



# CHIR12005 *Foundations of Chiropractic Practice*

## 3

### Term 1 - 2019

Profile information current as at 15/05/2024 12:02 am

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 - 2019

- 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. **On-campus Activity**

Weighting: Pass/Fail

#### 2. **Portfolio**

Weighting: 25%

#### 3. **Objective Structured Clinical Examinations (OSCEs)**

Weighting: 50%

#### 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

I thought that the best aspect of this unit was the amount of hands on time we got to have with each other, using each other as patients as it really helped us prepare for our end of semester OSCE. Having a mid term OSCE I felt was really beneficial as it helped us understand areas that we needed to improve on while also getting rid of some nerves.

### Recommendation

The On-Campus activities are to help to prepare students for final OSCE examinations, they involved 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 Student feedback (HAVE YOUR SAY)

### Feedback

It was a very well run unit, Marti Harris replied in fast time to any posts or questions. At Brisbane the lecturers were very helpful and ran the classes well. Thank you.

### Recommendation

The feedback is taken into consideration and being refined with each offering, we are working on delivering a high quality unit. Communication across the campuses and between the tutors will continue to be a focus with future offerings.

## Feedback from Student feedback (HAVE YOUR SAY)

### Feedback

I felt this unit was well presented and organised appropriately to make navigation simple. Weekly zoom sessions allowed us to plan ahead and understand what was expected. They also allowed us to address any concerns we were having directly. Lectures were succinct and well presented, although the xray lectures were long and drawn out.

### Recommendation

The weekly recorded zoom sessions will continue with future offerings of this unit to assist with communication and enhance the student learning experience.

## Feedback from Student feedback (HAVE YOUR SAY)

### Feedback

I think that the Mahara assessment could be improved. Instead of having to write about a concern or issue every week I'd like it if we could write reflections about something more specific like a reflection on a study paper or a research topic or a history article would be better as we could actually learn more about chiropractic, health care and technique rather than trying to think of a concern every week as that became very, very repetitive

### Recommendation

The mahara reflective portfolio task has been reviewed and will provide more formative feedback to assist the students in delivering high quality work. In future more clearly defined feedback will also provide students with a better understanding on how they are meeting the task requirements.

## Feedback from Student feedback (HAVE YOUR SAY)

### Feedback

The time in the lab classes is not enough to fine tune the skills learnt, They offer an opportunity to be exposed to each skill but not to have a tutor make it to each student to iron out imperfections. Extending the lab sessions from 2hrs to 3hrs (twice / week) would allow for this much needed practice.

### Recommendation

It is my recommendation to extend the lab classes from two 2 hour classes to two 3 hour classes per week in future offerings, to develop the students psychomotor and group work skills.

## Feedback from Student feedback (HAVE YOUR SAY)

### Feedback

Regarding the end of term exam the amount of marks that were required (174 marks), 120 minutes was not a sufficient amount of time to complete this exam.

### 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 and assessment tasks.

## 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>		•	•	•	
<b>6 - Information Technology Competence</b>					
<b>7 - Cross Cultural Competence</b>	•				
<b>8 - Ethical practice</b>	•	•	•	•	

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 , United States

ISBN: 978-0-323-04969-6

Binding: Hardcover

CHIR12005

#### Prescribed

##### Joint Play and Mobilization Textbook

Edition: 1st (2018)

Authors: Nikita A.Vizniak

Professional Health Systems

Canada

ISBN: 978-0-9936191-4-4

Binding: Paperback

#### 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.

Both texts can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic

1. Overview : Course Introduction; Formative Assessment Tasks and Learning Outcomes
2. Adjustive Psychomotor Skills Lecture and Recording
3. Lab Orientation and Skills Chirobics and Log Books
4. Introduction to Reflective Writing; Mahara for e Portfolio
5. Week 1 Study Guide- Adjustive Psychomotor Skills

Powerpoint presentations and/or Videos; Additional resources will be available on Moodle.

In-Class Activity within the practical labs each week. Each weeks activity will vary in content and will involve all learning outcomes for this unit throughout the term.

## Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. Spinal Biomechanics Lecture and Recording</li> <li>2. What is Public Health Lecture and Role of the Chiropractor Lecture and Recording</li> <li>3. Lumbar Set Ups and Adjustments <b>fig 5-249A, fig 5-250A, fig 5-251A, fig 5-259A</b></li> <li>4. Lumbar region NRA Mensuration Lecture</li> <li>5. Week 2 Study Guide- Spinal Biomechanics and What is Public Health</li> </ol>	<p>Powerpoint presentations and/or Videos; Bergman &amp; Peterson pages 233- 262</p>	<p>In-Class Activity within the practical labs each week. Each weeks activity will vary in content and will involve all learning outcomes for this unit throughout the term.</p>

## Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. Lumbar Pelvic Biomechanics Lecture and Recording</li> <li>2. Contraindications and Complications of Adjustive Therapy Lecture and Recording</li> <li>3. Pelvic and Hip Region NRA Mensuration Lecture</li> <li>4. Chiropractic Listing Systems</li> <li>5. Pelvic Set Ups and Adjustments Pelvic and Hip <b>fig 5-282, fig 5-283A, fig 5-284A, fig 5-285</b></li> <li>6. Week 3 Study Guide- Lumbar Pelvic Biomechanics, Contraindications and Complications of Adjustive Therapy and Chiropractic Listings</li> </ol>	<p>Powerpoint presentations and/or Videos; Bergman &amp; Peterson pages 262- 279 Spinal Mobilization Manual Dr N. Vizniak</p>	<p>In-Class Activity within the practical labs each week. Each weeks activity will vary in content and will involve all learning outcomes for this unit throughout the term.</p>

## Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. Aboriginal Health before Colonisation Material and Activities</li> <li>2. Trigger Point Pain Syndrome for Lower Limb Lecture and Recording</li> <li>3. Hip Set-Ups and Adjustments <b>fig 6-153, fig 6-154, fig 6-155, fig 6-156, fig 6-157, fig 6-160</b></li> <li>4. Week 4 Study Guide- Aboriginal Health before Colonisation and Trigger Points</li> </ol>	<p>Powerpoint presentations and/or Videos; Additional resources will be available on Moodle. Powerpoint presentations and/or Videos; Bergman &amp; Peterson pages 344- 349, 399- 411) Spinal Mobilization Manual Dr N. Vizniak</p>	<p>In-Class Activity within the practical labs each week. Each weeks activity will vary in content and will involve all learning outcomes for this unit throughout the term.</p>

## Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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1. Health Promotion Lecture and Recording
2. Health Promotion Research Article Critique
3. Ancillary Techniques of the Lower Limb Lecture and Recording
4. Hip Set-Ups and Adjustments **fig 6-153, fig 6-154, fig 6-155, fig 6-156, fig 6-157, fig 6-160**
5. Week 5 Study Guide- Health Promotion, Ancillary Techniques of the Lower Limb

Powerpoint presentations and/or Videos; Additional resources will be available on Moodle.  
Powerpoint presentations and/or Videos; Bergman & Peterson pages 337- 349, 393- 411  
Spinal Mobilization Manual Dr N. Vizniak

In-Class Activity within the practical labs each week. Each weeks activity will vary in content and will involve all learning outcomes for this unit throughout the term.

#### Vacation Week - 15 Apr 2019

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 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. <b>MID TERM OSCE</b></li> <li>2. Aboriginal and Torres Strait Health since Colonisation Material and Activities</li> <li>3. Pelvis and Hip Biomechanical Dysfunction; Lower Crossed Syndrome lecture and Recording</li> <li>4. Hip Ancillary Techniques of the Lower Limb Lecture continued</li> <li>5. Week 6 Study Guide - Aboriginal and Torres Strait Health since Colonisation,</li> </ol>	<p>Powerpoint presentations and/or Videos; Bergman &amp; Peterson pages 337- 349, 393- 411 Spinal Mobilization Manual Dr N. Vizniak</p>	<p>In-Class Activity within the practical labs each week. Each weeks activity will vary in content and will involve all learning outcomes for this unit throughout the term. <b>MID TERM OSCE</b></p>

#### Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. Knee Lecture and Recording</li> <li>2. Systematic Review Meta Analysis and their impact on Clinical Practice Lecture and Online Quiz</li> <li>3. Palpation of the Knee Activity</li> <li>4. Knee Set Ups and Adjustment <b>fig 6-191, fig 6-194, fig 6-195, fig 6-198, fig 6-199, fig 6-200</b></li> <li>5. Knee Region NRA Mensuration Lecture</li> <li>6. Week 7 Study Guide- The Knee, Systematic Review Meta Analysis</li> </ol>	<p>Powerpoint presentations and/or Videos; Bergman &amp; Peterson pages 349- 364 Spinal Mobilization Manual Dr N. Vizniak</p>	<p>Formative assessment - Online Quiz</p>

#### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. Foot and Ankle Lecture and Study Guide</li> <li>2. Foot and Ankle Palpation Activity</li> <li>3. Foot and Ankle Biomechanics Lecture and Recording</li> <li>4. Ankle and Foot Set Ups and Adjustments <b>fig 6-221, fig 6- 222, fig 6-223, fig 6-225, fig 6-227, fig 6-228, fig 6-229, fig 6-232, fig 6-233, fig 6-236</b></li> <li>5. Ankle Region NRA Mensuration Lecture</li> <li>6. Week 8 Study Guide Foot and Ankle, Foot and Ankle Biomechanics</li> </ol>	<p>Powerpoint presentations and/or Videos; Bergman &amp; Peterson pages 364-380 Spinal Mobilization Manual Dr N. Vizniak</p>	<p>In-Class Activity within the practical labs each week. Each weeks activity will vary in content and will involve all learning outcomes for this unit throughout the term.</p>



**Week 9 - 13 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
1. Postural Functional Assessment <b>GALS</b> (Gait, Arms, Legs, Spine) Lecture and Recording		
2. GALS Assessment	Powerpoint presentations and/or	In-Class Activity within the practical
3. Gait Analysis - Characteristics of	Videos; Bergman & Peterson pages	labs each week. Each weeks activity
4. Foot and Ankle Set Ups and	364-380	will vary in content and will involve all
Adjustments <b>fig 6-228, fig 6-229, fig</b>	Spinal Mobilization Manual Dr N.	learning outcomes for this unit
<b>6-232, fig 6-233, fig 6-236</b>	Vizniak	throughout the term:
5. Week 9 Study Guide - GALS and		
GAIT		

**Week 10 - 20 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
1. Public Health's Impact of		
Musculoskeletal Conditions Lecture	Powerpoint presentations and/or	In-Class Activity within the practical
and Recording	Videos;	labs each week. Each weeks activity
2. Review Set Ups and Adjustments of	Spinal Mobilization Manual Dr N.	will vary in content and will involve all
your choice	Vizniak	learning outcomes for this unit
3. Week 10 Study Guide- Public Health		throughout the term.
Impact of Musculoskeletal Conditions		

**Week 11 - 27 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
1. Review Material and Practice for		<b>Submit ePortfolio in Mahara by 5</b>
OSCE		<b>pm Friday 31st May 2019</b>
2. Finish Entries in e Portfolio		
3. Issues Impacting on Aboriginal and		<b>On Campus Activity</b> Due: Week 11
Torres Strait Islander Health activities		Friday (31 May 2019) 5:00 pm AEST
4. Week 11 Study Guide- Issues		<b>ePortfolio Written Assessment</b>
Impacting on Aboriginal and Torres		Due: Week 11 Friday (31 May 2019)
Strait Islander Health		5:00 pm AEST

**Week 12 - 03 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
		No In-Class Activity scheduled for this
		week
		<b>Practical Assessment</b>
1. OSCE	OSCE	
		<b>Practical Assessment OSCE</b> Due:
		Week 12 Friday (7 June 2019) 5:00 pm
		AEST

**Review/Exam Week - 10 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>REVIEW EXAMINATION WEEK</b>		

**Exam Week - 17 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<b>EXAMINATION WEEK</b>		

**Assessment Tasks****1 On Campus Activity****Assessment Type**

On-campus Activity

**Task Description**

The on-campus activities will occur in the practical labs each week. Each weeks 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 (31 May 2019) 5:00 pm AEST

**Return Date to Students**

Review/Exam Week Friday (14 June 2019)

**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 Online

**Submission Instructions**

Please bring this form with you to every class, you will need to complete each on- campus activity and have it signed by your in-class tutor. At the end of weeks 5 and 10, you are required to scan a copy of the completed form and upload it into the assessment activity on the left hand side of the Moodle page. Please note –this is an important document, you must be able to demonstrate 80% completion to pass the unit

**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

## 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 and provide **five (5) reflections** of your choosing from the lecture material of the lumbar spine and lower limb, public health material and 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 e Portfolio 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 (31 May 2019) 5:00 pm AEST

In Mahara Via Turnitin in Moodle

**Return Date to Students**

Review/Exam Week Friday (14 June 2019)

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 interpret findings from functional analysis and musculoskeletal assessment protocols i.e GALS (gait, arms, legs and spine)?
5. Can students explain 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 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. **You will complete a Mid Term Exam (OSCE), with a value of 20% in week 6 and a Final Term Exam (OSCE) with a value of 30% in week 12 in scheduled lab times where possible.**

**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 Friday (7 June 2019) 5:00 pm AEST

The practical test will be held on campus in the scheduled time for this unit where possible. The test will be held in the practical rooms and will be video recorded .

**Return Date to Students**

Exam Week Friday (21 June 2019)

The results will be visible in Moodle once moderated by teaching team

**Weighting**

50%

**Minimum mark or grade**

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

**Assessment Criteria**

**Stations 1 to 3** - 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 Moodle. This marking rubric will grade your performance according to the following are

- Verbal Consent
- 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 Moodle. 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

## **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