



MPAT12001 *Medical Pathophysiology*

Term 3 - 2019

Profile information current as at 20/04/2024 02:28 pm

All details in this unit profile for MPAT12001 have been officially approved by CQUUniversity 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 3 - 2019

- Online

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 felt certain topics were covered in too much depth.

Recommendation

Content relevant to each course to be reviewed and re-recorded.

Feedback from “Have your say” student feedback.

Feedback

Most students enjoyed the online practice quiz opportunities.

Recommendation

Keep the online practice quizzes and continue developing new questions.

Feedback from “Have your say” student feedback.

Feedback

Some students disliked the pre-recorded lectures and the style of content delivery.

Recommendation

Update the pre-recorded lectures and style of delivery through green screen recording.

Feedback from “Have your say” student feedback.

Feedback

Some students were disappointed by the lack of engagement and interactions of other students in the live tutorial.

Recommendation

Introduce more active learning tasks in live tutorials.

Feedback from Head of Courses

Feedback

The unit content had determined following consultation in 2017 with the Heads of Courses of the various health professional courses for which this unit is core. Despite that, there was a wide range of student satisfaction with the depth of content in the unit

Recommendation

Do a follow-up consultation with the Heads of Courses regarding the scope of the unit and communicate the results to students

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



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 edn (2016)

Authors: Braun, CA & Anderson, CM

Lippincott, Williams & Wilkins

Philadelphia, PA, USA

ISBN: 9781496335869

Binding: Paperback

[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/>) to develop Disease Awareness Pamphlet

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Saroj Neupane Unit Coordinator

s.neupane@cqu.edu.au

Claire Torres Unit Coordinator

c.torres@cqu.edu.au

Romeo Batacan Unit Coordinator

r.j.batacan@cqu.edu.au

Schedule

Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Pathophysiology Altered Cells and Tissues	Chapter 1 Chapter 2	The Pass/Fail quiz opens on Week 1, Monday 09:00am AEST (closes on Review/Exam Week, Monday 5:00pm AEST).

Week 2 - 18 Nov 2019

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

Week 3 - 25 Nov 2019

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

Altered Cellular Proliferation and Differentiation	Chapter 7	Concept Map and Disease Awareness Pamphlet online selection site opens on Week 3, Monday 17:00 AEST (closes on Week 4, Friday, 17:00 AEST)
--	-----------	--

Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Altered Fluid, Electrolyte Balance	Chapter 8	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)
Altered Acid-Base Balance	Chapter 9	

Vacation Week - 09 Dec 2019

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

Week 5 - 16 Dec 2019

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

Week 6 - 23 Dec 2019

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

Week 7 - 06 Jan 2020

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

Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Altered Reproductive Function	Chapter 14	<p>Concept Map and Disease Awareness Pamphlet online submission site closes on Week 8, Friday, 17:00 AEST</p> <p>Clinical model assignment Due: Week 8 Friday (17 Jan 2020) 5:00 pm AEST</p>

Week 9 - 20 Jan 2020

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

Week 10 - 27 Jan 2020

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

Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Altered Nutrition	Chapter 17	Your Assignment will be marked by your lecturer and grades will be released by Week 11, Friday, 17:00 AEST.

Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Altered Elimination	Chapter 18	

Exam Week - 17 Feb 2020

Term Specific Information

The unit coordinator is Dr. Henrik Pallos (h.pallos@cqu.edu.au; tel: 0749306701).
The lectures are pre-recorded lectures of the unit co-ordinator.
The live weekly online tutorials are delivered by unit co-ordinator.
The forums on the Moodle site are checked by the unit co-ordinator.
Dr. Pallos is a pharmacist (PharmD) who later completed a PhD in Medical Science.

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 Review/Exam Week Monday at 5:00pm AEST.
5. The Pass/Fail quiz will submit automatically when allocated time expires or at the due date and time.
6. You will be allowed unlimited number of attempts at the quiz.
7. There is a 24-hour time restriction between attempts.
8. The highest grade you achieve will serve as your final score for the Pass/Fail quiz.
9. There is a minimum requirement in the Pass/Fail quiz: 50%.
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

Exam Week Monday (17 Feb 2020) 5:00 pm AEST

The Pass/Fail quiz will close on Review/Exam Week Monday at 5:00pm AEST.

Return Date to Students

Exam Week Monday (17 Feb 2020)

Marks will be available upon completing the assessment task.

Weighting

Pass/Fail

Minimum mark or grade

50%

Assessment Criteria

Questions are worth one mark each. Questions will be automatically marked correct or incorrect at the completion of the quiz. In order to pass the quiz, you must achieve at least 50%.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

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.

Task

There will be 2 tasks needed to be completed by each student, a Pamphlet and Concept map. The details of the Clinical Model Assignment is described on the Moodle site.

There are three phases to each task as below:

Phase	Period	Task
1. Selection (Setup) Phase	Week 3 Monday 17:00 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. 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. Evaluation and Grading Phase	Week 8 Friday 17:00 AEST - Week 11 Friday 17:00 AEST	Your Assignment will be marked by your lecturer and grades will be released by Week 11, Friday, 17:00 AEST.

Assessment Due Date

Week 8 Friday (17 Jan 2020) 5:00 pm AEST

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

Return Date to Students

Week 11 Friday (7 Feb 2020)

Your Assignment will be marked by your lecturer and grades will be released by Week 11, Friday 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% of the overall combined mark for both the Concept Map and Disease Awareness Pamphlet.

Your lecturer will evaluate your Concept Map for accuracy, content, connection, structure, concept presentation, language, format, overall, similarity and content difficulty.

Your lecturer will evaluate 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 maximum mark for each submission is 25% (see table below).

Clinical Model	Percentage
Concept Map	25%
Disease Awareness Pamphlet	25%
Total	50%

There is a minimum requirement of 50% (i.e 25% out of 50%) of the overall combined mark for both the Concept Map and Disease Awareness Pamphlet.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

The submitted final Concept Map must be jpg/jpeg format, the submitted Disease Awareness Pamphlet must be pdf format. Concept Map and Disease Awareness Pamphlet submission: Week 8, Friday 17:00 AEST

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