



CHIR13010 Systems and Pathology

Term 1 - 2024

Profile information current as at 09/05/2024 01:20 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 - 2024

- Brisbane

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 Verbal

Feedback

The students enjoyed the challenge of the written assignment and the research required to form a diagnosis for a real patient case.

Recommendation

It is recommended that the unit continue to use this assessment task.

Feedback from SUTE

Feedback

The students felt the content was heavy and the medical language difficult to understand.

Recommendation

It is recommended that the unit coordinator explore creating an introductory to medical jargon lecture and condense and streamline the content further, where possible.

Feedback from SUTE

Feedback

Some students felt that they would benefit from the tutorial being delivered in person to help connect the concepts more easily.

Recommendation

It is recommended the unit coordinator explore moving the tutorial to an on-campus delivery mode.

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

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: 1. Introduction to the module 2. Disorders of the skin Tutorial: Disorders of the skin	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 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the digestive system- part 1 Tutorial: Disorders of the digestive system- tutorial 1	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 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the digestive system- part 2 Tutorial: Disorders of the digestive system- tutorial 2	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 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the Female Reproductive System Tutorial: Disorders of the Female Reproductive System	Recommended Reading (any of the references below) Bate's- Chpt 10,14, 19	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the Endocrine System Tutorial: Disorders of the Endocrine System	Recommended Reading (any of the references below) Tally and O'Connor Section 8: The Endocrine System McLeod's- Ch 10: The endocrine system	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the Cardiovascular System Tutorial: Disorders of the Cardiovascular System	Recommended 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	

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the Haematopoietic and Lymphatic Systems Tutorial: Disorders of the Haematopoietic and Lymphatic Systems	Recommended Reading (any of the references below) Tally and O'Connor Section 6: The Hematological System	

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Disorders of the Respiratory System Tutorial: Disorders of the Respiratory System	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	

Week 9 - 06 May 2024

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	Recommended 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 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Cardinal Manifestations and Differential Diagnosis		
Tutorial: Cardinal Manifestations and Differential Diagnosis		Written Assignment due Monday 20th May 2024 08:00 AEST

Week 12 - 27 May 2024

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

Week 11 - 27 May 2024

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

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		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>
In Class Test		In Class Test Due: Review/Exam Week Monday (3 June 2024) 11:45 pm AEST

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Assessment Tasks

1 Weekly Quiz

Assessment Type

Online Quiz(zes)

Task Description

The students will undergo a weekly quiz in the tutorial class. The content from the previous week will be tested. This is not a group activity, with the results and feedback allocated at the end of the quiz in class. The quizzes will be weighted at 15% in total.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date**Return Date to Students**

Feedback and grade to be provided in person at the end of the quiz.

Weighting

15%

Minimum mark or grade

50%

Assessment Criteria

The questions asked in each quiz will be objective in style (e.g. multiple choice and short answer), answers will be marked in class 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

Offline

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 and will be weighted at 25%. Submission for the assignment will open on 1st April at 08:00 AEST and close on Monday 13th 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)

This is not a group activity and you must not use AI to complete the task.

Assessment Due Date

Week 10 Monday (13 May 2024) 8:00 am AEST

Return Date to Students

Week 12 Monday (27 May 2024)

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 patient'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

This is not a group activity and you must not use AI to complete the task.

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 Monday (3 June 2024) 11:45 pm AEST

Return Date to Students

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