CHIR608

Diagnostic Sciences

S2 Day 2019

Dept of Chiropractic

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
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By appointment

Lecturer & tutor
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Credit points
4

Prerequisites
CHIR604

Corequisites
CHIR605

Co-badged status

Unit description
In this unit, students are introduced to the concept of clinical problem solving and differential diagnosis. It aims to provide students with the knowledge and skills to assess the health status of a patient. Using this information, possible problems that may exist for that patient can then be outlined. This unit focuses on diagnosis from a 'symptom' and 'sign' based approach, where students will analyse the information given, and hence formulate a differential diagnosis.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Describe the principles and purpose of the diagnostic process.

Explain the relationship between the clinical presentation of a patient, the underlying

disease processes, and the diagnostic process.

Formulate differential diagnoses, based on history and examination findings.

Demonstrate an understanding of the interprofessional nature of health care, the need for various investigations in the diagnosis of pathological conditions and the role of referral.

General Assessment Information

Hurdle requirement

None of the assessment tasks are 'hurdle requirements'. You can 'fail' any assessment and still pass the unit overall. To pass CHIR608 the total of your cumulative mark must be 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. Marks will be deducted for late submissions in the absence of an approved extension.

Examination(s)

The University Examination period in for Second Half Year 2019 is from Monday 11th November to Friday 29th November 2019.

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 *Special Consideration*. Information about is available at Policy Central: http://www.mq.edu.au/policy/

If a Supplementary Examination is granted as a result of your application, the examination will be scheduled after the conclusion of the official examination period.

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

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 special consideration process the examination will be scheduled after the conclusion of the official examination period. **Supplementary exams for Session 2, 2019 will be held in the week of December 16-20, 2019.**

If you are granted a supplementary exam via the Special Consideration process, you will have to write a supplementary exam in the supplementary exam period. Being overseas during this time IS NOT a reasonable excuse to not be available for the supplementary exam. 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 Special Consideration 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% achievement in the final examination, PLUS a minimum 65% total raw mark
Pass SNG (50-64)	A minimum of 50% total raw mark - Noe of the assessment tasks are 'hurdle requirements'. You need 50% or higher 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	Hurdle	Due
Weekly quizzes	0%	No	Weeks 3, 5, 9, 11 & 13
Mid-semester examination	25%	No	Lecture time Week 7
Assignment	20%	No	End Week 8 (After mid-semester break)
Final Examination	50%	No	University Examination Period
Essay	5%	No	8 November 2019

Weekly quizzes

Due: **Weeks 3, 5, 9, 11 & 13**
Weighting: **0%**

There will be 5 in class quizzes to complete (in weeks 3, 5, 9, 11 & 13).

On successful completion you will be able to:

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Formulate differential diagnoses, based on history and examination findings.
- Demonstrate an understanding of the interprofessional nature of health care, the need for various investigations in the diagnosis of pathological conditions and the role of referral.

Mid-semester examination

Due: **Lecture time Week 7**
Weighting: **25%**

The mid-semester examination will cover material from weeks 1-7.

On successful completion you will be able to:

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Formulate differential diagnoses, based on history and examination findings.
- Demonstrate an understanding of the interprofessional nature of health care, the need for various investigations in the diagnosis of pathological conditions and the role of referral.

Assignment

Due: **End Week 8 (After mid-semester break)**
Weighting: **20%**

Details will be available on ilearn.

On successful completion you will be able to:

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.

Final Examination

Due: **University Examination Period**
Weighting: **50%**

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

See ilearn for more details.

On successful completion you will be able to:

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Formulate differential diagnoses, based on history and examination findings.
- Demonstrate an understanding of the interprofessional nature of health care, the need for various investigations in the diagnosis of pathological conditions and the role of referral.

Essay

Due: **8 November 2019**

Weighting: **5%**

Discuss the importance of chiropractors being able to diagnose non-musculoskeletal diseases in their practice and how this relates to the role of a primary contact practitioner. (Max 500 words)

On successful completion you will be able to:

- Describe the principles and purpose of the diagnostic process.
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- Demonstrate an understanding of the interprofessional nature of health care, the need for various investigations in the diagnosis of pathological conditions and the role of referral.

Delivery and Resources

Delivery mode

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

1. A 2 hour lecture per week, weeks 1-13

2. A 2 hour tutorial per week, weeks 2-13

3. 4-5 hours per week self instructional learning, set readings from the text and exercises on lecture topics

Class times and locations

Lecture: Monday 8am-10am 14 Sir Christopher Ondaatje Ave - T3 Theatre

Tutorial**:** 1 x 2hr tutorial per week. Various times - details on iLearn. You need to attend your designated tutorial as we try to maintain the best student:teacher ratios possible however, if you miss your tutorial in a given week due to unforeseen circumstances, please try to make another tutorial that week.

Required and recommended resources

Required:

Unit workbook for HLTH333 available on iLearn as a .pdf

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

Recommended:

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

Recommended web sites:

See iLearn

Unit Schedule

Week	Week commencing	Lecture Topic	Tutorial Topic
1	29 July	Introduction to unit The Diagnostic Process An approach to patient assessment	No tutorial
2	05 Aug	Patient assessment	The Diagnostic Process Patient Assessment
3	12 Aug	The patient who presents with a disorder of Breathing, Respiration or Circulation 1	Patient Assessment
4	19 Aug	The patient who presents with a disorder of Breathing, Respiration or Circulation 2	The patient who presents with a disorder of Breathing, Respiration or Circulation 1
5	26 Aug	The patient who presents with pain 1	The patient who presents with a disorder of Breathing, Respiration or Circulation 2
6	02 Sept	The patient who presents with pain 2	The patient who presents with pain 1
7	09 Sept	The patient who presents with a Digestive complaint 1	The patient who presents with pain 2
		RECESS	**RECESS**
8	01 Oct (Tuesday)	Public Holiday	The patient who presents with a Digestive complaint 1
9	07 Oct	The patient who presents with a disturbance in menstruation, reproductive or urinary function 1	The patient who presents with a Digestive complaint 2
10	14 Oct	The patient who presents with a disturbance in menstruation, reproductive or urinary function 2	The patient who presents with a disturbance in menstruation, reproductive function or urination 1
11	21 Oct	The patient who presents with a non-specific symptom or sign	The patient who presents with a disturbance in menstruation, reproductive function or urination 2
12	28 Oct	Miscellaneous cases	The patient who presents with a non-specific symptom or sign

13	04 Nov	Revision	Revision

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Formulate differential diagnoses, based on history and examination findings.
- Demonstrate an understanding of the interprofessional nature of health care, the need for various investigations in the diagnosis of pathological conditions and the role of referral.

Assessment tasks

- Weekly quizzes
- Mid-semester examination
- Assignment
- Final Examination
- Essay

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Formulate differential diagnoses, based on history and examination findings.
- Demonstrate an understanding of the interprofessional nature of health care, the need for various investigations in the diagnosis of pathological conditions and the role of referral.

Assessment tasks

- Weekly quizzes
- Mid-semester examination
- Assignment
- Final Examination
- Essay

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

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Formulate differential diagnoses, based on history and examination findings.
- Demonstrate an understanding of the interprofessional nature of health care, the need for various investigations in the diagnosis of pathological conditions and the role of referral.

Assessment tasks

- Weekly quizzes
- Mid-semester examination
- Assignment
- Final Examination
- Essay

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

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Formulate differential diagnoses, based on history and examination findings.
- Demonstrate an understanding of the interprofessional nature of health care, the need for various investigations in the diagnosis of pathological conditions and the role of referral.

Assessment tasks

- Weekly quizzes
- Mid-semester examination
- Assignment

- Final Examination
- Essay

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

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Formulate differential diagnoses, based on history and examination findings.
- Demonstrate an understanding of the interprofessional nature of health care, the need for various investigations in the diagnosis of pathological conditions and the role of referral.

Assessment tasks

- Weekly quizzes
- Mid-semester examination
- Assignment
- Final Examination
- Essay

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

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.

- Formulate differential diagnoses, based on history and examination findings.
- Demonstrate an understanding of the interprofessional nature of health care, the need for various investigations in the diagnosis of pathological conditions and the role of referral.

Assessment tasks

- Weekly quizzes
- Mid-semester examination
- Assignment
- Final Examination
- Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Demonstrate an understanding of the interprofessional nature of health care, the need for various investigations in the diagnosis of pathological conditions and the role of referral.

Assessment tasks

- Weekly quizzes
- Mid-semester examination
- Assignment
- Final Examination
- Essay

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 outcomes

- Describe the principles and purpose of the diagnostic process.
- Explain the relationship between the clinical presentation of a patient, the underlying disease processes, and the diagnostic process.
- Demonstrate an understanding of the interprofessional nature of health care, the need for various investigations in the diagnosis of pathological conditions and the role of referral.

Assessment tasks

- Weekly quizzes
- Mid-semester examination
- Assignment
- Final Examination
- Essay

Changes from Previous Offering

There have been no changes made to this offering.

The iLearn quizzes were previously worth 5%, this had been reduced to 0% for the 2018 offering.

The Assignment exam was previously worth 15%, this had been increased to 20% for the 2018 offering.