



# CHIR13009 Professional Chiropractic Practice 2

## Term 2 - 2017

Profile information current as at 28/04/2024 05:54 pm

All details in this unit profile for CHIR13009 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 Professional Chiropractic Practice 1. In order to further develop your clinical reasoning skills, this unit utilises case scenarios at a greater difficulty level, compared with that covered in Professional Chiropractic Practice 1. You will continue to practise, and further refine, your case history taking. You will formulate a differential diagnosis, utilising your assessment and diagnostic skills, gained in Professional Chiropractic Practice 1 and Clinical Assessment and Diagnosis 1 and 2, with a greater focus on neuro-musculoskeletal conditions. You will be required to formulate a chiropractic treatment/management approach, according to the case scenario studied. Spinal and peripheral psychomotor techniques will be further 'fine-tuned' and practised as they are applied. You will be required to undergo clinic placement with a chiropractic practitioner in the field. You will be required to interpret and reflect on the respective clinical chiropractic practice with a deeper level of understanding.

#### 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

For 2015: Pre-requisite: CHIR13008 Effective 2016: Pre-requisites: CHIR13008, CHIR12006 & CHIR12007

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 2 - 2017

- Brisbane
- Mackay
- Sydney

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **On-campus Activity**

Weighting: Pass/Fail

#### 2. **Portfolio**

Weighting: 20%

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

Weighting: 50%

#### 4. **Examination**

Weighting: 30%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from Moodle feedback

**Feedback**

Gait assessment should be included at the beginning

**Recommendation**

Gait assessment should be taught in year 1 and reinforced in years 2 and 3.

#### Feedback from Moodle feedback

**Feedback**

It is better to go through the full examination routines for each condition.

**Recommendation**

We will practice routines in PCP 1 and PCP 2 next year.

#### Feedback from Moodle Feedback

**Feedback**

The portfolio was difficult to understand. Further notes/resources required for the critical thinking stream.

**Recommendation**

More time needs to be spent on what makes a good portfolio. We will have to break down the components and stage it better.

#### Feedback from Moodle feedback

**Feedback**

Scapulo-costal syndrome was in the exam but not taught in the course.

**Recommendation**

For topic areas taught and examined a reference will be made to the notes where the source of information can be located. The information was there but it seems the students didn't see it.

## Unit Learning Outcomes

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

1. Perform history taking at a competent level for difficult case scenarios, with a focus on neuro-musculoskeletal conditions.
2. Interpret clinical case findings in order to form a differential diagnosis.
3. Perform appropriate physical examination procedures in order to eliminate or confirm a differential diagnosis.
4. Interpret the information gathered from the physical examination in order to determine a likely diagnosis.
5. Provide a comprehensive report of findings for a given case study.
6. Demonstrate appropriate patient handling skills, including effective communication skills.
7. Develop an appropriate chiropractic management course according to given case scenarios.
8. Critically reflect on relevant sources of information.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - On-campus Activity - 0%	•	•	•	•	•	•	•	
2 - Portfolio - 20%	•	•	•	•		•	•	•
3 - Practical Assessment - 50%	•	•	•	•	•	•	•	
4 - Examination - 30%		•		•	•		•	

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes							
	1	2	3	4	5	6	7	8
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 - Portfolio - 20%	•	•					•	•		
3 - Practical Assessment - 50%	•	•						•		
4 - Examination - 30%	•	•		•						

## Textbooks and Resources

### Textbooks

CHIR13009

#### 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

CHIR13009

#### 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

[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 styles below:**

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

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

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction, learning outcomes and assessment. Expectations for the unit. Review of how to develop a 'tissue in lesion', 'clinical impression, prognosis, likely diagnosis and report of findings. Introduction to case management/guidelines Review of adjustments taught in PCP 1 according to short case scenarios with a focus on GORP for spinal analysis. Gait analysis

Resources will be available in Moodle  
Read Souza T.A. Differential diagnosis and Management for the Chiropractor Chapter 1 page 7-9 and page 22  
Read Souza T.A. Differential diagnosis and Management for the Chiropractor Chapter 6 page 221  
Read Bergman T.F and Peterson DH: Chiropractic technique: Principles and Procedures. Chapter 3 page 55

## Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review of musculoskeletal conditions taught in PCP1 Developing a differential diagnosis from a case history (review) Principles of chiropractic management: Guidelines and application. Review of adjustments taught in PCP 1 according to short case scenarios with a focus on GORP for spinal analysis. Gait analysis	Resources will be available in Moodle Read Bergman T.F and Peterson DH: Chiropractic technique: Principles and Procedures. Chapter 3 page 55	

## Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
PICO and Clinical reasoning. Review of code of conduct and professional ethics. Principles of chiropractic management: Guidelines and application. Review of adjustments taught in PCP 1 according to short case scenarios with a focus on GORP for spinal analysis including gait analysis	Resources will be available in Moodle	

## Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Common musculoskeletal/biomechanical conditions: Sacro-iliac and coccygeal pain. Review of physical examination of the sacro-iliac joint and coccygeal pain. Discussion on chiropractic management for this condition. Review of adjustments taught in PCP 1 according to short case scenarios with a focus on GORP for spinal analysis including gait analysis	Resources will be available in Moodle Read Souza T.A. Differential diagnosis and Management for the Chiropractor Chapter 6 page 169.	

## Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Common musculoskeletal/biomechanical conditions: Conditions associated with the hip joint. Review of physical examination procedure for the hip condition. Discussion chiropractic management Review of adjustments taught in PCP 1 according to short case scenarios with a focus on GORP for spinal analysis including gait analysis	Class notes placed in Moodle Read Souza T.A. Differential diagnosis and Management for the Chiropractor Chapter 11 page 391-401	

**Vacation Week - 14 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 21 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Common musculoskeletal/biomechanical conditions: Headaches Review of physical examination procedure in a patient with Headaches. Review of adjustments taught in PCP 1 according to short case scenarios with a focus on GORP for spinal analysis including gait analysis	Class notes placed in Moodle Recommended Reading: Souza T.A. Differential diagnosis and Management for the Chiropractor. Chapter 18 page 577-610.	

**Week 7 - 28 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Common musculoskeletal/biomechanical conditions: Whiplash and vertebral artery Review of physical examination procedure in a patient with whiplash. The significance of treatment outcome measures Review of adjustments taught in PCP 1 according to short case scenarios with a focus on GORP for spinal analysis including gait analysis	Class notes placed in Moodle Read Souza T.A. Differential diagnosis and Management for the Chiropractor Chapter 2 page 85-87 Read Souza T.A. Differential diagnosis and Management for the Chiropractor Chapter 2 page 97	

**Week 8 - 04 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Common musculoskeletal/biomechanical conditions: Thoracic outlet and brachial syndromes. Review physical examination procedure for a patient with Thoracic outlet syndrome and brachial syndromes. Review of adjustments taught in PCP 1 according to short case scenarios with a focus on GORP for spinal analysis including gait analysis	Class notes placed in Moodle Recommended Reading: Souza T.A. Differential diagnosis and Management for the Chiropractor. Chapter 2 page 67	

**Week 9 - 11 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Common musculoskeletal/biomechanical conditions: Torticollis/vertigo/tinnitus. Review physical examination procedure with these conditions. Review of adjustments taught in PCP 1 according to short case scenarios with a focus on GORP for spinal analysis including gait analysis	Class notes placed in Moodle Recommended Reading: Souza T.A. Differential diagnosis and Management for the Chiropractor. Chapter 2, page 96, Chapter 18 page 612	

**Week 10 - 18 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Common musculoskeletal/biomechanical conditions: Complex regional syndrome (CRS), neck tongue syndrome, acrachnoiditis, fibromyalgia  
Review of physical examination procedure for these conditions  
Review of adjustments taught in PCP 1 according to short case scenarios with a focus on GORP for spinal analysis including gait analysis

Class notes placed in Moodle  
Recommended Reading: Souza T.A. Differential diagnosis and Management for the Chiropractor., Chapter 16 page 570

### Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Less common musculoskeletal/biomechanical conditions: Scoliosis and Sheumann's disease Review physical examination procedure for a patient with these conditions Review of adjustments taught in PCP 1 according to short case scenarios with a focus on GORP for spinal analysis including gait analysis Preparation for examination. Practical and theory.	Class notes placed in Moodle Recommended Reading: Souza T.A. Differential diagnosis and Management for the Chiropractor. Chapter 5 page135-156, chapter 4 page 130 Recommended Souza T.A. Differential diagnosis and Management for the Chiropractor. Chapter 4 page 126	<b>Journal Reflections</b> Due: Week 11 Friday (29 Sept 2017) 5:00 pm AEST

### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review Class Preparation for examination for practical and theory. Review of adjustments taught in PCP 1 according to short case scenarios with a focus on GORP for spinal analysis	Class notes placed in Moodle	<b>On-Campus Activity</b> Due: Week 12 Friday (6 Oct 2017) 5:00 pm AEST <b>Chiropractic technique/skills</b> Due: Week 12 Tuesday (3 Oct 2017) 3:00 pm AEST

### Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 16 Oct 2017

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

The Course Convenor for CHIR20015 is Sharyn Eaton  
Contact information:  
Email: s.eaton@cqu.edu.au  
Phone: 0418 277 213 or 02 9324 5016

## Assessment Tasks

### 1 On-Campus Activity

#### Assessment Type

On-campus Activity

#### Task Description

In order to provide students with on-going feedback their On-Campus Activity will be assessed via a series of weekly Short Activities (i.e. quiz and case studies). These short activities will be marked in class thus providing immediate



feedback and will be graded on a pass/fail basis. Students must submit all cases to their respective tutor by the due date.

**Assessment Due Date**

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

**Return Date to Students**

Exam Week Friday (20 Oct 2017)

Feedback will be provided to students immediately after each Short Activity.

**Weighting**

Pass/Fail

**Assessment Criteria**

The composition of weekly short activities will be based on the following criteria:

Do you demonstrate knowledge of the principles and practise of chiropractic, their approaches to treatment and management of chiropractic?

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

Do you demonstrate knowledge of the application of adjustments/manipulations?

Do you competently perform the adjustments/manipulative setups?

Can you interpret from a case history to formulate a differential diagnosis?

Can you demonstrate a physical examination routine to eliminate and confirm the differential diagnosis?

Can you determine an appropriate treatment/management plan?

A minimum grade of 80% is required to pass this subject.

**Referencing Style**

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

**Submission**

Offline

**Learning Outcomes Assessed**

- Perform history taking at a competent level for difficult case scenarios, with a focus on neuro-musculoskeletal conditions.
- Interpret clinical case findings in order to form a differential diagnosis.
- Perform appropriate physical examination procedures in order to eliminate or confirm a differential diagnosis.
- Interpret the information gathered from the physical examination in order to determine a likely diagnosis.
- Provide a comprehensive report of findings for a given case study.
- Demonstrate appropriate patient handling skills, including effective communication skills.
- Develop an appropriate chiropractic management course according to given case scenarios.

**Graduate Attributes**

- Communication
- Problem Solving
- Team Work
- Ethical practice

## 2 Journal Reflections

**Assessment Type**

Portfolio

**Task Description**

The aim in this unit is to further develop your understanding of the role and skills sets required of a chiropractor. To help with your development on this journey of self discovery you will create a reflective portfolio

The total word 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 11 Friday (29 Sept 2017) 5:00 pm AEST

A complete, accurate and up-to-date journal must be submitted to the unit coordinator.

**Return Date to Students**

Review/Exam Week Friday (13 Oct 2017)

Grades will be submitted to Gradebook for CHIR13009

**Weighting**

20%

**Minimum mark or grade**

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

**Assessment Criteria**

Please follow the rubric according to the Chese melt found in Moodle for CHIR13009. This will also be discussed in class.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Via Turnitin

**Learning Outcomes Assessed**

- Perform history taking at a competent level for difficult case scenarios, with a focus on neuro-musculoskeletal conditions.
- Interpret clinical case findings in order to form a differential diagnosis.
- Perform appropriate physical examination procedures in order to eliminate or confirm a differential diagnosis.
- Interpret the information gathered from the physical examination in order to determine a likely diagnosis.
- Demonstrate appropriate patient handling skills, including effective communication skills.
- Develop an appropriate chiropractic management course according to given case scenarios.
- Critically reflect on relevant sources of information.

**Graduate Attributes**

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

### 3 Chiropractic technique/skills

**Assessment Type**

Practical Assessment

**Task Description**

You will be required to competently perform a range of practical skills including postural analysis, range of motion, palpation manipulations/adjustments. There will be an emphasis on application - the appropriate practical techniques will be discussed with the weekly case studies.

**Assessment Due Date**

Week 12 Tuesday (3 Oct 2017) 3:00 pm AEST

In-class practical assessment

**Return Date to Students**

Review/Exam Week Friday (13 Oct 2017)

**Weighting**

50%

**Minimum mark or grade**

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

**Assessment Criteria**

Do you know how to adjust the cervical, thoracic and lumbo-pelvic areas?

Do you know how to prepare an appropriate treatment/management plan from a case study?

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

In-class practical test

**Learning Outcomes Assessed**

- Perform history taking at a competent level for difficult case scenarios, with a focus on neuro-musculoskeletal conditions.
- Interpret clinical case findings in order to form a differential diagnosis.
- Perform appropriate physical examination procedures in order to eliminate or confirm a differential diagnosis.
- Interpret the information gathered from the physical examination in order to determine a likely diagnosis.
- Provide a comprehensive report of findings for a given case study.
- Demonstrate appropriate patient handling skills, including effective communication skills.
- Develop an appropriate chiropractic management course according to given case scenarios.

**Graduate Attributes**

- Communication
- Problem Solving
- Ethical practice

## Examination

**Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

30%

**Length**

120 minutes

**Minimum mark or grade**

50%

**Exam Conditions**

Closed Book.

**Materials**

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem