



CHIR607

Diagnostic Sciences

S2 Day 2015

Dept of Chiropractic

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Christopher Burrell

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Contact via (+61 2) 9850 7694

C5C-346

Monday 3pm-5pm

Tutor

Dr Suzanne Saks

suzanne.saks@mq.edu.au

Credit points

4

Prerequisites

CHIR604

Corequisites

CHIR605

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.

Discuss the role of the chiropractor in the diagnosis of musculoskeletal and non-musculoskeletal conditions.

General Assessment Information

Examination(s)

The University Examination period in for Second Half Year 2015 is from Monday 9th November to Friday 27th November 2015.

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 through Turnitin, by Midnight 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.

Grades

Achievement of grades will be based on the following criteria:

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

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.

Assessment Tasks

Name	Weighting	Due
Weekly quizzes	20%	Ongoing
History Taking Assignment	20%	September 4
Final Examination	50%	University Examination Period
Assignment 2	10%	30/10/2015

Weekly quizzes

Due: **Ongoing**

Weighting: **20%**

There will be 10 online quizzes to complete (in weeks 3, 4, 5, 6, 7, 9, 10, 11, 12 and 13).

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: **September 4**

Weighting: **20%**

Details will be available on ilearn.

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.

Final Examination

Due: **University Examination Period**

Weighting: **50%**

This will cover the content of the entire semester. Questions will include Multiple choice questions and Short answer questions.

See ilearn for more 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.
- 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.
- Discuss the role of the chiropractor in the diagnosis of musculoskeletal and non-musculoskeletal conditions.

Assignment 2

Due: **30/10/2015**

Weighting: **10%**

Discuss the importance of chiropractors being able to diagnose non-musculoskeletal diseases in their practice. (Max 1000 words)

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

Delivery and Resources

Delivery mode

This unit incorporates a variety of learning tools and media. It will comprise:

1. A 2 hour lecture per week, weeks 1-13
2. A 2 hour tutorial per week, weeks 2-13
3. 4-5 hours per week self instructional learning, set readings from the text and exercises on lecture topics

Class times and locations

Lecture: Monday 10-12 E7B T5

Tutorial: Tutorial 1 (Monday 8am-10am) E8A-188

Required and recommended resources

Required:

Unit workbook for CHIR607

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

Recommended:

Souza T. *Differential Diagnosis and Management for the Chiropractor* 4TH ed Jones and Bartlett

Recommended web sites:

See iLearn

Unit Schedule

Week	Week commencing	Lecture Topic	Tutorial Topic
1	27 July	Introduction to unit The Diagnostic Process An approach to patient assessment	No tutorial
2	3 Aug	Patient assessment	The Diagnostic Process Patient Assessment

3	10 Aug	The patient who presents with a disorder of Breathing, Respiration or Circulation 1	Patient Assessment
4	17 Aug	The patient who presents with a disorder of Breathing, Respiration or Circulation 2	The patient who presents with a disorder of Breathing, Respiration or Circulation 1
5	24 Aug	The patient who presents with pain 1	The patient who presents with a disorder of Breathing, Respiration or Circulation 2
6	31 Aug	The patient who presents with pain 2	The patient who presents with pain 1
7	7 Sept	The patient who presents with a Digestive complaint 1	The patient who presents with pain 2
		RECESS	RECESS
8	28 Sepy	Public Holiday	The patient who presents with a Digestive complaint 1
9	5 Oct	The patient who presents with a disturbance in menstruation, reproductive or urinary function 1	The patient who presents with a Digestive complaint 2
10	12 Oct	The patient who presents with a disturbance in menstruation, reproductive or urinary function 2	The patient who presents with a disturbance in menstruation, reproductive function or urination 1
11	19 Oct	The patient who presents with a non-specific symptom or sign	The patient who presents with a disturbance in menstruation, reproductive function or urination 2
12	26 Oct	Miscellaneous cases	The patient who presents with a non-specific symptom or sign
13	2 Nov	Revision	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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

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.
- 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.
- Discuss the role of the chiropractor in the diagnosis of musculoskeletal and non-musculoskeletal conditions.

Assessment tasks

- Final Examination
- Assignment 2

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

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.
- Discuss the role of the chiropractor in the diagnosis of musculoskeletal and non-musculoskeletal conditions.

Assessment tasks

- Weekly quizzes
- History Taking Assignment
- Final Examination
- Assignment 2

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

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.
- Discuss the role of the chiropractor in the diagnosis of musculoskeletal and non-musculoskeletal conditions.

Assessment tasks

- Weekly quizzes
- History Taking Assignment
- Final Examination
- Assignment 2

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

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.
- 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.
- Discuss the role of the chiropractor in the diagnosis of musculoskeletal and non-musculoskeletal conditions.

Assessment tasks

- Weekly quizzes
- History Taking Assignment
- Final Examination
- Assignment 2

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

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.
- Discuss the role of the chiropractor in the diagnosis of musculoskeletal and non-musculoskeletal conditions.

Assessment tasks

- History Taking Assignment
- Final Examination
- Assignment 2

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- Discuss the role of the chiropractor in the diagnosis of musculoskeletal and non-musculoskeletal conditions.

Assessment task

- Assignment 2

Changes from Previous Offering

This is the first offering of CHIR607.