



# CHIR12007 Clinical Assessment and Diagnosis 1

## Term 1 - 2020

Profile information current as at 01/05/2024 08:22 am

All details in this unit profile for CHIR12007 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### Corrections

#### Unit Profile Correction added on 28-04-20

The end of term examination has now been changed to an online assessment. Please see Moodle for further details.

### General Information

#### Overview

In this unit you will learn about important features of clinical conditions which are commonly encountered in chiropractic practice. In learning the etiology, incidence, pathophysiology and clinical presentation of these conditions, you will integrate this theoretical knowledge with the the assessment and management skills acquired in Professional Chiropractic Practice 1 (CHIR13008).

#### 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

Prerequisites: MPAT12001 Medical Pathophysiology Co-requisite: CHIR13008 Professional Chiropractic Practice 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 - 2020

- 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. **Portfolio**

Weighting: 20%

#### 2. **In-class Test(s)**

Weighting: 30%

#### 3. **Examination**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## 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 Students response from "Have Your Say"

##### Feedback

The students felt that having only one two-hour tutorial per week wasn't enough to cover the knowledge and practical skills required for this unit.

##### Recommendation

This unit is being modified as part of the 2020 Chiropractic curriculum review. The student's eagerness to learn, as evidenced by the request for additional tutorial time, shall be advanced as part of the review and discussion in the plan proposals.

#### Feedback from Students response from "Have Your Say"

##### Feedback

Students appreciated having a mid-term OSCE and that the lead up preparation and final exam were set out well for effective learning.

##### Recommendation

The unit coordinator shall continue to provide information and assessment tasks to students in a fashion to maximise their learning and deliver authentic clinical scenarios.

#### Feedback from Students response from "Have Your Say"

##### Feedback

Students requested that practical assessment rubrics be implemented with more consistency and clarity for both staff and students.

##### Recommendation

The unit coordinator shall endeavour to create clearly defined parameters and instructional materials for tutors across the campuses to use during the assessment processes to maximise equity and discrimination capabilities in the marking rubrics.

## Unit Learning Outcomes

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

1. Discuss the etiology, incidence and pathophysiology of commonly encountered conditions of the spine and extremities in chiropractic practice
2. Describe the clinical presentation of commonly encountered conditions of the spine and extremities in chiropractic practice
3. Demonstrate an introductory level of clinical reasoning in relation to the selection and application of commonly used assessment and management procedures.

Learning outcome 1 - competency 3 (3.4)

Learning outcome 2 - competency 3 (3.4)

Learning outcome 3 - competency 1 (1.2, 1.3), 3 (3.3, 3.4, 3.5). 4 (4.1, 4.2)

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



N/A  
Level



Introductory  
Level



Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Portfolio - 20%			•
2 - In-class Test(s) - 30%	•	•	
3 - Examination - 50%	•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving			•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	
5 - Team Work			
6 - Information Technology Competence	•		
7 - Cross Cultural Competence			
8 - Ethical practice			•
9 - Social Innovation			•
10 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Portfolio - 20%	•	•	•					•		
2 - In-class Test(s) - 30%		•	•	•		•				
3 - Examination - 50%		•	•	•						

## Textbooks and Resources

### Textbooks

CHIR12007

#### Prescribed

##### Merck Manual of Diagnosis and Therapy

20th edition (2018)

Authors: Merck Editor

Elsevier Health Sciences

London, UK

ISBN: 9780911910421

Binding: Hardcover

#### Additional Textbook Information

Copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search 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

No referencing style set.

## Teaching Contacts

**Kristin Grace** Unit Coordinator

[k.grace@cqu.edu.au](mailto:k.grace@cqu.edu.au)

## Schedule

### Week 1 - Introduction and Cervical Spine - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
1.1 Course profile, expectations, assessments and portfolio.	Orthopedic Physical Assessment 6th (2014); Authors: David J. Magee;	Sign on to Weebly and set up Portfolio
1.2 Developing a Diagnosis, Differential Diagnosis, Clinical Reasoning & Guideline based management	Chapter 1 AOSpine Masters Series, Volume 5: Cervical Spine Trauma. Stuttgart: Thieme Medical, Incorporated, 2015.	
1.3 Red and Yellow Flags	Web.; Chapter 1	
1.4 Pain	Differential Diagnosis for the	
1.5 Cervical Spine: Tissue & Anatomy, Facet Sprain vs. Dysfunction; Cervical Muscle strain; Subluxation/ Cervical Manipulable lesions	Chiropractor Protocols and Algorithms 5th (2016); Authors: Souza T.A; 59-72	

### Week 2 - Cervical Spine Continued - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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2.1 OA - Spondylosis, Uncovertebral and Facet arthrosis; Stenosis	Orthopedic Physical Assessment 6th (2014); Authors: David J. Magee; Chapter 3 - Cervical Spine 148-162, 180-183	
2.2	Differential Diagnosis for the Chiropractor Protocols and Algorithms 5th (2016); Authors: Souza T.A; 79-96, 103-104	
A. Whiplash/ WAD	AOSpine Masters Series, Volume 5: Cervical Spine Trauma. Stuttgart: Thieme Medical, Incorporated, 2015. Web.; Chapters 2-16	Portfolio Questions to be submitted no later than 12am Tuesday morning - Weeks 1 & 2 will be submitted for week 2
B. Cervical Spine Trauma	Kasch, Helge, Dennis Turk, and Troels S. Jensen. Whiplash Injury : Perspectives on the Development of Chronic Pain. 2016. Web.; Chapters 3 & 8	In class test weekly
2.3 Cervical Disc Lesions, Radiculopathy and Myelopathy		
2.4 Torticollis		

### Week 3 - Thoracic Spine - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
3.1 Thoracic Spine – Tissue and Anatomy; Mechanical Pain	Orthopedic Physical Assessment 6th (2014); Author: David J. Magee; Chapter 8, Thoracic Spine; 508-515, 536 (Tables)	
3.2 Costochondritis, Scapulocostal Bursitis/ Tendonitis, Herpes Zoster; Thoracic Disc lesions	Differential Diagnosis for the Chiropractor Protocols and Algorithms 5th (2016); Authors: Souza T.A; 119-123, 127-133	Portfolio Questions to be submitted no later than 12am Tuesday morning
3.3 Compression fracture; Rib – Subluxation vs Fracture	Merck Manual of Diagnosis and Therapy 20th; Authors: Merck Editor; 1624-1625	In class test weekly
3.4 Thoracic Spine OA and other common Arthropathies; Facet Syndrome		
3.5 Scheuermann's disease; Postural Syndromes		

### Week 4 - Lumbar Spine - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
4.1 Lumbar Spine – Tissue and Anatomy	Orthopedic Physical Assessment 6th (2014); Author: David J. Magee; Chapter 9, Lumbar Spine; 550-562, 563 & 566 (Tables), 588-594; Chapter 10, Pelvis; 649-654	Portfolio Questions to be submitted no later than 12am Tuesday morning
4.2 Chronic LBP. Disc Disease and OA	Differential Diagnosis for the Chiropractor Protocols and Algorithms 5th (2016); Authors: Souza T.A; 163-180, 190-221, 233-235	In class test weekly
4.3 Lumbar Radiculopathy, Spinal Stenosis, Sciatica, Piriformis S		
4.4 Lumbar Strain/Sprain; SI syndrome; Coccyx		

### Week 5 - Lumbar Spine continued - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
5.1 Special Groups & Cauda Equina		
5.2 Spinal Myofascial Pain Disorders (incl dysfunction/ subluxation); Postural Dysfunctions	Merck Manual of Diagnosis and Therapy 20th; Authors: Merck Editor; 1260-1261	Portfolio Questions to be submitted no later than 12am Tuesday morning
5.3 Other Conditions		In class test weekly
Infection, Herpes Zoster (Shingles), Neuropathy (DM, Alcoholic); AAA		

### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - Upper Limb and Lower Limb Neuropathies & Entrapments - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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6.1 Overview of Nerve Entrapment/  
Nerve Compression/ Compression  
Neuropathy  
6.2 Upper Limb  
a. Pronator Teres S  
b. CTS – Carpal Tunnel S  
c. Ulnar Nerve S  
d. Cubital Tunnel Entrapment  
6.3 Lower Limb  
a. Meralgia Paresthetica  
b. Tibial and Deep Peroneal Nerve  
Entrapment  
c. TTS – Tarsal Tunnel S  
d. Morton’s neuroma

Patten, John. Neurological Differential  
Diagnosis. 2nd ed. London ; New York:  
Springer, 1996. Print; Chapters 16 &  
17  
Orthopedic Physical Assessment 6th  
(2014); Author: David J. Magee;  
Chapter 6, Elbow; 399, 412-416, 426  
(Table); Chapter 7, Wrist/ Hand, 483  
(+Table); Chapter 11, 731-732, 734  
(Table), Chapter 12, 852-854; Chapter  
13, 942-947

Portfolio Questions to be submitted no  
later than 12am Tuesday morning  
In class test weekly

### Week 7 - Upper Limb Conditions - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
7.1 Review Shoulder Anatomy and Tissue 7.2 Subacromial Bursitis, Adhesive Capsulitis 7.3 Rotator Cuff S , Impingement, Labral Tears, 7.4 Misc a. Shoulder Trauma (Fracture/ Dislocation) & Instability b. Shoulder Arthropathies	Orthopedic Physical Assessment 6th (2014); Author: David J. Magee; Chapter 5, Shoulder; 252-264; 349 Differential Diagnosis for the Chiropractor Protocols and Algorithms 5th (2016); Authors: Souza T.A; 237-245, 272-288, 298-300	Portfolio Questions to be submitted no later than 12am Tuesday morning In class test weekly

### Week 8 - Distal Upper Limb Conditions - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
8.1 Review Elbow, Wrist and Hand Tissue and Anatomy 8.2 Tennis/ Golfer’s Elbow 8.3 Elbow Bursitis/ Tendonitis 8.4 Wrist Intersection 8.5 Misc a. Elbow, Wrist and Hand trauma Fracture/ Dislocation) b. Elbow, Wrist and Hand Arthropathies	Orthopedic Physical Assessment 6th (2014); Author: David J. Magee; Chapter 6, Elbow; 388-90; Chapter 7, Wrist/ Hand, 429-433 Differential Diagnosis for the Chiropractor Protocols and Algorithms 5th (2016); Authors: Souza T.A; 303-308, 311-321, 326-336, 342-356	Portfolio Questions to be submitted no later than 12am Tuesday morning In class test weekly

### Week 9 - Pelvis and Hip Conditions - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
9.1 Review Hip Tissue and Anatomy 9.2 Hip, Buttock and Groin Muscle Injuries; Labral Tears 9.3 Hip OA; FAI - Femoroacetabular Impingement	Orthopedic Physical Assessment 6th (2014); Author: David J. Magee; Chapter 11, Hip, 689-695 Differential Diagnosis for the Chiropractor Protocols and Algorithms 5th (2016); Authors: Souza T.A; 391-397, 401-404, 407-408, 413-414	Portfolio Questions to be submitted no later than 12am Tuesday morning In class test weekly

### Week 10 - Pelvis and Hip Continued - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
10.1 Bursitis, Synovitis, 10.2 Childhood Conditions 10.3 AVN/ Osteonecrosis 10.4 Fractures and Tumors	Differential Diagnosis for the Chiropractor Protocols and Algorithms 5th (2016); Authors: Souza T.A; 405-407, 409-410, 412, 419-421	Portfolio Questions to be submitted no later than 12am Tuesday morning In class test weekly

### Week 11 - Lower Limb - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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11.1 Review Knee, Ankle and Foot Tissue and Anatomy  
 11.2 Meniscal and Knee Ligament Injuries  
 11.3 Ankle Sprain  
 11.4 Plantar Fasciitis  
 11.5 Misc  
 a. Knee, Ankle and Foot Trauma (Fracture/ Dislocation)  
 b. Knee Ankle and Foot Arthropathies

Orthopedic Physical Assessment 6th (2014); Author: David J. Magee; Chapter 12, Knee, 765-770; Chapter 12, Leg, Ankle & Foot, 888-895  
 Differential Diagnosis for the Chiropractor Protocols and Algorithms 5th (2016); Authors: Souza T.A; 423-433, 448-470, 478-506, 514-530, 534-538

Portfolio Questions to be submitted no later than 12am Tuesday morning  
 In class test weekly

**weekly portfolio submission** Due: Week 11 Monday (25 May 2020) 11:45 pm AEST  
**Weekly In-class test** Due: Week 11 Monday (25 May 2020) 11:45 pm AEST

### Week 12 - Practice Cases - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
12.1 Series of Practice Cases that Incorporate the Terms Learning Objectives		

### Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 weekly portfolio submission

#### Assessment Type

Portfolio

#### Task Description

Workbook Questions

Each week you will be expected to upload the questions from the workbook to your Weebly Portfolio page for CHIR12007 and answer these questions prior to the first tutorial of each week. These questions will be discussed in tutorial. You will be expected to correct any answers that are not correct. This will commence week 2 and will assist with review for the final assessment.

#### Assessment Due Date

Week 11 Monday (25 May 2020) 11:45 pm AEST

#### Return Date to Students

Week 12 Monday (1 June 2020)

#### Weighting

20%

#### Minimum mark or grade

50%

#### Assessment Criteria

All weekly workbook tasks are to be uploaded with attempted answers prior to the first tutorial of each week. If there is no weekly submission, an 'Incomplete' will be allotted for that week. Marking rubric will posted on Moodle. 3 'Incomplete' marks will result in an overall fail of the portfolio component. It is expected that by the end of the term, the portfolio will be complete with correct answers

#### Submission

Online

#### Submission Instructions

Turnitin

#### Learning Outcomes Assessed

- Demonstrate an introductory level of clinical reasoning in relation to the selection and application of commonly used assessment and management procedures.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Ethical practice

## 2 Weekly In-class test

**Assessment Type**

In-class Test(s)

**Task Description**

This will be a series of 10 questions including but not limited to multiple-choice, short answer or short case based questions related to the weekly lectures and reading materials.

This will be opened during either the first or second tutorial of each of weeks 2-11. Students will be given 20 minutes to complete the test and it will then be closed and marked.

**Assessment Due Date**

Week 11 Monday (25 May 2020) 11:45 pm AEST  
Tuesday OR Thursday during tutorial session

**Return Date to Students**

Week 11 Monday (25 May 2020)  
Following the Thursday tutorial

**Weighting**

30%

**Minimum mark or grade**

50%

**Assessment Criteria**

As the questions asked in each test will be objective in style, answers will be computer marked as either correct or incorrect. Some questions will require you to demonstrate a knowledge of facts, while others will require you to use your interpretive or analytical skills.

**Submission**

Online

**Learning Outcomes Assessed**

- Discuss the etiology, incidence and pathophysiology of commonly encountered conditions of the spine and extremities in chiropractic practice
- Describe the clinical presentation of commonly encountered conditions of the spine and extremities in chiropractic practice

**Graduate Attributes**

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

## Examination

**Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

50%

**Length**

120 minutes

**Minimum mark or grade**

50%

**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