



# CHIR12005 *Foundations of Chiropractic Practice*

## 3

### Term 1 - 2018

Profile information current as at 15/05/2024 10:12 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.

## General Information

### Overview

In this unit you will build your knowledge of the principles and practice of chiropractic management including radiographic analyses. You will demonstrate your psychomotor skills acquisition in manipulative/adjusting techniques of the lumbar spine and lower extremities. You will learn musculoskeletal screening assessment protocols. You will continue to develop your palpation skills and throughout the unit, you will apply your knowledge of related functional biomechanics. You will continue to develop your 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

Pre-requisite: BMSC11001 Human Body Systems 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 - 2018

- Brisbane
- Mackay
- Melbourne
- 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. **Objective Structured Clinical Examinations (OSCEs)**

Weighting: 50%

#### 2. **Portfolio**

Weighting: 25%

#### 3. **On-campus Activity**

Weighting: Pass/Fail

#### 4. **Examination**

Weighting: 25%

### 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 Student feedback (HAVE YOUR SAY)

### Feedback

Navigating Moodle site was difficult with the use of folders, it made it difficult to prepare for examinations

### Recommendation

The use of folders was used in the unit to deliver 4 streams of material repeated each week to minimise the amount of material on the Moodle site each week. In future all material will be made available more clearly for students to navigate and find material in preparation for examinations.

## Feedback from Student feedback (HAVE YOUR SAY)

### Feedback

Students found it difficult to study for the final written exam as the content was very vast and relied on a heavy amount of self study and no revision material provided.

### Recommendation

The students were given a study guide mid term to use in preparation for the written exam that discussed the themes for the examination questions. This unit requires a considerable amount of self study as the unit covers 4 streams (psychomotor skill, anatomy/biomechanics, public health and critical thinking) taught each week.

## Feedback from Student feedback (HAVE YOUR SAY)

### Feedback

Relation to the rubric for the reflective writing portfolio. I feel that the CHESEMELT method did not assist my reflective writing at all. I felt like I was continuously repeating myself so that I could ensure every point on CHESEMELT was included. Some points which weren't even relevant for that week's reflection yet I still had to search for information about it in order to meet the criteria. I don't believe CHESEMELT is the best method for reflective writing.

### Recommendation

The use of a template CHESMELT will continue for the assessment of a reflective portfolio. In future a better grasp of the portfolio process and how to write reflectively will be a greater focus. Tutors will take a more active role in assisting students with their portfolios and the unit coordinator will oversee this.

## Feedback from Student feedback (HAVE YOUR SAY)

### Feedback

I can tell the course is taking on feedback very well and getting better and better, so congrats and keep it up.

### Recommendation

The feedback is taken into consideration and being refined with each offering, we are working on delivering a high quality unit to address all learning outcomes in clear and well developed moodle platform.

## Feedback from Self Reflection

### Feedback

I liked the fact that we had an opportunity to submit our portfolios half way through the semester and receive feedback. I would like to see this process continue in further foundation units.

### Recommendation

The use of the portfolio is developing and providing formative feedback assists the students in delivering high quality work. In future the feedback will also include a score that will provide students with a better understanding on how they meeting the task requirements.

## Feedback from Student feedback (HAVE YOUR SAY)

### Feedback

There wasn't so much pressure on us to perform perfectly in the on-campus activities which made them much more enjoyable this term I enjoyed having mock patients in our OSCE as opposed to having a class mate to perform on. I thoroughly enjoyed the practical classes and especially the mock adjustments introduced.

### Recommendation

The On-Campus activities are to help to prepare students for final OSCE examinations, they were involving short tasks to complete each week on each other to develop the students psychomotor and group work skills. In future these tasks will be shorter and the use of mock patients in OSCE is planned to continue to assist with a deeper level of learning.

## Feedback from Self Reflection

### Feedback

I feel the unit was rather unorganised and there was miscommunication between the students and lecturers. The lecturers were unable to answer assessment questions and questions about moodle. It felt like they did not know much

about what was going on within the unit.

### Recommendation

A weekly synopsis was made available to all tutors across all campuses and weekly tutor meetings were held that were recorded and made available for all tutors to review each week. In future ensuring that all tutors are clear on all the material provided and have reviewed the material prior to class to make them more accountable.

## Unit Learning Outcomes

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

1. Discuss the principles and practice of chiropractic management including radiographic analyses
2. Demonstrate psychomotor skills to adjusting/manipulative set-ups at an intermediate level for the lumbar spine and lower extremities
3. Perform soft tissue therapeutic procedures and non-force techniques at an intermediate level
4. Interpret findings from functional analysis and musculoskeletal assessment protocols
5. Explain matters pertaining to current public health issues and how they impact clinical care.

not applicable

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
<b>1 - On-campus Activity - 0%</b>		•	•	•	
<b>2 - Portfolio - 25%</b>	•				•
<b>3 - Examination - 25%</b>	•			•	•
<b>4 - Objective Structured Clinical Examinations (OSCEs) - 50%</b>		•	•		

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>1 - Communication</b>	•	•	•	•	•
<b>2 - Problem Solving</b>	•	•	•	•	•
<b>3 - Critical Thinking</b>		•			•
<b>4 - Information Literacy</b>	•				•
<b>5 - Team Work</b>		•	•	•	

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - On-campus Activity - 0%	•	•	•		•			•		
2 - Portfolio - 25%	•	•	•	•		•				
3 - Examination - 25%	•	•	•							
4 - Objective Structured Clinical Examinations (OSCEs) - 50%	•				•		•	•		

## Textbooks and Resources

### Textbooks

CHIR12005

#### Prescribed

##### Chiropractic Technique

Edition: 3rd (2010)

Authors: Thomas F. Bergmann, David H. Peterson

Mosby Elsevier

Philadelphia , PA , USA

ISBN: 978-0-323-04969-6

Binding: Other

CHIR12005

#### Supplementary

##### Extremity Manual Textbook

Edition: 1st (2014)

Authors: Nikita A.Vizniak

Professional Health Systems

, Canada

ISBN: 978-0973274295

Binding: Other

#### Additional Textbook Information

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 assessment, palpation, trigger point referral, radiographic analyses and mensuration. Free online resources, quizzes and videos assist the student with their studies in this unit and future units in the course.

[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: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Martin Harris** Unit Coordinator

[m.harris@cqu.edu.au](mailto:m.harris@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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1. Overview : Course Introduction; Formative Assessment Tasks and Learning Outcomes; The Flipped Classroom Approach
2. Adjustive Psychomotor Skills Lecture and Study Guide
3. Determinants of Health - Epidemiology Lecture and Study Guide
4. Professionalism and Record Keeping Lecture
5. Introduction to Reflective Writing; Usage of Mahara for ePortfolio
6. Lab Orientation and Skills Chirobics and Log Books

Powerpoint presentations and/or Videos; Additional resources will be available on Moodle.  
Powerpoint presentations and/or Videos; Bergman & Peterson pages 84-94, 103- 105, 145-152

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 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Spinal Biomechanics Lecture and Study Guide		
2. Chiropractors Role in Public Health Lecture and Study Guide	Powerpoint presentations and/or Videos; Bergman & Peterson pages 233- 262,	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.
3. Lumbar Set Ups and Adjustments		
4. Lumbar region Mensuration Lecture		

## Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Spinal Biomechanics - Chiropractic Listings and Study Guide		
2. Contraindications and Complications of Adjustive Therapy Lecture and Study Guide	Powerpoint presentations and/or Videos; Bergman & Peterson pages 262- 279	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.
3. Gonstead Technique Article Critique	Extremity Manual: Dr N. Vizniak	
4. Pelvic Set Ups and Adjustments		
5. Pelvic region Mensuration Lecture		

## Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Tissue Healing Presentations		
2. Lumbar and Lumbopelvic Biomechanics	Powerpoint presentations and/or Videos; Bergman & Peterson pages 262- 279	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.
3. Trigger Point Pain Syndrome for Lower Limb Lecture and Study Guide.	Muscle Manual: Dr N. Vizniak	
4. Pelvic Set Ups and Adjustments	Extremity Manual: Dr N. Vizniak	

## Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Hip Region lecture and Study Guide		
2. Health Promotion Lecture and Study Guide	Powerpoint presentations and/or Videos; Bergman & Peterson pages 337- 349, 393- 411	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.
3. Health Promotion Research Article Critique	Muscle Manual: Dr N. Vizniak	
4. Hip Set Ups and Adjustments	Extremity Manual: Dr N. Vizniak	
5. Hip region Mensuration		
6. Ancillary Techniques of the Lower Limb Lecture and Study Guide		

## Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Vacation Week - No Scheduled activities or Lectures</b>	<b>Vacation Week - No Scheduled activities or Lectures</b>	<b>Vacation Week - No Scheduled activities or Lectures</b>

**Week 6 - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<b>1. MID TERM OSCE</b> 2. No Public Health 3. Pelvis and Hip Biomechanical Dysfunction; Lower Crossed Syndrome 4. Hip Set Ups and Adjustments 5. Hip Ancillary Techniques of the Lower Limb Lecture and Study Guide continued	Powerpoint presentations and/or Videos; Bergman & Peterson pages 337- 349, 393- 411 Muscle Manual: Dr N. Vizniak Extremity 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. <b>MID TERM OSCE</b>

**Week 7 - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
1. Knee Lecture and Study Guide 2. Systematic Review Meta Analysis and their impact on Clinical Practice Lecture and Online Quiz 3. Palpation of the Knee Activity 4. Knee Set Ups and Adjustment 5. Knee region Mensuration Lecture	Powerpoint presentations and/or Videos; Bergman & Peterson pages 349- 364 Muscle Manual :Dr N. Vizniak Extremity 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.

**Week 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
1. Foot and Ankle Lecture and Study Guide 2. Gait Analysis - Characteristics of Normal Gait 4. Ankle and Foot Set Ups and Adjustments 5. Ankle region Mensuration Lecture	Powerpoint presentations and/or Videos; Bergman & Peterson pages 364-380 Muscle Manual: Dr N. Vizniak Extremity 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.

**Week 9 - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
1. Postural Functional Assessment <b>GALS</b> (Gait, Arms, Legs, Spine) 2. GALS Assessment 3. Foot and Ankle Palpation Activity 4. Foot and Ankle Anatomy Lecture and Study Guide 5. Foot and Ankle Set Ups and Adjustments	Powerpoint presentations and/or Videos; Bergman & Peterson pages 364-380 Muscle Manual: Dr N. Vizniak Extremity 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: On Line Quiz

**Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
1. Outcome Measures (ADL) 2. Public Health Impact of Musculoskeletal Conditions Lecture and Study Guide 3. Lifting and Sitting Biomechanics Lecture and Study Guide 4. Review Set Ups and Adjustments	Powerpoint presentations and/or Videos; Extremity 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.

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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1. Review Material and Practice OSCE
  2. Finish Entries in ePortfolio
  3. Professionalism Lecture and Study Guide
- Mock OSCE**

In-Class Activity within the practical labs each week. Each week's activity will vary in content and will involve all learning outcomes for this unit throughout the term.  
**Submit ePortfolio in Mahara by 5 pm 25th May 2018**

**ePortfolio Written Assessment**  
 Due: Week 11 Friday (25 May 2018) 5:00 pm AEST  
**On Campus Activity** Due: Week 11 Friday (25 May 2018) 5:00 pm AEST

## Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. OSCE		No In-Class Activity scheduled for this week but will address any concerns for the upcoming OSCE. <b>Practical Assessment</b>  <b>Practical Assessment OSCE</b> Due: Week 12 Thursday (31 May 2018) 9:00 am AEST

## Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>REVIEW EXAMINATION WEEK</b>		
<b>Exam Week - 11 Jun 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>EXAMINATION WEEK</b>		

## Term Specific Information

There will be a Q & A forum setup where you are 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

Objective Structured Clinical Examinations (OSCEs)

#### 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 **three lower limb setups/ mock thrust 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. Motion palpation of the joint;

2. Perform the appropriate setup and mock thrust adjustment

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.

**Or-** Perform Soft Tissue Therapeutic procedures and non- force techniques at an intermediate level. eg PNF stretches, trigger point therapy, mobilizations, X fiber friction therapy. This 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 **three spinal setups/ mock thrust 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. Motion palpation assessment of a spinal segment.
2. Perform the appropriate setup and mock thrust adjustment.

**Please note:**

1. Must perform the appropriate setup/ mock thrust 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.
2. You present for your **OSCE** dressed professionally. Any student not adhering to the dress code may be excluded from the assessment;
3. 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;
4. Clinical and skills staff may be present as part of the examiners on the assessment date;
5. 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 (31 May 2018) 9:00 am AEST

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

**Return Date to Students**

Review/Exam Week Friday (8 June 2018)

The results will be visible in Moodle

**Weighting**

50%

**Minimum mark or grade**

50% minimum mark or grade is required in order to pass the unit

**Assessment Criteria**

**Station 1** - Your performance will be graded using a marking rubric which will be provided to you via Moodle. This marking rubric will grade your performance according to the following:

- Infection control
- Draping
- Verbal Consent
- Static palpation of the region
- 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
- 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
- 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 \(APA 6th edition\)](#)

### Submission

Offline

### Submission Instructions

Practical assessments are performed in-class in the scheduled time

### Learning Outcomes Assessed

- Demonstrate psychomotor skills to adjusting/manipulative set-ups at an intermediate level for the lumbar spine and lower extremities
- Perform soft tissue therapeutic procedures and non-force techniques at an intermediate level

### Graduate Attributes

- Communication
- Team Work
- Cross Cultural Competence
- 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 (25 May 2018) 5:00 pm AEST

Via turnitin

### Return Date to Students

Review/Exam Week Friday (8 June 2018)

Via turnitin

### Weighting

25%

### 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 in Mahara**

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 i.e 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.

The students are required to attend 80% of the on-campus activities and your tutor will assess your participation in class.

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 \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

Via Turnitin

### Learning Outcomes Assessed

- Discuss the principles and practice of chiropractic management including radiographic analyses
- Explain 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

## 3 On Campus Activity

### Assessment Type

On-campus Activity

### Task Description

The on-campus activities will occur in the practical labs each week. Each week's activity will vary in content and will involve the learning outcomes for this unit throughout the term. These activities will prepare you for your assessments in this unit.

### Assessment Due Date

Week 11 Friday (25 May 2018) 5:00 pm AEST

### Return Date to Students

Review/Exam Week Friday (8 June 2018)

### Weighting

Pass/Fail

### Assessment Criteria

The students are required to attend 80% of the on-campus activities and your tutor will assess your participation in class.

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 \(APA 6th edition\)](#)

**Submission**

Offline

**Learning Outcomes Assessed**

- Demonstrate psychomotor skills to adjusting/manipulative set-ups at an intermediate level for the lumbar spine and lower extremities
- Perform soft tissue therapeutic procedures and non-force techniques at an intermediate level
- Interpret findings from functional analysis and musculoskeletal assessment protocols

**Graduate Attributes**

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

**Examination****Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

25%

**Length**

120 minutes

**Minimum mark or grade**

Minimum percentage of examination marks required to pass the unit.- 50%. Further information can be found in Moodle. You must achieve the minimum grade in order to pass this unit.

**Exam Conditions**

Closed Book.

**Materials**

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