



MPAT12001 *Medical Pathophysiology*

Term 3 - 2017

Profile information current as at 03/05/2024 03:05 pm

All details in this unit profile for MPAT12001 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 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 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 3 - 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 commented that the weighting of the Concept Map and DAP assessment tasks are low.

Recommendation

Review weighting of CMAP/DAP.

Feedback from “Have your say” student feedback.

Feedback

Some students commented on how much the various assessments, including online quizzes and Concept Map/DAP, aided their understanding.

Recommendation

Develop further questions and introduce new type of questions.

Feedback from “Have your say” student feedback.

Feedback

Some students felt the content is too much, meanwhile other students enjoyed learning about the same amount of content.

Recommendation

Provide more information to students how the content is relevant for their specific course.

Feedback from “Have your say” student feedback.

Feedback

Some students commented on how much they enjoyed the interactive and interesting lectures and tutorials.

Recommendation

Maintain and improve further lecture and tutorial delivery style and quality.

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



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

Georges Oteng Unit Coordinator

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Henrik Pallos Unit Coordinator

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Schedule

Week 1 - 06 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Pathophysiology Altered Cells and Tissues	Chapter 1 Chapter 2	Concept Map and Disease Awareness Pamphlet online selection site opens on Week 1, Monday 09:00 AEST (<u>closes</u> on Week 4, Friday, 17:00 AEST)

Week 2 - 13 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Inflammation and Tissue Repair	Chapter 3	

Week 3 - 20 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Altered Cellular Proliferation and Differentiation

Chapter 7

Progress Quiz 1 opens on Week 3, Friday, 17:00 AEST ([closes](#) on Week 4, Friday, 17:00 AEST)

Week 4 - 27 Nov 2017

Module/Topic

Chapter

Events and Submissions/Topic

Altered Fluid, Electrolyte Balance
Altered Acid-Base Balance

Chapter 8
Chapter 9

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)

Vacation Week - 04 Dec 2017

Module/Topic

Chapter

Events and Submissions/Topic

Week 5 - 11 Dec 2017

Module/Topic

Chapter

Events and Submissions/Topic

Altered Neuronal Transmission

Chapter 10

Week 6 - 18 Dec 2017

Module/Topic

Chapter

Events and Submissions/Topic

Altered Somatic and Special Sensory Function

Chapter 12

Progress Quiz 2 opens on Week 6, Friday, 17:00 AEST ([closes](#) on Week 7, Friday, 17:00 AEST)

Week 7 - 01 Jan 2018

Module/Topic

Chapter

Events and Submissions/Topic

Altered Hormonal and Metabolic Regulation

Chapter 13

Week 8 - 08 Jan 2018

Module/Topic

Chapter

Events and Submissions/Topic

Altered Reproductive Function

Chapter 14

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 - 15 Jan 2018

Module/Topic

Chapter

Events and Submissions/Topic

Altered Ventilation and Diffusion

Chapter 15

Progress Quiz 3 opens on Week 9, Friday, 17:00 AEST ([closes](#) on Week 10, Friday, 17:00 AEST)

Week 10 - 22 Jan 2018

Module/Topic

Chapter

Events and Submissions/Topic

Altered Perfusion

Chapter 16

Week 11 - 29 Jan 2018

Module/Topic

Chapter

Events and Submissions/Topic

Altered Nutrition

Chapter 17

Case Study Analysis Quiz opens on Week 11, Friday, 17:00 AEST ([closes](#) on Week 12, Friday, 17:00 AEST)

Week 12 - 05 Feb 2018

Module/Topic

Chapter

Events and Submissions/Topic

Altered Elimination

Chapter 18

Review/Exam Week - 12 Feb 2018

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Progress Quiz

Assessment Type

Online Quiz(zes)

Task Description

1. There will be three separate online quizzes to assess your knowledge of the unit material.
2. Each quiz will have 15 questions.
3. You will be allowed three attempts at each quiz. It is not compulsory to attempt each quiz three times. The highest grade you achieve will serve as your final score for that quiz.
4. Your score from each quiz will contribute 6.66% to your final grade (3 quizzes x 6.66% = 20%).
5. There is a minimum requirement in the assessment task: 50%.
6. In the absence of an approved extension, there will be no opportunity to complete the task after the assigned date.
7. Dates that each quiz open and close are outlined below. These assessment tasks must be completed on or before the due dates listed.

Quiz Number	Topic Examined	Time / Date the Quiz Opens	Time / Date the Quiz Closes
Progress Quiz 1	Week 1, 2, 3	17:00pm (AEST) Friday of Week 3	17:00pm (AEST) Friday of Week 4
Progress Quiz 2	Week 4, 5, 6	17:00pm (AEST) Friday of Week 6	17:00pm (AEST) Friday of Week 7
Progress Quiz 3	Week 7, 8, 9	17:00pm (AEST) Friday of Week 9	17:00pm (AEST) Friday of Week 10

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

50%

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

Rationale

In the clinical context, health professionals are expected to have in-depth knowledge and understanding of pathophysiology processes and their interrelationship. Population demographics demonstrate increased ageing and concomitant complex morbidities in healthcare. Students must be able to respond accurately to the clinical questions posed in the workplace. This assessment requires you to construct links between pathophysiology, clinical symptoms, diagnosis and treatment which reflect the level of understanding you will be required to articulate clinically. All health professionals have a significant clinical role in disease awareness. You must be able to give qualified evidence based advice, within your scope of practice, which serves to educate the patient and close gaps in health care. With your permission, the best pamphlets and concept maps will be circulated for distribution to clinical sites for continuing professional development of staff and clinical use with patients as appropriate.

In the clinical workplace, you will be assessed regularly by your peers throughout your working life - by clinical supervisors, journal paper reviewers, conference assessors who award prizes for papers and posters, conference presentations/posters. It will be your primary source of professional feedback. The marking system in this unit seeks to commence this process. Your assessment will be marked by your peers and you will assess the work of your peers. It is important to be constructive in your marking and feedback. The aim is to enable your peers to develop their knowledge and skills with your guidance.

Task

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

50%

Assessment Criteria

The Concept Map and Disease Awareness Pamphlet each are 10% of the total unit marks. There is a minimum requirement of 50% for each, the Concept Map and Disease Awareness Pamphlet.

Part 1 mark: Your peers will assess your Concept Map according to accuracy, content, interview, reflection, connection, structure, concept presentation, language, format, overall, similarity and content difficulty and your Disease Awareness Pamphlet according to accuracy, content, interview, reflection, presentation (illustrations, text coherence, pop-out

effects), language (spelling, grammar, appropriateness for target audience), format, 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' submissions and the quality of your assessment. 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 score (Score 1), between zero and one. You will also receive a score for the quality of your assessments (Score 2), between zero and three. The final mark equals Score 1 x Score 2. The maximum mark for the peer assessment is 3% (see table below). Your lecturer will monitor the peer assessment for quality assurance.

	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 interview on the Concept Map must be doc/docx format; the submitted final Concept Map must be jpg/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

1. There will be one online quiz to assess your knowledge of the unit clinical cases and related materials.
2. The quiz will have 20 questions.
3. You will be allowed three attempts at the quiz. It is not compulsory to attempt the quiz three times. The highest grade you achieve will serve as your final score for the quiz.
4. Your score from the quiz will contribute 10% to your final grade.
5. There is a minimum requirement in the assessment task: 50%.
6. In the absence of an approved extension, there will be no opportunity to complete the task after the assigned date.
7. Dates that the quiz opens and closes are outlined below. The assessment tasks must be completed on or before the due date listed.

Quiz Number	Topic Examined	Time / Date the Quiz Opens	Time / Date the Quiz Closes
Case Study Analysis Quiz	Week 1-11 All calculations (Week 1-12)	17:00pm (AEST) Friday of Week 11	17:00pm (AEST) Friday of Week 12

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

50%

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

50%

Exam Conditions

Closed Book.

Materials

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

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

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