



CHIR931

Diagnosis and Management 1

S1 Day 2015

Dept of Chiropractic

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Disclaimer

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General Information

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Credit points 4
Prerequisites CHIR874 and CHIR892 and CHIR917 and CHIR919
Corequisites
Co-badged status
Unit description The focus of this unit is to continue to develop student's clinical reasoning skills, by exposing them to the widest possible range of clinical scenarios which may be encountered in chiropractic practice. It aims to act as a 'virtual clinic', exposing all students to a standardised range of clinical experiences. Students will be encouraged to complete a certain proportion of unit activities outside formal class contact time, in order to imitate the independence required in clinical practice. CHIR931 also includes studies in nutrition, pharmacology, mental health and public health.

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:

Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.

Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.

Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.

Demonstrate competence in establishing the need for referral(urgent and non-urgent)to a medical or other type of practitioner, in a patient who consults a chiropractor.

Demonstrate competence in interpreting and reporting on a wide range of diagnostic

images.

Demonstrate an understanding of the ethical and safety issues related to drug usage with their pharmacodynamics, pharmacokinetics and mechanisms of action

Use current research to critically evaluate present nutritional issues and trends

General Assessment Information

Attendance Requirements

A minimum of 80% attendance at tutorial classes is required in order to successfully complete this unit.

You must attend the class in which you enrolled. You must not exchange their class time. In special circumstances, you may apply for requests regarding changes. These requests are to be submitted to the unit convenor.

Examinations

The University Examination period in for First Half Year 2015 is from: 9th June – 26th June, 2014

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. <http://www.timetables.mq.edu.au/exam>

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 Special Consideration. Information about unavoidable disruption and the special consideration process is available at <http://www.reg.mq.edu.au/Forms/APSCon.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Divisions may wish to signal when the Division's Supplementary exams are normally scheduled.)

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

Returning Assessment Tasks

1. The referral letters will be returned in the first tutorials, and feedback will be given.
2. If possible (depending on marking time, the pharmacology and nutrition assignments will be returned with feedback).
3. Slide and Final Examination: Papers will not be returned. Marks will be incorporated into the final unit grade.

Extensions and penalties

Extensions to assignments are at the discretion of the unit convenor. It is your responsibility 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.

Final examinations: 9 - 26 June 2015

Assessment Tasks

Name	Weighting	Due
<u>Referral letters</u>	5%	Week 5 and 9
<u>Radiology Slide Examination</u>	20%	Week 13
<u>Nutrition Assignment</u>	15%	Week 11
<u>Pharmacology Assignment</u>	15%	Week 8
<u>Final Written Examination</u>	40%	examination period
<u>Tutorial Participation</u>	5%	ongoing

Referral letters

Due: **Week 5 and 9**

Weighting: **5%**

This will comprise writing 2 referral letters over the course of the session. If you do not attain a minimum mark of 60% in this section, you will be asked to redo the assignment and re-submit. This assignment involves the writing of referral letters to a medical practitioner. It is to be submitted in 2 parts through the Turnitin link on iLearn.

Part 1: due March 23, 9am

Part 2: due May 4, 9am

You will need to explore the literature regarding referral letter writing skills prior to commencing on this task.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnose and manage adult

- (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.
 - Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.
 - Demonstrate competence in establishing the need for referral(urgent and non-urgent)to a medical or other type of practitioner, in a patient who consults a chiropractor.
 - Demonstrate competence in interpreting and reporting on a wide range of diagnostic images.

Radiology Slide Examination

Due: **Week 13**

Weighting: **20%**

A slide examination, predominantly related to XRay imaging, will be held in week 13.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images.

Nutrition Assignment

Due: **Week 11**

Weighting: **15%**

The emphasis in this topic throughout the semester is to take an evidenced-based, critical review of the information available on what constitutes a “healthy diet”. Far from being obvious, it is a difficult question to answer, and the media tend to take the line of least resistance by pandering largely to the governmental guidelines of the day, without any real consideration of the rich and

ongoing research. Your task in this assignment is to produce an article for consumption by the general public – that could appear in a newspaper or magazine. This article must give advice on healthy eating as it has seldom been given before – in a balanced and well researched manner, based on the state of present research. I understand that there is a lot of controversy, but what can be crystallised out of it all presently that can comfortably be given as good advice? What advice about the controversies do you want to tell the public to help them understand the present knowledge? Everything you say in this article must be referenced. It is to be submitted through the Turnitin link on iLearn.

Details: 12point font, single spaced, Times New Roman, 600 – 800 words (1.5 – 2 pages). All referencing must strictly follow the Vancouver Style.

On successful completion you will be able to:

- Use current research to critically evaluate present nutritional issues and trends

Pharmacology Assignment

Due: **Week 8**

Weighting: **15%**

Part I - Pharmacogenomics

The study of human genome leads to a rapid development of this area of pharmacology. Write an essay covering the following topics:

1. What is pharmacogenomic?
2. Benefits
3. Example of tests available in Australia
4. Give one example of pharmacogenetic study in pharmacokinetic and one in pharmacodynamic
5. How is pharmacogenomic changing the future of drug treatment

Details: 12 point font, single spaced, Times New Roman, 300-600 words. All referencing must strictly follow the Vancouver Style

Part II - Placebo effect

Placebo effect in pharmacology has always been a very intriguing area of study. Write at least 250 words on this topic by giving and justifying your opinion, discussing the topic, summarizing details, and supporting what you write with references.

On successful completion you will be able to:

- Demonstrate an understanding of the ethical and safety issues related to drug usage

with their pharmacodynamics, pharmacokinetics and mechanisms of action

Final Written Examination

Due: **examination period**

Weighting: **40%**

Based on the sections nutrition, pharmacology and mental health

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.
- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.
- Demonstrate competence in establishing the need for referral(urgent and non-urgent)to a medical or other type of practitioner, in a patient who consults a chiropractor.
- Demonstrate an understanding of the ethical and safety issues related to drug usage with their pharmacodynamics, pharmacokinetics and mechanisms of action
- Use current research to critically evaluate present nutritional issues and trends

Tutorial Participation

Due: **ongoing**

Weighting: **5%**

This mark is derived from your preparation of the Clinic Pre-assessment Form and participation during the tutorial group work, including presentation of case study material.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Apply an understanding of commonly presented health problems exhibited by the

paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.

- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.
- Demonstrate competence in establishing the need for referral(urgent and non-urgent)to a medical or other type of practitioner, in a patient who consults a chiropractor.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images.
- Demonstrate an understanding of the ethical and safety issues related to drug usage with their pharmacodynamics, pharmacokinetics and mechanisms of action
- Use current research to critically evaluate present nutritional issues and trends

Delivery and Resources

Delivery modes

<i>Class</i>	<i>Date and time</i>	<i>Topic</i>
Tut 1	Mon 11-12.30 or Mon 12.30-2 or Tues 2-3.30	<i>Clinical Case studies - Diagnosis</i> Each week, you will be presented with a selection of clinical scenarios, which will initiate the clinical problem solving activities for this class. They may include cases from the paediatric, adult and geriatric populations.
Lec 1	Monday 2-3 or Wed 9-10	<i>Clinical Case studies - Diagnostic imaging</i> Each week, any appropriate images which relate to the cases discussed in the Tutorial will be examined and discussed. When time permits, the lecturer will also provide images for identification and discussion which relate either to the type of pathology or the anatomical region of the original case.
Lec 2	Thurs 9-10	<i>Pharmacology</i> will provide a basic understanding of the range of therapeutic drug classes, the names of commonly used pharmacological agents in the treatment of common disorders, the ethical and safety issues related to drug usage and explain the significance of toxicity, adverse reactions, contraindications and side effects of drugs.
Lec 3	Thurs 10-11	<i>Nutrition</i> will provide a firm foundation in the science of nutrition and explore current nutritional trends.

Lec 4	Friday 8-9	<i>Mental health and Public health</i> This series of lectures includes diagnostic considerations across the lifespan, preventative medicine strategies used in these demographic groups, and a look at injuries and infections which are common across the lifespan. The 'Mental Health' Lecture series completes your formal education on mental health issues, building on the content covered in earlier units.
Lec 5	Friday 9-10	<i>Clinical Case studies – management</i> The management of the cases covered in the tutorial will be discussed. Focus will be on the role of the chiropractor.

3-4 hours per week related activities

Tutorials

Tutorials are compulsory, and at least 80% must be attended as a requirement to pass this unit. You must attend the tutorial class in which you enrolled. Students must not exchange their class time. In special circumstances, you may request a specific change. These requests are to be submitted to the strand coordinator.

Attendance Requirements

If you miss your assigned tutorial in any week, you may request attendance at an alternative session, through written request and appropriate documentation to the unit convenor. This allowance may be used on a maximum of 2 occasions.

Unit Web Page

You can log in to iLearn System via the link listed below:

<http://learn.mq.edu.au>

All lecture materials will be posted on ilearn_ and there is also a link to ECHO360 for **audio or audiovisual** (where available) recordings of the lectures.

Required and Recommended Resources

Core:

Beirman R. Cases in Differential Diagnosis for the Physical and Manipulative Therapies.

Churchill Livingstone, 2012

Highly recommended:

Souza, T. Differential Diagnosis for the Chiropractor

Yochum, T., & Rowe, L., 20, Essentials of Skeletal Radiology – Vols I & II, (ed.) Lippincott, William & Wilkins, Baltimore.

Unit Schedule

Tutorial 1 and Lectures 1 & 5: Case Studies & Evidence Informed Practice

Venue: Monday Tutorials E8A 386, Tuesday Tutorials E5A 350, Monday Lecture 1 in E7B T5, Wednesday Lecture 1 in E7B T5, Friday 8-9am Lecture 5 in E7B T3

<i>Week</i>	<i>Major theme</i>
1	Case studies related to the head region
2	Case studies related to the head region
3	Case studies related to the neck region
4	Case studies related to the upper back and chest regions
5	Case studies related to the upper back and chest regions
6	Case studies related to the upper limb
7	Case studies related to the upper limb
8	Case studies related to the low back and abdominal regions
9	Case studies related to the low back and abdominal regions
10	Case studies related to the lower limb
11	Case studies related to the lower limb
12	Miscellaneous case studies

Lecture 2 Series - Thursday 9-10am: Pharmacology

Venue: E7B T2

Week	Major theme
1	Introduction and basic principles of pharmacology
2	Autonomic nervous system
3	Cardiovascular, renal and haemopoietic system part 1
4	Cardiovascular, renal and haemopoietic system part 2
5	Central nervous system part 1
6	Central nervous system part 2
7	Endocrinology and reproductive pharmacology
8	Gastrointestinal system and miscellaneous drugs
9	Respiratory system and antimicrobials, chemotherapy
10	Revision/exam outline
11	
12	

Lecture 3 Series - Thursday 11-12am: Nutrition

Venue: Forum

Wk	Start Date	Lecture
1	23 February	Introduction to CHIR931 <u>Energy and Metabolism (SW)</u>
2	2 March	<u>Energy and Metabolism (SW)</u>
3	9 March	<u>What should dietary intake be based on? (SW)</u>
4	16 March	<u>What should dietary intake be based on? (SW)</u>
5	23 March	<u>What should dietary intake be based on? (SW)</u>
6	30 March	The Role of GUT microbes in health, obesity and disease (Connie Wing Yan)

MIDSEMESTER BREAK: 3 – 19 APRIL		
7	20 April	Macronutrients (SW)
8	27 April	Macronutrients (SW)
9	4 May	Macronutrients (SW)
10	11 May	Macronutrients (SW)
11	18 May	Macronutrients (SW)
12	25 May	Micronutrients (SW)
13	1 June	

Friday 9-10 am lecture 5 series: Mental Health and Public Health

Venue: E7B T3

Week	Topics
1	Diagnostic considerations across the lifespan 1
2	Diagnostic considerations across the lifespan 2
3	Common traumatic injuries across the life span
4	Preventative Medicine <ul style="list-style-type: none"> • Screening in paediatrics - Developmental, vision, hearing, metabolic diseases, dentition, Growth charts etc • Screening in adults and the elderly
5	Infections across the lifespan
6	Good Friday
7	Mental Health 1: Mental health assessment and the patient-practitioner relationship
8	Mental Health 2: Domestic violence, sexual assault, child abuse and suicide
9	Mental Health 3: Dealing with patients with a possible mental health disorder and mental health services in Australia. Mental health 'first aid'.

10	Mental Health 4: Anxiety disorders
11	Mental Health 5: Mood disorders
12	Mental Health 6: Other disorders

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

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.
- Demonstrate an understanding of commonly presented mental health problems in a

range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.

- Demonstrate competence in establishing the need for referral(urgent and non-urgent)to a medical or other type of practitioner, in a patient who consults a chiropractor.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images.
- Demonstrate an understanding of the ethical and safety issues related to drug usage with their pharmacodynamics, pharmacokinetics and mechanisms of action
- Use current research to critically evaluate present nutritional issues and trends

Assessment tasks

- Referral letters
- Nutrition Assignment
- Pharmacology Assignment
- Tutorial Participation

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

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
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- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.
- Demonstrate competence in establishing the need for referral(urgent and non-urgent)to a medical or other type of practitioner, in a patient who consults a chiropractor.

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- Demonstrate an understanding of the ethical and safety issues related to drug usage with their pharmacodynamics, pharmacokinetics and mechanisms of action
- Use current research to critically evaluate present nutritional issues and trends

Assessment tasks

- Referral letters
- Radiology Slide Examination
- Nutrition Assignment
- Pharmacology Assignment
- Final Written Examination
- Tutorial Participation

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

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
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Assessment tasks

- Referral letters
- Radiology Slide Examination
- Nutrition Assignment
- Pharmacology Assignment
- Final Written Examination
- Tutorial Participation

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

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.
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- Use current research to critically evaluate present nutritional issues and trends

Assessment tasks

- Referral letters
- Radiology Slide Examination
- Nutrition Assignment
- Pharmacology Assignment
- Tutorial Participation

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

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.
- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.
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Assessment tasks

- Referral letters

- Radiology Slide Examination
- Nutrition Assignment
- Pharmacology Assignment
- Final Written Examination
- Tutorial Participation

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 outcomes

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.
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- Demonstrate an understanding of the ethical and safety issues related to drug usage with their pharmacodynamics, pharmacokinetics and mechanisms of action
- Use current research to critically evaluate present nutritional issues and trends

Assessment tasks

- Referral letters
- Nutrition Assignment
- Pharmacology Assignment

Changes from Previous Offering

Nutrition and Pharmacology have been moved from the unit CHIR921 to this unit

Grading

Achievement of grades will be based on the following criteria:

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

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.

Changes since First Published

Date	Description
14/02/2015	The final exam conditions have been added, and the schedule's were reloaded to take Good Friday into consideration in the lectures