



CHIR13010 Systems and Pathology

Term 1 - 2017

Profile information current as at 06/05/2024 10:09 pm

All details in this unit profile for CHIR13010 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 will build upon your conceptual understanding of the causes, mechanisms and consequences of disease and dysfunction of the cardiovascular, lymphatic, haematopoietic, reproductive, respiratory, endocrine, renal and digestive systems. You will critically evaluate the multifactorial symptoms of dysfunction in order to infer the likely causative pathophysiological condition. Importance will be placed on understanding that different pathologies frequently cause a suite of similar symptoms but can nevertheless be differentiated on the basis of the combination, intensity and development of those symptoms. This knowledge will be used in conjunction with the examination protocols and procedures taught in Clinical Assessment and Diagnosis 3, in order to formulate a differential diagnosis.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

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 & MBIO12013 Microbiology for Health Care & BIOH12008 Human Pathophysiology or MPAT12001 Medical Pathophysiology

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 - 2017

- Brisbane
- Mackay
- Sydney

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: 15%

2. **Written Assessment**

Weighting: 25%

3. **Examination**

Weighting: 60%

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'

Feedback

The course is excessive in content.

Recommendation

Course content will be reviewed at a potential workshop and if warranted, a curriculum review and subsequent proposal might ensue with the moving of some content into the Master's Program. (i.e. Skin, and EENT).

Action

A review was done. Some content was moved to the Master's program as planned. This was an excellent decision.

Feedback from Observation and self-reflection

Feedback

Many students do not seem willing to take responsibility for their learning, and wish to be provided with a completely prescriptive course.

Recommendation

As this observation is relevant across a number of courses, we need to explain in detail to students the rationale for the way we run our program.

Action

This is an ongoing problem, and one which I am unsure how to manage. Some students are mature enough to take responsibility, but many wish to be remain passive learners. Explanations of why we want them to be active learners does not seem to help. Even the 'flipped classroom' model is not embraced by many students.

Feedback from 'Have your say'

Feedback

The requirements for the assignment were unclear.

Recommendation

Assessment methods will be reviewed with either changing the nature of the assignment (making it more prescriptive) or using online tests and a final examination for assessment.

Action

The assignment was changed to a form which was more relevant to their future work as a chiropractor. There were no complaints about lack of clarity.

Unit Learning Outcomes

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

1. Compare the aetiology, epidemiology, pathogenesis and clinical manifestations of common diseases.
2. Explain the pathophysiological basis of symptoms and signs of common diseases, using your knowledge of anatomy, physiology, biochemistry, microbiology and pathology.
3. Analyse the combination, intensity and chronological development of a client's symptoms, to infer the most likely pathological cause.
4. Explain the multifactorial nature of disease.

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) - 15%	•		•	
2 - Written Assessment - 25%	•	•		•
3 - Examination - 60%	•	•	•	

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) - 15%	•	•		•		•				
2 - Written Assessment - 25%	•	•	•	•		•				
3 - Examination - 60%	•	•		•						

Textbooks and Resources

Textbooks

CHIR13010

Supplementary

Pathophysiology

Edition: 7 (2014)

Authors: McCance and Heuther

Elsevier

St Louis , Missouri , USA

ISBN: 9780323088541

Binding: Hardcover

Additional Textbook Information

If you purchased a text for Medical Pathophysiology, you may use that instead.

[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 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Beirman Unit Coordinator

r.beirman@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to course Review of general pathology	<ul style="list-style-type: none">• Read Workbook pages 2-16.(Revision)• Complete all exercises in this section.• Attend tutorial, conducted via Zoom• Commence activities in workbook, pages 17-48	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Disorders of the Cardiovascular System	<ul style="list-style-type: none"> • Complete all activities in Workbook, pages 17-48. • Attend tutorial, conducted via Zoom • Commence activities in workbook pages 49-75, after you have completed the on-line quiz. 	Online quiz 1 due Sunday March19, at 18.00 AEST (Disorders of the Cardiovascular System)
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Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Haematopoietic and Lymphatic Systems	<ul style="list-style-type: none"> • Complete all activities in Workbook, pages 49-75. • Attend tutorial, conducted via Zoom • Commence activities in workbook, pages 76-103, after you have completed the on-line quiz. 	Online quiz 2 due Sunday March 26, 18.00 AEST (Disorders of the Haematopoietic and Lymphatic Systems)

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Endocrine System	<ul style="list-style-type: none"> • Complete all activities in Workbook, pages 76-103. • Attend tutorial, conducted via Zoom. • Commence activities in workbook pages 104-130, after you have completed the on-line quiz. 	Online quiz 3 due Sunday April 2, 18.00 AEST (Disorders of the Endocrine System)

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Digestive system 1	<ul style="list-style-type: none"> • Complete all activities in Workbook, pages 104-130. • Attend tutorial, conducted via Zoom. • Commence activities in workbook pages 130-144, after you have completed the online quiz. 	Online quiz 4 due Sunday April 9, 18.00 AEST (Disorders of the Digestive System 1)

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Digestive System 2	<ul style="list-style-type: none"> • Complete all activities in Workbook, pages 130-144. • Attend tutorial, conducted via Zoom. • Commence activities in workbook pages 145-160 after you have completed the on-line quiz. 	Online quiz 5 due Sunday, April 23, 18.00 AEST (Disorders of the Digestive System 2)

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Respiratory System 1	<ul style="list-style-type: none"> • Complete all activities in Workbook, pages 145-160. • Attend tutorial, conducted via Zoom. • Commence activities in workbook pages 161-170. 	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Respiratory System 2	<ul style="list-style-type: none"> • Complete all activities in Workbook, pages 161-170. • Attend tutorial, conducted via Zoom. • Commence activities in workbook pages 171-200, after you have completed the on-line quiz. 	Online quiz 6 due Sunday, May 7, 18.00 AEST (Disorders of the Respiratory System)

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Urinary and Male Reproductive System	<ul style="list-style-type: none"> • Complete all activities in Workbook, pages 171-200 • Attend tutorial, conducted via Zoom • Commence activities in workbook pages 201-216, after you have completed the on-line quiz. 	Online quiz 7 due Sunday, May 14, 18.00 AEST (Disorders of the Urinary System)

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Female Reproductive System	<ul style="list-style-type: none"> • Complete all activities in Workbook, pages 201-216. • Attend tutorial, conducted via Zoom. • Completed the on-line quiz. 	Online quiz 8 due Sunday, May 21, 18.00 AEST (Disorders of the Male Reproductive System)

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Revision	<ul style="list-style-type: none"> • Complete revision exercises on Moodle. • Attend tutorial, conducted via Zoom • Complete the final online quiz. 	Online quiz 9 due Sunday, May 28, 18.00 AEST (Disorders of the Female Reproductive System) Written Assessment Due: Week 11 Monday (22 May 2017) 9:00 am AEST

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Revision	Complete revision exercises on Moodle. Attend tutorial, conducted via Zoom.	

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Written examination

Term Specific Information

The tutorial for this unit will be conducted via Zoom. This means you can join the class from anywhere as long as you have your computer/tablet/smart phone etc.
However, for Brisbane students we have allocated a room for you to use - 6.07. This is due to the larger number of students enrolled in the unit at that campus.
You will find details on how to connect to Zoom on the Moodle web page.
The meeting number for your CHIR13010 tutorials is [3926507062](https://chir13010.zoom.us/j/3926507062).

Assessment Tasks

1 Written Assessment

Assessment Type

Online Quiz(zes)

Task Description

On-line quizzes will need to be completed during weeks 2-6 and 8-11 . They will be available for access between 08.00 Monday until 18.00 the following Sunday. Each quiz will be based on work that has been completed during that week.

There will be no extension due to unforeseen technical problems or Internet connectivity, so please do not leave it to to

the end of the availability period to complete.

You will be allowed one attempt only for each quiz, which will need to be completed within a specified period of time. This will vary between 20 and 30 minutes, depending on the topic. Please check the instructions each week, to ensure you are familiar with your time constraints.

Number of Quizzes

9

Frequency of Quizzes

Other

Assessment Due Date

Sundays at 18.00 AEST, at the end of weeks 2, 3, 4, 5, 6, 8, 9, 10 and 11

Return Date to Students

Results with feedback will become available to students, at the time of closure of each quiz.

Weighting

15%

Minimum mark or grade

50%

Assessment Criteria

As the questions asked in each quiz will be objective in style (eg multiple choice), answers will be computer marked as either correct or incorrect. Some questions will require you to demonstrate a knowledge of facts, while others will require you to use your interpretive or analytical skills.

Referencing Style

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

Submission

Online

Submission Instructions

Complete via quiz link located in the appropriate week.

Learning Outcomes Assessed

- Compare the aetiology, epidemiology, pathogenesis and clinical manifestations of common diseases.
- Analyse the combination, intensity and chronological development of a client's symptoms, to infer the most likely pathological cause.

Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence

2 Written Assessment

Assessment Type

Written Assessment

Task Description

An understanding of disease processes is vital in the development of diagnostic skills. Being able to perceive each piece of information as a 'clue', and to use these clues to analyse any given scenario, is an essential step. This assignment aims to test your abilities in this area.

There will be 5 parts to the assignment. The full assignment will be found on the Moodle page.

Part A: Using each of the following sets of clues, determine the disease that best fits. In some questions, there is more than one correct response. The number of answers will be indicated in these situations. Please restrict your answers to those diseases studied in this unit. (40 marks)

Part B: Using each of the following sets of clues, determine the disease that best fits. In these, the answer will be a disease which you have not studied. You will be required to analyse each clue and use the internet to determine the correct answer. (10 marks)

Part C: Each of the following statements is incorrect. Please rewrite them so they are correct, by altering the text. Do NOT simply add the words 'do not', 'does not' or 'may' to the sentence. (20 marks)

Part D: For each of the following items listed in Column A, select the appropriate sets of information in column B, and place them in the correct order in Column C, so that they explain that mechanism.

Note: Not all items in Column B will be used. (20 marks)

Part E: Many diseases have a multifactorial aetiology. Using as a source the diseases which you have studied this term, create a list of all those in which autoimmunity is believed to play a role. (10 marks)

Assessment Due Date

Week 11 Monday (22 May 2017) 9:00 am AEST

Return Date to Students

Week 12 Friday (2 June 2017)

Weighting

25%

Minimum mark or grade

50%

Assessment Criteria

The assignment is designed so you will be able to demonstrate:

1. your understanding of pathophysiological mechanisms in reference to a broad spectrum of systemic diseases.
2. your ability to analyse data, and thus deduce the most likely disease associated with that data
3. your skill in discriminating between correct and incorrect data.

There are 5 parts to the assignment:

Part A: 40 questions, 1 mark each

Part B: 5 questions, 2 marks each

Part C: 20 questions, 1 mark each

Part D: 20 questions, 1 mark each

Part E: 1 question, 10 marks

Referencing Style

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

Submission

Online

Submission Instructions

Please submit via Assessment Block on CHIR13010 Moodle site

Learning Outcomes Assessed

- Compare the aetiology, epidemiology, pathogenesis and clinical manifestations of common diseases.
- Explain the pathophysiological basis of symptoms and signs of common diseases, using your knowledge of anatomy, physiology, biochemistry, microbiology and pathology.
- Explain the multifactorial nature of disease.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

60%

Length

120 minutes

Minimum mark or grade

50%

Exam Conditions

Closed Book.

Materials

No calculators permitted

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