



# MPAT12001 *Medical Pathophysiology*

## Term 2 - 2018

Profile information current as at 27/04/2024 03:04 am

All details in this unit profile for MPAT12001 have been officially approved by CQU University 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 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 altered cells and tissues, altered cellular proliferation and differentiation, inflammation and tissue repair, and alterations of human body 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

Prerequisites: ALLH11005 Anatomy and Physiology for Health Professionals 1 AND ALLH11004 Anatomy and Physiology for Health Professionals 2 OR BMSC11001 Human Body Systems 1 AND BMSC11002 Human Body Systems 2 This unit is NOT available to students who have only completed BIOH11005 Introductory Anatomy and Physiology AND BIOH11006 Advanced Anatomy and Physiology

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 2 - 2018

- Distance
- Rockhampton

### 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: Pass/Fail

#### 2. **Portfolio**

Weighting: 50%

#### 3. **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 enjoyed the creative and varying assessment tasks that kept the unit interesting and challenging.

**Recommendation**

Keep the same format and continue adding additional questions.

#### Feedback from “Have your say” student feedback.

**Feedback**

Some students enjoyed the depth and content of lectures.

**Recommendation**

Maintain the depth and the content of lectures with stakeholders.

#### Feedback from “Have your say” student feedback.

**Feedback**

Some students expressed dissatisfaction with the delivery of lectures.

**Recommendation**

Update lectures to new green screen lectures at the next cycle of lecture delivery.

#### Feedback from “Have your say” student feedback.

**Feedback**

Some students expressed need for face-to-face tutorials in addition to online tutorials.

**Recommendation**

Discuss the face-to-face options with stakeholders.

#### Feedback from “Have your say” student feedback.

**Feedback**

Some students expressed difficulties finding information related to assessment tasks on the Moodle.

**Recommendation**

Improve categorisation of relevant assessment information.

## 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 cells and tissues, altered cellular proliferation and differentiation, inflammation and the consequences of these changes upon health
4. Describe the major causes, symptoms and consequences of dysfunction of the human body systems.

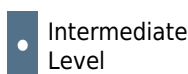
## Alignment of Learning Outcomes, Assessment and Graduate Attributes



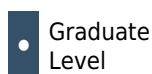
N/A  
Level



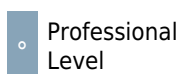
Introductory  
Level



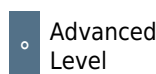
Intermediate  
Level



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) - 0%			•	•
2 - Portfolio - 50%	•	•		
3 - 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) - 0%		•	•			•				
2 - Portfolio - 50%		•	•	•		•		•	•	
3 - 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](mailto:h.pallos@cqu.edu.au)

**Saroj Neupane** Unit Coordinator

[s.neupane@cqu.edu.au](mailto:s.neupane@cqu.edu.au)

## Schedule

### **Week 1 - 09 Jul 2018**

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 21:00 AEST ( <u>closes</u> on Week 4, Friday, 17:00 AEST)

### **Week 2 - 16 Jul 2018**

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

### **Week 3 - 23 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Altered Cellular Proliferation and Differentiation Chapter 7

#### Week 4 - 30 Jul 2018

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 ( <u>closes</u> on Week 8, Friday, 17:00 AEST)

#### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Altered Neuronal Transmission	Chapter 10	

#### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Altered Somatic and Special Sensory Function	Chapter 12	

#### Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Altered Hormonal and Metabolic Regulation	Chapter 13	

#### Week 8 - 03 Sep 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 ( <u>closes</u> on Week 10, Friday, 17:00 AEST)

#### Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Altered Ventilation and Diffusion	Chapter 15	

#### Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Altered Perfusion	Chapter 16	

#### Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Altered Nutrition	Chapter 17	

#### Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Altered Elimination	Chapter 18	<b>Pass/Fail quiz</b> Due: Week 12 Friday (5 Oct 2018) 5:00 pm AEST

#### Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

The unit coordinators are Dr. Saroj Neupane (s.neupane@cqu.edu.au; tel: 0749306306) and Dr. Henrik Pallos (h.pallos@cqu.edu.au; tel: 0749306701).

The lectures are prerecorded lectures of Dr. Henrik Pallos.

The weekly tutorials are delivered by Dr. Saroj Neupane.

The forums on the Moodle site are checked by Dr. Saroj Neupane and Dr. Henrik Pallos.

## Assessment Tasks

### 1 Pass/Fail quiz

#### Assessment Type

Online Quiz(zes)

#### Task Description

An understanding of medical pathophysiology is essential in many health professions. The fundamentals of this knowledge must be learnt and understood. The knowledge and concepts taught in this unit have been identified by various health professions as relevant to your future scope of practice. Completion of the online Pass/Fail quiz will assess your understanding of this knowledge and concepts.

1. There will be one online Pass/Fail quiz to assess your knowledge of the unit material.
2. The Pass/Fail quiz will have 60 questions.
3. The Pass/Fail quiz will cover content from Week 1-12.
4. The Pass/Fail quiz will open on Week 1 Monday at 09:00am and will close on Week 12 Friday at 17:00pm.
5. You will be allowed unlimited number of attempts at the quiz.
6. There is a 24-hour time restriction between attempts.
7. The highest grade you achieve will serve as your final score for the Pass/Fail quiz.
8. There is a minimum requirement in the Pass/Fail quiz: 50%.
9. In order to access the Pass/Fail quiz, you need to complete a series of learning activities to satisfactory level.
10. In the absence of an approved extension, there will be no opportunity to complete the Pass/Fail quiz after the due date.

You will find more details of the Pass/Fail quiz on the unit Moodle site.

#### Number of Quizzes

1

#### Frequency of Quizzes

Other

#### Assessment Due Date

Week 12 Friday (5 Oct 2018) 5:00 pm AEST

#### Return Date to Students

Week 12 Friday (5 Oct 2018)

Marks will be available upon completing the assessment task.

#### Weighting

Pass/Fail

#### Minimum mark or grade

50%

#### Assessment Criteria

Questions will be automatically marked correct or incorrect. In order to pass the quiz, you must achieve at least 50%.

#### Referencing Style

- [Harvard \(author-date\)](#)

#### Submission

Online

#### Learning Outcomes Assessed

- Explain the mechanisms that cause altered cells and tissues, altered cellular proliferation and differentiation, inflammation and the consequences of these changes upon health
- Describe the major causes, symptoms and consequences of dysfunction of the human body systems.

## Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Technology Competence

## 2 Clinical model assignment

### Assessment Type

Portfolio

### 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. 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.

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

There are four phases in the task:

Phase	Period	Task
1. Selection (Setup) Phase	Week 1 Monday 21:00 AEST - Week 4 Friday 17:00 AEST	You must choose two clinical models on the unit Moodle site during selection phase: 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. Once you select your clinical model, you can start working on it, you do not need to wait for the submission phase.
2. Submission Phase	Week 4 Friday 17:00 AEST - Week 8 Friday 17:00 AEST	You must submit online one Concept Map and one Disease Awareness Pamphlet. You can submit your work anytime during this phase. You can also change and resubmit your work as many times as you want until the due date.
3. Assessment (Peer-evaluation) Phase	Week 8 Friday 17:00 AEST - Week 10 Friday 17:00 AEST	You must evaluate online three other Concept Maps and three other Disease Awareness Pamphlets. The three Concept Maps and three Disease Awareness Pamphlet will be randomly allocated to you. The allocated submissions will appear automatically under your Submission and Assessment Site during the Assessment Phase. The peer-evaluation is anonymous.
4.a Grading and Evaluation Phase - Peer-appeal	Week 10 Friday 17:00 AEST - Week 11 Friday 17:00 AEST	Your opportunity to submit your peer-appeal about a peer-evaluation. Peer-appeal is not compulsory, it is optional.
4.b Grading and Evaluation Phase - Grade Finalisation	Week 11 Friday AEST - Revision/Exam Week Wednesday 17:00 AEST	Finalising marks by your lecturer.

Closing and release of marks: Revision/Exam Week Wednesday 17:00 AEST.

You will find more details of the Clinical Model Assignment on the unit Moodle site.

### Assessment Due Date

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



## Return Date to Students

Marks will be available upon 'Grading and evaluation phase' closure on Revision/Exam Week Wednesday 17:00 AEST.

### Weighting

50%

### Minimum mark or grade

50%

### Assessment Criteria

The Concept Map and Disease Awareness Pamphlet each are 25% of the total unit marks. There is a minimum requirement of 50%.

Part 1 mark: Your peers will evaluate your Concept Map for accuracy, content, connection, structure, concept presentation, language, format, overall, similarity and content difficulty and your Disease Awareness Pamphlet for 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 13% (see table below).

Part 2 mark: Your lecturer will review how well you evaluated your peers' Concept Maps and Disease Awareness Pamphlets. You will receive marks for evaluating others' submission according to accuracy and reliability, content, language, examples, quality of feedback, organisation of feedback, overall feedback and use of guidelines. The marking rubric is available on the unit Moodle site. The maximum mark for the peer assessment is 12% (see table below).

	Concept Map	Disease Awareness Pamphlet
Part 1 mark: Mark for your submission evaluated by peers	13%	13%
Part 2 mark: Mark for evaluating your peer's submission	12%	12%
Total	25%	25%

You will find more details of the Clinical Model Assignment on the unit Moodle site.

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Submission Instructions

The submitted final Concept Map must be jpg/jpeg format, the submitted Disease Awareness Pamphlet must be pdf format.

### 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 Literacy
- Information Technology Competence
- Ethical practice
- Social Innovation

## 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