



HLTH317

Principles in Health and Disease 3

S2 Day 2016

Dept of Chiropractic

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Disclaimer

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General Information

Unit convenor and teaching staff

Lecturer and Tutor

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Lecturer and Tutor

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Unit Convenor

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C5C-341

By appointment

Credit points

3

Prerequisites

39cp including HLTH215

Corequisites

Co-badged status

Unit description

This is the last of three units, in which students have the opportunity to explore the relationship between health and disease, from both the biological and psychosocial perspective. The pathologies studied in this unit are those of the musculoskeletal, nervous and integumentary systems, as well as those relating to the eye and the ear. 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 completed their study of the major diseases of the body, and how they manifest in the patient. This will ultimately 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 pathologies that can occur in the nervous, musculoskeletal and integumentary systems, as well as those of the eye and ear.

For each disorder, describe its aetiology, epidemiology, pathogenesis, pathophysiological mechanisms and clinical manifestations, and explain the relationship between each.

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

Explain the multifactorial nature of 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.

General Assessment Information

Hurdle requirements

None of the assessment tasks are 'hurdle requirements'. You can 'fail' any assessment and still pass the unit overall as long as your total cumulative mark for the unit as a whole is 50% or greater.

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. Please submit a 'Notification of disruption to studies' and request an extension.

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. Online quizzes: The quiz marks will be released online once the quiz closes. The tutors will

discuss the correct responses during the following class.

2. Assignment: This will be returned within 3 weeks of submission (only for on-time assignments submitted BEFORE the mid-semester break. General feedback will be given during class time.
3. Mid-semester examination: Papers will be returned and general feedback will be given during class time.
4. Final examination: Papers will not be returned. Marks will be incorporated into the final unit grade.

Examination(s)

The University Examination period in for Second Half Year 2016 is from Monday 14th November to Friday 2nd December 2016.

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. The Supplementary Examination will not be the same as the original exam sat in the formal exam period. The Supplementary Examination may be given in the form of a *viva voce* (oral exam).

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.

Serious and unavoidable disruption: The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of a final examination.

Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support is governed by other policies and may be sought and coordinated through [Campus Wellbeing and Support Services](#).

If a supplementary examination is granted as a result of the disruption to studies process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculty Supplementary exams are normally scheduled.)

If you are granted a supplementary exam via the Disruption to Studies process, you will have to write a supplementary exam in the supplementary exam period. In this scenario, only your supplementary exam mark will count towards your final exam mark, irrespective of whether or not you attended the final exam in the normal examination period. The submission of a Disruption to Studies form should not be used as a 'just in case' strategy.

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.

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, a minimum of 65% in the final examination, PLUS a minimum 85% total raw mark
Distinction SNG (75-84)	A minimum of 50% achievement in each assessment task, a minimum of 60% in the final examination, PLUS a minimum 75% total raw mark
Credit SNG (65-74)	A minimum of 55% in the final examination, PLUS a minimum 65% total raw mark
Pass SNG (50-64)	A minimum 50% total raw mark - None of the assessment tasks are 'hurdle requirements'. You need 50 or higher final total raw mark to pass the unit.
Fail SNG (< 50)	Less than 50% 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
On-line quizzes	10%	Weeks 3, 5, 7, 9 & 11.
Assignment	20%	September 16th End of Week 7
Mid-semester examination	20%	Week 8

Name	Weighting	Due
<u>Final Examination</u>	50%	University Examination Period

On-line quizzes

Due: **Weeks 3, 5, 7, 9 & 11.**

Weighting: **10%**

There are 5 online quizzes worth 2% each. Details will be found on iLearn.

On successful completion you will be able to:

- Name the pathologies that can occur in the nervous, musculoskeletal and integumentary systems, as well as those of the eye and ear.
- For each disorder, describe its aetiology, epidemiology, pathogenesis, pathophysiological mechanisms and clinical manifestations, and explain the relationship between each.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.
- Explain the multifactorial nature of 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: **September 16th End of Week 7**

Weighting: **20%**

You will be required to submit an essay of 1500 words.

The topic for this paper is:

"Describe how the pathological changes in Osteoarthritis relate to the clinical manifestations of the disorder".

On successful completion you will be able to:

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

Mid-semester examination

Due: **Week 8**

Weighting: **20%**

Mid-semester examination will examine all the material covered in Weeks 1 - 7.

On successful completion you will be able to:

- Name the pathologies that can occur in the nervous, musculoskeletal and integumentary systems, as well as those of the eye and ear.
- For each disorder, describe its aetiology, epidemiology, pathogenesis, pathophysiological mechanisms and clinical manifestations, and explain the relationship between each.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.
- Explain the multifactorial nature of 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.

Final Examination

Due: **University Examination Period**

Weighting: **50%**

This will cover the content of the entire semester. Questions may include both multiple choice and short answer questions. See iLearn for more details.

On successful completion you will be able to:

- Name the pathologies that can occur in the nervous, musculoskeletal and integumentary systems, as well as those of the eye and ear.
- For each disorder, describe its aetiology, epidemiology, pathogenesis, pathophysiological mechanisms and clinical manifestations, and explain the relationship between each.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.
- Explain the multifactorial nature of 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.

Delivery and Resources

Delivery mode

It will comprise:

1. 2 X 1 hour lectures per week, weeks 1-13
2. 1 x 1.5 hour tutorial per week, weeks 2-13
3. 6 hours per week self instructional learning, set readings from the text and exercises on lecture topics

Class times and locations

Lectures:

Thursdays 9am-10am in W5A-T2

Fridays 12pm-1pm in E7B-T3

Tutorials:

Monday 12pm-1:30pm (Tutorial 1) or 1:30pm-3pm (Tutorial 2). Room E8A-188. Tutor - Amy Melamet

Wednesday 12pm-1:30pm (Tutorial 3) or 1:30pm-3pm (Tutorial 4). Room E8A-188. Tutor - Dr Suzanne Saks

Thursday 10am-11:30am (Tutorial 5) or 11:30am-1pm (Tutorial 6). Room E5A-350 (Chiro Rad Lab). Tutor - Joshua Fitzgerald

Required and recommended resources

Core

1. Unit workbook for HLTH317 available on iLearn as a .pdf
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)

Unit web page

The URL of the HLTH317 iLearn site is: <http://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 and other reading

See ilearn

Unit Schedule

Week	Date (week starting)	Topic
1	August 01	Lecture 1A Introduction to course, Bone and cartilage pathologies 1 Lecture 1B Bone and cartilage pathologies 2
2	August 08	Tutorial 1 Musculoskeletal disorders 1 Lecture 2A Bone and cartilage pathologies 3 Lecture 2B Arthritides 1
3	August 15	Tutorial 2 Musculoskeletal disorders 2 Lecture 3A Arthritides 2 Lecture 3B Arthritides 3
4	August 22 August 26 Census date	Tutorial 3 Musculoskeletal disorders 3 Lecture 4A Connective tissue disorders Lecture 4B Muscle, tendon, bursae and ligamentous pathologies 1
5	August 29	Tutorial 4 Musculoskeletal disorders 4 Lecture 5A Muscle, tendon, bursae and ligamentous pathologies 2 Lecture 5B Dorsopathies
6	September 05	Tutorial 5 Musculoskeletal disorders 5 Lecture 6A Disorders of the Eye Lecture 6B Disorders of the Ear
7	September 12	Tutorial 6 Disorders of the Eye and Ear Lecture 7A Disorders of the Integumentary System Lecture 7B Disorders of the Integumentary System
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8	October 04	Tutorial 7 Disorders of the Integumentary System Lecture 8A Nervous System Pathology 1 - A quick review of neuroanatomy, symptoms and signs, overview of neuropathology, alterations in cerebral haemodynamics Lecture 8B Nervous System Pathology 2 - Neurodegeneration
9	October 10	Tutorial 8 Nervous System Pathology 1 Lecture 9A Nervous System Pathology 3 – Infection and inflammation Lecture 9B Nervous System Pathology 4 – Neoplasia, Demyelination
10	October 17	Tutorial 9 Nervous System Pathology 2 Lecture 10A Nervous System Pathology 5 – Vascular disturbances Lecture 10B Nervous System Pathology 6 – Trauma
11	October 24	Tutorial 10 Nervous System Pathology 3 Lecture 11A Nervous System Pathology 7 – CNS malformations, Toxic/metabolic influences Lecture 11B Nervous System Pathology 8 - Seizures, Altered levels of consciousness
12	October 31	Tutorial 11 Nervous System Pathology 4. Lecture 12A Mental health disorders 1 Lecture 12B Mental health disorders 2
13	November 07	Tutorial 12 Revision Lecture 13A Mental health disorders 3 Lecture 13B 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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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 outcomes

- Name the pathologies that can occur in the nervous, musculoskeletal and integumentary systems, as well as those of the eye and ear.
- For each disorder, describe its aetiology, epidemiology, pathogenesis, pathophysiological mechanisms and clinical manifestations, and explain the relationship between each.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.
- Explain the multifactorial nature of 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

- On-line quizzes
- Assignment
- Mid-semester examination
- Final 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

- Name the pathologies that can occur in the nervous, musculoskeletal and integumentary systems, as well as those of the eye and ear.
- For each disorder, describe its aetiology, epidemiology, pathogenesis, pathophysiological mechanisms and clinical manifestations, and explain the relationship between each.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.
- Explain the multifactorial nature of 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

- On-line quizzes
- Assignment
- Mid-semester examination
- Final 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

- For each disorder, describe its aetiology, epidemiology, pathogenesis, pathophysiological mechanisms and clinical manifestations, and explain the relationship between each.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.
- Explain the multifactorial nature of the development of disease states

Assessment tasks

- On-line quizzes
- Assignment
- Mid-semester examination

- Final 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

- For each disorder, describe its aetiology, epidemiology, pathogenesis, pathophysiological mechanisms and clinical manifestations, and explain the relationship between each.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.
- Explain the multifactorial nature of 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

- On-line quizzes
- Assignment
- Mid-semester examination
- Final 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

- For each disorder, describe its aetiology, epidemiology, pathogenesis, pathophysiological mechanisms and clinical manifestations, and explain the relationship between each.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology

and clinical manifestations.

- Explain the multifactorial nature of 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

- On-line quizzes
- Assignment
- Mid-semester examination
- Final 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:

Learning outcome

- 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

- On-line quizzes
- Assignment
- Mid-semester examination
- Final Examination

Changes since First Published

Date	Description
25/07/2016	Changed assignment question from last year's 'Rheumatoid arthritis' to this year's 'osteoarthritis'