



# CHIR13009 Professional Chiropractic Practice 2

## Term 2 - 2019

Profile information current as at 03/05/2024 06:39 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 - 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. **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 'Have your say'

##### Feedback

I feel it would be beneficial for students to see their OSCE rubrics after the results are out to see where they can improve.

##### Recommendation

It is recommended that in future the weekly schedule will be re-arranged to include a mid-term OSCE assessment so that feedback can be given in-class. At the end of term, a feedback session will be arranged for students.

#### Feedback from Moodle 'have your say'

##### Feedback

Recorded material needs to have different play-back speeds.

##### Recommendation

It is recommended that Echo 360 be utilised in future recordings.

#### Feedback from Moodle 'have your say'

##### Feedback

The portfolio should be pass/fail instead of the graded 20% weighting

##### Recommendation

It is recommended that the portfolio be pass/fail instead of the current graded 20% weighting.

#### Feedback from Moodle 'have your say'

##### Feedback

The OSCE cards in Mackay were changed mid term.

##### Recommendation

It is recommended that greater communication with the Mackay tutors will take place to ensure students only access the 2018 OSCE cards (and not 2017 cards) which were uploaded in week 7.

## 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

 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	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

##### **Differential Diagnosis and Management for the Chiropractor**

Edition: 5th edn (2016)

Authors: Souza, Thomas

Jones & Bartlett Learning

Sudbury , MA , USA

ISBN: 9781284022308

Binding: Paperback

CHIR13009

#### Prescribed

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

Edition: 6th edn revised (2014)

Authors: Magee, David

Elsevier

London , UK

ISBN: 9781455709779

Binding: Paperback

CHIR13009

#### Supplementary

##### **Orthopedic Assessment Textbook**

(2018)

Authors: Vizniak,N

Professional Health Systems

Sydney , NSW , Australia

ISBN: 9780993619168

Binding: Spiral

#### Additional Textbook Information

All texts can be purchased 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

**Kenneth Lorme** Unit Coordinator

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

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Lectures:</b> <ul style="list-style-type: none"> <li>Principles of treatment</li> </ul> <b>Tutorial:</b> <ul style="list-style-type: none"> <li>Case history simulation radicular neck pain</li> </ul> <b>Practical:</b> <ul style="list-style-type: none"> <li>Cervical assessment and spinal manipulative techniques</li> </ul>	<p>Resources and readings will be given in Moodle. Refer to technique schedule and workbook for week 1. Differential Diagnosis and Management for the chiropractor 5th ed. Barlett and Jones Learning. Chapter 1, read pages 31-48 'General approaches to management'. Differential Diagnosis and Management for the chiropractor 5th ed. Barlett and Jones Learning. Read pages 31-48 'General approaches to management'.</p> <p>Resources and readings will be given in Moodle. Refer to technique schedule and workbook for week 1. Differential Diagnosis and Management for the chiropractor 5th ed. Barlett and Jones Learning. Chapter 1, read pages 31-48 'General approaches to management'. Differential Diagnosis and Management for the chiropractor 5<sup>th</sup> ed. Barlett and Jones Learning. Read pages 31-48 'General approaches to management'.</p> <p>Review Clinical Guidelines Review RAGCP Neck pain</p>	<p>Answer questions in the workbook for week 1</p> <p>Complete On-campus activity.</p> <p>Refer to schedule in Moodle</p>

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Lectures:</b> <ul style="list-style-type: none"> <li>Instability and Hypermobility</li> </ul> <b>Tutorial:</b> <ul style="list-style-type: none"> <li>Case history simulation for a person with instability and hypermobility</li> </ul> <b>Practical:</b> <ul style="list-style-type: none"> <li></li> </ul> <b>Lumbar: assessment and spinal manipulative techniques</b>	<p>Resources and readings are provided in Moodle. Refer to the technique schedule and workbook for week 2.</p> <p>Review 'neck pain evidence summary' and joint hypermobility</p>	<p>Answer questions in the workbook for week 2</p> <p>Complete On-campus activity.</p> <p>Refer to schedule in Moodle</p>

### Week 3 - 29 Jul 2019

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

**Lectures:**

- Nerve entrapment and double crush

**Tutorial:**

- Case history simulation for a person with nerve entrapment

**Practical:**

- Pelvic assessment and spinal manipulative techniques

Resources and readings are provided in Moodle. Refer to the technique schedule and workbook for week 3.  
Review double crush syndrome

Answer questions in the workbook for week 3  
Complete On-campus activity.  
Refer to schedule in Moodle.

**Week 4 - 05 Aug 2019****Module/Topic****Chapter****Events and Submissions/Topic****Lectures:**

- Thoracic Outlet Syndromes

**Tutorial:**

- Case history simulation for a person with thoracic outlet syndrome.

**Practical:**

- Thoracic assessment and spinal manipulative techniques

Resources and readings are provided in Moodle. Refer to the technique schedule and workbook for week 4.  
Review non-invasive Treatments for Acute, Subacute, and Chronic Low Back Pain: A Clinical Practice Guideline by American College of Physicians Amir Qaseem, MD, PhD, MHA; et al

Answer questions in the workbook for week 4  
Complete On-campus activity.  
Refer to schedule in Moodle.

**Week 5 - 12 Aug 2019****Module/Topic****Chapter****Events and Submissions/Topic****Lectures:**

- Intervertebral Disc lesions

**Tutorial:**

- Case history simulation for a person with a disc lesion

**Practical:**

- Cervical: assessment and spinal manipulative techniques

Resources and readings are provided in Moodle. Refer to the technique schedule and workbook for week 5.  
Review Petersen et al and NZ Guidelines

Answer questions in the workbook for week 5  
Complete On-campus activity.  
Refer to schedule in Moodle.  
On Campus Activity Due: to week 5 Friday (16 August 2019) 5:00 pm AEST

**Vacation Week - 19 Aug 2019****Module/Topic****Chapter****Events and Submissions/Topic**

Review

Review

Review

**Week 6 - 26 Aug 2019****Module/Topic****Chapter****Events and Submissions/Topic**

**Lectures:**

- Neurogenic claudication.

**Tutorial:**

- Case history simulation for a person with Neurogenic or vascular claudication.

**Practical:**

- Pelvic assessment and spinal manipulative techniques

Resources and readings are provided in Moodle. Refer to the technique schedule and workbook for week 6.  
Review Nice pathways. Low back pain early management guidelines.

Answer questions in the workbook for week 6  
Complete On-campus activity.  
Refer to schedule in Moodle.

**Week 7 - 02 Sep 2019****Module/Topic****Chapter****Events and Submissions/Topic****Lectures:**

- Catch-up, review and reflection

**Tutorial:**

- Case history taking: simulation of MSK conditions studied in weeks 1-6.

Review of content/material to-date.

Review practice exam.  
Complete On-campus activity.  
Refer to schedule in Moodle.

**Practical:**

- Practice spinal assessment and spinal adjustments to relevant area.  
Practice OSCE cards  
On-campus activity.

**Week 8 - 09 Sep 2019****Module/Topic****Chapter****Events and Submissions/Topic****Lecture**

- Head pain and headaches

**Tutorial:**

- Case history simulation for a person with headaches.

Resources and readings are provided in Moodle. Refer to the technique schedule and workbook for week 8.  
Review the Headache guidelines for classification and management, chiropractic management, and dietary and lifestyle effects

Answer questions in the workbook for week 8.  
Complete On-campus activity.  
Refer to schedule in Moodle.

**Practical:**

- Thoracic assessment and spinal manipulative techniques

Practice OSCE cards

**Week 9 - 16 Sep 2019****Module/Topic****Chapter****Events and Submissions/Topic**



**Lectures:**

- Whiplash

**Tutorial:**

- Case history simulation for a person with WAD.

**Practical:**

- Full spine assessment and spinal manipulative techniques.
- Practice OSCE cards

Resources and readings are provided in Moodle. Refer to the technique schedule and workbook for week 9.

Review the whiplash guidelines for management, VBI and Task Force on neck pain

Answer questions in the workbook for week 9

Complete On-campus activity.

Refer to schedule in Moodle.

**Week 10 - 23 Sep 2019****Module/Topic****Chapter****Events and Submissions/Topic****Lectures:**

- Torticollis, vertigo, tinnitus, neck tongue syndrome

**Tutorial:**

- Case history simulation for a person with torticollis, vertigo, tinnitus, neck tongue syndrome.

**Practical:**

- Full spine assessment and spinal manipulative techniques
- Practice OSCE cards

Resources and readings are provided in Moodle. Refer to the technique schedule and workbook for week 10.

Review 'The Role of Activity in the Therapeutic Management of Back Pain' Report of the International Paris Task Force on Back Pain.

Review articles on tongue tie, torticollis and dizziness.

Answer questions in the workbook for week 10.

Complete On-campus activity.

Refer to schedule in Moodle.

On Campus Activity Due: Week 10 Friday (27 Sep. 2019) 5:00 pm AEST

Reflective Portfolio Due: Week 10 Friday (27 Sep. 2019) 5:00 pm AEST

**On Campus Activity** Due: Week 10 Friday (27 Sept 2019) 5:00 pm AEST

**Reflective Portfolio** Due: Week 10 Friday (27 Sept 2019) 5:00 pm AEST

**Week 11 - 30 Sep 2019****Module/Topic****Chapter****Events and Submissions/Topic**

•

### Lectures:

Fibromyalgia, complex regional syndrome

### Tutorial:

◦ Case history simulation for a person with fibromyalgia and CPRS

### Practical:

◦ Full spine assessment and spinal manipulative techniques

Resources and readings are provided in Moodle. Refer to the technique schedule and workbook for week 11.  
Review readings on fibromyalgia.

Answer questions in the workbook for week 11.

Practice OSCE cards

Mock group OSCE

## Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review and reflection	Review only	OSCE Practical Assessment: OSCE Due: Week 12 Friday (11 Oct. 2019) 6:00 pm AEST  <b>Practical Assessment: OSCE</b> Due: Week 12 Friday (11 Oct 2019) 6:00 pm AEST

## Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review		None

## Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Written Examination

## Assessment Tasks

### 1 On Campus Activity

#### Assessment Type

On-campus Activity

#### Task Description

In order to provide students with on-going feedback, the On-Campus Activity will be assessed via a series of short activities (i.e. practical demonstrations, quizzes and case studies) during each class until the end of week 10. These short activities will be marked on a pass/fail basis in class thus providing immediate feedback. A record of completing these activities will be kept by the student. Students must submit their completed record to their Weebly portfolio at the end of the fifth and tenth weeks.

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

Please refer to the technique schedule for the weekly on-campus activity.

**Assessment Due Date**

Week 10 Friday (27 Sept 2019) 5:00 pm AEST  
Post on student's Weebly Portfolio in Week 10

**Return Date to Students**

Exam Week Friday (25 Oct 2019)  
Via Moodle

**Weighting**

Pass/Fail

**Minimum mark or grade**

80%

**Assessment Criteria**

A minimum grade of 80% is required to pass this assessment. You will be required to demonstrate an acceptable standard of knowledge or skill in the on-campus tasks for each class. You will be provided with feedback and given the opportunity to repeat the activity if you have not performed to an acceptable standard.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Post on students Weebly Portfolio in Week 10

**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 Reflective Portfolio

**Assessment Type**

Portfolio

**Task Description**

**This unit aims to develop further your understanding of the role and skills sets required of a chiropractor in a modern and integrated health care community. To help with your development on this journey of self-discovery, you will create a clinically focussed reflective portfolio. The criteria are outlined in the Rubric provided in Moodle. You are to organise your reflection as either the 4 step table or the 6 step Chese Melt is preferred. The six step CHESE melt may be more challenging, but it is an excellent method and has recently been updated as a result of student feedback.**

**This portfolio assessment should be a summary of your week by week reflections. Therefore, there will be one entry per week between 100-150 words. The focus should be placed on adjusting and diagnostic skills. You will be graded on the timeliness of your submissions over the term in addition to the quality of your work.**

**Your reflection for the term should be no longer than 1500 words +/- 10% in total and include appropriate references. Your final submission will be via your Weebly website by the end of Week 10.**

**Assessment Due Date**

Week 10 Friday (27 Sept 2019) 5:00 pm AEST

Via your Weebly URL

**Return Date to Students**

Exam Week Friday (25 Oct 2019)

Via Moodle

**Weighting**

20%

**Minimum mark or grade**

50%

**Assessment Criteria**

Reflections can be performed on either the 4-step reflective model or on the CHESE Melt model.

Criteria include completion of task assessments, grammar and language, critical self-reflection and logic, references and use of external resources, general composition and overall written presentation.

Please see assessment full rubric in Moodle.

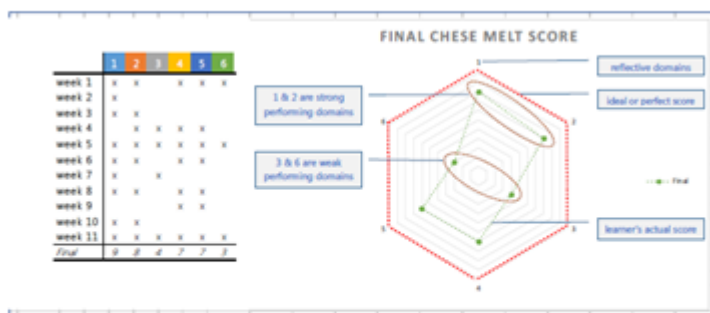
1. Identify a central concern	
2. Research a strategy to address central concern (inc. references of source material)	
3. Implement change strategy to address central concern	
4. Reassess if change strategy has been successful	

## CHSE MELT - Clinical/Health Education Self Evaluation Model of Engaged Learning & Teaching

Sample Reflections		1	2	3	4	5	6
1	During week 10 we were able to make any and all adjustments. I wanted to start with the seated lumbar technique to see if I had improved with the speed of my hand and foot speed. I had about 8. There was slight room to grow with it but was happy to have progressed. My main issue seems to be not coordinating the motion through the torso and the hand with my control hand (which was the foot) (I got when seated) as the only resolution I can think of is a bit more practice.						
	I also worked on the side posture adjustments, as that the lumbar technique was finished, especially working on larger patients being somewhat short. I've found in the past I have to get quite high up the patient's thigh to perform the adjustment, but sometimes this position almost made me feel like a pig and a pig adjustment or make the patient's hip roll too much. I've been working on this over the past few weeks and didn't know how this problem this week which was great.						
	This week the debate was also resolved due to students complaining. Even though I don't exactly know the idea of debating, I was actually quite looking forward to this debate and had put in a lot of work and research toward my topic. Even though we did not win the debate I'm glad to have gained the knowledge from doing the research. It also made me appreciate being (and enjoying) a role of a debate I wouldn't have chosen myself. It would be a great time to reflect upon next year, but for this year a student's work. I think I would like to sign up again for the research team (I believe it is a single case of debate when which was to be turned into a small speech before the debate was awarded).						
2	John's help with the upper thoracic adjustment was awesome. Practicing on John, who is a giant, all of the poor habits were pointed out and some were improved. I think I should be more confident, and there is more to learn my thoracic range was appropriate for the person's size. Also, I should be more confident with the thoracic adjustment, which was a great help.						
	John's help with the thoracic adjustment was awesome. Practicing on John, who is a giant, all of the poor habits were pointed out and some were improved. I think I should be more confident, and there is more to learn my thoracic range was appropriate for the person's size. Also, I should be more confident with the thoracic adjustment, which was a great help.						
	John's help with the thoracic adjustment was awesome. Practicing on John, who is a giant, all of the poor habits were pointed out and some were improved. I think I should be more confident, and there is more to learn my thoracic range was appropriate for the person's size. Also, I should be more confident with the thoracic adjustment, which was a great help.						
3	Based on the three domains that have been progressing most for me (for me) is: On reflection, I think that I had done a reasonable job of reflecting, working on getting from my brain into my body, and I had previously both in some "short" into the discipline so that we should have been "put down" for the end of this week (I think this was the most appropriate period). I think this was the case except for one notable exception. In reflecting, by writing the person down, that even with others, I thought I had obtained their "best". However, despite a dearth of knowledge writing about this topic, the person seemed to be unable to find anything and instead gave me some papers (which I had not read) related to the person's debate position (that were of limited use). The person then demanded that everyone be provided with all papers prior to the debate.						
	While I continued to provide my notes, I expressed concern that our team's other questions hadn't reached the same level of support that I had and I didn't want to place them under additional pressure. Further, given that I provided weekly updates on the debate progress, there should be no updates. The person seemed to be dissatisfied. At the end of the week, I had previously stated that that position was a "big win" given the effort, and that if they had this position, they should have continued to be a role as a speaker. This resulted in two outcomes: the position was that I stopped (which was good for the group), but the negative was that I had to put up the case (and while I had a better case, I could have).						
	On reflection, I think this was a good outcome. I had better strategy would have been to diffuse the situation, make the case with again, and try and obtain buy-in on continuing to be a team member. However, I think I should be more confident, and there is more to learn my thoracic range was appropriate for the person's size. Also, I should be more confident with the thoracic adjustment, which was a great help.						

Andrew L. Vitello 2016

## CHSE MELT - Clinical/Health Education Self Evaluation Model of Engaged Learning & Teaching



- Each concentric hexagon represents one reflection, or reflective cycle. The corners of the hexagon represent the 6 elements of the MELT.
- Learners should strive to achieve the perfect hexagon (RED) as a 'rough' guide to portfolio completeness.
- The perfect score is by no means an absolute indication of a high grade but a sign all the fundamental elements of a good reflection are present.

Andrew L. Vitello 2016

## Referencing Style

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

## Submission

Online

## Submission Instructions

Via Weebly on a weekly basis. Final submission being the Friday of week 10.

## 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 Practical Assessment: OSCE

**Assessment Type**

Practical Assessment

**Task Description**

For the OSCE you will be required to perform a practical examination, and integrate the findings to determine the primary area to treat. You will then be required to perform a set up for an adjustment/ manipulation on the cervical, thoracic, and lumbo-pelvic areas.

**Assessment Due Date**

Week 12 Friday (11 Oct 2019) 6:00 pm AEST

In lab practical exam

**Return Date to Students**

Exam Week Friday (25 Oct 2019)

Via Moodle

**Weighting**

50%

**Minimum mark or grade**

A minimum grade of 50% is required to pass this assessment.

**Assessment Criteria**

A minimum grade of 50% is required to pass this assessment. You will be required to demonstrate an acceptable standard of skill in demonstrating that you can perform a practical examination, and integrate the findings to determine the primary area to treat. You will need to demonstrate an acceptably skilled set up for an adjustment/ manipulation on the cervical, thoracic, and lumbo-pelvic areas.

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

Tutors will collect and grade this assessment

**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**

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