MPAT12001 *Medical Pathophysiology*
Term 1 - 2017

Profile information current as at 29/04/2024 10:28 am

General Information

Overview
This unit is for students in the course CG91 (Bachelor of Medical Sonography and the Graduate Diploma of Medical Sonography), CG92 (Bachelor of Medical Imaging), CG93 (Bachelor of Medical Science) and CB85 Bachelor of Physiotherapy (Honours). It builds upon prerequisite units in human anatomy and physiology to develop a conceptual understanding of disease and dysfunction, with emphasis on the effects of disease upon normal physiological systems. The unit content is presented in a way that fosters (a) an understanding of the widespread effects that dysfunction of a particular organ or system of the human body has upon upon other systems and (b) the ability to critically evaluate symptoms of dysfunction and predict the outcome. Topics include both benign and malignant dysfunction of cell growth and division, followed by dysfunction of the circulatory, cardiac, respiratory, renal, nervous, digestive, endocrine, skeletal, integumentary, reproductive and sensory systems.

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
Prerequisite: ALLH11005 and ALLH11004 OR BMSC11001 and BMSC11002 This unit is NOT available to students who have only completed BIOH11005 and BIOH11006
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
- Distance

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: 20%
2. **Online Quiz(zes)**
Weighting: 20%
3. **Online Test**
Weighting: 10%
4. **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
- 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” student feedback.

Feedback
Some students commended the lectures module structure.

Recommendation
Staff will continue to improve lectures further maintaining module structure.

Action
Maintained module structure.

Feedback from “Have your say” student feedback.

Feedback
Some students found the prescribed textbook interesting, concise and relevant for their degree programs.

Recommendation
Staff will continue to use the same textbook.

Action
Continue using the same textbook.

Feedback from “Have your say” student feedback.

Feedback
Some students could not locate some information on the course Moodle site related to assessment tasks.

Recommendation
Staff will continue to implement Moodle consistency template.

Action
Moodle consistency template was implemented.

Feedback from “Have your say” student feedback.

Feedback
Students from different degree programs felt they have different content amount needs.

Recommendation
Staff will discuss and review lecture content with Discipline Leaders and Head of Programs.

Action
Survey was conducted among HoCs. HoCs requested only minor changes. As a result, some clinical model was removed, some was added.

Feedback from “Have your say” student feedback.

Feedback
Some students commended the introduction of the Concept Map assessment task, but some students were unclear about it.

Recommendation
Staff will provide more information on Concept Maps with more examples.

Action
More information was provided with examples.

Feedback from “Have your say” student feedback.

Feedback
Some students were not familiar with the process of peer-evaluation.

Recommendation
Staff will provide more detailed marking rubric for peer-evaluation.

Action
Rubrics were reviewed and re-developed with more details.

Feedback from “Have your say” student feedback.

Feedback
Some students were satisfied with traditional assessment tasks such as the online quiz, and commended on the depth and frequency of them.

Recommendation
Staff will continue to improve the exisiting assessment tasks further.

Action
Additional quiz questions were developed and added., quiz frequency maintained.

Feedback from “Have your say” student feedback.

Feedback
Some students found the content of the pre-recorded lectures long.

Recommendation
Staff will discuss and review lecture content with Discipline Leaders and Head of Programs.

Action
Lectures were divided into smaller chunks.

Feedback from “Have your say” student feedback.

Feedback
Some students were unsure of the relevance of Pathophysiology for their disciplines.

Recommendation
Short video testimonials from Discipline Leaders and Head of Programs will be developed to explain the relevance of Pathophysiology in their disciplines.

Action
Explanations from different HoCs were included on the Moodle site.

Unit Learning Outcomes

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

1. Argue the physiological consequences, symptoms and effects on health of specific dysfunction of organs and systems.
2. Explain how the interdependence of human physiological systems can result in disease of one organ having widespread effects.
3. Explain the mechanisms that cause altered cell growth and differentiation and the consequences of these changes upon health.
4. Describe the major causes, symptoms and consequences of dysfunction of the cardiovascular, reproductive, nervous, skeletal, respiratory, integumentary, endocrine, renal, digestive and sensory systems.

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) - 20%			•	•
2 - Online Quiz(zes) - 20%		•	•	•
3 - Online Test - 10%	•	•		
4 - 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 - 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) - 20%		•	•			•				
2 - Online Quiz(zes) - 20%		•	•			•				
3 - Online Test - 10%		•	•			•				
4 - Examination - 50%	•	•	•							

Textbooks and Resources

Textbooks

MPAT12001

Prescribed

Applied Pathophysiology: A Conceptual Approach to the Mechanisms of Disease
Edition: 3rd (2016)
Authors: Carie A. Braun, Cindy M. Anderson
Wolters Kluwer/Lippincott Williams & Wilkins
UK
Binding: Hardcover

Additional Textbook Information

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Cmap Tools to develop concept maps (freeware: http://cmap.ihmc.us/cmaptools/)
- Microsoft Power Point or free Google Slide (https://www.google.com.au/slides/about/) or free Prezi Edu Enjoy (https://prezi.com/)

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Henrik Pallos Unit Coordinator
h.pallos@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 Introduction to Pathophysiology Altered Cells and Tissues	Chapter 1 & 2 of the prescribed textbook and all video-streamed lectures and lecture slides.	Concept Map and Disease Awareness Pamphlet online selection site opens on Week 1, Monday 09:00 AEST (closes on Week 4, Friday, 17:00 AEST)

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 Inflammation and Tissue Repair	Chapter 3 of the prescribed textbook and all video-streamed lectures and lecture slides.	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic

Topic 3 Altered Cellular Proliferation and Differentiation	Chapter 7 of the prescribed textbook and all video-streamed lectures and lecture slides.	Progress Quiz 1 opens on Week 3, Friday, 17:00 AEST (closes on Week 4, Friday, 17:00 AEST)

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4 Altered Fluid, Electrolyte Balance Altered Acid-Base Balance	Chapter 8 & 9 of the prescribed textbook and all video-streamed lectures and lecture slides.	Concept Map and Disease Awareness Pamphlet online submission site opens on Week 4, Friday 17:00 AEST (closes on Week 8, Friday, 17:00 AEST)

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5 Altered Neuronal Transmission	Chapter 10 of the prescribed textbook and all video-streamed lectures and lecture slides.	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6 Altered Somatic and Special Sensory Function	Chapter 12 of the prescribed textbook and all video-streamed lectures and lecture slides.	Progress Quiz 2 opens on Week 6, Friday, 17:00 AEST (closes on Week 7, Friday, 17:00 AEST)

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7 Altered Hormonal and Metabolic Regulation	Chapter 13 of the prescribed textbook and all video-streamed lectures and lecture slides.	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8 Altered Reproductive Function	Chapter 14 of the prescribed textbook and all video-streamed lectures and lecture slides.	Concept Map and Disease Awareness Pamphlet online peer assessment site opens on Week 8, Friday 17:00 AEST (closes on Week 10, Friday, 17:00 AEST)

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9 Altered Ventilation and Diffusion	Chapter 15 of the prescribed textbook and all video-streamed lectures and lecture slides.	Progress Quiz 3 opens on Week 9, Friday, 17:00 AEST (closes on Week 10, Friday, 17:00 AEST)

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 10 Altered Perfusion	Chapter 16 of the prescribed textbook and all video-streamed lectures and lecture slides.	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 11 Altered Nutrition	Chapter 17 of the prescribed textbook and all video-streamed lectures and lecture slides.	Case Study Analysis opens on Week 11, Friday, 17:00 AEST (closes on Week 12, Friday, 17:00 AEST)

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic

Topic 12 Altered Elimination	Chapter 18 of the prescribed textbook and all video-streamed lectures and lecture slides.	

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Progress Quiz

Assessment Type
Online Quiz(zes)

Task Description
There will be three open book Progress Quizzes, each comprising of 15 questions. A Progress Quiz will open in Week 3, 6 and 9 on Friday at 17:00 AEST. Each Progress Quiz must be completed by 17:00 AEST the Friday of the following academic week. You will find more details of the Progress Quizzes on the unit Moodle site.

Number of Quizzes
3

Frequency of Quizzes
Other

Assessment Due Date

A new Progress Quiz will open in Week 3, 6 and 9 on Friday at 17:00 AEST. Each Progress Quiz must be completed by 17:00 AEST the Friday of the following academic week.

Return Date to Students

Marks will be available upon completing the assessment task.

Weighting
20%

Minimum mark or grade
45%

Assessment Criteria
Questions will be automatically marked correct or incorrect. The maximum score (45) that can be accumulated from the three Progress Quizzes equals 20% of the total unit marks.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Explain the mechanisms that cause altered cell growth and differentiation and the consequences of these changes upon health.
- Describe the major causes, symptoms and consequences of dysfunction of the cardiovascular, reproductive, nervous, skeletal, respiratory, integumentary, endocrine, renal, digestive and sensory systems.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Technology Competence

2 Clinical Model Assignment

Assessment Type
Online Quiz(zes)

Task Description
You must choose two clinical models on the unit Moodle site: one under Clinical Model Selection for Concept Map, and one under Clinical Model Selection for Disease Awareness Pamphlet. They must be different and from different weekly topics. Your selection is final, you will not be able to change it. The available clinical models are from your textbook and differ in level of difficulty, hence, will have different weights in the marking rubric. First come has first choice. If you do not select the two clinical models by the due date, your unit coordinator will allocate you two clinical models.
The assignment has two parts:
Part 1. You must submit online one Concept Map and one Disease Awareness Pamphlet.
Part 2. You must assess online three other Concept Maps and three other Disease Awareness Pamphlets. The assessment is anonymous.
No late submissions will be permitted. If you do not complete Part 1 or Part 2 by the due dates, you will receive a mark of zero for that part.
You will find more details of the Clinical Model Assignment on the unit Moodle site.

Number of Quizzes
2

Frequency of Quizzes
Other

Assessment Due Date

Concept Map and Disease Awareness Pamphlet submission: Week 8, Friday 17:00 AEST; Concept Map and Disease Awareness Pamphlet assessment: Week 10, Friday 17:00 AEST

Return Date to Students

Marks will be available upon evaluation phase closure in Revision Week.

Weighting
20%

Minimum mark or grade
45%

Assessment Criteria
The Concept Map and Disease Awareness Pamphlet each are 10% of the total unit marks. There is a minimum requirement of 45% for each, the Concept Map and Disease Awareness Pamphlet.
Part 1 mark: Your peers will assess your Concept Map according to accuracy, content, connection, structure, concept presentation, language, format, overall, similarity and content difficulty and your Disease Awareness Pamphlet according to accuracy, content, interview, reflection, visual appeal, language, format, overall, similarity and content difficulty. The marking rubric is available on the unit Moodle site. The final mark for each submission (the Concept Map and Disease Awareness Pamphlet) is the average of the marks given by your peer reviewers. The maximum mark for each submission is 7% (see table below).
Part 2 mark: You will also receive marks for assessing others' submission. Moodle will compare your assessment with your peers' assessments of the same clinical model. Based on how close your assessment is to the average assessment score of the same clinical model you will receive a mark. The maximum mark for the peer assessment is 3% (see table below).
Your lecturer will monitor the peer assessment for biases.

	Concept Map	Disease Awareness Pamphlet
Part 1 mark: Mark of your submission assessed by peers	7%	7%
Part 2 mark: Mark for assessing your peer's submission	3%	3%
Total	10%	10%

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
The submitted Concept Map must be jpeg format, the submitted Disease Awareness Pamphlet must be pdf format.

Learning Outcomes Assessed

- Explain how the interdependence of human physiological systems can result in disease of one organ having widespread effects.
- Explain the mechanisms that cause altered cell growth and differentiation and the consequences of these changes upon health.
- Describe the major causes, symptoms and consequences of dysfunction of the cardiovascular, reproductive, nervous, skeletal, respiratory, integumentary, endocrine, renal, digestive and sensory systems.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Technology Competence

3 Case Study Analysis

Assessment Type
Online Test

Task Description
There will be one open book Case Study Analysis quiz comprising of 20 questions and calculations. The Case Study Analysis quiz will open in Week 11, on Friday at 17:00 AEST. The quiz will close in Week 12, on Friday at 17:00 AEST. You will find more details of the Case Study Analysis quiz on the unit Moodle site.

Assessment Due Date

Week 12, Friday 17:00 AEST

Return Date to Students

Marks will be available upon completing the assessment task.

Weighting
10%

Minimum mark or grade
45%

Assessment Criteria
Questions will be automatically marked correct or incorrect. The maximum score (20) from the quiz equals 10% of the total unit marks.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Argue the physiological consequences, symptoms and effects on health of specific dysfunction of organs and systems.
- Explain how the interdependence of human physiological systems can result in disease of one organ having widespread effects.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Technology Competence

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
45%

Exam Conditions
Closed Book.

Materials
Calculator - non-programmable, no text retrieval, silent only
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