



CHIR13009 Professional Chiropractic Practice 2

Term 2 - 2020

Profile information current as at 07/05/2024 09:43 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 will introduce you to procedures used in chiropractic practice for the assessment and management of complex musculoskeletal conditions. Building on the skills you have learned in CHIR13008, Professional Chiropractic Practice 1, you will develop orthopedic and neurological examination skills at an advanced level. You will develop treatment and management plans and practice chiropractic techniques used in the management of increasingly complex and multifaceted conditions.

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

Co-Requisite: CHIR13006 Pre-requisites: CHIR13008 and 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 - 2020

- 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. **Portfolio**

Weighting: 20%

2. **On-campus Activity**

Weighting: 50%

3. **Practical Assessment**

Weighting: Pass/Fail

4. **Written Assessment**

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 Have your say

Feedback

The students found the organisation, content, and practice time in the practical classes highly beneficial.

Recommendation

Continue with the format of focused practical classes with class time spent on hands on skills and practical skills.

Feedback from Have your say and personal correspondence.

Feedback

The students found the teaching staff across all campuses to be highly practical, knowledgeable, and supportive.

Recommendation

Continue with a team of supportive, experienced, and practical educators.

Feedback from Have your say and personal correspondence.

Feedback

The students found the examination underpinned the knowledge learned in the practical classes and case studies.

Recommendation

Continue with alignment of the assessments, learning and teaching, and authentic chiropractic practice.

Feedback from Have your say and personal correspondence.

Feedback

The students found the case studies engaging and the content excellent.

Recommendation

Continue with engaging, practical, authentic case study presentations.

Unit Learning Outcomes

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

1. Demonstrate advanced clinical assessment skills including neurological and orthopedic procedures used in chiropractic practice
2. Demonstrate advanced management skills including techniques used in chiropractic practice
3. Apply clinical reasoning skills to the selection and application of assessment and management procedures relevant to complex and multifaceted conditions seen in chiropractic practice
4. Reflect on and discuss the behavioural expectations of a healthcare professional in multi-cultural Australia.

Learning outcome 1 - Competency 1 (1.1, 1.2 and 1.3), 2 (2.1), 3 (3.1, 3.2 and 3.4)

Learning outcome 2 - Competency 1 (1.1, 1.2 and 1.3), 2 (2.1 and 2.3), 4 (4.1 and 4.2), 5 (5.1 and 5.2)

Learning outcome 3 - Competency 1 (1.1, 1.2, 1.3 and 1.4), 2 (2.2), 3 (3.3, 3.4 and 3.5), 4 (4.1 and 4.2)

Learning outcome 4 - Competency 2 (2.1), 3 (3.1, 3.2 and 3.4)

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Portfolio - 20%			•	•
2 - Written Assessment - 30%			•	•
3 - Practical Assessment - 0%	•	•		
4 - On-campus Activity - 50%	•	•		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	
4 - Information Literacy			•	
5 - Team Work	•	•		
6 - Information Technology Competence			•	
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	
9 - Social Innovation				•
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Portfolio - 20%	•	•		•		•	•	•	•	
2 - Written Assessment - 30%		•	•			•				
3 - Practical Assessment - 0%	•	•	•				•	•		
4 - On-campus Activity - 50%	•	•	•		•		•	•		

Textbooks and Resources

Textbooks

CHIR13009

Prescribed

Chiropractic Technique

Edition: 3rd (2010)

Authors: Thomas F. Bergmann, David H. Peterson

Mosby Elsevier

St Louis , Missouri , United States

ISBN: 978-0-323-04969-6

Binding: Hardcover

CHIR13009

Prescribed

Neurological Examination Made Easy

Edition: 5 th (2013)

Authors: Geraint Fuller

Churchill Livingstone Elsevier Ltd

Gloucester , , United Kingdom

ISBN: 978-0-7020-5177-7

Binding: Paperback

CHIR13009

Supplementary

Differential Diagnosis for the Chiropractor Protocols and Algorithms.

Edition: 5 th (2014)

Authors: Thomas A. Souza

Jones and Bartlett Learning

Burlington , MA , United States

ISBN: 978-1-284-02230-8

Binding: Hardcover

CHIR13009

Supplementary

Orthopedic Assessment

Edition: 5 th (2019)

Authors: Nikita A. Vizniak

Professional Health Systems

Canada

ISBN: 978-0-9936191-6-8

Binding: Paperback

CHIR13009

Supplementary

Orthopedic Physical Assessment

Edition: 6 th (2014)

Authors: David J. Magee

Elsevier

St Louis , Missouri , United States

ISBN: 978-1-4557-0977-9

Binding: Hardcover

Additional Textbook Information

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Martin Harris Unit Coordinator
m.harris@cqu.edu.au

Schedule

Week 1 Chiropractic Assessment and Management for Degeneration of the Spine - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lectures and tutorials. 1.1 Introduction and expectations for the unit 1.2 Chiropractic Assessment and Management for Degeneration of the Spine: Spondylolisthesis, Ankylosing Spondylitis, Osteoarthritis Practical Skills: 1.3 Orthopedic Examination, Psychomotor Skills, Cervical and Lumbar Spine Instability Tests	Resources and readings will be given via Reading List. • Bergmann. T. Chiropractic Technique, Principles and Procedures, 3rd Edition (2010) pages 174-180, 142- 143, 211- 213, 386- 388 Upper Cervical Spine Fig 5-82, Fig 5-85. Fig 5-87, Cervico-Thoracic Spine Fig 5-169A, Fig 5-170A • Magee. D, Orthopedic Physical Assessment, 6th Edition (2014), Spondylosis pages 153, Cervical Instability 195-198, Lumbar Instability 606-610 • Souza.T. Differential Diagnosis and Management for the Chiropractor, Protocols and Algorithms, 5th Edition. (2016), pages 9-14, 217-222, 1128-1129	

Week 2 Scoliosis - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lectures and tutorials. 2.1 Assessment and Management of Scoliosis Practical Skills: 2.2 Thoracic Spine Practical-Psychomotor Skills	Resources and readings will be given via Reading List. • Bergmann. T. Chiropractic Technique, Principles and Procedures, 3rd Edition (2010) pages 217-226 Thoracic Spine Fig 5-175B, Fig 5-177, Fig 5-181E, Fig 5-185A, B • Magee. D, Orthopedic Physical Assessment, 6th Edition (2014), pages 514- 519 • Souza.T. Differential Diagnosis and Management for the Chiropractor, Protocols and Algorithms, 5th Edition. (2016), pages 135-156	

Week 3 Upper Motor Neurone Lesions associated causes/conditions - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Lectures and tutorials.

3.1 UMNL vs LMNL

Practical Skills:

3.2 Examination of UMNL/LMNL

3.3 Pathological reflexes, tone, spasticity, clonus

Resources and readings will be given via Reading List.

- Bergmann. T. Chiropractic Technique, Principles and Procedures, 3rd Edition (2010) Lumbar Spine pages 261, Fig 5-259A, Sacrum pages 275- 277 Fig 5-283, Fig 5- 285A
- Fuller. G. Neurological Examination Made Easy, 6th Edition (2019) Lower Motor and Upper Motor Neurone Lesions pages 39, 104, 109- 110, 117- 118, 145- 150 Tone pages 113, 115- 117 Clonus pages 144- 145
- Vizniak N.A Orthopedic Assessment 1st Edition (2019), pages 104, 108- 111

Quiz 1 Close Date: Week 3 Friday (31st July. 2020) 5:00 pm AEST

Week 4 Dizziness, Assessing Cerebellum - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lectures and tutorials. 4.1 Introduction to Cerebellum, Coordination, Posterior Column assessment 4.2 Vertigo and Dizziness Practical Skills: 4.3 Cerebellar and Posterior Column examinations	Resources and readings will be given via Reading List. <ul style="list-style-type: none">• Magee.D. Orthopedic Physical Assessment, 6th Edition (2014), pages 194- 195• Souza.T. Differential Diagnosis and Management for the Chiropractor, Protocols and Algorithms, 5th Edition. (2016), pages 611- 634• Fuller G. Neurological Examination Made Easy, 6th Edition (2019), Cerebellum pages 36, 39, 174-186• Vizniak N.A Orthopedic Assessment 1st Edition (2019), pages 102-105	

Week 5 Headaches, Cranial Nerves (I, II, III, IV, VI) - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lectures and tutorials. 5.1 Introduction to Cranial Nerves (I, II, III, IV and VI) 5.2 Headaches Practical Skills: 5.3 Examination of Cranial Nerves (I, II, III, IV and VI)	Resources and readings will be given via Reading List. <ul style="list-style-type: none">• Fuller.G., Neurological Examination Made Easy, 6th Edition (2019), pages 41- 50, 52- 57, 77-82• Souza.T. Differential Diagnosis and Management for the Chiropractor, Protocols and Algorithms, 5th Edition. (2016), pages 578- 601• Vizniak N.A Orthopedic Assessment 1st Edition, (2019) pages 124- 127	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Break /Study Week	Break /Study Week	Break /Study Week

Week 6 TMJ, Facial pain, Cranial Nerves (V, VII, VIII, IX, X, XI, XII) - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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<p>Lectures and tutorials.</p> <p>6.1 Introduction to Cranial Nerves (V, VII, VIII, IX, X, XI, XII)</p> <p>6.2 TMJ and Facial pain</p> <p>6.3 TMJ Management- including Adjustments</p> <p>Practical Skills:</p> <p>6.3 Examination of Cranial Nerves (V, VII, VIII, IX, X, XI, XII)</p> <p>6.4 TMJ and Facial Examination</p>	<p>Resources and readings will be given via Reading List.</p> <ul style="list-style-type: none"> • Bergmann. T. Chiropractic Technique, Principles and Procedures, 3rd Edition (2010) TMJ pages 291-294, Fig 6-19, Fig 6-21, Fig 6-22, Fig 6-24, Fig 6-25 • Magee.D, Orthopedic Physical Assessment, 6th Edition (2014), pages 234- 243 • Souza.T. Differential Diagnosis and Management for the Chiropractor, Protocols and Algorithms, 5th Edition. (2016), TMJ pages 105- 116, Facial pain pages 961-968 • Fuller.G., Neurological Examination Made Easy, 6th Edition (2019), pages 91- 96, 99- 102, 103- 109 • Vizniak N.A Orthopedic Assessment 1st Edition (2019), pages 157 	<p>Quiz 2 Close Date: Week 6 Friday (28th August. 2020) 5:00 pm AEST</p>
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Week 7 Vital Signs - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Lectures and tutorials.</p> <p>7.1 Introduction to Vital Signs</p> <p>7.2 Mental Status Assessment</p> <p>Practical Skills:</p> <p>7.2 Examination of Vital Signs</p>	<p>Resources and readings will be given via Reading List.</p> <ul style="list-style-type: none"> • Bergmann. T. Chiropractic Technique, Principles and Procedures, 3rd Edition (2010) Review less common shoulder adjustments pages 309- 314, Fig 6-59, Fig 6-60, Fig 6-62, Fig 6-65, Fig 6-66 • Fuller.G., Neurological Examination Made Easy, 6th Edition (2019), Mental State pages 20-24 	

Week 8 Sporting Injuries - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Lectures and tutorials.</p> <p>8.1 Introduction to Sporting Injuries</p> <p>8.2 Injury management and Sports First Aid</p> <p>Practical Skills:</p> <p>8.3 Orthopedic Examination of Common Sporting Injuries</p>	<p>Resources and readings will be given via Reading List.</p> <ul style="list-style-type: none"> • Bergmann. T. Chiropractic Technique, Principles and Procedures, 3rd Edition (2010) Review Elbow pages 322- 325 Fig 6-91, Fig 6-92, Fig 6-93, Fig 6-95, Fig 6-98, Fig 6-99, Fig 6-100, Fig 6-101 and Review Wrist and Hand: pages 334- 337 Fig 6-126, Fig 6-127, Fig 6-128, Fig 6-130, Fig 6-131, Fig 6-132, Fig 6-133, Fig 6-134 • Magee.D, Orthopedic Physical Assessment, 6th Edition (2014), Trauma pages 86-108 	<p>Quiz 3 Close Date: Week 8 Friday (11th September. 2020) 5:00 pm AEST</p>

Week 9 Post Surgical Management - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Lectures and tutorials.</p> <p>9.1 Post Surgical Management of Orthopaedic Conditions (Elective Spinal Surgery)</p> <p>9.2 Management of Lower Limb (Elective Surgery)</p> <p>Practical Skills:</p> <p>9.3 Orthopedic Examination of patient Post Surgical</p>	<p>Resources and readings will be given via Reading List</p> <ul style="list-style-type: none"> • Bergmann. T. Chiropractic Technique, Principles and Procedures, 3rd Edition (2010) Review knee pages 360- 364 Fig 6-191. Fig 6-192, Fig 6-193, Fig 6-194, Fig 6-195, Fig 6-196, Fig 6-197, Fig 6-198, Fig 6-199, Fig 6-200, Fig 6-201, Fig 6-202, Fig 6-203. • Magee.D, Orthopedic Physical Assessment, 6th Edition (2014), pages 1088- 1096, 1099-1101 	<p>E Portfolio Due: Week 9 Friday (18 Sept 2020) 5:00 pm AEST</p>

Week 10 Post Trauma Management - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lectures and tutorials. 10.1 Management of Lower Limb Orthopedic Trauma Practical Skills: 10.2 Orthopedic Examination of patient Post Trauma	Resources and readings will be given via Reading List. • Bergmann. T. Chiropractic Technique, Principles and Procedures, 3rd Edition (2010) Review Foot and Ankle: pages 371- 379, Fig 6-221, Fig 6-222, Fig 6-223, Fig 6-224, Fig 6-225, Fig 6-227, Fig 6-228, Fig 6-229, Fig 6-232, Fig 6-233, Fig 6-234, Fig 6-236, Fig 6-237 • Fuller.G. Neurological Examination Made Easy, 6th Edition (2019) Standard Neurological Exam pages 215-216	Quiz 4 Close Date: Week 10 Friday (25th September. 2020) 5:00 pm AEST On-Line Quizzes Due: Week 10 Friday (25 Sept 2020) 5:00 pm AEST

Week 11 Review - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review	Resources and readings will be given via Reading List.	

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
No Lectures or Tutorials		

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		OSCE Due: Review/Exam Week Wednesday (14 Oct 2020) 5:00 am AEST On-Line Test Due: Review/Exam Week Friday (16 Oct 2020) 5:00 pm AEST

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Due to COVID-19 impacts at the time of preparing this unit profile, practical class dates and times for Term 2 2020 have not been confirmed. It is likely that we will return to face to face teaching in August 2020, however, this is dependent on Government guidelines and advice and permission from the University. We will strive to give you 30 days' notice of a return to campus.

Further details will be made available on the unit Moodle site and emailed to you in due course.

As a 6 credit course, students are expected to spend on average 10-12 hours of time each week in their study activities for this unit. A suggested time budget for weekly study is:

- 2-3 hours completing and reflecting on assigned readings for the weekly topic
- 1-2 hours reviewing lecture material and creating study notes from the topic material
- 1-2 hours completing other posted learning material
- 1-2 hours of self directed search and learning from the topic material
- 1 hour preparation for the tutorial zoom session
- 1-2 hours for preparing and completing assessment tasks

Assessment Tasks

1 E Portfolio

Assessment Type

Portfolio

Task Description

This unit aims to develop your clinical reasoning skills by the selection and application of assessment and management procedures relevant to complex and multifaceted conditions seen in chiropractic practice. Secondly the unit aims to have self reflection on and discuss behavioural expectations of a healthcare professional in multi-cultural Australia, by the creation of a clinically focused reflective portfolio. The criteria are outlined in the information, guidance and rubric provided in Moodle. This portfolio assessment should be a collection of two (2) reflections that demonstrate how you have met these aims (two (2) entries of 750 words each). Your reflection should be no longer than 1500 words +/- 10% in total and include appropriate APA references. Your final submission will be via ePortfolio by the end of Week 9. This will account for 20% of the overall grade.

Assessment Due Date

Week 9 Friday (18 Sept 2020) 5:00 pm AEST

The ePortfolio reflection submission can be submitted at any point up to the cut-off date and time at the end of week 9. If the deadline is breached, the CQU Policy for late submissions will apply.

Return Date to Students

Week 11 Friday (2 Oct 2020)

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

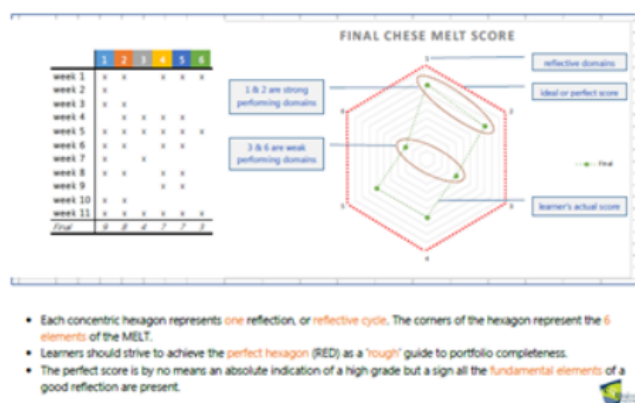
Reflections can be performed on either the 4-step reflective model or on the CHESE MELT model. You will be assessed on the following criteria which includes completion of task assessments, grammar and language, critical self-reflection and logic, references, use of external resources, general composition and overall written presentation. Please see assessment 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 12 we were able to make any and all adjustments. I wanted to start with the model (under technique) to see if I had improved with the speed of the model and how good the model was. I then moved on to the model (under technique) to see if I had improved with the speed of the model and how good the model was. I then moved on to the model (under technique) to see if I had improved with the speed of the model and how good the model was.						
	I also wanted to see the patient's response to the model (under technique) to see if I had improved with the speed of the model and how good the model was. I then moved on to the model (under technique) to see if I had improved with the speed of the model and how good the model was. I then moved on to the model (under technique) to see if I had improved with the speed of the model and how good the model was.						
2	During week 12 we were able to make any and all adjustments. I wanted to start with the model (under technique) to see if I had improved with the speed of the model and how good the model was. I then moved on to the model (under technique) to see if I had improved with the speed of the model and how good the model was. I then moved on to the model (under technique) to see if I had improved with the speed of the model and how good the model was.						
	I also wanted to see the patient's response to the model (under technique) to see if I had improved with the speed of the model and how good the model was. I then moved on to the model (under technique) to see if I had improved with the speed of the model and how good the model was. I then moved on to the model (under technique) to see if I had improved with the speed of the model and how good the model was.						
3	During week 12 we were able to make any and all adjustments. I wanted to start with the model (under technique) to see if I had improved with the speed of the model and how good the model was. I then moved on to the model (under technique) to see if I had improved with the speed of the model and how good the model was. I then moved on to the model (under technique) to see if I had improved with the speed of the model and how good the model was.						
	I also wanted to see the patient's response to the model (under technique) to see if I had improved with the speed of the model and how good the model was. I then moved on to the model (under technique) to see if I had improved with the speed of the model and how good the model was. I then moved on to the model (under technique) to see if I had improved with the speed of the model and how good the model was.						

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



Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission

No submission method provided.

Submission Instructions

Online

Learning Outcomes Assessed

- Apply clinical reasoning skills to the selection and application of assessment and management procedures relevant to complex and multifaceted conditions seen in chiropractic practice
- Reflect on and discuss the behavioural expectations of a healthcare professional in multi-cultural Australia.

Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

2 On-Line Quizzes

Assessment Type

On-campus Activity

Task Description

The task associated with this assessment item is to complete the on-line quizzes during the term on the unit's Moodle website. Each quiz will consist of twenty (20) questions that are randomly selected from a question bank. Each quiz will be worth 12.5% of the total grade for the unit and the complete assessment of four (4) quizzes will be worth 50% of the total grade. The on-line quizzes in this unit are intended to provide you with both summative and formative feedback as you develop your advanced clinical assessment and management skills including techniques used in chiropractic

practice. They will vary in expectations but will be in multiple choice question format, typically with one correct answer only, based on material from previous week's unit material. It is essential that you review the material before attempting the quizzes. The date and time will be announced in due course on Moodle.
This will account for 50% of the overall grade.

Assessment Due Date

Week 10 Friday (25 Sept 2020) 5:00 pm AEST

There will be four (4) online quizzes throughout the term, up until the due date at the end of week 10.

Return Date to Students

Week 11 Friday (2 Oct 2020)

Formative feedback can be available in the subsequent ZOOM session.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

You will be required to complete four (4) online quizzes across the term on the unit's Moodle website that will assist you with improving your knowledge of unit material. Activities will be reviewed/discussed after the quizzes in the ZOOM sessions thus providing additional formative feedback. You will be assessed on the lecture and theoretical application of the unit material. You will be marked according to the number of correct responses for each quiz.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

On-Line

Learning Outcomes Assessed

- Demonstrate advanced clinical assessment skills including neurological and orthopedic procedures used in chiropractic practice
- Demonstrate advanced management skills including techniques used in chiropractic practice

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

3 OSCE

Assessment Type

Practical Assessment

Task Description

In practice, the chiropractor is required to develop a variety of psychomotor as well as demonstrate advanced clinical assessment skills including neurological and orthopedic procedures used in chiropractic practice. All skills/techniques taught within this unit must be mastered. You must have a strong understanding of their applications. The primary focus of this unit is to demonstrate advanced management skills including techniques used in chiropractic practice. Each of these activities will require the student to complete various technique tasks over a specific time period.

Assessment Due Date

Review/Exam Week Wednesday (14 Oct 2020) 5:00 am AEST

OSCE dates subject to revision due to COVID-19 pandemic. Announcements will be placed in Moodle in due course when specific details are known.

Return Date to Students

Exam Week Friday (23 Oct 2020)

Overall formative feedback should be available one week after final OSCE performance.

Weighting

Pass/Fail

Minimum mark or grade

Pass/Fail however you will be required to achieve a minimum of 70% on each component to satisfactorily receive a passing grade

Assessment Criteria

The objective structured clinical exams (OSCE) in CHIR13009 are made up of multiple tasks. Each task will require the student to demonstrate appropriate consent, hygiene, professionalism, and applying advanced management and psychomotor skills including techniques used in chiropractic practice. The exact duration of the tasks will be determined and announced at a later date. You will be required to perform several neurological, orthopedic procedures, spinal and peripheral setups with mock thrusts (at an intermediate level) demonstrating correct technique, appropriate patient handling, developing appropriate tension and control. You will have a set time to complete all the tasks. If any part of the tasks is incomplete within the allocated time, the practical elements will be stopped and you will be graded based on your performance to that point. The final assessment will be recorded to enable moderation, however, these recordings will not routinely be available for student feedback. Direct verbal feedback can be received from the unit coordinator and/or tutors at any appropriate time as per CQU policies.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Offline

Learning Outcomes Assessed

- Demonstrate advanced clinical assessment skills including neurological and orthopedic procedures used in chiropractic practice
- Demonstrate advanced management skills including techniques used in chiropractic practice

Graduate Attributes

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

4 On-Line Test

Assessment Type

Written Assessment

Task Description

Due to COVID-19 impacts at the time of preparing this Unit Profile, the assessment is to be online. In the event of any changes during the term to impact this, we will strive to give you at least 30 days notice. The test will be comprised of a range of question formats, including multi choice, matching, short and long answer explanations. This is a closed-book assessment and no notes, texts or additional electronic devices are allowed during this assessment task. You will have a 10 minute perusal time prior to the allotted writing time. The test will last for two and a half (2) hours. You will submit your test electronically. This test must be written at the timetabled date and time. There is no opportunity to apply a late penalty. If you arrive late, you may enter the test room up to 15 minutes after the start of the test, however, you will still be required to submit your test at the standard test end time. You will not be allowed entry more than 15 minutes after the test starts. In the absence of an approved extension, there will be no opportunity for you to complete this assessment at a later time, and you will receive a mark of zero for the assessment.

This will account for 30% of the overall grade.

Assessment Due Date

Review/Exam Week Friday (16 Oct 2020) 5:00 pm AEST

The date is TBA and will be determined by the Examination Unit timetabling team

Return Date to Students

Exam Week Friday (23 Oct 2020)

Formative feedback can be available after the endorsement of grades for this unit.

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

The final exam will cover all material presented in the lectures, practical classes as well as general discussion and conclusions from written articles provided on the eReading list for CHIR13009

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Online quiz will be accessed on the Moodle page and available upon the allocation date and time

Learning Outcomes Assessed

- Apply clinical reasoning skills to the selection and application of assessment and management procedures relevant to complex and multifaceted conditions seen in chiropractic practice
- Reflect on and discuss the behavioural expectations of a healthcare professional in multi-cultural Australia.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Technology Competence

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