

Graduate School of Nursing, Midwifery & Health



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FACULTY OF HUMANITIES AND SOCIAL SCIENCES

**2012**

# **HLTH 502: Applied Pathophysiology**

**Trimester 2**

**Course Coordinator:  
Brian Robinson**

Trimester dates: 16 July 2012 – 17 November 2012

Mid-trimester break: 27 August 2012 – 9 September 2012

## IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of going to print.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

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## **Section 1: Operational Information**

### **COURSE COORDINATOR & CONTACT DETAILS**

Caz Hales

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Email: caz.hales@vuw.ac.nz

### **POSTGRADUATE STUDENT ADMINISTRATOR**

Belinda Tuari

Ph: 04 463-6647

Email: belinda.tuari@vuw.ac.nz

### **POSTAL ADDRESS**

Graduate School of Nursing, Midwifery & Health

Victoria University of Wellington

P O Box 7625

Newtown

Wellington 6242

### **PHYSICAL ADDRESS**

Level 7, Clinical Services Block (CSB)

Wellington Regional Hospital

Riddiford St, Newtown

Wellington 6021

### **OFFICE HOURS**

The Graduate School office will be open on Wednesday 4 January 2012 and close on Friday 21 December 2012 from 9.00am – 4.00pm weekdays.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools. Please contact the course coordinator directly either by telephone or email should you wish to make an appointment or discuss course related issues.

## **Section 2: Academic Requirements**

### **COURSE PRESCRIPTION**

Pathophysiological states confronted by advanced clinicians are explored in relation to current theoretical frameworks and emerging evidence. This course provides a foundation for clinical decisions related to interventions, management and expected outcomes of pathophysiological states across the lifespan.

### **COURSE AIMS**

The aim of this course is to provide a foundation for clinical decisions related to interventions, management and expected outcomes of pathophysiological states across the lifespan.

### **COURSE CONTENT**

This programme is suitable for all health practitioners who have an involvement in patient/ client care. The course consists of seven school days focussing on different body systems and disease processes from birth, adolescence and adulthood. These school days will provide a combination of pathophysiology and specialist area expertise to enables health practitioners to apply pathophysiological processes to their clinical context.

- Central concepts of pathophysiology:-
  - Cellular biology
  - Genetics
  - Mechanisms of self-defense
- Pulmonary system
- Cardiovascular and lymphatic systems
- Renal and urological systems
- Endocrine system
- Digestive system
- Neurological system
- Musculoskeletal system
- The reproductive system
- Cultural variations in disease incidence and prevalence

### **STUDENT OUTCOMES**

Students undertaking this course will demonstrate a deep understanding of pathophysiological principles as applied to altered human functioning.

## **LEARNING OBJECTIVES**

This course has been designed to facilitate development of advanced knowledge of the human body during disease and illness that is consistent with the Nursing Council of New Zealand competencies for Nurse Practitioner Practice Programmes (NCNZ, 2008). Throughout the course participants will interact in teaching and learning in order to:

1. Demonstrate advanced knowledge and comprehension of human pathophysiology
2. Analyse responses related to complex pathophysiological processes
3. Apply knowledge of selected disease processes within specific specialty areas across the lifespan

## **NURSING COUNCIL OF NEW ZEALAND NURSE PRACTITIONER COMPETENCIES THIS COURSE MEETS (NCNZ 2008)**

1.1 Practices within a nursing model to apply advanced nursing practice in the provision of health care services to client/population groups.

2.1 Demonstrates accountability for practice in relation to the population/client group and the parameters of practice within healthcare settings.

2.2 Demonstrates advanced practice in direct client care within a range of contexts and situations.

2.4 Demonstrates confident and independent practice that is based on the synthesis of theory and practice knowledge from nursing and other disciplines.

2.5 Uses a formal approach to monitor and evaluate client responses to interventions.

## **EXPECTED WORKLOAD**

As a guide each 30-point course at the Graduate School requires students to allocate approximately 10 hours per point for self-directed study, research, assessments and attendance at Schools. Consequently 300 hours should be spread evenly over the 12 week trimester, break, study week and exam period.

## **WITHDRAWAL DATES**

Information on withdrawals and refunds may be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## **REQUIRED TEXTS**

Porth, C.M., & Matfin, G. (2009). Pathophysiology: Concepts of altered health states (8<sup>th</sup> ed.). Philadelphia: Lippincott Williams and Wilkins.

You will be required to work from the required text in preparation for and during school days.

## RECOMMENDED READING/TEXT

McCance, K. L., & Huether, S.E. (2009). Pathophysiology: The biological basis for disease in adults and children (6<sup>th</sup> ed.). St Louis: Mosby Elsevier ISBN: 97800323065849.

McCance, K. L., & Huether, S.E. (2009). Study guide for pathophysiology: The biological basis for disease in adults and children (6<sup>th</sup> ed.). St Louis: Mosby Elsevier ISBN: 97800323067508.

Craft, J., Gordon, C., & Tiziani, A. (2011). Understanding pathophysiology. St Louis: Mosby Elsevier ISBN: 9780729539517.

## PRE READING

Links to articles will be made available via Blackboard.

## RECOMMENDED WEBSITES

The point learning system

<http://thepoint.lww.com/porth8e>

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**This website is an online student learning resource  
to accompany your required text**

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Additional links to recommended websites will be updated throughout the term and made available via Blackboard.

## TEXT BOOK PURCHASE

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of Vicbooks in the Student Union Building, Kelburn Campus.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Copies may also be obtained online from <http://www.fishpond.co.nz/> or <http://www.amazon.com/>

## **SCHOOL TIMETABLES**

### **1<sup>ST</sup> SCHOOL**

Dates: Monday 16, Tuesday 17 & Wednesday 18 July 2012

Times: 0830-1630hrs

Venue: Horne Lecture Theatre, Level 12, WS Building, Wellington Regional Hospital,  
Riddiford St, Newtown, Wellington.

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### **2<sup>ND</sup> SCHOOL**

Dates: Wednesday 22, Thursday 23 & Friday 24 August 2012

Times: 0830-1630hrs

Venue: Horne Lecture Theatre, Level 12, WS Building, Wellington Regional Hospital,  
Riddiford St, Newtown, Wellington

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### **3<sup>RD</sup> SCHOOL**

Dates: Tuesday 9 October 2012

Times: 0830-1630hrs

Venue: Horne Lecture Theatre, Level 12, WS Building, Wellington Regional Hospital,  
Riddiford St, Newtown, Wellington

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## BLACKBOARD INFORMATION

Students enrolling for this course will need access to the VUW flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1<sup>st</sup> School. Students will need to be able to access the Internet on a regular basis.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher (v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from

<http://www.adobe.com/products/acrobat/>

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from:

<http://www.microsoft.com/office/000/viewers.asp>

### Computer skills required:

- Internet browsing skills
- Basic word processing skills

### How to log onto Blackboard

- Open a web browser and go to [myVictoria.ac.nz](http://myVictoria.ac.nz)
- Enter your account username which you can find in your *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities your initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at <http://blackboard.vuw.ac.nz>

### Off Campus access

Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.

**Problems with access?** Contact ITS service desk **04 463 5050**

## **MANDATORY COURSE REQUIREMENTS**

In order to successfully complete this course you are required to attend all Schools unless under special circumstances prior arrangements have been made with the course coordinator.

Students must complete all pieces of assessment and achieve a **minimum** pass score of 18/45 (40%) in Assessment Three: Final course test to pass the course.

Lectures, tutorials, electronic and other distance learning resources, practical and fieldwork may all be an integral part of the learning experience and participation in such activities is regarded as necessary.

## **ACADEMIC INTEGRITY AND PLAGIARISM**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:  
<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **USE OF TURNITIN**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

## **WHERE TO FIND MORE DETAILED INFORMATION**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic)

## **Section 3: Assessment Information**

Learning objectives are assessed within the courses assessment activities.

### **ASSIGNMENT SUBMISSION GUIDELINES**

The ability to plan for and meet deadlines is a core competency of both advanced study and professional practice. Failure to meet deadlines disrupts course planning and is unfair to students who do submit their work on time. It is expected therefore that you will complete and submit assignments not later than the due date if submitted on Blackboard and well before the due date if submitted by post. Assignments may only be submitted by email if organised with the course coordinator. Some courses require that you access Blackboard and submit all assignments only through this site. Your course coordinator will explain the expectations for this course at your first school.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply to the course coordinator for an extension to the due date. Make sure that you keep a hard and/or electronic copy of your assignment until you have received feedback.

#### **Extensions**

An extension to a deadline will only be considered where there are extenuating circumstances. An application for an extension must be made by you in writing/e-mail to the course coordinator at least 24 hours before the due date. When communicating your request you must include the following information:

- Name, student number and contact details
- Course code
- Date of submission and request date for new submission
- Reason for extension request

Upon receipt of your request, course coordinators may grant an extension of up to 2 weeks. Any further request for an extension may require Head of School approval.

#### **Submission**

You must complete and submit your assignments by the due date and in the form specified by your course coordinator. In addition, check for the instructions for your particular assignment. If you are mailing your assignment it must be in the School no later than 5pm on the date of submission.

#### **Late submission**

Late assignments or assignments with extensions may be subject to delays in marking and may not receive comprehensive feedback.

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows:

- Work submitted 7 days after the due date without an extension will receive a 2 grade penalty. For example a B+ to a B-.
- Work submitted 8-14 days after the due date without an extension will receive a 4 grade penalty. For example a B+ to a C.

- Work submitted more than 15 days (or more) late without an extension will not be marked and will receive an 'E' (fail) grade.

### **Other marking penalties**

Assignments may also be penalised for poor presentation and for exceeding the word limit or for being seriously under length.

### **Feedback**

Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date.

### **Grading**

Grading is according to the University standard as follows:

85% - 100%	A+	60% - 64%	B-
80% - 84%	A	55% - 59%	C+
75% - 79%	A-	50% - 54%	C
70% - 74%	B+	40% - 49%	Fail D
65% - 69%	B	0 - 39%	Fail E

### **Receipt of assignments (hard copies)**

Please ensure you complete an assignment cover sheet and attach it to the front of each assignment if you submit a hard copy assignment. Electronic copies do not require cover sheets. Assignment cover sheets will be available on the Blackboard site of your course under *Course Templates*. All hard copy assignments have to be sent to the course coordinator. If you want your assignment sent back to you in hard copy, complete a self addressed and stamped envelope and attach it to the front of your assignment.

## ASSIGNMENT WRITING: GUIDELINES FOR PRESENTATION AND FORMATTING

### Presentation

Unless otherwise instructed, use APA referencing and formatting. For support with APA style, please consult the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed). You may also refer to the *Referencing the APA Style: A Brief Guide* on

[http://www.vuw.ac.nz/st\\_Services/slss/studyhub/reference/APA.pdf](http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf).

Finally, you can check <http://www.apastyle.org/> for other resources.

### When submitting hard copy assignments:

- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- 1.5 line spacing.
- 2.5 cm margin all round.
- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- All pages should be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Include a title page and an assignment cover sheet on top which is available on Blackboard under Course Templates.
- Appendices should only be included if these are indicated as acceptable in assignment instructions. These may include additional materials related to the text but not suitable for inclusion due to length or format. These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Do not use plastic sheets, clear files or folders, as these make it difficult for markers to handle.
- Please list the word count of your document.
- Ensure you keep a copy of your assignment for your records.

### When submitting assignments on Blackboard:

- Use MS Word for all electronic submissions.
- Name your file using the naming strategy LASTNAME-FIRST INITIAL\_COURSE CODE\_ASSIGNMENT NUMBER\_STUDENT NUMBER (Ex: PARONE-S\_HTLT501\_2\_300011122).
- All pages should be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- Single spacing.
- Include a title page.
- Appendices should only be included if these are required by the lecturer. These may include additional materials related to the text but not suitable for inclusion due to length or format.

These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).

- Ensure you keep a copy of your assignment for your records.

## **ETHICAL CONSIDERATIONS**

The overall goal of the programmes in the Graduate School of Nursing, Midwifery and Health (GSNMH) is to assist students to advance their knowledge and practice. As much of the content for the course revolves around clinical practice and clinical education it is important to maintain clear and appropriate professional boundaries while undertaking study for this course.

Students are expected to ensure that:

- At all times they act within the boundaries of professional Codes of Conduct, professional standards, relevant legislative frameworks and the governance, rules and contracts of their employing organisation
- The work for this course does not constitute a formal research project and all information gathering must be clearly defined and remain within the student's professional boundaries
- They have regular contact with the course coordinator and raise any issues and concerns at the earliest possible time
- Where any particular person/patient/client is the subject of an assignment, verbal consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the assignment
- Where any particular person/patient/client is the intended subject of an article or report, written consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the article/report
- At no time in the course do they seek information from or apply interventions to patients/family/whanau that are beyond what is part of their scope and area of practice
- When recording practice-based information students maintain a high degree of ethical and moral comportment, with particular consideration of confidentiality and privacy issues when deciding what and how they record patient/ client information, and how they share practice experiences
- With regard to the confidentiality of practice-based information shared by peers within the context of the course, that they are guided by ethical considerations, their professional ethical Codes, and workplace and legislative requirements
- Colleagues and staff are treated with respect and consideration.

Should students have any concerns regarding their ability to fulfil requirements of the course assessments these must be discussed with the course coordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course coordinator.

Ethical approval from Victoria University of Wellington Human Ethics Committee has been obtained for courses at the Graduate School of Nursing, Midwifery & Health.

For additional information contact your course coordinator.

## **CONFERENCE & SCHOOL PRESENTATIONS**

Students of the Graduate School of Nursing, Midwifery & Health are encouraged to present their work at professional conferences and as papers for publication. Students should discuss this with the course coordinator in the first instance. Dissemination of findings from academic work is a very important part of graduate education and assists clinical teams and professional groups to access up-to-date and new knowledge. Course coordinators will provide academic guidance in relation to the targeted activities, and also in relation to the proper academic processes of authorship and acknowledgement.

For all conference, professional and workplace presentations our VUW Power Point template should be used. You are also required to use this template for all school presentations as part of your assignment requirements. This template is available and can be accessed by those students using Blackboard or you can email: [belinda.tuari@vuw.ac.nz](mailto:belinda.tuari@vuw.ac.nz) for a copy of the template to be sent to you.

As a general rule, presentations and papers should cite yourselves as post-graduate students, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions course coordinators and for this paper academic advisors (the staff members who mark your work) who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.



## ASSIGNMENT NUMBER ONE

Assignment Name: 8 Multiple choice question tests (open book)

Due Date: Ongoing assessment

Word limit: N/A

This assignment is worth 20% of your final grade.

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This assessment is designed to demonstrate your understanding of normal anatomy and physiological processes. Demonstrate advanced knowledge and comprehension of human pathophysiology.

To complete this assessment you are required to use the course text book:

Porth, C.M., & Matfin, G. (2009). Pathophysiology: Concepts of altered health states (8<sup>th</sup> ed.). Philadelphia: Lippincott Williams and Wilkins.

- You will be expected to complete eight mandatory web based multiple choice tests located on Blackboard. Each test is worth 2.5% and you must achieve 80% in each test to be awarded the 2.5% towards your final grade. You can have up to five attempts for each test in order to accrue the 2.5%. Each test comprises of ten randomly selected multiple choice questions focussing on key physiological concepts and processes discussed within the core text book chapters outlined below.
- For each test you will be required to revise the corresponding chapters and then complete the test via the Blackboard portal. The test is open book which means that you can refer to the text during the test period. Instructions on how to answer the questions and submit the test is available on the test portal. Only one test will be available at any one time. As the test completion date closes the subsequent test will be made available.

### **Test One: Cellular biology**

Revision chapter: Cell and tissue characteristics (p.58-93)

Completion date: **5pm 20<sup>th</sup> July 2012**

### **Test Two: Pulmonary system**

Revision chapter: Structure and function of the respiratory system (p.640-669)

Completion date: **5pm 27<sup>th</sup> July 2012**

### **Test Three: Endocrine**

Revision chapter: Mechanisms of endocrine control (p.1008-1021)

Completion date: **5pm 3<sup>rd</sup> August 2012**

**Test Four: Gastrointestinal system**

Revision chapter: Structure and function of the gastrointestinal system (p.894-915)

Completion Date: **5pm 10<sup>th</sup> August 2012**

**Test Five: Cardiovascular system**

Revision chapter: Structure and function of the cardiovascular system (p. 450-476)

Completion date: **5pm 31<sup>st</sup> August 2012**

**Test Six: Renal system**

Revision chapter: Structure and function of the kidney (p.740-760)

Completion date: **5pm 7<sup>th</sup> September 2012**

**Test Seven: Neurological system**

Revision chapter: Organisation and control of neural function (p.1182-1224)

Completion date: **5pm 14<sup>th</sup> September 2012**

**Test Eight: Musculoskeletal system**

Revision chapter: Structure and function of the musculoskeletal system (p.1454-1464)

Completion date: **5pm 21<sup>st</sup> September 2012**

## ASSIGNMENT NUMBER TWO

Assignment Name: **Case Example Essay**

Due Date: 27<sup>th</sup> August 2012

Word limit: 2000 words

This assignment is worth 35% of your final grade.

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This case example essay should demonstrate your knowledge and understanding of applied pathophysiology.

This assignment assesses the following course objectives:

Demonstrate advanced knowledge and comprehension of human pathophysiology  
Analyse responses related to complex pathophysiological processes  
Apply knowledge of selected disease processes within specific specialty areas across the lifespan

### Case example:

Miriama is a 36 year old pregnant woman who has been admitted to hospital with a temperature of 38.9 C, rigors, dysuria and burning sensation when passing urine. She is 32 weeks gestation and this is her second pregnancy (G2P1). She has type II diabetes mellitus which developed during her first pregnancy 6 years ago, has a BMI 42 kg/ m<sup>2</sup>, and mild renal impairment. Her vital signs are as follows: BP 88/56 mmHg, HR 133 bpm, RR 28 bpm, SpO<sub>2</sub> 96% on 4L via nasal prongs. Her laboratory results are as follows: HbA<sub>1c</sub> 12.4%, WBC 18.4, RBC 10.8, Urea 8.1, Creatinine 178.

Overnight Miriama has a premature rupture of membranes (PROM) and following rapid vaginal delivery baby Jake is born weighing 2.4 kg, APGAR scores 6, 9 and is immediately transferred to the neonatal unit.

Choose **one** of the following questions to answer:

1. Discuss the pathogenesis of diabetes in pregnancy and its effect on the health of the mother and unborn baby. Relate your discussion to the patient presentation and health history.
2. Discuss the role of the inflammatory response initiated by Miriama's urinary tract infection. Relate this discussion to the clinical manifestations presented in the case example and the patient's history.
3. Discuss the physiological changes that occur in the newborn baby at birth and discuss how prematurity of 32 weeks gestation affect these changes. Relate this discussion back to the case example presented.

This assignment should take the form of a formal academic essay and follow the American Psychological Association (APA) 6th edition referencing practice.

## ASSIGNMENT NUMBER THREE

Assignment Name: **Course Written test**

Due Date: 9<sup>th</sup> October 2012

Time: 1-3pm

This assignment is worth 45% of your final grade.

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**Students must achieve a minimum pass score of 18/45 (40%) in Assessment Three: Course written test to pass the course.**

This test is for you to demonstrate your knowledge of pathophysiological processes in relation to different body systems.

This assignment assesses the course objectives:

1. Demonstrate advanced knowledge and comprehension of human pathophysiology
2. Analyse responses related to complex pathophysiological processes
3. Apply knowledge of selected disease processes within specific specialty areas across the lifespan

The written test comprises of a series of short answer questions in relation to a patient's history, presenting signs and symptoms, and disease sequelae:

You are required to answer **all** questions. Each question is designed to test your knowledge of key pathophysiological concepts related to a particular patient history and presentation. Students must normally undertake the test on the set date.

If you are prevented by some **unexpected circumstance** from undertaking the test at the scheduled time you, or nominated other must contact the Course co-ordinator immediately to discuss the possibility of special arrangements.