



HLTH333

Clinical Diagnosis

S3 Day 2014

Chiropractic

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General Information

Unit convenor and teaching staff

Unit Convenor

Rosemary Giuriato

rosemary.giuriato@mq.edu.au

C5C 345

By appointment

Lecturer and Tutor

Suzanne Saks

suzanne.saks@mq.edu.au

Credit points

3

Prerequisites

(HLTH215 and HLTH316) or admission to GDipChiroSc

Corequisites

HLTH317

Co-badged status

Unit description

In this unit, students are introduced to the concept of clinical problem solving and differential diagnosis. It aims to provide students with the knowledge and skills to assess the health status of a patient. Using this information, possible problems that may exist for that patient can then be outlined. This unit focuses on diagnosis from a 'symptom' and 'sign'-based approach, where students will analyse the information given, and hence formulate a differential diagnosis.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

Describe the principles and purpose of the diagnostic process.

Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.

Formulate differential diagnoses, based on history and examination findings.

Demonstrate an understanding of the limitations a chiropractor has in the diagnosis of pathological conditions, and the role of referral.

General Assessment Information

Examination(s)

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for *Disruption to Studies*. Information about is available at Policy Central: <http://www.mq.edu.au/policy/>

If a Supplementary Examination is granted as a result of your application, the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is, the final day of the official examination period.

Assignment submission

Assignments should be submitted to your tutor on the due date.

Extensions and penalties

Extensions to assignments is at the discretion of the unit convenor. It is the responsibility of the student to prove to the convenor that there has been unavoidable disruption. Marks will be deducted for late submissions in the absence of an approved extension.

Assessment Tasks

Name	Weighting	Due
Quizzes	30%	ongoing
History taking assignment	20%	January 7, 2015
Examination	50%	Formal examination period

Quizzes

Due: **ongoing**

Weighting: **30%**

There will be 5 tests to complete. This section needs a minimum pass mark of 50%.

On successful completion you will be able to:

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Formulate differential diagnoses, based on history and examination findings.
- Demonstrate an understanding of the limitations a chiropractor has in the diagnosis of pathological conditions, and the role of referral.

History taking assignment

Due: **January 7, 2015**

Weighting: **20%**

See ilearn page for details.

On successful completion you will be able to:

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.

Examination

Due: **Formal examination period**

Weighting: **50%**

This will cover the content of the entire semester. Questions will include Multiple choice questions,

Matching and Short answer questions. This component requires a minimum mark of 50%.

On successful completion you will be able to:

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Formulate differential diagnoses, based on history and examination findings.
- Demonstrate an understanding of the limitations a chiropractor has in the diagnosis of

pathological conditions, and the role of referral.

Delivery and Resources

Delivery mode

The unit will comprise:

1. 24 hours of recorded lectures, available via ilearn
2. On campus tutorials
3. Completion of set activities to be done at home between tutorial sessions

Class times and locations

Wednesdays

10am-1pm and 2-5pm

Room E6A, 108

Dates: Dec 10, Dec17 2014; Jan 7, Jan 14, Jan 21 2015

Texts

Required:

Unit workbook for HLTH 333 (available electronically on ilearn)

Beirman R & Engel R. *An A-Z of Symptoms and Signs* Palgrave Macmillan 2009

Recommended:

Goodman C and Snyder T. *Differential Diagnosis For Physical Therapists - Screening for Referral*, Fourth Edition, 2006. Saunders

Recommended web sites:

<http://library.med.utah.edu/WebPath/webpath.html>

A comprehensive on-line pathology atlas

<http://emedicine.medscape.com/specialties>

On-line information

<http://www.nlm.nih.gov/medlineplus/encyclopedia.html>

On-line information

<http://meded.ucsd.edu/clinicalimg/>

<http://meded.ucsd.edu/clinicalmed/index.htm>

<http://medgen.genetics.utah.edu/photographs.htm>

Atlas of genetic disorders

<http://www.labtestsonline.org/index.html>

Unit Schedule

<i>Date</i>	<i>Activity</i>	<i>Topic</i>
10 Dec	Attend tutorial 1	<ul style="list-style-type: none">o Overview of unito The Diagnostic Processo An overview of history taking, physical examination and medical investigationso Overview of content to be completed prior to next class
11-16 Dec	Listen to recorded lectures 1-4 and view accompanying power point slides Prepare exercises for next tutorial Do quiz on the diagnostic process and patient assessment (online, through ilearn)	Lectures 1-2: The Diagnostic Process and Patient Assessment Lectures 3-4: The patient who presents with a disorder of Breathing, Respiration or Circulation
17 Dec	Attend tutorial 2	<ul style="list-style-type: none">o The patient who presents with a disorder of Breathing, Respiration or Circulationo Quiz on this topic

18 Dec – 6 Jan	Listen to recorded lectures 5-7 and view accompanying power point slides Complete exercises for next tutorial	Lectures 5-6: The patient who presents with pain Lecture 7: The patient who presents with a digestive disturbance
7 Jan	Attend tutorial 3	<ul style="list-style-type: none"> o The patient who presents with pain o The patient who presents with a digestive disturbance o Quizzes on these topics
8-13 Jan	Listen to recorded lectures 9-10 and view accompanying power point slides Prepare exercises for next tutorial	Lectures 9-10: The patient who presents with a disturbance in menstruation, reproductive or urinary function
14 Jan	Attend tutorial 4	<ul style="list-style-type: none"> o The patient who presents with a digestive disturbance (continued) o The patient who presents with a disturbance in menstruation, reproductive or urinary function o Quizzes on these topics
15-20 Jan	Listen to recorded lecture 11 and view accompanying power point slides Prepare exercises for next tutorial	Lectures 11: The patient who presents with a non-specific symptom or sign
21 Jan	Attend tutorial	<ul style="list-style-type: none"> o The patient who presents with a disturbance in menstruation, reproductive or urinary function (continued) o The patient who presents with a non-specific symptom or sign o Quiz on this topic o Revision

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Demonstrate an understanding of the limitations a chiropractor has in the diagnosis of pathological conditions, and the role of referral.

Assessment tasks

- Quizzes
- Examination

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Formulate differential diagnoses, based on history and examination findings.
- Demonstrate an understanding of the limitations a chiropractor has in the diagnosis of pathological conditions, and the role of referral.

Assessment tasks

- Quizzes
- History taking assignment
- Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Demonstrate an understanding of the limitations a chiropractor has in the diagnosis of pathological conditions, and the role of referral.

Assessment tasks

- Quizzes
- History taking assignment
- Examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Demonstrate an understanding of the limitations a chiropractor has in the diagnosis of pathological conditions, and the role of referral.

Assessment tasks

- Quizzes
- Examination

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Demonstrate an understanding of the limitations a chiropractor has in the diagnosis of pathological conditions, and the role of referral.

Assessment tasks

- History taking assignment
- Examination

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Demonstrate an understanding of the limitations a chiropractor has in the diagnosis of pathological conditions, and the role of referral.

Assessment tasks

- Quizzes
- History taking assignment
- Examination

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Assessment task

- Examination

Grading

Achievement of grades will be based on the following criteria:

Grade	
High Distinction (85-100)	A minimum of 50% achievement in each assessment task, PLUS a minimum 90% total raw mark
Distinction (75-84)	A minimum of 50% achievement in each assessment task, PLUS a minimum 80% total raw mark
Credit (65-74)	A minimum of 50% achievement in the examination, PLUS a minimum 70% total raw mark
Pass (50-64)	A minimum of 50% achievement in the examination, PLUS a minimum 60% total raw mark
Fail (< 50)	Less than 50% achievement in the examination, AND/OR less than 60% total raw mark

NOTE: Raw mark vs SNG

"The Standard Numerical Grade (SNG) is the number that is associated with the grade (high distinction, distinction, credit and so on) that a student is awarded. It is called a grade as it does not represent the raw marks, it reflects where within the grading structure the student sits."

<http://www.mq.edu.au/glossary/term/StandardisedNumericalGrade>

It is NOT necessarily the same as your RAW mark, which represents the total of your marks for each assessment task.

What does each grade mean?

High Distinction: provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application.

Distinction: provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate

to the discipline and the audience.

Credit: provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; plus communication of ideas fluently and clearly in terms of the conventions of the discipline.

Pass: provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; and communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

Fail: does not provide evidence of attainment of all learning outcomes.

There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; and incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Changes since First Published

Date	Description
27/11/2014	Change in convenor