



CHIR604

Medical Sciences A

S1 Day 2015

Dept of Chiropractic

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Disclaimer

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General Information

Unit convenor and teaching staff

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C5C-341

Monday 1.30pm-2.30pm & Wednesday 2pm-3pm

Credit points

4

Prerequisites

Admission to MChiroprac

Corequisites

Co-badged status

Unit description

This unit provides students with the opportunity to explore the relationship between health and disease, from both the biological and psychosocial perspective. The common pathologies of each body system are studied, and their causes, mechanisms and effects are explored. The links between these disease mechanisms and their clinical manifestations is highlighted. By the completion of this unit, students will have a good knowledge of the major diseases of the body, and how they manifest in the patient. By studying a large number of human disease states, students will deepen their understanding of the complex relationship between ourselves and our environment.

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:

Name the range of pathologies that can occur in each of the following systems:

Cardiovascular, Respiratory, Lymphatic, Haematopoietic, Endocrine, Immune, Digestive, Urinary and Reproductive.

Name and define the common symptoms and signs that are associated with diseases of the body systems named above.

Describe the aetiology, epidemiology, pathogenesis and clinical manifestations for each disease studied.

For each disease studied, explain the relationship between its aetiology, pathogenesis and clinical manifestations.

Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.

Explain the pathophysiological processes which can alter an individual's health status.

Explain the multifactorial nature in the development of disease states.

Apply knowledge of anatomy, physiology, biochemistry and basic pathology, to develop the likely mode of progression of the diseases studied in this unit.

Justify the need for chiropractors to have a sound knowledge and understanding of the diseases studied in this unit.

General Assessment Information

ASSESSMENT IN THIS UNIT

Task	Weight	Due Date	Linked Learning Outcomes
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1. Quizzes x 6 (Best 5 counted)	30%	ongoing	1-8
2. Assignment	20%	April 20th	4, 8
3. Essay	10%	June 5th	1-8
4. Final examination	50%	University Exam Period	1-8

Assessment Tasks Description

Quizzes

All of the quizzes will be conducted within the assigned tutorial time, during weeks 4, 6, 8, 10, 12 & 13. (6 quizzes total). Each test will be of 10-15 minutes duration, and cover the material from one topic. Your total mark for the quizzes will be calculated from the best 5 quiz results. An overall raw mark of at least 60% is needed to satisfy the requirements of the unit.

Assignment

A mark of 50% is needed to satisfy the requirements of the unit. Students who do not achieve this mark will be required to resubmit their assignment . See iLearn for details.

Essay

A mark of 50% is needed to satisfy the requirements of the unit. Students who do not achieve this mark will be required to resubmit their essay. See iLearn for details.

Final examination

This will cover the content of the entire semester. Questions will include multiple choice and short answer questions. A minimum of 50% in the examination is required to satisfy the requirements of the unit.

Requirements for your assignment:

- It must be done individually
- It must be fully referenced, with a minimum of 10 peer-reviewed journal articles or textbooks.
- As a rough guideline, a length of approximately 1,500 words is expected.
- The assignment needs to be submitted by 9am on the due date April 20th, electronically via Turnitin. A hard copy is NOT required.

Requirements for your essay:

- It must be done individually
- It must be fully referenced, with a minimum of 6 peer-reviewed journal articles or textbooks.
- As a rough guideline, a length of approximately 1,000 words is expected.
- The assignment needs to be submitted by 9am on the due date June 5th, electronically via Turnitin. A hard copy is NOT required.

Attendance Requirements

A minimum 80% attendance is required at tutorials.

Examination(s)

The University Examination period in for First Half Year 2015 is from Monday 9th June to Friday 26th June.

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. <https://iexams.mq.edu.au/timetable>

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 **Policy Central**: <http://www.mq.edu.au/policy/>

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. 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.

Extensions and penalties

Extensions to the assignment and essay 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. Marks will be deducted at the rate of 10% of the available marks per day.

Returning Assessment Tasks

1. Tests: Each test will be returned to the student the following week during tutorial time. The tutor will discuss the correct responses during this class

2. Assignment: This will be returned within 3 weeks of submission. General feedback will be given during class time.

3. Essay: As your essays are due on the last day of semester they will not be returned. Marks will be incorporated into the final unit grade.

3. Examination: Papers will not be returned. Marks will be incorporated into the final unit grade.

Assessment Tasks

Name	Weighting	Due
<u>In class tests</u>	20%	Ongoing
<u>Assignment</u>	20%	April 20th 2015
<u>Final examination</u>	50%	University examination period
<u>Essay</u>	10%	June 5th 2015

In class tests

Due: **Ongoing**

Weighting: **20%**

6 quizzes will be conducted within the assigned tutorial time, during weeks 4, 6, 8, 10, 12 and 13. Each test will be of 10-15 minutes duration, and cover the material from one topic.

Your total mark for the quizzes will be calculated from the best 5 quiz results. An overall raw mark of at least

60% is needed to satisfy the requirements of the unit.

On successful completion you will be able to:

- Name the range of pathologies that can occur in each of the following systems: Cardiovascular, Respiratory, Lymphatic, Haematopoietic, Endocrine, Immune, Digestive, Urinary and Reproductive.
- Name and define the common symptoms and signs that are associated with diseases of the body systems named above.
- For each disease studied, explain the relationship between its aetiology, pathogenesis and clinical manifestations.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.
- Explain the pathophysiological processes which can alter an individual's health status.
- Explain the multifactorial nature in the development of disease states.
- Apply knowledge of anatomy, physiology, biochemistry and basic pathology, to develop the likely mode of progression of the diseases studied in this unit.

Assignment

Due: **April 20th 2015**

Weighting: **20%**

A mark of 50% is needed to satisfy the requirements of the unit. Students who do not achieve this mark will be required to resubmit their assignment.

On successful completion you will be able to:

- For each disease studied, explain the relationship between its aetiology, pathogenesis and clinical manifestations.
- Apply knowledge of anatomy, physiology, biochemistry and basic pathology, to develop the likely mode of progression of the diseases studied in this unit.

Final examination

Due: **University examination period**

Weighting: **50%**

This will cover the content of the entire semester. Questions will include Multiple choice and short answer questions. A minimum of 50% in the examination is required to satisfy the requirements of the unit.

On successful completion you will be able to:

- Name the range of pathologies that can occur in each of the following systems: Cardiovascular, Respiratory, Lymphatic, Haematopoietic, Endocrine, Immune, Digestive, Urinary and Reproductive.
- Name and define the common symptoms and signs that are associated with diseases of the body systems named above.
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- Explain the pathophysiological processes which can alter an individual's health status.
- Explain the multifactorial nature in the development of disease states.
- Apply knowledge of anatomy, physiology, biochemistry and basic pathology, to develop the likely mode of progression of the diseases studied in this unit.
- Justify the need for chiropractors to have a sound knowledge and understanding of the diseases studied in this unit.

Essay

Due: **June 5th 2015**

Weighting: **10%**

Explain why chiropractors need to have a sound knowledge and understanding of the diseases of all body systems - not simply just the musculoskeletal and nervous systems.

On successful completion you will be able to:

- Justify the need for chiropractors to have a sound knowledge and understanding of the diseases studied in this unit.

Delivery and Resources

Classes

Delivery mode

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

Required and Recommended Texts and/or Materials

Core:

1. Unit workbook for HLTH316 (CHIR604),
2. J Craft et al. (2011) Understanding Pathophysiology, Mosby OR K L McCance & S E Heuther. (2010) Pathophysiology. The Biological Basis for Disease in Adults and Children. Mosby

Highly recommended: A medical dictionary (This will be useful for all health science units)

Technology Used and Required

Unit web page:

The URL of the CHIR604 iLearn site is: <https://ilearn.mq.edu.au/>

You will be asked for a username and password. Your username is your student MQID. Your MQID and password have been mailed to you by the University. If you have lost them go to the student portal: <http://students.mq.edu.au/home/>

Recommended web sites:

See iLearn

Changes made since last offering

This is the first offering of CHIR604.

Unit Schedule

Week	Date (week commencing)	Topic	Assessment
1	23rd February	Lecture 1 Introduction to course Disorders of the Digestive System	
2	2nd March	Tutorial 1 Disorders of the Digestive System <hr/> Lecture 2 Disorders of the Digestive System	
3	9th March	Tutorial 2 Disorders of the Digestive System <hr/> Lecture 3 Disorders of the Digestive System	
4	16th March	Tutorial 3 Disorders of the Digestive System <hr/> Lecture 4 Disorders of the Endocrine System	Test 1 (Digestive system disorders)
5	23rd March	Tutorial 4 Disorders of the Endocrine System <hr/> Lecture 5 Disorders of the Endocrine System	
6	30th March	Tutorial 5 Disorders of the Endocrine System <hr/> Lecture 6 Disorders of the Cardiovascular System	Test 2 (Endocrine system disorders)

		RECESS 6th April - 17th April	
7	20th April	<p>Tutorial 6</p> <p>Disorders of the Cardiovascular System</p> <hr/> <p>Lecture 7</p> <p>Disorders of the Cardiovascular System</p>	
8	27th April	<p>Tutorial 7</p> <p>Disorders of the Cardiovascular System</p> <hr/> <p>Lecture 8</p> <p>Disorders of the Lymphoid and Haematopoietic System</p>	Test 3 (CVS disorders)
9	4th May	<p>Tutorial 8</p> <p>Disorders of the Lymphoid and Haematopoietic System</p> <hr/> <p>Lecture 9</p> <p>Disorders of the Lymphoid and Haematopoietic System</p>	
10	11th May	<p>Tutorial 9</p> <p>Disorders of the Lymphoid and Haematopoietic System</p> <hr/> <p>Lecture 10</p> <p>Disorders of the Respiratory System</p>	Test 4 (Lymphoid and Haematopoietic disorders)
11	18th May	<p>Tutorial 10</p> <p>Disorders of the Respiratory System</p> <hr/> <p>Lecture 11</p> <p>Disorders of the Respiratory System</p>	
12	25th May	<p>Tutorial 11</p> <p>Disorders of the Respiratory System</p> <hr/> <p>Lecture 12</p> <p>Disorders of the Urinary and Reproductive Systems</p>	Test 5 (Respiratory system disorders)

13	1st June	Lecture 13 Disorders of the Reproductive System Revision	Test 6 (Urinary & Reproductive system disorders)
Examination period			Final examination

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 outcome

- Justify the need for chiropractors to have a sound knowledge and understanding of the diseases studied in this unit.

Assessment task

- Essay

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

- Name the range of pathologies that can occur in each of the following systems: Cardiovascular, Respiratory, Lymphatic, Haematopoietic, Endocrine, Immune, Digestive, Urinary and Reproductive.
- Name and define the common symptoms and signs that are associated with diseases of the body systems named above.
- Describe the aetiology, epidemiology, pathogenesis and clinical manifestations for each disease studied.
- For each disease studied, explain the relationship between its aetiology, pathogenesis and clinical manifestations.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.
- Explain the pathophysiological processes which can alter an individual's health status.
- Explain the multifactorial nature in the development of disease states.
- Apply knowledge of anatomy, physiology, biochemistry and basic pathology, to develop the likely mode of progression of the diseases studied in this unit.
- Justify the need for chiropractors to have a sound knowledge and understanding of the diseases studied in this unit.

Assessment tasks

- In class tests
- Assignment
- Final examination
- Essay

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

- For each disease studied, explain the relationship between its aetiology, pathogenesis and clinical manifestations.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology

and clinical manifestations.

- Explain the pathophysiological processes which can alter an individual's health status.
- Explain the multifactorial nature in the development of disease states.
- Apply knowledge of anatomy, physiology, biochemistry and basic pathology, to develop the likely mode of progression of the diseases studied in this unit.

Assessment tasks

- In class tests
- Assignment
- Final examination
- Essay

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

- Describe the aetiology, epidemiology, pathogenesis and clinical manifestations for each disease studied.
- For each disease studied, explain the relationship between its aetiology, pathogenesis and clinical manifestations.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.
- Explain the pathophysiological processes which can alter an individual's health status.
- Explain the multifactorial nature in the development of disease states.
- Apply knowledge of anatomy, physiology, biochemistry and basic pathology, to develop the likely mode of progression of the diseases studied in this unit.

Assessment tasks

- In class tests
- Assignment
- Final examination
- Essay

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 aetiology, epidemiology, pathogenesis and clinical manifestations for each disease studied.
- For each disease studied, explain the relationship between its aetiology, pathogenesis and clinical manifestations.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.
- Explain the pathophysiological processes which can alter an individual's health status.
- Explain the multifactorial nature in the development of disease states.
- Apply knowledge of anatomy, physiology, biochemistry and basic pathology, to develop the likely mode of progression of the diseases studied in this unit.
- Justify the need for chiropractors to have a sound knowledge and understanding of the diseases studied in this unit.

Assessment tasks

- In class tests
- Assignment
- Final examination
- Essay

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

- Justify the need for chiropractors to have a sound knowledge and understanding of the diseases studied in this unit.

Assessment task

- Essay

Changes from Previous Offering

This is the first offering of CHIR604.

Grading

Achievement of grades will be based on the following criteria:

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