



# CHIR12006 *Foundations of Chiropractic Practice*

## 4

### Term 2 - 2017

Profile information current as at 28/04/2024 11:20 am

All details in this unit profile for CHIR12006 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit follows on from Foundations of Chiropractic Practice 3. You will enhance your critical thinking skills, knowledge of the principles and practice of chiropractic, and how these integrate with chiropractic management/treatment approaches. You will further develop your psychomotor skills in manipulative/adjusting techniques involving spinal and peripheral joints. You will have the ability to apply your knowledge of treatment approaches and psychomotor skills acquisition to findings from musculoskeletal assessment protocols taught in Foundations of Chiropractic Practice 1,2 and 3. Muscle testing, therapeutic soft tissue procedures and non-force techniques will further be developed. Throughout the unit, you will need to apply your knowledge of related functional anatomy, physics and biomechanics to 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

For 2015: Co-requisite: CHIR12004 Pre-requisites: BMSC11001 & CHIR12005 Effective 2016: Pre-requisites: BMSC11001 , CHIR12005 & CHIR12004

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 2 - 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. **On-campus Activity**

Weighting: Pass/Fail

#### 2. **Portfolio**

Weighting: 20%

#### 3. **Practical Assessment**

Weighting: 50%

#### 4. **Examination**

Weighting: 30%

### 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 Direct student input and feedback

##### **Feedback**

Improved content delivery and practical (OSCE) examination preparation

##### **Recommendation**

OSCE (practical) exam format was generally well received. Students enjoyed the clarity of the OSCE outlines, expectations and how it was to be graded. Overall, practical tutorials that underpinned the OSCE assessment were well organised and provided ample stimulus for the students to learn and progress. Continuing with the current format of the tutorials and assessment is recommended in the future

#### Feedback from Direct student input and feedback

##### **Feedback**

Debate Timelines

##### **Recommendation**

Students felt the debate was rushed in its delivery. In future, timelines for inclusion of the debate will be made clearer

#### Feedback from Direct student input and feedback

##### **Feedback**

Reuse of material from another unit

##### **Recommendation**

Students alerted me of this issue during the term, I was not aware of this overlap in content. The discipline team is working together to rectify this and ensure that content and learning outcomes match

#### Feedback from Direct student input and feedback

##### **Feedback**

Portfolio expectations

##### **Recommendation**

Expectations need to be clarified within the student cohort. This will be done through tutorials, mid term feedback and examples

#### Feedback from Direct student input and feedback

##### **Feedback**

Written exam preparations

##### **Recommendation**

The format of the exam was amended to reduce the influence of subjective marking. Student will be made aware of this change from week 1 and will be provided with examples throughout the term

## Unit Learning Outcomes

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

1. Interpret the findings from musculoskeletal assessments in order to recommend an appropriate treatment/management protocol, including the manipulative/adjusting techniques used.
2. Apply your psychomotor skills to adjusting/manipulative set-ups and thrusts, for spinal and peripheral joints, in preparation for clinical practice training.
3. Discuss the clinical application of soft tissue therapeutic procedures and non-force techniques according to case studies, in preparation for clinical training.
4. Explain the role of muscle testing, including how the procedure integrates into chiropractic assessment protocols.
5. Discuss the application of manipulation/adjusting skills according to clinical case studies, in preparation for clinical training.
6. Integrate chiropractic approaches to treatment and management at a clinical level.
7. Critically reflect on relevant sources of information.

## 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
<b>1 - On-campus Activity - 0%</b>	•	•	•	•	•	•	
<b>2 - Portfolio - 20%</b>	•	•	•	•	•	•	•
<b>3 - Practical Assessment - 50%</b>	•	•				•	
<b>4 - Examination - 30%</b>	•		•	•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
<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>		•	•		•	•	•

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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 - 20%	•	•					•	•		
3 - Practical Assessment - 50%	•	•						•		
4 - Examination - 30%	•	•		•						

## Textbooks and Resources

### Textbooks

CHIR12006

#### Prescribed

##### Chiropractic Technique

Edition: Third (2011)

Authors: Bergman T.F, David Peterson D.H

Elsevier Mosby

St. Louis , United States of America

ISBN: 978-0-323-04969-6

Binding: Hardcover

CHIR12006

#### Prescribed

##### Clinical anatomy of the lumbar spine and sacrum.

Edition: 4th (2005)

Authors: Bogduk

Elsevier

London , UK

ISBN: 9780443101199

Binding: Hardcover

CHIR12006

#### Prescribed

##### Clinical Anatomy of the Spine, Spinal Cord and ANS

Edition: 3rd (2014)

Authors: Crammer

Elsevier

St. Louis , MO , United States

ISBN: 9780323079549

Binding: Hardcover

CHIR12006

**Prescribed**

**Extremity Manual Textbook**

1st Edition (2017)

Authors: Nikita A Vizniak

Professional Health Systems

Canada

ISBN: 978-0-9732742-9-5

Binding: Paperback

CHIR12006

**Prescribed**

**Kinesiology. The mechanics & pathomechanics of human movement.**

Edition: 3rd edn (2016)

Authors: Oatis

Lippincott, Williams & Wilkins

Philadelphia , PA , United States

Binding: Hardcover

CHIR12006

**Prescribed**

**Muscle Manual**

(2008)

Authors: Nikita A Vizniak

Professional Health Systems

Canada

ISBN: 978-0-9732742-2-6

Binding: Hardcover

**Additional Textbook Information**

Bergman is the prescribed text book for CHIR11001, CHIR11003, CHIR12005 & CHIR12006.

Crammer is the prescribed text book for CHIR11003, CHIR12005 & CHIR12006.

Oatis is the prescribed text book for CHIR12005 & CHIR12006.

Bogduk CHIR12006.

Vizniak's two books are the prescribed text books for CHIR12005 & CHIR12006.

[View textbooks at the CQUniversity Bookshop](#)

## IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- ZOOM meetings

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

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
1. Overview: Unit Introduction; Formative Assessment Tasks and Learning Outcomes. 2. Appendicular Skeleton of Upper Limb. 3. Clinical Guidelines for Assessing Vertebrobasilar Insufficiency in the management of cervical spine disorders. 4. Mannequin- Based Simulation in Chiropractic Education. 5. Lab Orientation 6. Skills Chirobics	Read Bergmann, Chapter 4: Principles of Adjustive Technique p 93- 102	In-Class Activity within the practical labs each week.

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
1. Cervical Spine Osteology and Myology 2. Cervical Spine Anatomy and Biomechanics 3. Cervical Spine Motion Palpation 4. Assessment of Vertebral Artery Insufficiency by G Clum 5. Cervical Spine Set Ups and Adjustments <b>fig 5.94A, fig 5.96A, fig 5.98A</b>	<b>1.</b> Read Bergmann, Chapter 5: Principles of Adjustive Technique pg 152- 184 <b>2.</b> Functional Anatomy: Christy Cael Chapter 6	In-Class Activity within the practical labs each week.

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
1. Upper Cervical Spine Chiropractic Concepts - 2. Therapeutic Exercise Interventions for Common Physiologic Impairments. 3. Upper Cervical Spine Set Ups and Adjustments <b>fig 5.82, fig 5.85A, fig 5.90</b> 4. Critical Thinking. Plato's Cave and the Problem of Ignorance.	1. Read Bergmann, Chapter 5: Principles of Adjustive Technique pg 175- 180 2. Functional Anatomy: Christy Cael Chapter 6 3. Muscle Manual: Dr Nikita.A. Vizniak 4. Dr Doug Scown	In-Class Activity within the practical labs each week.

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
1. Review Lower Cervical Spine Anatomy, Myology and Biomechanics 2. Mannequin practice basic stances for Set Ups and Adjustments <b>fig 5.100, fig 5.101A and fig 5.101B</b> 4. Public Health. Burden of Musculoskeletal Health 5. Force Plate Analysis to improve Chiropractic Skills.	1. Read Bergmann, Chapter 5: Principles of Adjustive Technique pg 180- 188 2. Functional Anatomy: Christy Cael Chapter 6 3. Muscle Manual: Dr Nikita. A.Vizniak	In-Class Activity within the practical labs each week.

### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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1. Shoulder Osteology and Myology
2. Shoulder Joint Biomechanics
3. Shoulder Set Ups and Adjustments **fig 6.53, fig 6.59 at (30), (90) degrees**
4. Public Health. **What is Culture** presentations and recorded interview on Indigenous health issues

1. Read Bergmann, Chapter 6: Extraplural Technique pg 294- 309
2. Functional Anatomy: Christy Cael Chapter 4
3. Muscle Manual: Dr Nikita. A Vizniak

In-Class Activity within the practical labs each week.

#### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Study - no classes scheduled	Study - no classes scheduled	Study- no classes scheduled

#### Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. AC &amp; SC Joint Myology &amp; Biomechanics</li> <li>3. AC and SC Set Ups and Adjustments fig 6.61, fig 6.63 and fig 6.65</li> <li>4. Ethics- The Code is more like Guidelines</li> <li>5. Commencing Preparation for the Great Debate</li> <li>6. How to proceed when evidence - based practice is required but very little evidence available.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read Bergmann, Chapter 6: Extraplural Techniques pg 299-312</li> <li>2. Functional Anatomy: Christy Cael Ch 4</li> <li>3. Muscle Manual Dr Nikita.A.Vizniak</li> <li>4. Dr Doug Scown</li> </ol>	In-Class Activity within the practical labs each week.

#### Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. Elbow Osteology and Myology</li> <li>2. Biomechanics of the Elbow</li> <li>3. Elbow Set Ups and Adjustments fig 6.85, fig 6.86, fig 6.87, 6.88 , 6.89, 6.90 elbow adjustments fig 6. 92 and fig 6.93</li> </ol>	<ol style="list-style-type: none"> <li>1.Read Bergmann, Chapter 6: Extraplural Techniques pg 315- 325</li> <li>2. Functional Anatomy: Christy Cael Chapter 5 ---</li> <li>3. Muscle Manual: Dr A.Vizniak</li> </ol>	In-Class Activity within the practical labs each week.

#### Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. Wrist and Hand Osteology and Myology</li> <li>2. Biomechanics of the Wrist and Hand</li> <li>3. Wrist and Hand Set Ups and Adjustments <b>fig 6.126, fig 6.130, fig 6.132, fig 6.133, and fig 6.134</b></li> <li>4. Public Health Screenings for Disease Recognising the benefits and limitations of Public Health Screenings</li> </ol>	<ol style="list-style-type: none"> <li>1.Read Bergmann, Chapter 6: Extraplural Techniques pg 326- 337</li> <li>2. Functional Anatomy: Christy Cael Chapter ---</li> <li>3. Muscle Manual: Dr A.Vizniak</li> </ol>	In-Class Activity within the practical labs each week.

#### Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
<ol style="list-style-type: none"> <li>1. Temporomandibular Joint TMJ</li> <li>2. Biomechanics of Temporomandibular Joint TMJ <b>fig 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23, 6.24 and 6.25</b></li> <li>3. Critical Thinking. Thinking tools - How to transform your thinking part 1 and 2</li> </ol>	<ol style="list-style-type: none"> <li>1. Read Bergmann, Chapter 6: Extraplural Techniques pg 283- 294</li> <li>2. Functional Anatomy: Christy Cael Chapter ---</li> <li>3. Muscle Manual: Dr A.Vizniak</li> </ol>	In-Class Activity within the practical labs each week.

#### Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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1. Non Thrust procedures: Mobilisations, Traction and Soft Tissue Techniques
2. The Great Debate

**1.** Bergmann, Chapter 7 Nonthrust Procedures : Mobilisation , Traction and Soft Tissue Techniques pg 381-417

In-Class Activity within the practical labs each week.

**On-Campus Activity** Due: Week 10 Friday (22 Sept 2017) 5:00 pm AEST

#### Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>1. Review Material and MOCK OSCE</b>	<b>MOCK OSCE</b>	No On-Campus Activity scheduled for this week but will address any concerns for the up coming OSCE  <b>ePortfolio Written Assessment</b> Due: Week 11 Friday (29 Sept 2017) 5:00 pm AEST

#### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>OSCE</b>	<b>OSCE</b>	<b>OSCE</b>  <b>OSCE - Practical Assessment</b> Due: Week 12 Friday (6 Oct 2017) 5:00 pm AEST

#### Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>

#### Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Examination Week</b>	<b>Examination Week</b>	<b>Examination Week</b>

## Term Specific Information

CHIR12006 is the 4th unit the in Foundations of Chiropractic Practice program.

A weekly Zoom session will be made available for 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.

If you wish to speak to myself and ask specific questions then please use the Q & A Forum where the answer to your questions can addressed and could benefit of the entire 2nd year cohort.

I can be contacted on [m.harris@cqu.edu.au](mailto:m.harris@cqu.edu.au)

## Assessment Tasks

### 1 On-Campus Activity

#### Assessment Type

On-campus Activity

#### Task Description

In order to provide students with on-going feedback their On-Campus Activities will be assessed via a series of weekly Short Activities (i.e. Presentations or Practical Application). These Short Activities will take place in the first 10-15 minutes of the 2nd Tutorial/Practical sessions of each week. They will assess material covered from the previous week's learning activities.

These short activities will be marked in class thus providing immediate feedback and will be graded on a pass/fail basis. At the conclusion of the semester they will be collated and students will be required to pass at least 8 in order to pass the unit.

Students may work in groups to complete the short activities and will be permitted to use text and on-line resources to

assist in providing their answers.

**Assessment Due Date**

Week 10 Friday (22 Sept 2017) 5:00 pm AEST

These are weekly activities with the final Short Activity occurring in Week 10 of practical class

**Return Date to Students**

Review/Exam Week Friday (13 Oct 2017)

Feedback will be provided to students after each Short Activity.

**Weighting**

Pass/Fail

**Minimum mark or grade**

80% of the On- Campus activities must be passed to achieve a pass in this unit.

**Assessment Criteria**

The composition of weekly On- Campus Activities will be based on the following criteria:

Does the student demonstrate knowledge of the principles and practice of chiropractic, their approaches to treatment and management of chiropractic?

Can the student interpret and analyse from musculoskeletal assessment findings (observation, range of movement and palpation)?

Does the student demonstrate knowledge of the application of adjustments/manipulations of the cervical spine and upper limbs ?

Can the student competently perform the adjustments/manipulative setups for the cervical spine and upper limbs ?

Can the student demonstrate their knowledge of the anatomy and biomechanics as outlined in the content provided on Moodle?

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

Upload weekly rubrics into Turnitin in Moodle promptly.

**Learning Outcomes Assessed**

- Interpret the findings from musculoskeletal assessments in order to recommend an appropriate treatment/management protocol, including the manipulative/adjusting techniques used.
- Apply your psychomotor skills to adjusting/manipulative set-ups and thrusts, for spinal and peripheral joints, in preparation for clinical practice training.
- Discuss the clinical application of soft tissue therapeutic procedures and non-force techniques according to case studies, in preparation for clinical training.
- Explain the role of muscle testing, including how the procedure integrates into chiropractic assessment protocols.
- Discuss the application of manipulation/adjusting skills according to clinical case studies, in preparation for clinical training.
- Integrate chiropractic approaches to treatment and management at a clinical level.

**Graduate Attributes**

- Communication
- Problem Solving
- Team Work
- Ethical practice

## 2 ePortfolio Written Assessment

**Assessment Type**

Portfolio

**Task Description**

You are required to maintain a journal for each lab you attend and provide reflections on class discussions and material taught during the lecture. 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. This 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 (29 Sept 2017) 5:00 pm AEST

The portfolio is due weeks 6 and 11. The week 6 submission is not graded and used for feedback to ensure you are on - track with your reflections. A complete, accurate and up-to-date journal must be submitted to the unit coordinator.

**Return Date to Students**

The results will be returned to students once moderated

**Weighting**

20%

**Minimum mark or grade**

Minimum mark or grade - Minimum 50%. Further information can be found in Moodle. Failure to achieve the minimum grade will result in failure to pass this unit.

**Assessment Criteria**

You will be required to reflect on the theoretical and practical content of the unit and enter your comments in a journal which should then be entered electronically. Note that you will continue to develop your portfolio in future units in the course.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Upload your ePortfolio via Turnitin

**Learning Outcomes Assessed**

- Interpret the findings from musculoskeletal assessments in order to recommend an appropriate treatment/management protocol, including the manipulative/adjusting techniques used.
- Apply your psychomotor skills to adjusting/manipulative set-ups and thrusts, for spinal and peripheral joints, in preparation for clinical practice training.
- Discuss the clinical application of soft tissue therapeutic procedures and non-force techniques according to case studies, in preparation for clinical training.
- Explain the role of muscle testing, including how the procedure integrates into chiropractic assessment protocols.
- Discuss the application of manipulation/adjusting skills according to clinical case studies, in preparation for clinical training.
- Integrate chiropractic approaches to treatment and management at a clinical level.
- Critically reflect on relevant sources of information.

**Graduate Attributes**

- Communication
- Problem Solving
- Cross Cultural Competence
- Ethical practice

## 3 OSCE - Practical Assessment

**Assessment Type**

Practical Assessment

**Task Description**

You will need to demonstrate competence in the following practical skills in an applied context::

- Psychomotor skill setups
- Soft tissue techniques
- Evaluation of the spine and peripheral joints.
- Muscle tests taught this term.

**Assessment Due Date**

Week 12 Friday (6 Oct 2017) 5:00 pm AEST

OSCE - Practical Examination

## Return Date to Students

Results will be released once moderated

### Weighting

50%

### Minimum mark or grade

Minimum mark or grade - 50%. Further information can be found in Moodle. You must achieve the minimum grade in order to pass this unit.

### Assessment Criteria

- Can you demonstrate competence in psychomotor skill setups in an applied context?
- Can you demonstrate competence in performing soft tissue techniques in an applied context?
- Can you demonstrate competence in evaluating the spine and peripheral joints (observation, range of motion, motion and static palpation)?

Please Note :

1. The tasks will be allocated to you randomly according to a series of station cards within a designated time.
2. Students will present to the OSCE dressed professionally as you would if you were a practitioner in the field.
3. Each station is timed. You will have a set time to complete the stations, therefore if a station is not completed within the allocated time the practical element will be stopped and you will be marked based on the 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.

### Referencing Style

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

### Submission

Offline

### Submission Instructions

Practical assessments are performed in-class at the schedule class time. This test will be held in the practical room

### Learning Outcomes Assessed

- Interpret the findings from musculoskeletal assessments in order to recommend an appropriate treatment/management protocol, including the manipulative/adjusting techniques used.
- Apply your psychomotor skills to adjusting/manipulative set-ups and thrusts, for spinal and peripheral joints, in preparation for clinical practice training.
- Integrate chiropractic approaches to treatment and management at a clinical level.

### Graduate Attributes

- Communication
- Problem Solving
- Ethical practice

## Examination

### Outline

Complete an invigilated examination.

### Date

During the examination period at a CQUniversity examination centre.

### Weighting

30%

### Length

120 minutes

### Minimum mark or grade

Minimum percentage of examination marks required to pass course - 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