



# CHIR13008 Professional Chiropractic Practice 1

## Term 1 - 2018

Profile information current as at 28/04/2024 06:35 am

All details in this unit profile for CHIR13008 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 4. The unit will utilise simple case scenarios to further develop your clinical reasoning skills. You will understand the pathologies of the musculo-skeletal system of the spine, you will learn to formulate a differential diagnosis using your basic assessment and diagnostic skills gained in Foundations of Chiropractic Practice 1-4 and Clinical Assessment and Diagnosis 1. The tests/assessments covered in Clinical Assessment and Diagnosis 2 will be integrated and applied to diagnostic and assessment protocols. You will be required to formulate a chiropractic treatment/management approach according to the case scenario studied. Spinal and peripheral techniques will also be 'fine-tuned' and practiced.

#### 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

Effective 2016: Pre-requisites: CHIR12006 Foundations of Chiropractic Practice 4 and CHIR12004 Neuromusculoskeletal Anatomy 1 And Co-requisite CHIR12007 Clinical Assessment and Diagnosis 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 - 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. **Practical Assessment**

Weighting: 50%

#### 2. **Portfolio**

Weighting: 20%

#### 3. **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 Moodle Feedback

**Feedback**

Tutorials for case studies too short, barely enough time to complete the case study.

**Recommendation**

Discussion has occurred on ways Brisbane tutors can cover all the material including extending the tutorial time.

## Feedback from Moodle feedback

**Feedback**

It would be good to have a 'mock' exam for the OSCE's

**Recommendation**

Mock exams will be conducted in the future.

## Feedback from Moodle Feedback

**Feedback**

It was difficult to prepare for the class as the synopsis was not followed in the first half of the term for the Brisbane campus

**Recommendation**

Due to similar feedback, this concern was addressed within the first 4 weeks of term 1. The tutors in Brisbane caught up with material missed and started following the synopsis. Feedback towards the end of term indicated that this area had improved.

## Feedback from Moodle Feedback

**Feedback**

No additional supervised lab sessions were organised in Brisbane. It is a big problem that we have nowhere to practice outside scheduled class time, and that there were no study spaces for students on level 20.

**Recommendation**

This feedback item was discussed with the Brisbane tutors. Extra sessions were made available and this will be made more clear to students.

## Feedback from Moodle Feedback

**Feedback**

There was very little time devoted to some adjustment setups, particularly lumbar and sacro-iliac.

**Recommendation**

I'll discuss this with the tutors to ensure the synopsis is followed.

## Feedback from Moodle Feedback

**Feedback**

Some sessions in the first part of the term felt like we were being bombarded with orthopaedic tests without diagnostic reference (why we were doing them).

**Recommendation**

The orthopaedic tests were delivered early so they can be included with cases given in-class in later weeks. This meant that although tests were taught earlier, they could not be used diagnostically as that material had not been covered.. The diagnostic interpretation of the test (tissue loading) was always given in class however.

## Feedback from Moodle Feedback

**Feedback**

It would be beneficial for students to change partners in practical classes.

**Recommendation**

This has been actioned. Brisbane tutors are now asking the class to change partners for practice.

## Feedback from Moodle Feedback

**Feedback**

There was too much confusion on the instructions for the portfolio.

**Recommendation**

The instructions for the portfolio will be made clearer in the future. This problem also could be due to a lack of understanding for the emphasis on the analytical, evaluative process. A more in- depth guide on the reflective/thinking process will be provided.

## Feedback from Moodle Feedback

### Feedback

The portfolio rubric wasn't clear enough

### Recommendation

Greater emphasis needs to be placed on the importance of analysing and interpreting the information. This needs to be clearly stated on the rubric.

## Feedback from Moodle Feedback

### Feedback

Synopsis very confusing, cannot understand the logic behind having to refer to 2 separate documents in Moodle

### Recommendation

It is preferred to keep the practical work and the case management separate as they are 2 separate classes. There is no real issue in clicking on 2 separate documents.

## Feedback from Moodle feedback

### Feedback

The synopsis stated that we should discuss our weekly reflections as a group as per the Chese Melt during the one hour tutorials. this never occurred.

### Recommendation

This feedback item will be discussed with the tutors to ensure a discussion about reflections takes place.

## Feedback from Moodle Feedback

### Feedback

Tutorials on case studies were collecting input from students and the tutor records the students' answers. Students answers can be all over the place. No answers were given.

### Recommendation

The aim of the case studies is to focus on clinical reasoning. Different answers may be given (based on the information provided) however if the clinical reasoning is sound then that was/is satisfactory. It is preferable to steer away from giving answers if possible.

## Unit Learning Outcomes

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

1. Describe the musculo-skeletal pathologies of the spine.
2. Interpret the clinical case findings from the case history and physical examination to form differential diagnoses.
3. Discuss chiropractic management approaches within the context of the Australian Health care system.
4. Critically analyse and reflect on relevant sources of information relating to neuromusculoskeletal diagnosis including those from reliable, appropriate, up-to-date peer reviewed journals
5. Apply advanced psychomotor skills to adjustment set-ups and thrusts for spinal and peripheral joints.

From the Council of Chiropractic Education Australasia: Competency based Standards for Entry Level Chiropractors: Learning outcomes 2 and 4: Standard 6: Patient Assessment. 6.1: Obtains and records patient history, 6.2 : Performs a thorough physical examination, performs a thorough neuromusculoskeletal examination, 6.7, effectively deals with patients referred by another health care provide or an agency. Standard 7: Establishes differential and working diagnoses from the information required.

Learning Outcomes 3, 5 and 6: Standard 8: Planning of Patient Care: 8.1 Bases patient management plans on adequate diagnostic data 8.3 Designs an appropriate patient management plan, 8.4 Considers safety in patient care.

Learning Outcomes 1: Standard 7: Diagnostic Decision Making 7.1.; Establishes differential and working diagnosis from the information required. 7.2 Collaborates and refers as necessary to obtain expert opinion.

## 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 | 5 |
| 1 - Portfolio - 20%            |                   |   | • | • |   |
| 2 - Practical Assessment - 50% |                   |   |   |   | • |
| 3 - Examination - 30%          | •                 | • |   |   |   |

## Alignment of Graduate Attributes to Learning Outcomes

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

## Textbooks and Resources

### Textbooks

CHIR13008

#### Prescribed

##### **Chiropractic Technique: Principles and Procedures**

Third Edition (2010)

Authors: Bergman TF, Peterson DH.

Elsevier

St. Louis , Missouri, 63043 , United States of America

ISBN: 978-0-323-04969-6

Binding: Hardcover

CHIR13008

#### Prescribed

##### **Differential Diagnosis and Management for the Chiropractor Protocols and Algorithms.**

Fifth Edition (2014)

Authors: Souza T.A

Jones and Bartlett Learning

Burlington, MA , MA, 01803 , United States of America

ISBN: 978-1-284-02230-8

Binding: Hardcover

#### Additional Textbook Information

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom Video Conferencing Application

## 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

**Sharyn Eaton** Unit Coordinator

[s.eaton@cqu.edu.au](mailto:s.eaton@cqu.edu.au)

## Schedule

### **Lecture 1: Introduction to examination of the musculoskeletal (MSK) and course profile. - 05 Mar 2018**

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

**Lectures (including zoom sessions) and tutorials. Refer to the workbook.**

- Unit profile, assessment expectations for the practical, written assessment and the portfolio.
- The diagnostic triage.
- General approach to musculoskeletal (MSK) testing.
- Red and yellow flags of musculoskeletal pain.
- Anatomy of the 3 joint complex.
- 3 phases of degeneration.
- What is evidence based practice.

**Technique: Practical skills 2X2 hours practical sessions.**

- Spinal manipulative techniques and GORP.

Resources and readings will be given via Moodle  
Differential Diagnosis and Management for the Chiropractor, Protocols and Algorithms, Souza, Thomas 5th Edition. Jones and Bartlett learning 2016, Read page 22 (general approach to MSK testing). Page 174 and 176. ('Red flag's in MSK pain). Page 165 (the 3 joint complex).

Answer week 1 (found in the workbook) questions by the 7th March.

**Lecture 2: Introduction to case history taking and clinical evaluation of pain. - 12 Mar 2018**

| Module/Topic   | Chapter   | Events and Submissions/Topic                                       |
|--|---|--|
| <b>Lectures (including zoom session) and tutorials. Refer to the workbook.</b> <ul style="list-style-type: none"> <li>• Clinical evaluation of pain (pathophysiology of pain, simple (complicated) verse complex (uncomplicated)</li> <li>• Case history taking: Introduction and application.</li> <li>• Physical examination GORPOMNICS: What does this stand for?</li> <li>• Cervical musculoskeletal testing including sensitivity and specificity.</li> </ul> <b>Technique: Practical skills 2X2 hours practical sessions.</b> <ul style="list-style-type: none"> <li>• Spinal manipulative techniques and GORP.</li> </ul> | Resources and readings will be given via Moodle. Differential diagnosis and management for the chiropractor 5th Ed. Barlett and Jones. Read pages 8 and 9 on referred pain. | Answer week 2 (found in the workbook) questions by the 14th March. |

**Lecture 3: Introduction to diagnosis and clinical reasoning. - 19 Mar 2018**

| Module/Topic  | Chapter  | Events and Submissions/Topic                                       |
|---|--|--|
| <b>Lectures (including zoom session) and tutorials. Refer to the workbook.</b> <ul style="list-style-type: none"> <li>• Making a diagnosis and clinical impression (working diagnosis).</li> <li>• How to develop a 'tissue in lesion', prognosis and likely diagnosis.</li> <li>• Report of findings (ROF). What is it and how is this performed?</li> <li>• Introduction to clinical reasoning. How to make a differential diagnosis.</li> <li>• Lumbar musculoskeletal testing (including sensitivity and specificity).</li> </ul> <b>Technique: Practical skills 2X2 hours practical sessions.</b> <ul style="list-style-type: none"> <li>• Spinal manipulative techniques and GORP.</li> </ul> | Resources and readings will be given via Moodle. | Answer week 3 (found in the workbook) questions by the 21st March. |

**Lecture: 4: Review, reflection and catch-up - 26 Mar 2018**

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

**Lectures (including zoom session) and tutorials. Refer to the workbook.**

Review, reflection and catch-up. No new material for this week

**Technique: Practical skills 2X2 hours practical sessions.**

- Spinal manipulative techniques and GORP.
- Mock OSCE for feedback.

No readings for this week.

No questions for week 4.

**Lecture 5: Myofascial pain syndrome and ligamentous healing - 03 Apr 2018**

| Module/Topic  | Chapter  | Events and Submissions/Topic                                  |
|---|--|---|
| <b>Lectures (including zoom session) and tutorials. Refer to the workbook.</b> <ul style="list-style-type: none"> <li>• Musculoskeletal Condition 1 'simple pain condition'. Myofascial pain syndrome.</li> <li>• Review anatomy and biomechanics associated with this condition. Clinical signs and symptoms in addition to pathomechanics.</li> <li>• Stages of ligamentous healing.</li> <li>• Thoracic MSK testing (specificity and sensitivity).</li> <li>• Case study 1.</li> </ul> <b>Technique: Practical skills 2X2 hours practical sessions.</b> <ul style="list-style-type: none"> <li>• Spinal manipulative techniques and GORP.</li> <li>• Rib motion and static palpation.</li> </ul> | Resources and readings will be given via Moodle. | Answer week 5 questions (found in workbook) by the 5th April. |

**Vacation Week - 09 Apr 2018**

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

**Lecture 6: Facet Syndrome (synovitis and capsulitis) - 16 Apr 2018**

| Module/Topic   | Chapter  | Events and Submissions/Topic                                       |
|--|--|--|
| <b>Lectures (including zoom session) and tutorials. Refer to the workbook.</b> <ul style="list-style-type: none"> <li>• Musculoskeletal Condition 2 simple pain condition'. Facet syndrome in the cervical/thoracic and lumbar spines (synovitis and capsulitis).</li> <li>• Review anatomy and biomechanics associated with this condition. Clinical signs and symptoms in addition to pathomechanics.</li> <li>• Case study 2</li> </ul> <b>Technique: Practical skills 2X2 hours practical sessions.</b> <ul style="list-style-type: none"> <li>• Spinal manipulative techniques and GORP.</li> <li>• Rib motion and static palpation.</li> <li>• Gait examination</li> </ul> | Resources and readings will be given via Moodle.<br>Differential diagnosis and management for the chiropractor 5th Ed. Bartlett and Jones. Read page 104 on Facet syndrome of the cervical spine. Page 167 and 168. Read page 214 on Facet syndrome. | Answer week 6 questions (found in the workbook) by the 18th April. |

**Lecture 7: Symptoms from the sacro-iliac joint, hip and coccyx - 23 Apr 2018**

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

**Lectures (including zoom session) and tutorials. Refer to the workbook.**

- Musculoskeletal Condition 1 'simple pain condition'. from the sacro-iliac joint, hip and coccyx.
- Review anatomy and biomechanics associated with this condition. Clinical signs and symptoms in addition to pathomechanics.
- Case studies 3 and 4.

**Technique: Practical skills 2X2 hours practical sessions.**

- Spinal manipulative techniques and GORP.
- Practice cards for final OSCE

Resources and readings will be given via Moodle. Differential

Diagnosis and management for the chiropractor. 5th Ed. Bartlett and Jones Learning. Read page 169 on the sacro-iliac joint. Page 391 - 404 on the hip joint. Read page 216 on Sacroiliac sprain and subluxation.

Answer week 7 questions (found in the workbook) by the 26th April.

**Lecture 8: Review, Reflection and Catchup - 30 Apr 2018**

| Module/Topic   | Chapter                   | Events and Submissions/Topic |
|--|---------------------------|------------------------------|
| <b>Lectures (including zoom session) and tutorials. Refer to the workbook.</b> <ul style="list-style-type: none"> <li>• Review, reflection and catch-up (no new material)</li> </ul> <b>Technique: Practical skills 2X2 hours practical sessions.</b> <ul style="list-style-type: none"> <li>• Spinal manipulative techniques and GORP.</li> <li>• Practice cards for final OSCE.</li> </ul> | No readings for this week | No questions for this week.  |

**Lecture 9: Scoliosis - 07 May 2018**

| Module/Topic  | Chapter  | Events and Submissions/Topic                                    |
|---|--|---|
| <b>Lectures (including zoom session) and tutorials. Refer to the workbook.</b> <ul style="list-style-type: none"> <li>• Musculoskeletal Condition 4: Simple pain: Scoliosis</li> <li>• Review anatomy and biomechanics associated with this condition. Clinical signs and symptoms in addition to pathomechanics.</li> <li>• Case studies 5</li> </ul> <b>Technique: Practical skills 2X2 hours practical sessions.</b> <ul style="list-style-type: none"> <li>• Spinal manipulative techniques and GORP.</li> <li>• Practice cards for final OSCE</li> </ul> | Resources and readings will be given via Moodle. Differential<br>Diagnosis and management for the chiropractor. 5th Ed. Bartlett and Jones Learning.<br>Read page 135 to 156 on Scoliosis. | Answer week 9 questions (found in the workbook) by the 5th May. |

**Lecture 10: Symptoms associated with Spondylolisthesis and Spondylolysis. - 14 May 2018**

| Module/Topic  | Chapter  | Events and Submissions/Topic   |
|---|--|--|
| <b>Lectures (including zoom session) and tutorials. Refer to the workbook.</b> <ul style="list-style-type: none"> <li>• Musculoskeletal Condition 5 Simple pain: Spondylolisthesis and spondylolysis.</li> <li>• Review anatomy and biomechanics associated with this condition. Clinical signs and symptoms in addition to pathomechanics.</li> <li>• Case study 6</li> </ul> <b>Technique: Practical skills 2X2 hours practical sessions.</b> <ul style="list-style-type: none"> <li>• Spinal manipulative techniques and GORP.</li> <li>• Practice cards for final OSCE</li> </ul> | Resources and readings will be given via Moodle.<br>Differential diagnosis and management for the chiropractor 5th Ed. Bartlett and Jones.. Read pages 215 and 216 on Spondylolisthesis. | <p>Answer week 10 questions (found in the workbook) by the 16th May.</p> <p><b>Reflection journal</b> Due: Week 10 Friday (18 May 2018) 5:00 pm AEST</p> |

### Lecture 11: Review and reflection - 21 May 2018

| Module/Topic  | Chapter                   | Events and Submissions/Topic      |
|---|---------------------------|-----------------------------------|
| <b>Lectures (including zoom session) and tutorials. Refer to the workbook.</b> <ul style="list-style-type: none"><li>• Review, reflection and catch-up (no new material)</li></ul> <b>Technique: Practical skills 2X2 hours practical sessions.</b> <ul style="list-style-type: none"><li>• Spinal manipulative techniques and GORP.</li><li>• Practice cards for final OSCE.</li><li>• Mock OSCE</li></ul> | No readings for this week | Answer practice exam by 23rd May. |

### Week 12 - 28 May 2018

| Module/Topic   | Chapter                    | Events and Submissions/Topic   |
|--|----------------------------|--|
| <b>Final OSCE is scheduled in this week.</b> <b>Lectures (including zoom session) and tutorials. Refer to the workbook.</b> <ul style="list-style-type: none"><li>• Review, reflection and catch-up (no new material)</li></ul> <b>Technique: Practical skills 2X2 hours practical sessions.</b> <ul style="list-style-type: none"><li>• Spinal manipulative techniques and GORP.</li><li>• Practice cards for final OSCE.</li><li>• Mock OSCEfeedback</li></ul> | No readings for this week. | Final OSCE is scheduled in this week. Review practice exam.<br><br><b>Practical Assessment</b> Due: Week 12 Friday (1 June 2018) 11:45 pm AEST |

### Review/Exam Week - 04 Jun 2018

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

### Exam Week - 11 Jun 2018

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

## Term Specific Information

The unit coordinator for CHIR13008 is Associate Professor Sharyn Eaton  
Contact information: s.eaton@cqu.edu.au  
Phone 0418277213 or 02 9324 5016

## Assessment Tasks

### 1 Practical Assessment

#### Assessment Type

Practical Assessment

#### Task Description

In practice, the chiropractor is required to combine a variety of psychomotor skills. All skills/techniques taught within this unit must be mastered. You must have a strong understanding of their applications. The primary focus of this assessment will be on the contextual nature of the adjustment/manipulation in addition to refining the skill itself.

#### Assessment Due Date

Week 12 Friday (1 June 2018) 11:45 pm AEST

This assessment is on-campus.

**Return Date to Students**

Review/Exam Week Friday (8 June 2018)

Grades will be uploaded into gradebook for CHIR13008

**Weighting**

50%

**Minimum mark or grade**

Minimum mark or grade - 50%. Further information can be found in Moodle. A minimum grade is required to pass this unit

**Assessment Criteria**

Can you perform the following

1. Observations (including postural analysis)
2. Static and motion palpation
3. Active and passive range of motion.

Adjustments/manipulative techniques

- Practitioner position
- Patient handling/position
- Application

Adjustive/manipulative technique

Practitioner position

Patient position

Patient handling

Application

**Referencing Style**

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

**Submission**

No submission method provided.

**Submission Instructions**

This is an on-campus assessment

**Learning Outcomes Assessed**

- Apply advanced psychomotor skills to adjustment set-ups and thrusts for spinal and peripheral joints.

**Graduate Attributes**

- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

## 2 Reflection journal

**Assessment Type**

Portfolio

**Task Description**

Your aim of this unit is to further develop your understanding of the role and skill sets required of a chiropractor through investigating the knowledge, skills and dispositions required. To help with your development on this journey of self-discovery you will create a reflective portfolio. **The total work limit for the portfolio assessment is 1500-2000 words for the term.** This final assessment should be a fine-tuning and summary of your week by week reflections.

**Assessment Due Date**

Week 10 Friday (18 May 2018) 5:00 pm AEST

Upload in Moodle via turnitin

**Return Date to Students**

Week 12 Friday (1 June 2018)

Marks will be uploaded in gradebook (Moodle)

**Weighting**

20%

**Minimum mark or grade**

Minimum mark or grade - 50%. Failure to achieve the minimum grade will result in failure to pass this assessment.

**Assessment Criteria**

The criteria is outlined in the Chese Melt Rubric provided in Moodle. Follow the headings accordingly.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Online via Turnitin

**Learning Outcomes Assessed**

- Discuss chiropractic management approaches within the context of the Australian Health care system.
- Critically analyse and reflect on relevant sources of information relating to neuromusculoskeletal diagnosis including those from reliable, appropriate, up-to-date peer reviewed journals

**Graduate Attributes**

- Communication
- Information Literacy
- Cross Cultural Competence
- 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**

A minimum mark or grade of 50%. Failure to achieve the minimum grade will result in failure to pass this examination.

**Exam Conditions**

Closed Book.

**Materials**

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).  
No calculators permitted

## 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