BMSC12016 *Applied Pathophysiology*
Term 1 - 2026

Profile information current as at 12/11/2026 10:58 am

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 - 2026
- 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. Assessment 1: Poster Session (Poster Sessions)
Weighting: 25%
2. Assessment 2: Case Study (Case Study)
Weighting: 25%
3. Examination (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
- Academic Progression Policy and Procedure
- Student Refund and Credit Balance Policy and Procedure
- 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

— 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 - 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 - First Nations Knowledges				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom access

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 - 09 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to pathophysiology	Readings will be made available on the Moodle site.	Tutorial

Week 2 - 16 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Inflammation and laboratory testing	Readings will be made available on the Moodle site.	Tutorial

Week 3 - 23 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Vascular disorders	Readings will be made available on the Moodle site.	Tutorial Assessment 1 Part A: Selection of poster topic and presentation time. Due: Week 3 Monday (23 March 2026) 10.00am AEST

Week 4 - 30 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Cardiac disorders	Readings will be made available on the Moodle site.	Tutorial

Week 5 - 06 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
Respiratory disorders	Readings will be made available on the Moodle site.	Tutorial

Week 6 - 13 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic

		Tutorial
Gastrointestinal disorders	Readings will be made available on the Moodle site.	Assessment 1: Poster Session Due: Week 6 Monday (13 Apr 2026) 10:00 am AEST

Vacation Week - 20 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
Break Week		Self-directed revision

Week 7 - 27 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
Endocrine disorders	Readings will be made available on the Moodle site.	Tutorial

Week 8 - 04 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
Female reproductive disorders	Readings will be made available on the Moodle site.	Tutorial

Week 9 - 11 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
Male reproductive and urinary disorders	Readings will be made available on the Moodle site.	Tutorial

Week 10 - 18 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
		Tutorial
Musculoskeletal disorders	Readings will be made available on the Moodle site.	Assessment 2: Case Study Due: Week 10 Thursday (21 May 2026) 10:00 am AEST

Week 11 - 25 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
Neurological disorders	Readings will be made available on the Moodle site.	Tutorial

Week 12 - 01 Jun 2026

Module/Topic	Chapter	Events and Submissions/Topic
Aging	Readings will be made available on the Moodle site.	Tutorial

Exam Week - 08 Jun 2026

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3: An invigilated examination will be held during the scheduled examination period from 8th June 2026 - 16th June 2026. Students will be notified of the exact date once it has been scheduled.

Vacation/Exam Week - 15 Jun 2026

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

The unit coordinator for BMSC12016 Applied Pathophysiology is Roslyn Clapperton. You can contact Roslyn using a number of methods:

- The discussion forums on the unit's Moodle site; or
- Through email: r.clapperton@cqu.edu.au

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 aging on the body. The learning materials for each week are located within the weekly tiles.

Lectures:
The pre-recorded lectures are delivered by Roslyn Clapperton and Dr Debra Carlson 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 prerecorded lectures prior to attending the tutorials.

Tutorials:
All students are strongly encouraged to attend and participate in the weekly tutorials. These tutorials will also be recorded to enable all students to view the content if they are unable to attend the live tutorial. Students will get the most benefit from the tutorials if they watch the weekly lectures beforehand.

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 attending the weekly tutorials and reflecting on your answers to the weekly study questions.
- 2-3 hours per week revising content from this week and previous weeks.
- 2-3 hours per week preparing for your assessments or studying for the online quiz and online test.

Assessment Tasks

1 Poster Sessions

Assessment Title
Assessment 1: Poster Session

Task Description
Pathophysiology underpins clinical practice by explaining how normal physiological processes change to produce disease and dysfunction. This knowledge supports accurate diagnosis, informed clinical decision-making, effective management, and prediction of disease progression. The assessment requires students to create an informative and visually engaging poster that explains the pathophysiology, systemic effects, and diagnostic methods of a chosen disorder, using PowerPoint or similar software.

This assessment consists of two parts:

- Part A
  - Students must select one (1) topic from those provided in the Assessment tile and one (1) presentation time.
  - These topics will be related to vascular, cardiac, or respiratory disorders, and as there are limited spaces for each topic. Once the limit is reached it will no longer be available to select.
  - Once selected, the topic and presentation time is final.
  - Selections Due: Week 3 (Monday 23rd March), 10:00 am AEST
- Part B
  - Students need to research the topic, focusing on normal anatomy and physiology, aetiology, pathophysiology, systemic effects, and diagnostic methods.
  - Posters need to be submitted prior to the presentation of the poster.
  - Poster presentations will be done via a live Zoom session, with 10 minutes allocated for the presentation and 5 minutes for a question-and-answer session.
  - Posters Due: Week 6 (Monday 13th April), 10:00 am AEST
  - Presentations to be completed by: Week 6 (Friday 17th April), 4pm AEST

Please review the Task Summary and rubric documents for specific details about the assessment task on the Moodle

site.

Level of GenAI use allowed:
Level 3: You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.

The 72-hour grace period does not apply to this assessment.

Assessment Due Date
Week 6 Monday (13 Apr 2026) 10:00 am AEST

Return Date to Students
Week 8 Monday (4 May 2026)

Weighting
25%

Minimum mark or grade
50%

Assessment Criteria
Marks for this assessment will be awarded as per the rubric/marking guide provided in the Assessment tile on the Moodle site. Your poster assessment will be marked on the following types of criteria, but is not limited to this criteria:

- Clear and detailed understanding of the anatomy and physiology and how this links to the pathophysiology of the disorder or condition
- Clear and detailed understanding of the effect of the disorder or condition on the body, and how it is diagnosed
- 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

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 Case Study

Assessment Title
Assessment 2: Case Study

Task Description
Case studies provide a real-world context for understanding how disruptions in normal physiological processes lead to disease. They emphasise the roles of healthcare professionals in diagnosis, treatment, and management, and require the application of critical thinking to identify aetiology, risk factors, pathophysiology, clinical features, diagnoses, and treatment options.

The case study is delivered online and includes a range of question types linked to a condition covered in Weeks 3–10. Students are progressively provided with patient history, clinical findings, investigation results, diagnosis, and/or management information, with accompanying questions to assess applied knowledge. A practice online case study will be made available to familiarise students with the assessment format.

Topic selection
You will be provided two (2) topic areas to focus your studies on, and will have one (1) of these topics randomly assigned to you when you access the link for the assessment.

Completion of the case study

- The case study will be presented in an online format with various question styles used to assess the understanding of the disorder.
- The case study topics will be related to diseases or conditions covered in weeks 3 to 10 of this unit, including any relevant content from weeks 1-2 relating to foundational concepts.
- The following types of information will be made available to you throughout the online case study, but is may not be limited to: clinical presentation, patient history, and details of their physical examination. As you progress through

the online case study you will be required to answer questions relating to the information provided about the patient in the case study. These are designed to assess your ability to apply the knowledge that you have developed over the term to the patient in your case study.

Question style

- The case study will have a combination of question styles including, but not limited to, multiple choice, multiple selection, short answer and long answer questions.
- A maximum word count limit will be indicated for written answer questions:
  - Short written answer questions will often only require a few words to answer them effectively.
  - Long written answer questions will have an indication of the approximate word count required to answer the question effectively.
- Each question will have information about the patient in it; however, some questions may incorporate/require information from previous information pages. Therefore it is recommended that you take notes about your patient as you progress through the case study.

Referencing:
Some written answer questions may require you to provide a reference at them. If a reference is required for your written answer it will be indicated at the question and you are required to identify where you have sourced your information.

Online Case Study details:
Opens: Week 10, Wednesday at 10:00 am AEST (QLD time).
Closes: Week 10, Thursday at 10.00 am AEST (QLD time).
Attempts allowed: One (1).
In the absence of an approved extension request for more time, there will be no opportunity to complete the task after the assigned date.

Level of GenAI use allowed:
Level 2 - you may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

- Final question responses must represent independent student work with no AI-generated text or content included verbatim.

Students should be aware that the use of AI to support this task will significantly impact the ability to successfully complete all questions correctly and students are discouraged from using this as an assessment resource.

The 72- hour grace period does not apply to this assessment.

Assessment Due Date
Week 10 Thursday (21 May 2026) 10:00 am AEST

Return Date to Students
Week 12 Thursday (4 June 2026)
Assessment feedback and marks will be available by close of business on Thursday of Week 12.

Weighting
25%

Minimum mark or grade
50%

Assessment Criteria
Your case study responses will be marked on the following types of criteria, but is not limited to this criteria:

- Level of knowledge and understanding of the major causes, risk factors, and clinical manifestations of the specific disorder or condition
- Application of learned content to explain the mechanisms of physiological dysfunction and consequences of dysfunction
- Level of knowledge and understanding of the diagnostic options of the specific disorder or condition
- Correctness, relevance and completeness of the response to the question asked
- Correct spelling and use of appropriate terminology

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