



# CHIR13006 *Clinical Assessment and Diagnosis 2*

## Term 2 - 2019

Profile information current as at 27/04/2024 04:56 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 - 2019

- 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. **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 Student Survey Comments from "Have Your Say"

##### Feedback

Although daunting in the amount of material, students appreciated that the Moodle site was numbered, easy to follow and the outcomes were clearly identified. Comments were made that the information was presented in a logical fashion and relevant at this introductory level. Students felt that presented material could have been clustered and prioritised in terms of usefulness and provided in the lecture material.

##### Recommendation

Despite the content being extensive, further streamlining and modifications to assist in integration was recommended with the discipline commencing a standard formatting layout among the units. Some of the recommendations can include standard and professional online video resources, (i.e.CQU digital media resources). Case scenarios can be designed for problem-based learning to engage the students more in the on-campus activity.

#### Feedback from Student Survey Comments from "Have Your Say"

##### Feedback

Students appreciated having the extra tutorial and practical sessions. They greatly appreciated the input from the tutors that made this class both interesting and appropriate.

##### Recommendation

It is recommended that the discipline continue to have dedicated tutors that both appreciate and explain the nuances of orthopaedic testing in clinical settings. The students had indicated they appreciated the enthusiasm, passion and commitment of their respective tutors and felt it was a great asset for the unit and the chiropractic course.

#### Feedback from Student Survey Comments from "Have Your Say"

##### Feedback

Students would like to see more diversity in both lecture presentations (rather than a description similar to 'just reading' - such as interjecting clinical pearls or personal experiences); another mid-term OSCE and an assignment to assess their knowledge in other ways than what was previously given.

##### Recommendation

Current format design of lecture and subsequent presentation will be re-assessed as to make the lectures 'more conducive to learning' - specifically to engage rather than 'sage on the stage' and merely speaking. The recommendations are, once again, to have clinical experiences interjected to maintain both interest and relevance to the need for material knowledge acquisition. The suggestion was to have more 'clinical pearls and experiences'.

## 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



## 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

##### **Orthopedic Assessment**

5th Edition (2019)

Authors: Nikita A Vizniak

Professional Health Systems Inc

Burnaby , Canada

ISBN: 978-0-9936191-6-8

Binding: Paperback

CHIR13006

#### Prescribed

##### **Orthopedic Conditions**

1st Edition (2015)

Authors: Nikita A Vizniak

Professional Health Systems Inc

Burnaby , Canada

ISBN: 978-0-9732742-7-1

Binding: Spiral

CHIR13006

#### Supplementary

##### **Orthopedic Physical Assessment**

6th Edition

Authors: David J Magee

Elsevier Saunders

St Louis , Missouri , USA

ISBN: 978-1-4557-0977-9

Binding: Hardcover

CHIR13006

#### Supplementary

##### **Orthopedic Physical Assessment - Atlas and Video**

1st Edition (2011)

Authors: David J Magee, Derrick Sueki

Elsevier Saunders

St Louis , Missouri , USA

ISBN: 978-1-4377-1603-0

Binding: Paperback

#### Additional Textbook Information

All books are available to purchase 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

**David Hannah** Unit Coordinator  
[d.hannah@cqu.edu.au](mailto:d.hannah@cqu.edu.au)

## Schedule

### Week 1 July 15 - July 19, 2019 - 15 Jul 2019

| Module/Topic   | Chapter  | Events and Submissions/Topic  |
|--|--|---|
| Lecture: Introduction to Clinical Assessment and Diagnosis 2 and unit expectations; orthopaedic approach and the integrated diagnosis process.<br>Practical Lab: A review of the GORP OMNI and review of the lumbar orthopaedic skills taught in PCP1. | Vizniak, N, " <i>Orthopedic 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 July 22 - July 26, 2019 - 22 Jul 2019

| Module/Topic   | Chapter   | Events and Submissions/Topic                      |
|--|---|---|
| Lecture: Hip conditions involving muscle, impingement and trauma, infection and congenital anomalies.<br>Practical: Hip involving general approach, screening observation, muscle, impingement and fracture; hip adjustive setups. | Vizniak, N, " <i>Orthopedic Assessment - Evidenced Informed</i> ", 5th Edition, Professional Health Systems Inc. 2018 <b>pages 330-344</b><br>Vizniak, N " <i>Orthopedic Conditions - Quick Reference Evidence Informed</i> " Professional Health Systems Inc 2015 <b>pages 198-223</b><br>Bergmann, T and Peterson, D, " <i>Chiropractic Technique, Principles and Procedures, 3rd Edition</i> ", 2011 Elsevier, Mosby, St Louis Missouri <b>pages 344-349</b> | On-Campus Activity: - case scenario hip condition |

### Week 3 July 29 - August 2, 2019 - 29 Jul 2019

| Module/Topic  | Chapter  | Events and Submissions/Topic                       |
|---|--|--|
| Lecture: Overview and key facts on knee conditions, knee conditions affecting patella and meniscus.<br>Practical: Knee general approach followed by meniscal and patellofemoral tests; knee adjustive setups. | Vizniak, N, " <i>Orthopedic Assessment - Evidenced Informed</i> ", 5th Edition, Professional Health Systems Inc. 2018 <b>pages 358-377</b><br>Vizniak, N " <i>Orthopedic Conditions - Quick Reference Evidence Informed</i> " Professional Health Systems Inc 2015 <b>pages 246-249; pages 260-261</b><br>Bergmann, T and Peterson, D, " <i>Chiropractic Technique, Principles and Procedures, 3rd Edition</i> ", 2011 Elsevier, Mosby, St Louis Missouri <b>pages 358-364</b> | On-Campus Activity: - case scenario knee condition |

### Week 4 August 5 - August 9, 2019 - 05 Aug 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

|   |   |   |
|---|---|---|
| <p>Lecture: Knee conditions involving ligaments, tendinopathy, bursa and miscellaneous conditions.<br/>         Practical: Knee ligamentous instability, followed by knee adjustive setups.</p> | <p>Vizniak, N, "<i>Orthopedic Assessment - Evidenced Informed</i>", 5th Edition, Professional Health Systems Inc. 2018<br/> <b>pages 358-377</b><br/>         Vizniak, N "<i>Orthopedic Conditions - Quick Reference Evidence Informed</i>" Professional Health Systems Inc 2015<br/> <b>pages 236-245; pages 250-260</b><br/>         Bergmann, T and Peterson, D, "<i>Chiropractic Technique, Principles and Procedures, 3rd Edition</i>", 2011 Elsevier, Mosby, St Louis Missouri,<br/> <b>pages 358-364</b></p> | <p>On-Campus Activity: - case scenario knee condition</p> |
|---|---|---|

**Week 5 August 12 - August 16, 2019 - 12 Aug 2019**

| Module/Topic  | Chapter   | Events and Submissions/Topic                               |
|---|---|--|
| <p>Lecture: Overview of ankle, conditions involving ligaments, muscles, stress fractures etc., then overview of foot conditions.<br/>         Practical: Ankle and foot ligamentous Instability, followed by foot/ankle adjustive setups.</p> | <p>Vizniak, N, "<i>Orthopedic Assessment - Evidenced Informed</i>", 5th Edition, Professional Health Systems Inc. 2018<br/> <b>pages 391-398</b><br/>         Vizniak, N "<i>Orthopedic Conditions - Quick Reference Evidence Informed</i>" Professional Health Systems Inc 2015<br/> <b>pages 270-296</b><br/>         Bergmann, T and Peterson, D, "<i>Chiropractic Technique, Principles and Procedures, 3rd Edition</i>", 2011 Elsevier, Mosby, St Louis Missouri<br/> <b>pages 371-380</b></p> | <p>On-Campus Activity: - case scenario ankle condition</p> |

**Vacation Week - August 19 - August 23, 2019 - 19 Aug 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

**Week 6 August 26 - August 30, 2019 - 26 Aug 2019**

| Module/Topic   | Chapter   | Events and Submissions/Topic                              |
|--|---|---|
| <p>Lecture: Overview of shoulder conditions and approach, tendinopathy and impingement.<br/>         Practical: Shoulder general screening with tendinopathy and impingement tests, followed by shoulder adjustive setups.</p> | <p>Vizniak, N, "<i>Orthopedic Assessment - Evidenced Informed</i>", 5th Edition, Professional Health Systems Inc. 2018<br/> <b>pages 252-266</b><br/>         Vizniak, N "<i>Orthopedic Conditions - Quick Reference Evidence Informed</i>" Professional Health Systems Inc 2015<br/> <b>pages 132-140</b><br/>         Bergmann, T and Peterson, D, "<i>Chiropractic Technique, Principles and Procedures, 3rd Edition</i>", 2011 Elsevier, Mosby, St Louis Missouri<br/> <b>pages 301-315</b></p> | <p>On-Campus Activity: - case scenario knee condition</p> |

**Week 7 September 2 - September 6, 2019 - 02 Sep 2019**

| Module/Topic   | Chapter   | Events and Submissions/Topic                                  |
|--|---|---|
| <p>Lecture: Shoulder conditions involving ligament and other structures.<br/>         Practical: Shoulder tests for stability and labral tears, followed by shoulder adjustive setups.</p> | <p>Vizniak, N, "<i>Orthopedic Assessment - Evidenced Informed</i>", 5th Edition, Professional Health Systems Inc. 2018<br/> <b>pages 292-296</b><br/>         Vizniak, N "<i>Orthopedic Conditions - Quick Reference Evidence Informed</i>" Professional Health Systems Inc 2015<br/> <b>pages 144-148</b><br/>         Bergmann, T and Peterson, D, "<i>Chiropractic Technique, Principles and Procedures, 3rd Edition</i>", 2011 Elsevier, Mosby, St Louis Missouri<br/> <b>pages 302-314</b></p> | <p>On-Campus Activity: - case scenario shoulder condition</p> |

**Week 8 September 9 - September 13, 2019 - 09 Sep 2019**

| Module/Topic  | Chapter   | Events and Submissions/Topic                        |
|---|---|---|
| Lecture: Overview of elbow conditions, tendinopathy, bursitis, sprains, and neuropathy.<br>Practical: Elbow tests for muscular and ligamentous stability, followed by elbow adjustive setups. | Vizniak, N, " <i>Orthopedic Assessment - Evidenced Informed</i> ", 5th Edition, Professional Health Systems Inc. 2018 <b>pages 310-318</b><br>Vizniak, N " <i>Orthopedic Conditions - Quick Reference Evidence Informed</i> " Professional Health Systems Inc 2015 <b>pages 154-168</b><br>Bergmann, T and Peterson, D, " <i>Chiropractic Technique, Principles and Procedures, 3rd Edition</i> ", 2011 Elsevier, Mosby, St Louis Missouri <b>pages 322-325</b> | On-Campus Activity: - case scenario elbow condition |

**Week 9 September 16 - September 20, 2019 - 16 Sep 2019**

| Module/Topic   | Chapter   | Events and Submissions/Topic                             |
|--|---|--|
| Lecture: Overview of wrist and hand conditions, tendinopathy, sprains, neuropathy and other conditions.<br>Practical: Wrist and hand tests for general conditions, followed by ligamentous stability, vascular and fracture issues, followed by wrist/hand adjustive setups. | Vizniak, N, " <i>Orthopedic Assessment - Evidenced Informed</i> ", 5th Edition, Professional Health Systems Inc. 2018 <b>pages 252-266</b><br>Vizniak, N " <i>Orthopedic Conditions - Quick Reference Evidence Informed</i> " Professional Health Systems Inc 2015 <b>pages 174-190</b><br>Bergmann, T and Peterson, D, " <i>Chiropractic Technique, Principles and Procedures, 3rd Edition</i> ", 2011 Elsevier, Mosby, St Louis Missouri <b>pages 333-337</b> | On-Campus Activity: - case scenario wrist/hand condition |

**Week 10 September 23 - September 27, 2019 - 23 Sep 2019**

| Module/Topic  | Chapter   | Events and Submissions/Topic                        |
|---|---|---|
| Lecture: Overview of rib - thoracic conditions, scoliosis, visceral referral and TMJ issues.<br>Practical: Overview of the scoliosis screening, and testing for rib/thoracic conditions, followed by palpation and TMJ assessment approach. | Vizniak, N, " <i>Orthopedic Assessment - Evidenced Informed</i> ", 5th Edition, Professional Health Systems Inc. 2018 <b>pages 171-177</b><br>Vizniak, N " <i>Orthopedic Conditions - Quick Reference Evidence Informed</i> " Professional Health Systems Inc 2015 <b>pages 72-84</b><br>Bergmann, T and Peterson, D, " <i>Chiropractic Technique, Principles and Procedures, 3rd Edition</i> ", 2011 Elsevier, Mosby, St Louis Missouri <b>pages 291-294</b> | On-Campus Activity: - case scenario chest condition |

**Week 11 September 30 - October 4, 2019 - 30 Sep 2019**

| Module/Topic   | Chapter  | Events and Submissions/Topic  |
|--|----------|---|
| Lecture: None this week in preparation for the final examination and focus on the final OSCE.<br>Practical: Revision for <b>FINAL OSCE</b> . | Revision | On-Campus Activity: - case scenario lower leg condition<br><br><b>On-Campus Activity</b> Due: Week 11 Friday (4 Oct 2019) 11:59 pm AEST |

**Week 12 October 7 - October 11, 2019 - 07 Oct 2019**

| Module/Topic  | Chapter | Events and Submissions/Topic  |
|---|---------|---|
| Lecture: None this week in preparation for the final examination and focus on the final OSCE.<br>Practical: <b>FINAL OSCE</b> . |         | <b>FINAL OSCE will be conducted in the last scheduled class time for each respective campus during the week October 7 - 11, 2019</b><br><br><b>PRACTICAL OSCE</b> Due: Week 12 Friday (11 Oct 2019) 11:45 pm AEST |



## Review/Exam Week - October 14 - October 18, 2019 - 14 Oct 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

## Exam Week - 21 Oct 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

## Term Specific Information

Although there will be a review of many spinal orthopaedic tests presented in CHIR13008 Professional Chiropractic Practice 1 and some neurological testing procedures presented in CHIR12007 Clinical Assessment and Diagnosis 1, they will NOT be assessed in the practical OSCE for this unit. Illustration and understanding of these procedures will be considered 'required knowledge'; however, occasionally throughout CHIR13006 CAD2, they could be utilised in the relevant history, protocols, chiropractic management and treatment.

## 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 11 Friday (4 Oct 2019) 11:59 pm AEST

Last on-campus activity, requiring attendance, is scheduled in week 11 so shall be completed by the end of that week and handed to the tutor for initials or signature.

#### Return Date to Students

Week 12 Friday (11 Oct 2019)

Feedback from tutor or unit coordinator by the end of week 12.

#### Weighting

Pass/Fail

#### Minimum mark or grade

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

#### Assessment Criteria

The on-campus activity formative feedback will be on peer interaction, preparation, participation, and contribution to the class time overall.

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

Upload the On-Campus Activity Checklist to the respective Moodle link.

#### 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 Upper Limb and Lower Limb components. Time allocation for each component will be 6 minutes, giving a total of 12 minutes for the OSCE.

The components will be a generalised case scenario based on: (i) upper limb (shoulder, elbow or wrist/hand) or (ii) lower limb (hip, knee or ankle/foot). You will be presented with a random selection of cards drawn from condition descriptions covered throughout the course.

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 may 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 card. They should be appropriate for the region, however, not necessarily consistent with the provisional diagnosis provided.

### **Assessment Due Date**

Week 12 Friday (11 Oct 2019) 11:45 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 (18 Oct 2019)

Grades will be posted on Moodle for a limited time during review/exam week but prior to the commencement of the written examinations.

### **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.

### **Referencing Style**

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

### **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