



MEDI11002 *Physics for Health Sciences*

Term 1 - 2017

Profile information current as at 05/05/2024 07:09 am

All details in this unit profile for MEDI11002 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 creates the foundations for an understanding of physics as it applies to our world around us, our bodies and our clinical environments. You will learn how to explain observed phenomena, predict changing behaviour and communicate using science conventions. You will apply problem-solving skills and knowledge of physics to find reasonable solutions to both word- and numerical-based situations.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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 1 - 2017

- Brisbane
- Distance
- Mackay
- Melbourne
- Perth
- 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: 15%

2. **Written Assessment**

Weighting: 25%

3. **Examination**

Weighting: 60%

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 Have your say Coordinator reflections

Feedback

Weekly tutorial timing and coverage

Recommendation

Maintain the retrospective coverage of the weekly content and practice questions in tutorials. Continue the provision of multiple time options each week to enable students to work around their other commitments to attend the session.

Feedback from Have your say Coordinator reflections

Feedback

Use of cheat sheet in Final Examination

Recommendation

Continue the use of cheat sheet and emphasis on how to create and use them.

Feedback from Have your say Coordinator reflections

Feedback

Weekly learning goals and key point summaries

Recommendation

Maintain provision of weekly learning goals and key point summaries as they are useful resources for consolidating the concepts covered.

Feedback from Have your say Coordinator reflections

Feedback

Understanding of the assessment requirements and marking rubrics by students

Recommendation

Create more precise videos that focus on each assessment item with examples of poor and good approaches with respect to the marking rubric(s).

Unit Learning Outcomes

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

1. Discuss fundamental concepts, theories and principles of classical mechanics, matter, heat, sound, electromagnetism, electromagnetic energy and the atom.
2. Apply fundamental physics concepts, theories and principles to explain physical phenomena of everyday life and clinical situations and to predict outcomes under changing conditions.
3. Use problem-solving and numeracy skills, knowledge of fundamental physics concepts, theories and principles, and standard conventions of science communication to present reasonable solutions to problems.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 15%	•	•	•
2 - Written Assessment - 25%	•	•	•
3 - Examination - 60%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - 15%	•	•		•						
2 - Written Assessment - 25%	•	•		•						
3 - Examination - 60%	•	•		•						

Textbooks and Resources

Textbooks

MEDI11002

Prescribed

Conceptual Physics : Global Edition

Edition: 12th edn (2015)

Authors: Paul G Hewitt

Pearson

Harlow , Essex , England

ISBN: 9781292057132

Binding: Paperback

Additional Textbook Information

Students may use either the hard copy or e-book version of this text. Both provide access to hyperlinked multimedia learning resources that supplement the text. These online learning activities and resources will regularly be assigned as directed learning activities during the term. The e-book version of the text allows both online (web-based) and offline (downloaded copy) access to the book and has no expiry date. It is usable on both computers and tablets (specifically iPads and Android OS).

The hardcopy textbook is available through the University Bookshop at <http://bookshop.cqu.edu.au/texts.asp>. The e-book version of this text can be purchased at the publisher's webpage <http://www.pearson.com.au/9781292057538>. Students acquiring the text via other methods should ensure the version they obtain is the 12th **global** edition.

The optional Mastering Physics online learning resource that accompanies this text may also be purchased directly from the publisher's website. This access may be purchased either as a standalone item or bundled with the textbook. The Mastering Physics content provides additional learning and study resources.

[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 style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Reshmi Kumar Unit Coordinator

r.d.kumar@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Science Fundamentals Kinematics	Conceptual Physics 1, 3 'Chapter 1: Physics and the Life Sciences' from Physics for the Life Sciences 2nd ed. by Zinke-Allemang, Sills, Nejat, Galiano-Riveros.	Introductory tutorial

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Force and Energy	Conceptual Physics 2, 4, 5, 6, 7	Tutorial on Week 1 content

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
States of Matter, Pressure and Fluids	Conceptual Physics 11 - 14 'Chapter 14: Fluid Dynamics of Non-Viscous Fluids' from <i>Introduction to Biological Physics for the Health and Life Sciences</i> by Franklin, Muir, Scott, Wilcocks & Yates	Tutorial on Week 2 content

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Pressure in Gases, Heat and Temperature Fundamentals of Travelling Waves	Conceptual Physics 14 - 16, 18, 19	Tutorial on Week 3 content

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Sound	Conceptual Physics 19, 20 - 21	Tutorial on Week 4 content Written Assessment Due: Week 5 Thursday (6 Apr 2017) 1:00 pm AEST

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Break week		

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Electrostatics Introduction to Electrodynamics	Conceptual Physics 22 - 23	Tutorial on Week 5 content

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Applied Electrodynamics Electrical Safety	Conceptual Physics 23 (see also assigned reading from online resources)	Tutorial on Week 6 content

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Magnetism and Electromagnetism	Conceptual Physics 24 - 25	Tutorial on Week 7 content

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Electromagnetic Energy, Wave Interference	Conceptual Physics 26, 30, 31	Tutorial on Week 8 content

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Light and Optics	Conceptual Physics 26 - 30	Tutorial on Week 9 content Written Assessment 2 Due: Week 10 Tuesday (16 May 2017) 10:00 am AEST

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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The Atom and Quanta, Ionising Radiation

Conceptual Physics 32 - 33

Tutorial on Week 10 content

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review and consolidation		Tutorial on Week 11 content Q&A review tutorials

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Written exam during Exam Period

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Weekly tutorials are provided primarily via videoconferencing. Tutorials are held face-to-face on Mackay campus. All offerings of each week's tutorials have the same structure and content, regardless of instructor or mode of delivery. This ensures equitable learning access for all students. Tutorials help you to consolidate your knowledge of the week's material and develop the skills you will need to apply in completing your assessments. Your regular attendance at, and participation in tutorials, strongly support your success in the unit.

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

The intent of this assessment is for you to demonstrate your ability to do three things:

- select principles, concepts and facts that are relevant to a situation,
- apply the concepts logically to solve a problem,
- communicate your reasoning using terminology and science conventions correctly.

This assignment consists of short and long answer questions focusing on topics from Weeks 1 - 3 of unit content as detailed in the posted weekly learning goals. Each question will require you to apply the concepts and factual knowledge from the unit topics to a given situation. You may be asked to explain why the situation has occurred, what would happen if the situation were altered in a specific way, how to achieve a specific outcome in altering the situation and/or what outcome would logically follow the occurrence of the situation. Some questions will involve solving numerical problems.

You should be able to answer these questions using your learning from watching the unit lecture videos, reading the assigned text and other assigned learning activities. There is no expectation that you will need to research additional material in order to complete the assessment. Weekly tutorials will provide practice in analysing assessment questions and structuring logical and thorough responses.

There is no targeted word count. You should use the number of marks indicated for the question as a guide to the depth of response and number of main points expected. The completed assignment must be word-processed and in either Word or pdf file format. Further details on formatting will be provided on the unit Moodle site.

Assessment Due Date

Week 5 Thursday (6 Apr 2017) 1:00 pm AEST

Return Date to Students

General feedback will be provided within 2 weeks. Individualised feedback will be provided within 3 weeks.

Weighting

15%

Assessment Criteria

Each question on the assignment instruction page will indicate the number of marks per segment. Responses are scored based on:

- correct use of terminology
- factual correctness of presented material
- correct use of science conventions
- relevance of stated content to the question asked
- application of foundation concepts to the question asked
- clarity, thoroughness and completeness of explanations
- logic of problem-solving
- application of an explicit step-by-step approach to solving numerical problems
- correct and complete citing of information sources
- execution of assignment instructions

More details can be found in the marking rubric and scoring guide posted on the unit Moodle site.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Discuss fundamental concepts, theories and principles of classical mechanics, matter, heat, sound, electromagnetism, electromagnetic energy and the atom.
- Apply fundamental physics concepts, theories and principles to explain physical phenomena of everyday life and clinical situations and to predict outcomes under changing conditions.
- Use problem-solving and numeracy skills, knowledge of fundamental physics concepts, theories and principles, and standard conventions of science communication to present reasonable solutions to problems.

Graduate Attributes

- Communication
- Problem Solving
- Information Literacy

2 Written Assessment 2

Assessment Type

Written Assessment

Task Description

The intent of this assessment is for you to demonstrate your ability to do three things:

- select principles, concepts and facts that are relevant to a situation,
- apply the concepts logically to solve a problem,
- communicate your reasoning using terminology and science conventions correctly.

This assignment consists of short and long answer questions focusing on topics from Weeks 4 - 8 of unit content as detailed in the posted weekly learning goals. (You will likely need to apply some knowledge and/or skill from your study in Weeks 1 - 3 in order to complete the assignment, but the emphasis is on topics from Weeks 4 - 8.)

Each question will require you to apply the concepts and factual knowledge from the unit topics to a given situation. You may be asked to explain why the situation has occurred, what would happen if the situation were altered in a specific way, how to achieve a specific outcome in altering the situation and/or what outcome would logically follow the occurrence of the situation. Some questions will involve solving numerical problems.

You should be able to answer these questions using your learning from watching the unit lecture videos, reading the assigned text and other assigned learning activities. There is no expectation that you will need to research additional material in order to complete the assessment. Weekly tutorials will provide practice in analysing assessment questions and structuring logical and thorough responses.

There is no targeted word count. You should use the number of marks indicated for the question as a guide to the depth of response and number of main points. You are expected to apply your experience and feedback from Assignment 1 to your completion of this assignment. Accordingly, this Assignment 2 has more questions to complete and has a higher weight toward the final grade.

The completed assignment must be word-processed and in either Word or pdf file format. Further details on formatting will be provided on the unit Moodle site.

Assessment Due Date

Week 10 Tuesday (16 May 2017) 10:00 am AEST

Return Date to Students

General feedback will be provided within 2 weeks. Individualised feedback will be provided within 3 weeks.

Weighting

25%

Assessment Criteria

Each question on the assignment instruction page will indicate the number of marks per segment. Responses are scored based on:

- correct use of terminology
- factual correctness of presented material
- correct use of science conventions
- relevance of stated content to the question asked
- application of foundation concepts to the question asked
- clarity, thoroughness and completeness of explanations
- logic of problem-solving
- application of an explicit step-by-step approach to solving numerical problems
- correct and complete citing of information sources
- execution of assignment instructions

More details can be found in the marking rubric and scoring guide posted on the unit Moodle site.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Discuss fundamental concepts, theories and principles of classical mechanics, matter, heat, sound, electromagnetism, electromagnetic energy and the atom.
- Apply fundamental physics concepts, theories and principles to explain physical phenomena of everyday life and clinical situations and to predict outcomes under changing conditions.
- Use problem-solving and numeracy skills, knowledge of fundamental physics concepts, theories and principles, and standard conventions of science communication to present reasonable solutions to problems.

Graduate Attributes

- Communication
- Problem Solving
- Information Literacy

Examination**Outline**

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

60%

Length

180 minutes

Minimum mark or grade

50

Exam Conditions

Restricted.

Materials

Calculator - non-programmable, no text retrieval, silent only

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