



CHIR13010 Systems and Pathology

Term 3 - 2019

Profile information current as at 29/04/2024 08:22 am

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.

Corrections

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 3 - 2019

- Online

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 Student feedback in 'Have your say'.

Feedback

Some students found the assignment task challenging and would have preferred a simpler task.

Recommendation

It is recommended that assignments continue to challenge students. However, time could be spent ensuring students understand the rigour of the assessment so they can dedicate adequate time and effort to it.

Feedback from Student feedback in 'Have your say'.

Feedback

Many students commented on the high quality of this unit. They especially liked the attention to detail, the learning resources and the engaged unit coordinator.

Recommendation

It is recommended that the same standards should be maintained in future offerings.

Feedback from Self-reflection

Feedback

Some students felt that incorporating more visual resources in the teaching of difficult concepts would have been beneficial.

Recommendation

The unit coordinator will explore existing opportunities to better support students learning difficult concepts.

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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 15%	•		•	
2 - Written Assessment - 25%	•	•		•

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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

There are no required textbooks.

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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Kenneth Reckelhoff Unit Coordinator
k.reckelhoff@cqu.edu.au

Schedule

Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to course Review of general pathology	1. Read Workbook pages 2-19 (Revision) 2. Complete all exercises in this section. 3. Listen to the pre-recorded tutorial, posted to Moodle site. 4. Commence activities in workbook, pages 20-55	

Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Cardiovascular System	1. Complete all activities in Workbook, pages 20-55. 2. Listen to the pre-recorded tutorial, posted to Moodle site. 3. Complete on-line quiz 1 (on Disorders of the Cardiovascular System) 4. Commence activities in workbook pages 56-88, after you have completed the on-line quiz.	Quiz 1 opens Monday 18th November at 8am AEST.

Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Disorders of the Haematopoietic and Lymphatic Systems	<ol style="list-style-type: none"> 1. Complete all activities in Workbook, pages 56-88. 2. Listen to the pre-recorded tutorial, posted to Moodle site. 3. Complete Online quiz 2 (Disorders of the Haematopoietic and Lymphatic Systems) 4. Commence activities in workbook, pages 89-124, after you have completed the on-line quiz. 	<p>Quiz 1 closes Monday 25th November at 8am AEST.</p> <p>Quiz 2 opens Monday 25th November at 8am AEST.</p>
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Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Endocrine System	<ol style="list-style-type: none"> 1. Complete all activities in Workbook, pages 89-124. 2. Listen to the pre-recorded tutorial, posted to Moodle site. 3. Complete Online quiz 3 (Disorders of the Endocrine System) 4. Commence activities in workbook pages 125-169, after you have completed the on-line quiz. 	<p>Quiz 2 closes Monday 2nd December at 8am AEST.</p> <p>Quiz 3 opens Monday 2nd December at 8am AEST.</p>

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Integumentary System	<ol style="list-style-type: none"> 1. Complete all activities in Workbook, pages 125-169 2. Listen to the pre-recorded tutorial, posted to Moodle site. 3. Complete Online quiz 4 (Disorders of the Integumentary System) 4. Commence activities in workbook pages 170- 199, after you have completed the online quiz. 	<p>Quiz 3 closes Monday 9th December at 8am AEST.</p> <p>Quiz 4 opens Monday 16th December at 8am AEST.</p>

Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Digestive System 1	<ol style="list-style-type: none"> 1. Complete all activities in Workbook, pages 170-199. 2. Listen to the pre-recorded tutorial, posted to Moodle site. 3. Complete Online quiz 5 (Disorders of the Digestive System 1) 4. Commence activities in workbook pages 200-221 after you have completed the on-line quiz. 	<p>Quiz 4 closes Monday 30th December at 8am AEST.</p> <p>Quiz 5 opens Monday 23rd December at 8am AEST.</p>

Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Digestive System 2	<ol style="list-style-type: none"> 1. Complete all activities in Workbook, pages 200-221. 2. Listen to the pre-recorded tutorial, posted to Moodle site. 3. Complete online quiz 6 (Disorders of the Digestive System 2) 4. Commence activities in workbook pages 222-257. 	<p>Quiz 5 closes Monday 6th January at 8am AEST.</p> <p>Quiz 6 opens Monday 6th January at 8am AEST.</p>

Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Disorders of the Respiratory System	<ol style="list-style-type: none"> 1. Complete all activities in Workbook, pages 222-257. 2. Listen to the pre-recorded tutorial, posted to Moodle site. 3. Complete Online quiz 7 (Disorders of the Respiratory System) 4. Commence activities in workbook pages 258-292, after you have completed the on-line quiz. 	<p>Quiz 6 closes Monday 13th January at 8am AEST.</p> <p>Quiz 7 opens Monday 13th January at 8am AEST.</p> <p>Written assignment due 9 am, Monday 13th January 2020</p> <p>Written Assessment Due: Week 8 Monday (13 Jan 2020) 9:00 am AEST</p>
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Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Urinary and Male Reproductive System	<ol style="list-style-type: none"> 1. Complete all activities in Workbook, pages 258-292. 2. Listen to the pre-recorded tutorial, posted to Moodle site. 3. Complete the on-line quiz 8 (urinary and male reproductive system disorders) 4. Commence activities in workbook pages 293-311 after you have completed the quiz. 	<p>Quiz 7 closes Monday 20th January at 8am AEST.</p> <p>Quiz 8 opens Monday 20th January at 8am AEST.</p>

Week 10 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Female Reproductive System	<ol style="list-style-type: none"> 1. Complete all activities in Workbook pages 293-311. 2. Listen to the pre-recorded tutorial, posted to Moodle site. 3. Complete the on-line quiz 9 (Female Reproductive System Disorders) 4. Commence activities in workbook pages 312-341 after you have completed the quiz. 	<p>Quiz 8 closes Monday 27th January at 8am AEST.</p> <p>Quiz 9 opens Monday 27th January at 8am AEST</p>

Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the ear and eye	<ol style="list-style-type: none"> 1. Complete all activities in Workbook pages 312-341. 2. Listen to the pre-recorded tutorial, posted to Moodle site. 3. You may commence online quiz 10 (Disorders of eye and ear), although it is not due until the end of week 12. 	<p>Quiz 9 closes Monday 3rd February at 8am AEST</p> <p>Quiz 10 opens Monday 3rd February at 8am AEST</p>

Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Revision	<ol style="list-style-type: none"> 1. Listen to the pre-recorded tutorial, posted to Moodle site. 2. Complete the online quiz 10. (Disorders of eye and ear) 3. Commence revision exercises available on Moodle. 	<p>Quiz 10 closes Monday 16th February at 8am AEST.</p>

Exam Week - 17 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Written examination

Assessment Tasks

1 Quizzes

Assessment Type

Online Quiz(zes)

Task Description

Ten on-line quizzes will need to be completed between weeks 2-12. Details are provided under 'Schedule'. Each will be available for several days, generally between 08.00 Monday until 08.00 the following Monday. (some will have a longer availability). Each quiz will be based on a specific body system. There will be no extension due to unforeseen technical problems or Internet connectivity, so please do not leave it 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 usually be approximately 20 minutes, but some will be longer. Please check the instructions each week, to ensure you are familiar with your time constraints.

Number of Quizzes

10

Frequency of Quizzes

Weekly

Assessment Due Date

Weeks 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12

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% overall

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 \(APA 6th edition\)](#)

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

In your future role as a chiropractor, patients will most commonly present to you with some type of musculoskeletal complaint. However, they may also have an underlying medical disorder, which they may or may not be aware of. Common conditions which you may encounter include

diabetes mellitus, hypertension, anaemia, vascular disease, asthma and chronic obstructive pulmonary disease. In addition to this, there are a number of diseases involving viscera which can present with musculoskeletal pain. It is therefore important to ensure that you have a thorough understanding of common diseases, including their aetiology, pathogenesis and clinical manifestations, and that you can communicate with your patients and their medical practitioners about these conditions.

In this assignment, you are required to describe the relationship between the pathological processes associated with Diabetes Mellitus Type 2 and the way that these pathologies manifest themselves clinically.

You may supplement your responses with a flow chart or diagram if you desire.

Ensure that you reference your answers. Please use APA referencing systems.

Assignments should be submitted through Turnitin.

Word count: 1400-1600

Assessment Due Date

Week 8 Monday (13 Jan 2020) 9:00 am AEST

Return Date to Students

Week 10 Monday (27 Jan 2020)

Weighting

25%

Minimum mark or grade

50%

Assessment Criteria

Marking rubric:

	0 marks	1-2 marks	3-4 marks	5 marks	6-7 marks	8-9 marks	10 marks	Mark
Relevance of content to topic	No relevance to topic	Relevance to topic is very poor	Relevance to topic is unsatisfactory	Relevance to topic is satisfactory.	Relevance to topic is good.	Relevance to the topic is very good	Relevance to the topic is excellent	
Level of detail	No detail	Level of detail very poor	Level of detail is unsatisfactory	Level of detail is satisfactory.	Level of detail is good.	Level of detail very good	Level of detail is excellent	
Accuracy of content	Mainly inaccurate	Many major or minor inaccuracies present	1 fundamental error as well as 1-2 minor inaccuracies made	1 fundamental error made	3-4 minor inaccuracies	Only 1-2 minor inaccuracies	All content accurate and up-to date	
Clarity of writing	complete absence of clarity	Very poor	Unsatisfactory	Satisfactory	Good	Very good	Excellent	
Logical progression of ideas	None evident	Very poor	Unsatisfactory	Satisfactory	Good	Very good	Excellent	
Depth of understanding of topic	No understanding of the topic is evident	Very poor understanding of the topic is evident	Unsatisfactory understanding of the topic is evident	Satisfactory understanding of the topic is evident	Good understanding of the topic is evident	Very good understanding of the topic is evident	Excellent understanding of the topic is evident	
Adequacy of support from references	No references, or inappropriate references are used	Less than 5 journal references, plus significant errors in format, plus the use of outdated papers.	Less than 5 journal references, plus some use of outdated papers and/or some errors in format.	5-10 relevant, up-to-date journal references in reputable journals, and some errors in format	5-10 relevant, up-to-date journal references in reputable journals, negligible errors in format	11-14 relevant, up-to-date journal references in reputable journals, negligible errors in format	Over 15 relevant, up-to-date journal references in reputable journals, negligible errors in format	
Spelling and grammar	Very poor	Below the level expected for university	Below the standard expected for a 300 level unit	Satisfactory standard for a 300 level unit essay	Good standard for a 300 level unit essay	Excellent standard for a 300 level unit	At a level appropriate for peer-reviewed publication	
Use of vocabulary	Very poor	Below the level expected for university	Below the standard expected for a 300 level unit	Satisfactory standard for a 300 level unit essay	Good standard for a 300 level unit essay	Excellent standard for a 300 level unit	At a level appropriate for a peer-reviewed publication	
Overall presentation	Very poor	Poor	Unsatisfactory	Satisfactory	Good	Very good	Excellent	

Referencing Style

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

Submission

Online

Submission Instructions

Please submit via the sidebar 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

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