



# MEDI13008 *Imaging Pathways in the Diagnostic Process*

## Term 1 - 2021

Profile information current as at 26/04/2024 06:06 am

All details in this unit profile for MEDI13008 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

Radiography and computed tomography are part of a much larger process of diagnosing and monitoring patient conditions. In this unit you will expand your theory knowledge of diagnostic tools to include other imaging modalities such as sonography and magnetic resonance imaging as well as some non-imaging diagnostic tests. You will examine a variety of diagnostic work-up algorithms using an evidence-based approach. You will discuss appropriateness criteria for various diagnostic protocols for a range of patient presentations.

### 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

Prerequisites: MEDI11001 Fundamentals of the Imaging Professions, MEDI13004 Medical Imaging Clinical Course 2

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 - 2021

- Mackay
- Online

### 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. **Online Test**

Weighting: 50%

#### 2. **Written Assessment**

Weighting: 50%

### 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](#).

## Unit Learning Outcomes

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

1. Discuss the relative merits and limitations of various imaging modalities in the detection and monitoring of traumatic injuries and disease processes
2. Critically appraise scientific literature, professional standards and practice guidelines regarding imaging pathways
3. Discuss the rationale for and the factors impacting the formulation and use of formalised imaging pathways in clinical practice
4. Present findings and recommendations for best practice to a discipline-specific audience.

This unit links to the following professional capabilities of the medical radiation practitioner as detailed by the Medical Radiation Practice Board of Australia:

#### Domain 1: Medical Radiation Practitioner:

- 3. Understand and apply the different methods of imaging and treatment.
- 4. Confirm the procedure according to clinical indicators.
- 5. Assess the patient's/client's capacity to receive care.

#### Domain 1A: Diagnostic Radiographer

- 1. Perform projection radiography examinations in a range of settings.
- 2. Perform fluoroscopy and angiography examinations in a range of settings.
- 3. Perform diagnostic computed tomography (CT) imaging.

#### Domain 2: Professional and ethical practitioner

- 1. Practice in an ethical and professional manner, consistent with relevant legislation and regulatory requirements.
- 3. Take responsibility and accountability for professional decisions.
- 4. Advocate on behalf of the patient/client when appropriate.
- 5. Seek opportunities to progress the profession.

#### Domain 3: Communicator and collaborator

- 2. Collaborate with other health practitioners

#### Domain 4:

- 1. Resolve challenges through application of critical thinking and reflective practice.

#### Domain 5: Radiation safety and risk manager:

- 1. Perform and provide safe radiation risk practice.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	•	•	•	•
2 - Online Test - 50%	•		•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - 50%	•		•	•		•			•	
2 - Online Test - 50%	•		•	•					•	

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### 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:**

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Sarah Wooldridge** Unit Coordinator  
[s.wooldridge@cqu.edu.au](mailto:s.wooldridge@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Evidence Based Practice Research and Evidence		No Tutorial this week

### Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Research about evidence and study designs		1hr Tutorial

### Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Clinical Practice Guidelines		1hr Tutorial

### Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Imaging Modalities Overview		1hr Tutorial

### Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Non-Imaging Diagnostic Tests Overview		1hr Tutorial

### Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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<b>Week 6 - 19 Apr 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Disease Pathways		1hr Tutorial <b>Online Test</b> Due: Week 6 Monday (19 Apr 2021) 1:00 pm AEST
<b>Week 7 - 26 Apr 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Disease Pathways		1hr Tutorial
<b>Week 8 - 03 May 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Disease Pathways		No Tutorial this week
<b>Week 9 - 10 May 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Developing Professional Presentations		1hr Drop in Session
<b>Week 10 - 17 May 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
E-Poster Development Time		1hr Drop in session
<b>Week 11 - 24 May 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
E-Poster Development Time		1hr Drop in session
<b>Week 12 - 31 May 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
E-Poster Development Time		<b>E-Poster</b> Due: Week 12 Friday (4 June 2021) 4:45 pm AEST
<b>Review/Exam Week - 07 Jun 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Exam Week - 14 Jun 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Term Specific Information

In this unit, the initial portion provides foundation knowledge and skill development in a traditional lecture and tutorial format. In the second part of the unit your learning will be in a more independent format as you apply the knowledge and skills to researching and developing a professional presentation. You should expect to spend about 45-50 hours on your presentation project. That time has been allocated in the weekly schedule of activities.

Weekly tutorials will be presented in on-campus timetabled sessions as well as via timetabled zoom sessions. The zoom session will be recorded and uploaded to the relevant Moodle week, if there are at least 3 students present at the online session.

## Assessment Tasks

### 1 Online Test

**Assessment Type**  
Online Test

## Task Description

You will complete an on-line Moodle test covering topics from the first five weeks of the unit.

Question types may include short answer, definitions, discussions and explanations, with particular focus on evidence based practice, clinical practice guidelines, imaging and non-imaging diagnostic tests.

To complete the test, ensure that you have arranged to use a computer in good working order with adequate power/charged battery. You are encouraged to save your work at regular intervals during the testing period to avoid losing any typed answers.

This online test is an open-book assessment. Your test responses must be your own work. It means that during the test you may access your study notes, the unit Moodle site and/or any website. Colluding with other students on non-group work is considered academic misconduct. Just as for written assignments, you must acknowledge intellectual content in your answers that is not your own work. Basic statement of facts are considered 'common knowledge' in the context of this unit so they do not need to be cited. However, *if you copy any explanation word-for-word from ANY source, you must put that content in quotation marks and formally cite your source.*

The test must be written at the scheduled date and time. There is no provision for a late submission and no late penalty can be applied. In the absence of an approved extension, you cannot complete this assessment at a later time and you will receive a mark of zero for the assessment if you have not completed it by the scheduled date and time. If you have an approved extension, you will be assigned a new test date and time as soon as possible after the original test date. It is your responsibility to ensure that you can attend at that new assigned date/time. Please see Section 5 of the University's Assessment Policy and Procedure for details regarding Assessment Management, specifically around assessment extension.

You will have 90 minutes to complete the test. You must log into Moodle to complete the test. You can only attempt the online test once and it must be completed in the designated time period. You cannot save your answers and return to the test at a later time. Note that the listed due time is when the test closes. You will need to start the test at 11:30am AEST. If you start the test late, you will still need to submit by the due time.

## Assessment Due Date

Week 6 Monday (19 Apr 2021) 1:00 pm AEST

## Return Date to Students

Week 8 Monday (3 May 2021)

## Weighting

50%

## Assessment Criteria

You will be assessed on the following criteria:

- correct use of medical, research and evidence based practice terminology
- correctness of factual research and medical knowledge
- correct application of evidence based practice, clinical practice guidelines and imaging and non-imaging modalities
- demonstration of depth and breadth of knowledge in patient focused and research situations.

The number of marks for each question are allocated based on the depth and breadth of the required response and will be indicated on the sidebar of the Moodle test screen.

## Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Discuss the relative merits and limitations of various imaging modalities in the detection and monitoring of traumatic injuries and disease processes
- Discuss the rationale for and the factors impacting the formulation and use of formalised imaging pathways in clinical practice

## Graduate Attributes

- Communication

- Critical Thinking
- Information Literacy
- Social Innovation

## 2 E-Poster

### Assessment Type

Written Assessment

### Task Description

As a healthcare professional you have a responsibility to contribute to the body of knowledge of the profession and support the professional development of your colleagues. This assignment helps you to apply your skills in using authoritative sources to update your own professional knowledge and in presenting your findings to others.

You will select a disease process that has not already been explored in the unit. You will provide an overview of the disease process. You will search out two clinical practice guidelines (CPGs) - one Australian and one international - related to the investigation of this disease process using diagnostic imaging. You will provide an overview of the guidelines and compare them in terms of the patient's experience as well as the benefits, limitations and risks of the associated tests. You will discuss the role of imaging and non-imaging diagnostic tests in each of the CPGs. You will evaluate the selected CPGs through a review of the literature using at least four research articles. From your literature review you will make recommendations for further research that may be required regarding those CPGs.

Once you have done that you will construct an e-poster to present your findings using the provided formatting guidelines. You will need to acknowledge content from external sources, whether paraphrased or quoted, using correct technique.

Further details on the assignment including eligible disease processes to be investigated, detailed list of required poster content, marking rubric and formatting requirements will be provided on the unit Moodle site.

### Assessment Due Date

Week 12 Friday (4 June 2021) 4:45 pm AEST

### Return Date to Students

Certification of Grades

### Weighting

50%

### Assessment Criteria

Your e-poster will be marked on the following criteria:

1. Completeness of each required component as listed in the Task Description
2. Factual correctness of content
3. Correct use of terminology
4. Selection of relevant research literature and use of authoritative sources
5. Use of literature in evaluating CPGs
6. Relevance of recommendations
7. Organisation and communication of poster content
8. Adherence to formatting instructions
9. Use of correct technique in citing external sources

Further detail, including the assessment Task sheet and Criteria sheet are available on the MEDI13008 Moodle Page under the 'Assessment' tab.

### Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Discuss the relative merits and limitations of various imaging modalities in the detection and monitoring of traumatic injuries and disease processes
- Critically appraise scientific literature, professional standards and practice guidelines regarding imaging pathways



- Discuss the rationale for and the factors impacting the formulation and use of formalised imaging pathways in clinical practice
- Present findings and recommendations for best practice to a discipline-specific audience.

### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Social Innovation

## 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