



# CHIR13010 Systems and Pathology

## Term 1 - 2023

Profile information current as at 08/05/2024 09:34 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 and MBIO12013 Microbiology for Health Care and 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 - 2023

- Brisbane
- Mackay

#### 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. **In-class Test(s)**

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 SUTE and staff

##### Feedback

Students reported that the tutorials were interactive and great for cementing learning material.

##### Recommendation

It is recommended that the unit coordinator continue to provide interactive tutorials that help the students cement their understanding of the learning material.

#### Feedback from SUTE and staff

##### Feedback

Students felt the written assessment task needed a more structured approach and not be as open ended.

##### Recommendation

It is recommended that the unit coordinator create a more structured framework and rubric for the written assessment task.

#### Feedback from SUTE

##### Feedback

Most students felt the content was challenging but they were also confident that they began to develop the tools required to help understand patient cases.

##### Recommendation

It is recommended that the unit coordinator continue to develop the critical thinking tools needed to deconstruct patient cases.

## 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 - In-class Test(s) - 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 - In-class Test(s) - 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Bianca Zietsman** Unit Coordinator  
[b.zietsman@cqu.edu.au](mailto:b.zietsman@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: 1) Introduction to the module 2) Disorders of the skin Tutorial: 1) Disorders of the skin	1. Read Workbook pages 2-19 (Revision) 2. Complete all exercises in this section. (Formative Study) 3. Attend tutorial, conducted via Zoom 4. Commence activities in workbook, pages 13-55 (Formative Study) 5. Recommended Reading (any of the references below) Bate's - Ch 6: The Skin, Hair and Nails Tally and O'Connor - Section 12: 'The skin and lumps' McLeod's Ch 14: The skin, hair and nails	

### Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Lecture:  
Disorders of the digestive system-  
part 1  
Tutorial:  
Disorders of the digestive system-  
tutorial 1

1. Complete all activities in Workbook, pages 55-99. (Formative Study)
2. Attend tutorial, conducted via Zoom.
3. Commence activities in workbook pages 100-114 (Formative Study)
4. Recommended Reading (any of the references below)  
Bate's- Ch 11: The Abdomen  
Tally and O'Connor- Section 4: The Gastrointestinal System System.  
McLeod's- Ch 6: The Gastrointestinal System

### Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the digestive system- part 2 Tutorial: Disorders of the digestive system- tutorial 2	<ol style="list-style-type: none"> <li>1. Complete all activities in Workbook, pages 100-114. (Formative Study)</li> <li>2. Attend tutorial, conducted via Zoom.</li> <li>3. Commence activities in workbook pages 115-149. (Formative Study)</li> <li>4. Recommended Reading (any of the references below) Bate's- Ch 11: The Abdomen Tally and O'Connor- Section 4: The Gastrointestinal System System. McLeod's- Ch 6: The Gastrointestinal System</li> </ol>	

### Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the Female Reproductive System Tutorial: Disorders of the Female Reproductive System	<ol style="list-style-type: none"> <li>1. Complete all activities in Workbook pages 115-149. (Formative study)</li> <li>2. Attend tutorial, conducted via Zoom.</li> <li>3. Commence activities in workbook pages 150-184 (Formative study)</li> </ol>	1. Complete week 4 quiz (Closes 21:00 AEST Thursday)

### Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the Endocrine System Tutorial: Disorders of the Endocrine System	<ol style="list-style-type: none"> <li>1. Complete all activities in Workbook, pages 185-222 (Formative Study)</li> <li>2. Attend tutorial, conducted via Zoom.</li> <li>3. Commence activities in workbook pages 223-251 (Formative Study)</li> <li>4. Recommended Reading (any of the references below) Tally and O'Connor Section 8: The Endocrine System McLeod's- Ch 10: The endocrine system</li> </ol>	

### Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Cardinal Manifestations and Differential Diagnosis Tutorial: Cardinal Manifestations and Differential Diagnosis	<ol style="list-style-type: none"> <li>1. Read through notes pages 252 (Formative study)</li> <li>2. Attend tutorial, conducted via Zoom.</li> </ol>	

**Week 7 - 24 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the Haematopoietic and Lymphatic Systems Tutorial: Disorders of the Haematopoietic and Lymphatic Systems	1. Complete all activities in Workbook, pages 253-284 (Formative Study) 2. Attend tutorial, conducted via Zoom 3. Commence activities in workbook, pages 285-315 (Formative Study) 4. Suggested further reading (any of the references below): Tally and O'Connor Section 6: The Hematological System	

**Week 8 - 01 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the Cardiovascular System Tutorial: Disorders of the Cardiovascular System	1. Complete all activities in Workbook, pages 223-251 (Formative Study) 2. Attend tutorial, conducted via Zoom 3. Commence activities in workbook pages 252 (Formative Study) 4. Suggested further reading (any of the references below): Bate's - Ch 9: The Cardiovascular System Tally and O'Connor- Section 2: The Cardiovascular System McLeod's - Ch 4: The Cardiovascular System	1. Complete week 8 quiz (Closes 21:00 AEST Thursday)

**Week 9 - 08 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the Urinary and Male Reproductive System Tutorial: Disorders of the Urinary and Male Reproductive System	1. Complete all activities in Workbook, pages 185-222 (Formative Study) 2. Attend tutorial, conducted via Zoom. 3. Commence activities in workbook pages 223-251 (Formative Study) 4. Suggested further reading (any of the references below): Bates- chapter 11: The Genitourinary system Tally and O'Connor: Section 5- The Genitourinary system McLeod's: Chapter 11: The reproductive system; Chapter 12: the renal system	

**Week 10 - 15 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the Respiratory System Tutorial: Disorders of the Respiratory System	1. Complete all activities in Workbook, pages 150-184. (Formative Study) 2. Attend tutorial, conducted via Zoom 3. Commence activities in workbook pages 185-222 (Formative Study) 4. Recommended Reading (any of the references below) Bate's -Ch 8: The Thorax and Lungs Tally and O'Connor -Section 3: The Respiratory System McLeod's- Ch 5- The Respiratory System	<b>Written Assignment Due:</b> Week 10 Monday (15 May 2023) 8:00 am AEST

**Week 11 - 22 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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Lecture:  
Disorders of Ear and Eye  
Tutorial:  
Disorders of Ear and Eye

1. Complete week 11 quiz. (Closes  
21:00 AEST Thursday)

### Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Review Tutorial: Review	1. Attend review tutorial via zoom 2. Commence revision exercises available on Moodle	

### Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>In Class Test</b>		In Class Test Due: Review/Exam Week Time and location of the end of term test will be as per the timetable. <i>Please note this is an in-person test and you will be required to attend on your relevant campus.</i>  <b>In Class Test</b> Due: Review/Exam Week Wednesday (7 June 2023) 1:00 pm AEST

### Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Online Quiz

#### Assessment Type

Online Quiz(zes)

#### Task Description

This assessment task will involve 3 quizzes with a weighting of 5% each. These will be delivered online, allowing you a 7 hour window to complete the quiz (14:00-21:00 AEST) on a Thursday. The quizzes will be held on a Thursday in weeks 4, 8, 11. Once you have opened the quiz, you will have 30 minutes to complete it. There will be no extension due to unforeseen technical difficulties or internet connectivity, unless proof is supplied that there was a problem with Moodle; at which point you must contact the UC and TASAC with screenshots of the error. Results with feedback will become available to the students at the time of closure for each quiz.

#### Number of Quizzes

1

#### Frequency of Quizzes

Other

#### Assessment Due Date

#### Return Date to Students

#### Weighting

15%

#### Minimum mark or grade

50%

#### Assessment Criteria

The questions asked in each quiz will be objective in style (e.g. multiple choice), answers will be computer marked as either correct or incorrect, with the correct answer provided after the quiz has closed.

#### Referencing Style

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



**Submission**

Online

**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

## 2 Written Assignment

**Assessment Type**

Written Assessment

**Task Description**

This assignment focuses on questions which are designed to demonstrate the understanding of pathophysiological processes. A written assignment that will be weighted at 25%. Submission for the assignment will open on 1st April at 08:00 AEST and close on Monday 15th May at 08:00 AEST. A marking rubric will be posted on moodle along with the full case description.

This assignment involves one case for a total of 100 marks

- diagnosis (4)
- differential diagnosis (6)
- pathophysiology (10)
- aetiology (20)
- epidemiology- (global and local) (20)
- other common signs and symptoms (20)
- references (20)

**Assessment Due Date**

Week 10 Monday (15 May 2023) 8:00 am AEST

**Return Date to Students**

Week 12 Monday (29 May 2023)

**Weighting**

25%

**Minimum mark or grade**

50%

**Assessment Criteria**

The marking criteria will assess your ability to:

- demonstrate understanding of pathophysiological processes
- develop an analytical approach to referencing and the diagnostic process
- compare the aetiology, epidemiology, pathogenesis and clinical manifestations of a common disorder
- Analyse the combination, intensity and chronological development of a client's symptoms, to infer the most likely pathological cause
- communicate clearly in written form with proper spelling and grammar
- correctly use references in the CQU preferred style and format

**Referencing Style**

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

**Submission**

Online

**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

### 3 In Class Test

**Assessment Type**

In-class Test(s)

**Task Description**

This in class test will be undertaken in a CQUni computer lab on whichever campus that you are enrolled. The test will involve a mix of question types including multiple choice, short answer and a case discussion. The test will assess all theoretical content taught across weeks 1-12. A study guide will be provided during the term.

**Assessment Due Date**

Review/Exam Week Wednesday (7 June 2023) 1:00 pm AEST

**Return Date to Students**

Exam Week Friday (16 June 2023)

**Weighting**

60%

**Minimum mark or grade**

50%

**Assessment Criteria**

The assessment criteria will involve selecting or providing the most accurate and correct answers to the questions posed in this in class test.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Explain the pathophysiological basis of symptoms and signs of common diseases, using your knowledge of anatomy, physiology, biochemistry, microbiology and pathology
- Analyse the combination, intensity and chronological development of a client's symptoms, to infer the most likely pathological cause
- Explain the multifactorial nature of disease.

**Graduate Attributes**

- Communication
- Problem Solving
- 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