



CHIR12005 *Foundations of Chiropractic Practice*

3

Term 1 - 2017

Profile information current as at 30/04/2024 05:28 pm

All details in this unit profile for CHIR12005 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.

Corrections

General Information

Overview

This unit continues from Foundations of Chiropractic Practice 2. You will build your knowledge of the principles and practice of chiropractic management approaches. You will demonstrate your psychomotor skills acquisition in manipulative/adjusting techniques of the thoracic, lumbar spine and lower extremities. You will review your muscle testing and musculoskeletal screening assessment protocols GALS (gait, arms, legs, spine). You will continue to improve your palpation skills. Throughout the unit, you will investigate chiropractic ethics, code of conduct, risk management and guidelines and will apply your knowledge of related functional anatomy, and biomechanics. You will continue to develop your critical thinking skills and awareness of current public health issues and its integration into chiropractic.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Effective 2016: Pre-requisite: BMSC11001 Human Body Systems 1 and CHIR11003 Foundations of Chiropractic Practice 2

Co-requisite: CHIR12004 Neuromusculoskeletal Anatomy 1

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
- 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. **Practical Assessment**

Weighting: 40%

2. **Portfolio**

Weighting: 20%

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 From ongoing Foundations faculty workshops; mentor-mentee processes in place; class representatives to help with communication challenges; and more strict monitoring

Feedback

The faculty is aware of the challenges in a consistent delivery and assessment of the material in this unit. Changes have been put in place to standardise the learning outcomes and goals and to provide the student with more feedback opportunities in this unit.

Recommendation

This has prompted the construction of specific and well defined rubrics and marking criteria - with a detailed instruction to be given throughout the unit, by tutors, as all as focusing on the requirements of student self-directed learning.

Action

Weekly On Campus Activities with specific rubrics have been implemented. A weekly synopsis to tutors and students is available to streamline communication across campuses and reduce any misunderstanding among students. An increased use of Q & A forums for students to use as a portal to ask questions has been implemented. Weekly Zoom Meetings to present material and engage students commenced. Moderation of examinations and refinement of clear rubrics reviewed. The use of reflective portfolio's with a mid term feedback on student progress made for a higher quality of work presented by students. Moderated examinations addressing learning outcomes clearly has assisted in a high success rate for students in the OSCE and theory examination.

Unit Learning Outcomes

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

1. Discuss the principles and practice of chiropractic management.
2. Apply your psychomotor skills to adjusting/manipulative set-ups at an intermediate level for the thoracic, lumbar spine and lower extremities.
3. Demonstrate soft tissue therapeutic procedures and non-force techniques at an intermediate level.
4. Analyse the body using functional analysis and musculoskeletal assessment protocols eg GALS (gait, arms, legs and spine)
5. Recognise findings from your musculoskeletal assessment including observation, range of movement and motion palpation to recommend appropriate chiropractic management protocols.
6. Describe issues pertaining to chiropractic ethics and the code of conduct.
7. Investigate matters pertaining to current public health issues and how they impact clinical care.

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 | 7 |
| 1 - Practical Assessment - 40% | | • | • | • | • | | |
| 2 - Portfolio - 20% | | | | | | • | • |

| Assessment Tasks | Learning Outcomes | | | | | | |
|-----------------------|-------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 - Examination - 40% | • | | | • | | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | | | |
|---|-------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 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 - Practical Assessment - 40% | • | • | • | | • | | | • | | |
| 2 - Portfolio - 20% | • | • | • | • | | • | | | | |
| 3 - Examination - 40% | • | • | • | • | | • | | | | |

Textbooks and Resources

Textbooks

CHIR12005

Prescribed

Chiropractic Technique

Edition: 3rd ed (2010)

Authors: Thomas F. Bergmann, David H. Peterson

Mosby Elsevier
Philadelphia , PA , USA
ISBN: 978-0-323-04969-6
Binding: Hardcover
CHIR12005

Supplementary

Blink: The Power of Thinking Without Thinking

Edition: 1 edn (2007)
Authors: Malcolm Gladwell
Back Bay Books
United Kingdom
ISBN: 978-0316010665
Binding: Paperback
CHIR12005

Supplementary

Extremity Manual Textbook

Edition: 1st edn (2014)
Authors: Nikita A.Vizniak
Professional Health Systems
Canada
ISBN: 978-0973274295
Binding: Paperback
CHIR12005

Supplementary

Functional Anatomy Musculoskeletal Anatomy, Kinesiology and Palpation for Manual Therapists

Edition: 1st ed (2010)
Authors: Christy Cael
LWW
Baltimore , MD 21201 , United States
ISBN: 978-1-4511-2791-1
Binding: Hardcover
CHIR12005

Supplementary

Muscle Manual

Edition: 1st edn (2008)
Authors: Nikita A. Vizniak
Professional Health Systems
Canada
ISBN: 978-0-9732742-2-6
Binding: Paperback
CHIR12005

Supplementary

The Doctors Who Give No Medicine: The science and results of Upper Cervical Spinal Care:

Edition: 1st ed (March 6, 2013)
Authors: Jeffrey Hannah
International Health Publishing
Australia
ISBN: 978-0985795641
Binding: Paperback

Additional Textbook Information

Functional Anatomy Musculoskeletal Anatomy, Kinesiology and Palpation for Manual Therapists is the essential textbook for students of Foundations of Chiropractic Practice 3 as it provides students with the essential peripheral anatomy and biomechanics they will need in order to cover the required peripheral biomechanics and develop their peripheral psychomotor skills.

The Nikita A. Vizniak texts bridge the gap between classroom education and practical clinical application. They contain current, easily accessible information on topics including musculoskeletal anatomy, muscle testing, palpation, trigger point referral patterns and more.

[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

Martin Harris Unit Coordinator
m.harris@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| 1. Overview : Course Introduction; Formative Assessment Tasks and Learning Outcomes; The Flipped Classroom Approach 2. Osteology and Myology of the Upper Limb 3. Biomechanics of the Upper Limb 4. Chirobics Drills 5. Introduction to Reflective Writing; Usage of Mahara for ePortfolio 6. Lab Orientation and Skills Chirobics | Powerpoint presentations and/or Videos; Additional resources will be available on moodle | In-Class Activity within the practical labs each week. Each weeks's activity will vary in content and will involve all learning outcomes for this unit throughout the term. |

Week 2 - 13 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|---|
| 1. Listing System: GORP OMN; Palpation of Thoracic Spine 2. Thoracic Spine Osteology and Myology 3. Thoracic Spinal Biomechanics 4. Thoracic Set Ups and Adjustments 5. Vitalism/ Materialism 6. Public Health as applies to the Impact of Musculoskeletal Health | Powerpoint presentations and/or Videos; Bergman & Peterson pages 215- 217 Functional Anatomy; Christy Cael Lippincott Williams & Wilkins Chapter 7 | In-Class Activity within the practical labs each week. Each weeks's activity will vary in content and will involve all learning outcomes for this unit throughout the term. |

Week 3 - 20 Mar 2017

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

| | | |
|--|---|---|
| 1. Trigger Point Therapy | Powerpoint presentations and/or Videos; Bergman & Peterson pages 221- 223 Functional Anatomy; Christy Cael Lippincott Williams & Wilkins Chapter 7 Muscle Manual: Dr N. Vizniak | In-Class Activity within the practical labs each week. Each weeks's activity will vary in content and will involve all learning outcomes for this unit throughout the term. |
| 2. Thoracic Spine Osteology and Myology continued | | |
| 3. Thoracic Spine and Breathing Posture and Role of Exercise | | |
| 4. Thoracic Set Ups and Adjustments | | |
| 5. Epistomology; Principles of Chiropractic Philosophy | | |
| 6. Naturalism | | |

Week 4 - 27 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| 1. Trigger Point Therapy of Lower Limb | Powerpoint presentations and/or Videos; Bergman & Peterson pages 253-258 Functional Anatomy; Christy Cael Lippincott Williams & Wilkins Chapter 7 Muscle Manual: Dr N. Vizniak | In-Class Activity within the practical labs each week. Each weeks's activity will vary in content and will involve all learning outcomes for this unit throughout the term. |
| 2. Lumbar Spine Osteology and Myology | | |
| 3. Lumbar and Lumbopelvic Region | | |
| 4. Lumbar Spine Set Ups and Adjustments | | |
| 5. Chiropractic Health Care message | | |
| 6. Reintroduction to Critical Thinking | | |

Week 5 - 03 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|---|
| 1. Lumbar Pelvic Region | Powerpoint presentations and/or Videos; Bergman & Peterson pages 253-258 Functional Anatomy; Christy Cael Lippincott Williams & Wilkins Chapter 7 Muscle Manual: Dr N. Vizniak | In-Class Activity within the practical labs each week. Each weeks's activity will vary in content and will involve all learning outcomes for this unit throughout the term. |
| 2. Lumbar Spine Osteology and Myology continued | | |
| 3. Lumbar and Lumbopelvic Region | | |
| 4. Lumbar Spine Set Ups and Adjustments | | |
| 5. Role of the Chiropractor as a Primary Contact Primary Care Practitioner in the Realm of Public Health and Wellbeing | | |
| 6. Health Promotion Campaign | | |

Vacation Week - 10 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Vacation Week - No Scheduled activities or Lectures | | |

Week 6 - 17 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| 1. Hip and Pelvis | Powerpoint presentations and/or Videos; Bergman & Peterson pages 337- 349 Functional Anatomy; Christy Cael Lippincott Williams & Wilkins Chapter 8 Muscle Manual: Dr N. Vizniak | In-Class Activity within the practical labs each week. Each weeks's activity will vary in content and will involve all learning outcomes for this unit throughout the term. |
| 2. Hip Osteology and Myology; Sacrum and Pelvis | | |
| 3. Review Lower Limb Muscle Tests; Pelvis and Hip Biomechanical Dysfunction; Lower Crossed Syndrome | | |
| 4. Hip Motion palpation Set Ups and Adjustments | | |
| 5. What are Clinical Guidelines? | | |

Week 7 - 24 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|---|
| 1. Knee Joint | Powerpoint presentations and/or Videos; Bergman & Peterson pages 349- 359 Functional Anatomy; Christy Cael Lippincott Williams & Wilkins Chapter 8 Muscle Manual :Dr N. Vizniak | In-Class Activity within the practical labs each week. Each weeks's activity will vary in content and will involve all learning outcomes for this unit throughout the term. |
| 2. Knee Osteology and Myology | | |
| 3. Biomechanics of the Knee | | |
| 4. Knee palpation Set Ups and Adjustment | | |
| 5. Professionalism and APRHA | | |

Week 8 - 01 May 2017

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

| | | |
|---|---|--|
| <ol style="list-style-type: none"> 1. Ankle and Foot 2. Ankle and Foot Osteology and Myology 3. Gait Analysis 4. Ankle and Foot Set Ups and Adjustments | <p>Powerpoint presentations and/or Videos; Bergman & Peterson pages 364-372</p> <p>Functional Anatomy; Christy Cael Lippincott Williams & Wilkins Chapter 9</p> <p>Muscle Manual: Dr N. Vizniak</p> | <p>In-Class Activity within the practical labs each week. Each weeks's activity will vary in content and will involve all learning outcomes for this unit throughout the term.</p> |
|---|---|--|

Week 9 - 08 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| <ol style="list-style-type: none"> 1. Postural Functional Assessment GALS (Gait, Arms, Legs, Spine) 2. GALS Assessment 3. Evolution of Chiropractic Medicine. 4. Systematic Review Meta Analysis and their impact on Clinical Practice | <p>Powerpoint presentations and/or Videos; Bergman & Peterson pages</p> <p>Muscle Manual:Dr N. Vizniak</p> | <p>In-Class Activity within the practical labs each week. Each weeks's activity will vary in content and will involve all learning outcomes for this unit throughout the term: On Line Quiz</p> |

Week 10 - 15 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|--|
| <ol style="list-style-type: none"> 1. Neurological Examination and Clinical Assessment 2. Lifting and Sitting Biomechanics 3. Review Set Ups and Adjustments 4. Neurological Examination of the Lower Limb | <p>Powerpoint presentations and/or Videos;</p> | <p>In-Class Activity within the practical labs each week. Each weeks's activity will vary in content and will involve all learning outcomes for this unit throughout the term.</p> |

Week 11 - 22 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| <ol style="list-style-type: none"> 1. Review Material and Practice OSCE 2. Outcome Measures 3. Finish Entries in ePortfolio 4. Mock OSCE | <p>Powerpoint presentations and/or Videos;</p> | <p>In-Class Activity within the practical labs each week. Each weeks's activity will vary in content and will involve all learning outcomes for this unit throughout the term.</p> <p>ePortfolio Written Assessment Due: Week 11 Friday (26 May 2017) 5:00 pm AEST</p> |

Week 12 - 29 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|---|
| <ol style="list-style-type: none"> 1. Review Material for end of term 2. OSCE | <p>Powerpoint presentations and/or Videos;</p> | <p>No In-Class Activity scheduled for this week but wil address any concerns for the upcoming OSCE.</p> <p>Practical Assessment</p> <p>Practical Assessment OSCE Due: Week 12 Thursday (1 June 2017) 4:00 pm AEST</p> |

Review/Exam Week - 05 Jun 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------------|---------|------------------------------|
| REVIEW EXAMINATION WEEK | | |

Exam Week - 12 Jun 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------|---------|------------------------------|
| EXAMINATION WEEK | | |

Term Specific Information

CHIR12005 is the 3rd unit in Foundations of Chiropractic Practice program.

A weekly Zoom session will be made available to each of you to attend and obtain direction on any of the topics required in this unit. They will be scheduled every week (QLD) time throughout this term. There will also be a Q & A Forum setup where you can be encouraged to ask questions that you may have. This forum will be monitored as some of the answers you obtain will be shared to all.

The tutors will be expected to attend weekly meetings and discussions with the unit co-ordinator so that everyone will be consistent in delivery of material and answers to questions.

If you wish to speak to the tutors, they can, in turn, forward details to myself for the benefit of the entire 2nd year cohort.

I can be contacted on m.harris@cqu.edu.au

Assessment Tasks

1 Practical Assessment OSCE

Assessment Type

Practical Assessment

Task Description

In practice, the chiropractor is required to combine a variety of psychomotor skills. All skills/techniques taught within this unit must be mastered. You must have a strong understanding of their applications. The primary focus of this assessment will be on the contextual nature of the adjustment/manipulation in addition to refining the skill itself. Each of these stations will require the student to complete various techniques over a specific time period, with an allowance of 1 minute reading/planning time prior to the commencement of the assessment.

Station 1 - You will be required to perform **two lower limb adjustments** from those covered in the course demonstrating correct technique, appropriate patient handling. Furthermore, you will be required to perform the physical examination components below correlating your findings to your examiner by viva voce:

1. Observational analysis of the region in question;
2. Static palpation of the region;
3. Range of motion assessment of the joint;
4. Motion palpation of the joint;
5. Perform the appropriate adjustment for the lesion in question.

The tasks will be allocated to you randomly according to series of station cards which have been previously composed.

Station 2 - Performance of **GALS** (Gait, Arms, Legs and Spine) functional assessment demonstrating the correct technique with appropriate patient handling and viva voce assessment. The tasks will be allocated to you randomly according to series of station cards which have been previously composed.

Station 3 - You will be required to perform **two spinal adjustments** demonstrating correct technique, appropriate patient handling. Furthermore, you will be required to perform the physical examination components below correlating your findings to your examiner by viva voce:

1. Regional structural analysis of the region in question;
2. Gross range of motion assessment of a spinal region;
3. Regional static palpation of the spinal region;
4. Segmental range of motion assessment of a spinal segment;

Must perform the appropriate adjustment for the lesion in question. The tasks will be allocated to you randomly according to series of station cards which have been previously composed.

Please note:

1. You present for your **OSCE** dressed as you would present to a skills class environment. Any student not adhering to the dress code may be excluded from the assessment;
2. Each station is timed. You will have the set time to complete the station, therefore if a station is not completed within the allocated time the practical element will be stopped and you will be marked based on your performance to that point;
3. Clinical and skills staff may be present as part of the examiners on the assessment date;
4. The assessment will be recorded using a video camera to enable moderation, however, these recordings will **not** be available for student feedback.

Assessment Due Date

Week 12 Thursday (1 June 2017) 4:00 pm AEST

The practical test will be held on campus in the scheduled time for this course. The test will be held in the practical room.

Return Date to Students

Review/Exam Week Friday (9 June 2017)

The results will be visible in Moodle

Weighting

40%

Minimum mark or grade

50%. Further information can be found in Moodle. You must achieve the minimum grade in order to pass this course.

Assessment Criteria

Station 1 - Your performance will be graded using a marking rubric which will be provided to you in Week 10 when the course focus switches to exam preparation. This marking rubric will grade your performance according to the following:

- Infection control
- Draping
- Verbal Consent
- Static palpation of the region
- Range of motion assessment of the joint
- Motion palpation of the joint
- Perform the appropriate adjustment for the lesion in question
- Appropriate interpretation of findings
- Practitioner position
- Patient position
- Patient handling
- Examiners over all impression

Station 2 - Your performance will be graded using a marking rubric which will be provided to you in Week 10 when the course focus switches to exam preparation. This marking rubric will grade your performance according to the following areas:

- Infection control
- Verbal Consent
- Static palpation of the region
- Range of motion assessment of the joint
- Clear Instructions given
- Patient handling
- Technical performance

Station 3 - Your performance will be graded using a marking rubric which will be provided to you in Week 10 when the unit focus switches to exam preparation. This marking rubric will grade your performance according to the following area:

- Infection control
- Draping
- Verbal Consent
- Static palpation of the region
- Range of motion assessment of the joint
- Motion palpation of the joint
- Perform the appropriate adjustment for the lesion in question
- Appropriate interpretation of findings
- Practitioner position
- Patient position
- Patient handling
- Examiners over all impression

Referencing Style

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

Submission

Offline

Submission Instructions

Practical assessments are performed in-class in the scheduled time

Learning Outcomes Assessed

- Apply your psychomotor skills to adjusting/manipulative set-ups at an intermediate level for the thoracic, lumbar spine and lower extremities.
- Demonstrate soft tissue therapeutic procedures and non-force techniques at an intermediate level.
- Analyse the body using functional analysis and musculoskeletal assessment protocols eg GALS (gait, arms, legs and spine)
- Recognise findings from your musculoskeletal assessment including observation, range of movement and motion palpation to recommend appropriate chiropractic management protocols.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Ethical practice

2 ePortfolio Written Assessment

Assessment Type

Portfolio

Task Description

In this unit you will further develop your understanding of the role and skill sets required of a chiropractor through investigating the knowledge, skills and dispositions required. To help with your development on this journey of self-discovery you will create a journal for each lecture you attend and provide reflections of the On-Campus activities discussions, activities and material presented during the term. The journal provides evidence of the quality and quantity of your in-class learning.

Your ePortfolio can be used as a way to evaluate and enhance your learning and/or be used to critically reflect and develop deeper learning. It may be used to evolve skills set which will be essential during your professional career such as documenting your professional portfolio, professional achievements and continued professional development.

Assessment Due Date

Week 11 Friday (26 May 2017) 5:00 pm AEST

Via turnitin

Return Date to Students

Review/Exam Week Friday (9 June 2017)

Via turnitin

Weighting

20%

Minimum mark or grade

50%. Further information can be found in Moodle. A minimum grade is required to pass this subject.

Assessment Criteria

You will be required to reflect on the theoretical and practical content of the unit and enter comments in your journal which can be then entered electronically into your **ePortfolio**.

Throughout the term you will be given on-campus activities (based upon the learning outcomes for this unit) that you will comment and reflect on in your ePortfolio and will involve the following criteria.

1. Does the student discuss the principles and practice of chiropractic management?
2. Can the student demonstrate psychomotor skills of adjusting/manipulative set-ups at an intermediate level for the thoracic, lumbar spine and lower extremities?
3. Does the student demonstrate soft tissue therapeutic procedures and non-force techniques at an intermediate level?
4. Can the student analyse the body using functional analysis and musculoskeletal assessment protocols eg GALS (gait, arms, legs and spine)?
5. Does the student recognise findings from your musculoskeletal assessment including observation, range of movement and motion palpation to recommend appropriate chiropractic management protocols?
6. Can the student describe issues pertaining to chiropractic ethics and the codes of conduct?
7. Can students investigate matters pertaining to current public health issues and how they impact clinical care?

Note that you will continue to develop your portfolio in future units in the course.

There will be a specific rubric for the ePortfolio that is available in your Moodle site that you can refer to for further information.

There will be a specific rubric for each on- campus activity that your unit co-ordinator and /or tutor will complete each

week for CHR12005 on-campus activity.

You will receive a PASS/FAIL for all in on-campus activities which is required to continue to **CHIR12006** in Term 2 - regardless of the OSCE practical and Final Examination results.

Referencing Style

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

Submission

Online

Submission Instructions

Via Turnitin

Learning Outcomes Assessed

- Describe issues pertaining to chiropractic ethics and the code of conduct.
- Investigate matters pertaining to current public health issues and how they impact clinical care.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

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%. Further information can be found in Moodle. You must achieve the minimum grade in order to pass this course.

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