts from the weekly lectures and discuss assessment tasks. All students are strongly encouraged to attend and participate in the weekly tutorials. All tutorials will be recorded to enable all students to view the content if they are unable to attend the live tutorial.

Student Communication:

1. Open discussions of pathophysiology is important when learning this content and for being able to communicate this information. It is expected that you will use reputable sources for your information, respect your fellow students, maintain a polite, respectful dialogue, and at all times communicate in the professional manner expected in your profession.
2. Any NON-PERSONAL communications (e.g., questions relating to the lectures, tutorials, assessments, etc.) should be conducted via the relevant forums on the Moodle site.
3. Any PERSONAL communications (e.g., personal illness, life events, etc.) should be held with the unit coordinator via email or telephone. Please ensure that all emails contain your name, contact details and unit code, as sometimes we are coordinating more than one unit at a time.
4. All assessment extension requests must meet policy requirements and be made via the Assessment Extension Request link found at the top of the BMSC12016 Moodle site as part of the Support tab. Please ensure that you provide the appropriate documentation with your extension request (e.g., medical certificate, statutory declaration). If you have any questions about this process, please contact the unit coordinator for further advice.

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.
- 1-2 hours per week attending the weekly tutorials and reflecting on your answers to the weekly study questions.
- 3-4 hours per week completing the weekly study questions and weekly revision quizzes on the unit's Moodle site and revising content from previous weeks.
- 3-4 hours per week preparing for your assessments or studying for the end of term examination.

Assessment Tasks

1 Assessment 1: Poster Session

Assessment Type

Poster Sessions

Task Description

Pathophysiology is fundamental to professionals working in the health sciences. It delves into the underlying mechanisms of various disorders and bridges the gap between normal anatomy and physiology and how these change to create dysfunction in the body. Understanding pathophysiology is crucial for making clinical decisions as it can be used to diagnose disorders or conditions, provide effective management of disorders or conditions, inform treatment options, predict how a disorder or condition may evolve over time, or even allow for early intervention where possible.

For this assessment task you are required to create an informative and visually engaging poster that outlines the pathophysiology of a specific disorder or condition. The poster should demonstrate your ability to apply your knowledge of normal physiological processes to the development of the pathophysiological disorder or condition, how this disorder or condition can have widespread effects in the body, and the types of diagnostic tests that can be used to identify the disorder or condition. The poster should be completed in Microsoft PowerPoint or similar.

You will find a link to the approved disorders or conditions in the Assessment tile on the Moodle site. You must choose only one (1) topic from those listed, and your topic selection is final. Each topic can only be selected by a limited number of students, so the earlier you choose your topic the more options you will have. The topics will be related to vascular, heart and respiratory diseases or conditions (Weeks 3, 4 and 5 content).

Assessment Due Date

Week 6 Monday (15 Apr 2024) 5:00 pm AEST

Return Date to Students

Week 8 Monday (29 Apr 2024)

Weighting

25%

Minimum mark or grade

50%

Assessment Criteria

Marks for this assessment will be awarded as per the rubric/marketing guide provided in the Assessment tile on the Moodle site. Your poster assessment will be marked on the following type of criteria:

- Clear and detailed understanding of the disorder or condition
- Sections of the poster are clearly outlined and there is structured flow
- Appropriate use of images
- Quality of poster presentation - e.g. eye-catching, self-explanatory, etc.
- Quality, quantity and formatting of references
- Grammar, sentence construction, and spelling
- Formatting of the poster

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Apply knowledge of normal anatomy and physiology to pathophysiological conditions
- Explain how the interdependence of human physiological systems can result in disease of one organ having widespread effects

2 Assessment 2: Case Study

Assessment Type

Case Study

Task Description

Pathophysiology case studies provide a real-world context for understanding the mechanisms that underlie various disorders or conditions. Case studies allow for the interplay between normal physiological processes and the deviations that lead to the pathological disorder or condition to be explored. It also highlights the various roles played by healthcare professionals in the diagnosis, treatment and management of patients. As part of the case study, students will need to apply critical thinking skills to analyse case study information to be able to identify the aetiology, risk factors, pathophysiology, clinical manifestations, likely diagnosis, and treatment options.

You will find a link to the case studies in the Assessment tile on the Moodle site. You must choose only one (1) topic from those listed, and your topic selection is final. Each topic can only be selected by a limited number of students, so the earlier you choose your topic the more options you will have. The topics will be related to diseases or conditions related to gastrointestinal disorders, endocrine disorders, female and male reproductive disorders, and urinary disorders (Weeks 6, 7, 8, and 9 content). Once all students have selected their topic, the case study and a series of questions will be provided to each student. Students will be required to research their case study topic and develop written responses to each of the questions, including in-text referencing and a reference list.

Assessment Due Date

Week 10 Friday (17 May 2024) 5:00 pm AEST

Return Date to Students

Week 12 Friday (31 May 2024)

Weighting

25%

Minimum mark or grade

50%

Assessment Criteria

Marks for this assessment will be awarded as per the rubric/marketing guide provided in the Assessment tile on the Moodle site. Your case study responses will be marked on the following type of criteria:

- Level of knowledge and understanding of the pathophysiology of the specific disorder or condition
- Level of knowledge and understanding of the aetiology, risk factors and clinical manifestations of the specific disorder or condition
- Level of knowledge and understanding of the diagnostic and treatment options of the specific disorder or condition
- Quality, quantity and formatting of references
- Grammar, sentence construction, and spelling

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe the major causes, symptoms and consequences of dysfunction of the human body systems
- Explain the mechanisms of physiological dysfunction that cause altered cell growth and differentiation

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