



CHIR13007 Clinical Assessment and Diagnosis 3

Term 2 - 2017

Profile information current as at 16/05/2024 09:53 am

All details in this unit profile for CHIR13007 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit builds on the pathology related units in the course, as well as Clinical Assessment and Diagnosis 1 and 2. It will focus on non-musculoskeletal patient presentations, starting from the point of first contact with the patient, through history taking and physical examination, and finally to the formulation of a diagnosis. Through this process, you will also continue to develop your knowledge of common pathologies of each body system. By the end of the unit, your problem solving, analytical and critical thinking skills will have improved. Clinical Assessment and Diagnosis 3 will be taught in close association with CHIR13004 (Integrated Diagnosis and Management), where the skills learnt will be applied to real case scenarios.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite: CHIR13006 Clinical Assessment and Diagnosis 2 and CHIR13010 Systems and Pathology

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2017

- Brisbane
- Mackay
- Sydney

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 25%

2. **Practical Assessment**

Weighting: 35%

3. **Examination**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Self-reflection

Feedback

Need to visit each campus during the term to liaise with students.

Recommendation

Request permission to visit each campus

Feedback from Student feedback

Feedback

More time is required to practice clinical skills.

Recommendation

Increase time available for practicing physical examination techniques. This will be achieved by increasing the contact hours.

Feedback from Self-reflection

Feedback

Improve consistency in tutorials across campuses

Recommendation

I will conduct weekly tutorial classes via Zoom. In addition to this, a 2 hour practical class will be held each week by continuing staff members on each campus.

Unit Learning Outcomes

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

1. Integrate your knowledge of anatomy, physiology, biochemistry and pathology to the clinical assessment of disease states.
2. Explain the pathophysiological basis for a range of symptoms and signs.
3. Demonstrate competent history taking skills and physical examination procedures.
4. Develop a differential diagnosis based on history and examination findings.
5. Apply the respective examination protocols to pathological disease states.
6. Apply self-reflection and critical thinking skills.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 25%	•	•		•		•
2 - Practical Assessment - 35%			•		•	

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
3 - Examination - 40%	•	•		•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•	•
3 - Critical Thinking						•
4 - Information Literacy	•	•	•	•	•	
5 - Team Work			•		•	
6 - Information Technology Competence						
7 - Cross Cultural Competence						
8 - Ethical practice			•	•	•	•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 25%	•	•	•	•						
2 - Practical Assessment - 35%	•	•						•		
3 - Examination - 40%	•	•		•						

Textbooks and Resources

Textbooks

CHIR13007

Prescribed

Macleod's Clinical Examination

Edition: 13 (2013)

Authors: Douglas, Nicol and Robertson

Churchill Livingstone

China

ISBN: 978-0702047282

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Beirman Unit Coordinator

r.beirman@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
History Taking		
An Introduction to Physical Examination		
An Introduction to Investigations		
General Principles of Diagnosis		

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Vital Signs		
An introduction to Medical Investigations	Read pp 107-108 and 112-114 (Macleod).	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Disorders of the Cardiovascular and Respiratory Systems 1: Clinical assessment of the Cardiovascular System

Read relevant section on symptoms, history taking and examination in Chapters 6 & 7 (Macleod).

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Cardiovascular and Respiratory Systems 2: Clinical assessment of the Respiratory System	Read relevant section on symptoms, history taking and examination in Chapters 6 & 7 (Macleod).	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Cardiovascular and Respiratory Systems 3: Diagnosis	Read relevant section on investigations in Chapters 6 & 7 (Macleod).	

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Digestive System 1: Clinical assessment	Read relevant section on symptoms, history taking and examination in Chapter 8 (Macleod).	

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Digestive System 2: Diagnosis	Read relevant section on investigations in Chapter 8 (Macleod).	

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Lymphoid, Haematopoietic and Endocrine Systems 1: Clinical assessment	Read relevant section on symptoms, history taking and examination in Chapter 5 and in Chapter 3 (lymph nodes pp 53-55) (Macleod).	

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Lymphoid, Haematopoietic and Endocrine Systems 2: Diagnosis	Read relevant section on investigations in Chapter 5 (Macleod).	

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Urinary and Reproductive Systems 1: Clinical assessment	Read relevant section on symptoms, history taking and examination in Chapters 9-10 (Macleod).	Clinical case interpretation Due: Week 10 Friday (22 Sept 2017) 9:00 am AEST

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of the Urinary and Reproductive Systems 2: Diagnosis	Read relevant section on investigations in Chapters 9-10 (Macleod).	

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
The practical test will be conducted in your scheduled class.		

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Term Specific Information

Please note that this unit is not being taught in association with CHIR13004. That unit no longer exists, and its content has been integrated into other parts of the course. In addition to this, CHIR13006 is no longer a prerequisite for this unit.

Assessment Tasks

1 Clinical case interpretation

Assessment Type

Written Assessment

Task Description

In this assignment, you will be presented with a number of clinical scenarios. The questions in each case will require you to demonstrate:

1. your understanding of the significance of the symptoms and signs
2. your ability to formulate a differential diagnosis
3. your understanding of the relationship between the clinical manifestations and the medical investigations which may be required, and
4. your ability in interpreting the investigations performed.

The cases and their questions can be found on Moodle.

Assessment Due Date

Week 10 Friday (22 Sept 2017) 9:00 am AEST

Return Date to Students

Week 12 Wednesday (4 Oct 2017)

Weighting

25%

Minimum mark or grade

50%

Assessment Criteria

Each case scenario will be assessed by considering each of the following:

1. Have you completed each task with sufficient detail?
2. Is the answer accurate?
3. Does your answer indicate that you understand the content?
4. Is your spelling and grammar correct?

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submission will be via email to the unit convener.

Learning Outcomes Assessed

- Integrate your knowledge of anatomy, physiology, biochemistry and pathology to the clinical assessment of disease states.
- Explain the pathophysiological basis for a range of symptoms and signs.
- Develop a differential diagnosis based on history and examination findings.
- Apply self-reflection and critical thinking skills.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

2 Physical Examination

Assessment Type

Practical Assessment

Task Description

This examination will assess your competency in performing the following tasks:

1. Observation of the patient for a specified condition (a list of conditions will be provided on Moodle)
2. Assessment of vital signs
3. Examination of cardiovascular, respiratory, digestive, endocrine, lymphatic, haematopoietic and integumentary systems, in order to:
 - a. assess the patient for a specific condition (a list of conditions will be provided)
 - b. demonstrate your skills in palpation, percussion and auscultation

Assessment Due Date

The test will be conducted during your designated practical class in week 12.

Return Date to Students

Following the written examination

Weighting

35%

Minimum mark or grade

50%

Assessment Criteria

Are you able to:

1. Competently assess a person's pulse, blood pressure, respiratory rate and body temperature?
2. Competently percuss, palpate and auscultate?
3. Select the appropriate examination routine required to facilitate the recognition of specific disorders or disease states?

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Offline

Learning Outcomes Assessed

- Demonstrate competent history taking skills and physical examination procedures.
- Apply the respective examination protocols to pathological disease states.

Graduate Attributes

- Communication
- Problem Solving
- Ethical practice

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

40%

Length

120 minutes

Minimum mark or grade

50%

Exam Conditions

Closed Book.

Materials

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem