



# CHIR13006 *Clinical Assessment and Diagnosis 2*

## Term 2 - 2018

Profile information current as at 03/05/2024 05:30 pm

All details in this unit profile for CHIR13006 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 will build upon Foundations of Chiropractic Practice 3 (CHIR12005), Foundations of Chiropractic Practice 4 (CHIR12006), Professional Chiropractic Practice 1 (CHIR13008), and Clinical Assessment and Diagnosis 1 (CHIR12007) with the focus on peripheral orthopaedic assessments, respective conditions, and a review of regional peripheral psychomotor adjustive skills. You will practice peripheral orthopaedic examinations, in conjunction with specific psychomotor techniques aimed to investigate pertinent principles of differential diagnoses. You will study peripheral conditions and protocols using relevant case studies and discuss the chiropractic management and treatment appropriate for your diagnoses.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Pre-requisite: CHIR12005, CHIR12006, CHIR12007 and CHIR13008

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 - 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. **On-campus Activity**

Weighting: Pass/Fail

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

Weighting: 60%

#### 3. **Examination**

Weighting: 40%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Class representatives and student feedback; self reflection

##### Feedback

The unit coordinator and tutors are aware of the challenges in consistent delivery and assessment of the material across the various campuses. Changes have been made but will need to have continued editing and monitoring to put in place standardisations in assessment criteria and marking rubrics. One goal is to provide the student with more formative, real time feedback opportunities in a timely fashion.

##### Recommendation

This recommendation will be to continue developing specific and well-defined rubrics and assessment criteria. Another recommendation will be to improve the response to attending ZOOM sessions that had been allocated for tutor training and/or addressing any questions or concerns (i.e. workshops) so that each tutor knows what is expected.

#### Feedback from Student Feedback

##### Feedback

Heavy amount of theoretical material and well as orthopaedic tests to memorise.

##### Recommendation

Despite this being the first time through with this material content for this unit, restructuring and refinement will be instituted for Term 2, 2018t. Improved application of the material and coordination (referenced material) within the practical sessions will be undertaken. There is an appreciation about the number of tests and how they can be presented, however, it is ethically obligatory to utilise as many diagnostic 'tools' as possible to confirm or deny suspected differential diagnoses. References to textbooks detailing more sensitivity and specificity of tests will be reviewed.

#### Feedback from Student Feedback

##### Feedback

Lack of or unapproachable response from unit coordinator and or rude responses to enquiries.

##### Recommendation

Provisions had been made to respond, rather quickly, to direct email, questions on the Moodle Q & A Forum as well as weekly one-hour recorded ZOOM sessions to address any concerns or comments. There were only 3-4 students that consistently attended those sessions; all items were satisfactorily addressed. However, in 2018, the Q & A Forum, and weekly ZOOM sessions will continue and students shall be encouraged to address questions and concerns through this medium.

## Unit Learning Outcomes

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

1. Apply orthopaedic diagnostic procedures and/or adjustive set-up psychomotor skills focused on the appendicular skeleton.
2. Develop differential diagnoses from medical histories and physical examinations specific to the appendicular skeleton.
3. Utilise clinical reasoning skills and evidence based approaches to diagnose conditions suitable or contraindicated to chiropractic care of the appendicular skeleton.
4. Investigate appropriate chiropractic techniques in the treatment and management of appendicular skeletal conditions.

## 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	4
1 - On-campus Activity - 0%		•	•	•
2 - Objective Structured Clinical Examinations (OSCEs) - 60%	•			
3 - Examination - 40%	•	•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - On-campus Activity - 0%	•	•			•					
2 - Objective Structured Clinical Examinations (OSCEs) - 60%	•				•		•	•		
3 - Examination - 40%		•	•	•		•	•	•		

## Textbooks and Resources

### Textbooks

CHIR13006

#### Prescribed

##### Physical Assessment

1st Edition (2016)

Authors: Nikita Vizniak

Professional Health Systems Inc

Burnaby , British Columbia , Canada

ISBN: 978-0-9732742-0-2

Binding: Spiral

#### Additional Textbook Information

[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

**David Hannah** Unit Coordinator

[d.hannah@cqu.edu.au](mailto:d.hannah@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Introduction to Clinical Assessment and Diagnosis 2 and unit expectations; eliciting a history, different history types, orthopaedic approach, diagnostic contraindications and the integrated diagnosis process. Practical Lab: A review of the GORP OMNI and review of the lumbar skills taught in PCP1.	Vizniak, N, " <i>Orthopaedic Assessment - Evidenced Informed</i> ", 5th Edition, Professional Health Systems Inc. 2018, <b>pages 4-15</b>	On-Campus Activity: - case scenario lumbar spine (as a review only)

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Lecture: Hip conditions involving muscle, impingement and trauma, infection and congenital.  
 Practical: Hip involving general approach, screening observation, muscle, impingement and fracture, adjustive setups pertinent to these conditions will be reviewed.

Vizniak, N, "Orthopaedic Assessment - Evidenced Informed", 5th Edition, Professional Health Systems Inc. 2018  
**pages 330-344**  
 Bergmann, T and Peterson, D, "Chiropractic Technique, Principles and Procedures, 3rd Edition", 2011 Elsevier, Mosby, St Louis Missouri  
**pages 343-350**

On-Campus Activity: - case scenario hip condition

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Overview and key facts on knee conditions, knee conditions affecting patella and meniscus. Practical: Knee general approach followed by meniscal and patellofemoral tests, adjustive setups pertinent to these conditions will be reviewed.	Vizniak, N, "Orthopaedic Assessment - Evidenced Informed", 5th Edition, Professional Health Systems Inc. 2018 <b>pages 358-377</b> Bergmann, T and Peterson, D, "Chiropractic Technique, Principles and Procedures, 3rd Edition", 2011 Elsevier, Mosby, St Louis Missouri <b>pages 356-364</b>	On-Campus Activity: - case scenario knee condition

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Knee conditions involving ligaments, tendinopathy, bursa and miscellaneous conditions. Practical: Knee ligamentous instability, followed by adjustive setups pertinent to these conditions will be reviewed.	Vizniak, N, "Orthopaedic Assessment - Evidenced Informed", 5th Edition, Professional Health Systems Inc. 2018 <b>pages 358-377</b> Bergmann, T and Peterson, D, "Chiropractic Technique, Principles and Procedures, 3rd Edition", 2011 Elsevier, Mosby, St Louis Missouri, <b>pages 356-364</b>	On-Campus Activity: - case scenario knee condition

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Overview of ankle, conditions involving ligaments, muscles, stress fractures etc., then overview of foot conditions. Practical: Ankle and foot ligamentous Instability, followed by adjustive setups pertinent to these conditions will be reviewed.	Vizniak, N, "Orthopaedic Assessment - Evidenced Informed", 5th Edition, Professional Health Systems Inc. 2018 <b>pages 391-398</b> Bergmann, T and Peterson, D, "Chiropractic Technique, Principles and Procedures, 3rd Edition", 2011 Elsevier, Mosby, St Louis Missouri <b>pages 370-379</b>	On-Campus Activity: - case scenario ankle condition

### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Overview of shoulder conditions and approach, tendinopathy and impingement. Practical: Shoulder general screening with tendinopathy and impingement tests, followed by adjustive setups pertinent to the glenohumeral joint will be reviewed.	Vizniak, N, "Orthopaedic Assessment - Evidenced Informed", 5th Edition, Professional Health Systems Inc. 2018 <b>pages 252-266</b> Bergmann, T and Peterson, D, "Chiropractic Technique, Principles and Procedures, 3rd Edition", 2011 Elsevier, Mosby, St Louis Missouri <b>pages 301-315</b>	On-Campus Activity: - case scenario knee condition

### Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Lecture: Shoulder conditions involving ligament and other structures.  
 Practical: Shoulder tests for stability and labral tears, followed by adjustive setups for AC and SC joints will be reviewed.

Vizniak, N, "Orthopaedic Assessment - Evidenced Informed", 5th Edition, Professional Health Systems Inc. 2018  
**pages 292-296**  
 Bergmann, T and Peterson, D, "Chiropractic Technique, Principles and Procedures, 3rd Edition", 2011 Elsevier, Mosby, St Louis Missouri  
**pages 301-315**

On-Campus Activity: - case scenario shoulder condition

## Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Overview of elbow conditions, tendinopathy, bursitis, sprains, and neuropathy. Practical: Elbow tests for muscular and ligamentous stability, followed by adjustive setups for the elbow will be reviewed.	Vizniak, N, "Orthopaedic Assessment - Evidenced Informed", 5th Edition, Professional Health Systems Inc. 2018 <b>pages 310-318</b> Bergmann, T and Peterson, D, "Chiropractic Technique, Principles and Procedures, 3rd Edition", 2011 Elsevier, Mosby, St Louis Missouri <b>pages 320-325</b>	On-Campus Activity: - case scenario elbow condition

## Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Overview of wrist and hand conditions, tendinopathy, sprains, neuropathy and other conditions. Practical: Wrist and hand tests for general conditions, followed by ligamentous stability, vascular and fracture issues, followed by adjustive setups for the wrist, and hand will be reviewed.	Vizniak, N, "Orthopaedic Assessment - Evidenced Informed", 5th Edition, Professional Health Systems Inc. 2018 <b>pages 252-266</b> Bergmann, T and Peterson, D, "Chiropractic Technique, Principles and Procedures, 3rd Edition", 2011 Elsevier, Mosby, St Louis Missouri <b>pages 332-337</b>	On-Campus Activity: - case scenario wrist/hand condition

## Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Overview of rib - thoracic conditions, scoliosis, visceral referral and TMJ issues. Practical: Overview of the scoliosis screening, and testing for rib/thoracic conditions, followed by palpation and TMJ assessment approach.	Vizniak, N, "Orthopaedic Assessment - Evidenced Informed", 5th Edition, Professional Health Systems Inc. 2018 <b>pages 171-177</b> Bergmann, T and Peterson, D, "Chiropractic Technique, Principles and Procedures, 3rd Edition", 2011 Elsevier, Mosby, St Louis Missouri <b>pages 291-294</b>	On-Campus Activity: - case scenario chest condition

## Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: None this week in preparation for the final examination and focus on the final OSCE. Practical: Revision for FINAL OSCE.	Revision	On-Campus Activity: - case scenario lower leg condition

## Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: None this week in preparation for the final examination and focus on the final OSCE. Practical: Revision for FINAL OSCE.		<b>FINAL OSCE: Wednesday October 3, 2018</b>  <b>On-Campus Activity</b> Due: Week 12 Friday (5 Oct 2018) 11:50 pm AEST <b>PRACTICAL OSCE</b> Due: Week 12 Wednesday (3 Oct 2018) 4:00 pm AEST

**Review/Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 15 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Although there will be a review of the spinal orthopaedic tests presented in CHIR13008 Professional Chiropractic Practice 1 and neurological testing procedures presented in CHIR12007 Clinical Assessment and Diagnosis 1, they WILL NOT be assessed in the Final OSCE for this unit. Illustration and understanding of these procedures will be considered 'required knowledge', however, occasionally through CHIR13006 CAD2, they will be utilised in the relevant history, protocols, chiropractic management and treatment. A review of the peripheral extremity adjustive setup techniques presented in CHIR12005 Foundations of Chiropractic Practice 3 and CHIR12006 Foundations of Chiropractic Practice 4, WILL BE assessed, along with any new peripheral orthopaedic material presented in this unit.

## Assessment Tasks

### 1 On-Campus Activity

**Assessment Type**

On-campus Activity

**Task Description**

The on-campus activities are formative in nature and will assist in preparing you to learn the material throughout this term. There will not be a specific marking rubric for each activity, as it is dependent upon your interactive participation with the tutor and your colleagues. It will be monitored, and should not to be interpreted as merely "attendance". You will receive a PASS/FAIL for the activities which is **required** to complete this unit.

**Assessment Due Date**

Week 12 Friday (5 Oct 2018) 11:50 pm AEST

Feedback from tutor by the end of week12.

**Return Date to Students**

Review/Exam Week Friday (12 Oct 2018)

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass/Fail mandatory component and 80% attendance in practical labs, unless excused with pertinent documentation or valid notification.

**Assessment Criteria**

The on-campus activity formative feedback will be not only on attendance but peer interaction, preparation participation and contribution.

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Develop differential diagnoses from medical histories and physical examinations specific to the appendicular skeleton.
- Utilise clinical reasoning skills and evidence based approaches to diagnose conditions suitable or contraindicated to chiropractic care of the appendicular skeleton.
- Investigate appropriate chiropractic techniques in the treatment and management of appendicular skeletal conditions.

**Graduate Attributes**

- Communication
- Problem Solving



- Team Work

## 2 PRACTICAL OSCE

### Assessment Type

Objective Structured Clinical Examinations (OSCEs)

### Task Description

#### Task Description

This practical examination will be presented in an OSCE format consisting of 3 components. Time allocation will be identified by week 10 of the term.

The **three (3) components** will be case scenarios based on a shoulder or hip, an elbow or knee **and** a wrist/hand or ankle/foot conditions. You will be presented with a random selection of cards drawn from condition descriptions covered throughout the course as per the regions indicated above.

You will need to form an action plan to perform diagnostic aspects of GORP OMNI. You will select relevant orthopaedic tests to confirm or deny the given provisional diagnosis.

You will be asked questions to substantiate the significance and your understanding of the tests you are performing, as part of the diagnostic procedure specified in the learning outcomes.

You will be given adjustive setups that you will be required to demonstrate, from each component card. They will be appropriate for the region, however, not necessarily consistent with the provisional diagnosis provided.

### Assessment Due Date

Week 12 Wednesday (3 Oct 2018) 4:00 pm AEST

Exact time run at each campus will be provided in due course to ensure no overlap with other units.

### Return Date to Students

Review/Exam Week Friday (12 Oct 2018)

### Weighting

60%

### Minimum mark or grade

50%

### Assessment Criteria

You will be assessed on the relevance of the selected examinations, care and communication, your ability to discuss and describe the examination, the clinical relevance of any findings from the examination and a professional demonstration of the adjustive setups.

#### Assessment Criteria

- Overall performance, flow, organisation and confidence.
- Patient communication.
- Orthopaedic tests and/or procedure - each one performed; performed correctly; interpreted correctly.
- Ability to discuss and describe the significance of the examination findings (eg. what is a positive test etc).
- General knowledge relating to the overall interaction with the patient.
- Patient handling and positioning during the adjustive setups.
- Demonstration of competent procedures of the adjustive setups.

### Submission

No submission method provided.

### Submission Instructions

This assessment is a professional performance task to be completed by the specified due date, in accordance with CQU Policies.

### Learning Outcomes Assessed

- Apply orthopaedic diagnostic procedures and/or adjustive set-up psychomotor skills focused on the appendicular skeleton.

### 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**

40%

**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