



# HLTH311

## Special Interest Seminar

S1 Day 2014

*Chiropractic*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Robyn Beirman

[robyn.beirman@mq.edu.au](mailto:robyn.beirman@mq.edu.au)

Contact via [robyn.beirman@mq.edu.au](mailto:robyn.beirman@mq.edu.au)

Credit points

3

Prerequisites

Admission to GDipChiroSc

Corequisites

Co-badged status

Unit description

In this unit a choice of topics is offered, each focussing on a particular area of study. These areas of study are based upon individual student requirements for the completion of their award. Most students enrolling in this unit will be involved in the study of disease processes.

## 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 appropriate use of medical terminology

Demonstrate a broad knowledge and understanding of general pathological processes.

Name the range of pathologies that are associated with the following systems:

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

Name and define the diseases of the body systems named above, describing the aetiology, epidemiology, pathogenesis and clinical manifestations of each, and the relationships between each of these parameters.

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

Name	Weighting	Due
Examination	50%	University examination period
Quizzes	30%	ongoing
Assignment	20%	March 24

### 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.

On successful completion you will be able to:

- Demonstrate appropriate use of medical terminology
- Demonstrate a broad knowledge and understanding of general pathological processes.
- Name the range of pathologies that are associated with the following systems: Cardiovascular, Respiratory, Lymphatic, Haematopoietic, Endocrine, Immune, Digestive, Urinary and Reproductive.
- Name and define the diseases of the body systems named above, describing the aetiology, epidemiology, pathogenesis and clinical manifestations of each, and the relationships between each of these parameters.
- 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.

## Quizzes

Due: **ongoing**

Weighting: **30%**

These will be conducted within the class time, during weeks 2, 3, 4, 5, 7, 8, 10, 11, 12 and 13.

(10 quizzes total). Each quiz will be of 10-15 minutes duration, and cover the material covered the previous weeks. The best 8 quizzes will be counted. A minimum of 60% is required for the overall quiz mark, in order to satisfactorily complete the requirements of the unit.

On successful completion you will be able to:

- Demonstrate appropriate use of medical terminology
- Demonstrate a broad knowledge and understanding of general pathological processes.
- Name the range of pathologies that are associated with the following systems:  
Cardiovascular, Respiratory, Lymphatic, Haematopoietic, Endocrine, Immune, Digestive, Urinary and Reproductive.
- Name and define the diseases of the body systems named above, describing the aetiology, epidemiology, pathogenesis and clinical manifestations of each, and the relationships between each of these parameters.
- 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: **March 24**

Weighting: **20%**

Details will be found on the learn webpage.

On successful completion you will be able to:

- Demonstrate a broad knowledge and understanding of general pathological processes.

## Delivery and Resources

### Delivery mode

The unit will comprise:

3 X 2 hour lecture/tutorials in week 1

2 X 2 hour lecture/tutorials per week, weeks 2-12

1 X 2 hour lecture/tutorial week 13

4-5 hours per week self instructional learning, readings and exercises

### **Class times and locations**

Monday 10-12                      E7B 163

Wednesday 10-12                E8A 386

### **Required and recommended resources**

#### **Core:**

1. Unit workbook for HLTH311
2. J Craft et al. (2011) *Understanding Pathophysiology*, Mosby

#### **Highly recommended:**

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

#### **Recommended web sites:**

<http://www-medlib.med.utah.edu/WebPath/> This is the web site which is the source of many of the pathological images found on the web site.

<http://www.dermis.net/doi>

<http://www.mic.ki.se/Diseases/index.html>

<http://www.med.uiuc.edu/PathAtlasf/titlePage.html>

<http://pathweb.uchc.edu/>

[http://www.kumc.edu/instruction/medicine/pathology/ed/home\\_page.html](http://www.kumc.edu/instruction/medicine/pathology/ed/home_page.html)

## Unit Schedule

Week	Date (week commencing)	Activity	Topic	In class test
1	3 <sup>rd</sup> March	Lecture 1A  Lecture 1B  Lecture 1C	Introduction to course General Pathology  General Pathology  General Pathology	
2	10 <sup>th</sup> March	Lecture 2A  Lecture 2B	General Pathology  General Pathology	General Pathology 1
3	17 <sup>th</sup> March	Lecture 3A  Lecture 3B	General Pathology  General Pathology	General Pathology 2
4	24 <sup>th</sup> March	Lecture 4A  Lecture 4B	Disorders of the Digestive System  Disorders of the Digestive System	Disorders of Digestive System 1

5	31 <sup>st</sup> March	Lecture 5A	Disorders of the Digestive System	Disorders of Digestive System 2
		Lecture 5B	Disorders of the Digestive System	
6	7 <sup>th</sup> April	Lecture 6A	Disorders of the Endocrine System	
		Lecture 6B	Disorders of Endocrine system	
			RECESS	
7	28 <sup>th</sup> April	Lecture 7A	Disorders of Endocrine system	Disorders of Endocrine System
		Lecture 7B	Disorders of the Cardiovascular System	
8	5 <sup>th</sup> May	Lecture 8A	Disorders of the Cardiovascular System	Disorders of the Cardiovascular System
		Lecture 8B	Disorders of the Cardiovascular System	
9	12 <sup>th</sup> May	Lecture 9A	Disorders of the Lymphoid and Haematopoietic System	
		Lecture 9B	Disorders of the Lymphoid and Haematopoietic System	

10	19 <sup>th</sup> May	Lecture 10A	Disorders of the Lymphoid and Haematopoietic System	Disorders of the Lymphoid and Haematopoietic System
		Lecture 10B	Disorders of the Respiratory System	
11	26 <sup>th</sup> May	Lecture 11A	Disorders of the Respiratory System	
		Lecture 11B	Disorders of the Respiratory System	Disorders of the Respiratory System
12	2 <sup>nd</sup> June	Lecture 12A	Disorders of the Urinary System	
		Lecture 12B	Disorders of the Reproductive System	Disorders of the Urinary System
13	10 <sup>th</sup> June	Lecture 13A	Public Holiday	
		Lecture 13B	Disorders of the Reproductive System	Disorders of the Reproductive System



Examination period				Final examination
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## 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](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](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](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/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

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

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://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](http://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

### 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

- Demonstrate appropriate use of medical terminology
- Demonstrate a broad knowledge and understanding of general pathological processes.
- Name the range of pathologies that are associated with the following systems:  
Cardiovascular, Respiratory, Lymphatic, Haematopoietic, Endocrine, Immune, Digestive, Urinary and Reproductive.
- Name and define the diseases of the body systems named above, describing the aetiology, epidemiology, pathogenesis and clinical manifestations of each, and the relationships between each of these parameters.
- 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**

- Examination
- Quizzes
- Assignment

## **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**

- Demonstrate a broad knowledge and understanding of general pathological processes.
- Name and define the diseases of the body systems named above, describing the aetiology, epidemiology, pathogenesis and clinical manifestations of each, and the relationships between each of these parameters.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.
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## **Assessment tasks**

- Examination
- Quizzes
- Assignment

## **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

- Demonstrate a broad knowledge and understanding of general pathological processes.
- Name and define the diseases of the body systems named above, describing the aetiology, epidemiology, pathogenesis and clinical manifestations of each, and the relationships between each of these parameters.
- Differentiate between diseases on the basis of aetiology, pathogenesis, epidemiology and clinical manifestations.
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- 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

- Examination
- Quizzes
- Assignment

## 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

- Demonstrate appropriate use of medical terminology
- Demonstrate a broad knowledge and understanding of general pathological processes.
- Name and define the diseases of the body systems named above, describing the aetiology, epidemiology, pathogenesis and clinical manifestations of each, and the relationships between each of these parameters.
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- Assignment

## 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, and/or less than 60% total raw mark.

### *NOTE: Raw mark vs SNG*

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

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

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

*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.