



# CHIR20002 Clinical Practice 1

## Term 1 - 2019

Profile information current as at 10/04/2024 04:14 pm

All details in this unit profile for CHIR20002 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

Clinical Practice 1 will provide you with your first opportunity to work at a satisfactory level after completing your undergraduate studies. This is the first of six clinical practical units in which you will gain experience by observing a real chiropractic clinic during a placement. In Clinical Practice 1 you will be expected to perform as a functional team member under guidance of the clinic supervisors and placement mentors whilst developing observational and reflective skills.

#### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: *12*

Student Contribution Band: *8*

Fraction of Full-Time Student Load: *0.25*

#### Pre-requisites or Co-requisites

Prerequisite: Student must be enrolled in CC71 - Master of Clinical Chiropractic and Corequisite: CHIR20001 Advanced Neurology and Skeletal Dysfunction

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

#### Offerings For Term 1 - 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 12-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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: 60%

#### 2. **Professional Practice Placement**

Weighting: Pass/Fail

#### 3. **Examination**

Weighting: 40%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from Student Feedback

##### **Feedback**

Clarification regarding expectations of Masters level reflective writing.

##### **Recommendation**

There are higher expectations of Masters level reflective writing compared to Bachelors, this will require some adjustment, feedback and writing strategies were given in lectures as well as marking rubrics. Support and feedback provided to help students make the transition in this first Masters term from the Bachelors programme. A lecture and suggested templates / tables to help complete all of the reflective steps has been provided to help students make this transition.

#### Feedback from Student Feedback

##### **Feedback**

More time to practice techniques/adjustments.

##### **Recommendation**

Additional technique practice time has been allocated and dedicated to technique practice. Also male and female tutors available in these sessions to help as many students as possible. Continue to ring fence technique time and ensure broad tutor availability.

#### Feedback from Student Feedback

##### **Feedback**

A focus on competency based tests rather than OSCE's at the end of the semester; to give a better chance to develop clinical skills over a more prolonged period of time.

##### **Recommendation**

Additional competency based assessment is being continually refined to make it as effective as possible.

#### Feedback from Student Feedback

##### **Feedback**

Continue Clinical Placement, 4 weeks are definitely the highlight of the semester for many students.

##### **Recommendation**

Placement programme and scope is constantly expanding as the student numbers grow we are now able to offer placement opportunities in all states and territories.

## Unit Learning Outcomes

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

1. Develop, refine and integrate problem solving skills through clinical assessment, decision making and management at an intermediate level.
2. Display behaviour appropriate to a professional health care provider, including ethical practice management and upholding the professional code of conduct.
3. Demonstrate empathetic communication skills in the practitioner-patient relationship, and other professional and personal relationships.
4. Demonstrate the ability to integrate sustainably within the broader health care system, including responsible use of health care resources, the ability to collaborate with other health care disciplines, and the employment of health promotion and preventative strategies through community education.

On successful completion of this unit you will meet certain CCEA requirements that will progress you towards applying for registration as a chiropractor in Australia.

The Learning Outcomes build towards CCEA's Accreditation Standard 4.4.3 regarding Clinical Sciences.

This unit is designed to contribute towards you having adequate and early patient experiences and opportunities to acquire sufficient clinical knowledge, skills, and attitudes to assume appropriate clinical responsibility upon graduation. It provides early, supervised patient contact leading to participation in patient care. Your clinical skills training includes physical, clinical and lab diagnosis, mental health assessment, orthopaedics, gynaecology, obstetrics, paediatrics, geriatrics, dermatology, otolaryngology, ophthalmology, diagnostic imaging procedures and interpretation, nutrition, rehabilitation, ergonomics, pharmacology (a working knowledge of commonly used medications and pharmaceuticals), and other appropriate subjects. *Clinical skills* include history taking, physical examination, spinal analysis, mental health assessment, first aid and emergency procedures, manual techniques, physical therapies (such as heat, cold, bracing, electrical therapies, etc.), and other treatment procedures, communication, leadership skills, etc. *Appropriate clinical responsibility* would include physical and mental health promotion, disease prevention and patient care, for the child, adolescent, adult, geriatric and medically compromised patient. *Participation in patient care* would include relevant community experience and teamwork with other health professions.

## 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 - 60%	•			•
2 - Professional Practice Placement - 0%	•	•	•	•
3 - Examination - 40%		•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○	○	○

Graduate Attributes	Learning Outcomes			
	1	2	3	4
3 - Cognitive, technical and creative skills	o	o	o	o
4 - Research	o	o	o	o
5 - Self-management	o	o	o	o
6 - Ethical and Professional Responsibility	o	o	o	o
7 - Leadership	o	o	o	o
8 - 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
1 - Portfolio - 60%	o	o	o		o	o	o	
2 - Professional Practice Placement - 0%	o	o	o	o	o	o	o	
3 - Examination - 40%	o		o			o		

## Textbooks and Resources

### Textbooks

CHIR20002

#### Supplementary

##### **Brukner & Khan's Clinical Sports Medicine: Injuries**

Edition: 5th ed (2017)

McGraw-Hill Education

AU

ISBN: 9781760421663

Binding: Hardcover

CHIR20002

#### Supplementary

##### **Rehabilitation of the Spine A Practitioner's Manual**

2nd Edition (2007)

Authors: Craig Liebenson

Lippincott Williams & Wilkins

US

ISBN: 9780781729970

Binding: Hardcover

#### Additional Textbook Information

Either copy can be purchased 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

**Andrew Dane** Unit Coordinator

[a.dane@cqu.edu.au](mailto:a.dane@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Chiropractic Technique Case Work & Clinical Competencies Rehabilitation Clinical Nutrition (11 Lectures and 6 2hr Tutorials)	Outline & Thoracic Spine Outline & History Taking & Competencies Rehabilitation Introduction & Stages of Rehabilitation Introduction to Nutrition / Introduction to diary expectations	Six 2hr tutorials with in 'class' activities / submissions.

**Week 2 - 18 Mar 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Chiropractic Technique Case Work & Clinical Competencies Rehabilitation Clinical Nutrition	Thoracic Spine Clinical Examination (orthopaedics and neurology) & Competencies Biopsychosocial model Food and its components 1: macronutrients / Time to execute diary	Nutrition - no submission - Time required to execute diary

**Week 3 - 25 Mar 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Chiropractic Technique Case Work & Clinical Competencies Rehabilitation Clinical Nutrition	Cervical Spine Diagnosis & Competencies Lewit & Janda Food and its components 2 / Reflection on experience of keeping a nutritional diary	Nutrition - In class activity submission - Forum post reflection on experience of keeping a nutritional diary

**Week 4 - 01 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Chiropractic Technique Case Work & Clinical Competencies Rehabilitation Clinical Nutrition	Cervical Spine Case Summary and Presentation (Outcome Measures, Guidelines & Prognosis) & Competencies Soft tissue therapy Food and its components 3: micronutrients / Diary data results	Nutrition - In class activity submission - forum post data results

**Week 5 - 08 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Chiropractic Technique Case Work & Clinical Competencies Rehabilitation Clinical Nutrition	Lumbopelvic (Leg-Length) Report of Findings & Competencies Models of Rehabilitation Categorising food in terms of nutrient content	Nutrition - In class activity submission - forum post analysis of findings and suggested changes recommended.

**Vacation Week - 15 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 22 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Placement	Categorising food in terms of healthy diets	

**Week 7 - 29 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Placement	Nutrition through the lifecycle: pregnancy and lactation	

**Week 8 - 06 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Placement	Nutrition through the lifecycle: infancy and childhood	

**Week 9 - 13 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Placement	Nutrition through the lifecycle: prevention of chronic disease in adulthood	Placement requirement submitted (log sheet)
<b>Week 10 - 20 May 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Chiropractic Technique Case Work & Clinical Competencies Rehabilitation Clinical Nutrition	Lumbopelvic (Mechanical Dropping) Competencies Functional Assessment (FMS, MAT) Nutrition through the lifecycle: the elderly	Nutrition - In class activity submission - 3 minute oral presentations  <b>Clinical Placement</b> Due: Week 10 Friday (24 May 2019) 5:00 pm AEST
<b>Week 11 - 27 May 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Chiropractic Technique Case Work & Clinical Competencies Rehabilitation Clinical Nutrition	Lumbopelvic (Coccyx & Symphysis) Competencies Ergonomics, Neurodynamics Nutrition tools	Submit Portfolio (Competencies & Reflective Portfolio)  Nutrition - In class activity submission - 3 minute oral presentations  <b>Portfolio</b> Due: Week 11 Friday (31 May 2019) 5:00 pm AEST
<b>Week 12 - 03 Jun 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Review	Review	
<b>Review/Exam Week - 10 Jun 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Exam Week - 17 Jun 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 Portfolio

#### Assessment Type

Portfolio

#### Task Description

Portfolio 60% (A: Reflective Journal (30%), B: Clinical Competencies (30%), C: Nutrition in class activity (pass/fail))

A Clinical Competencies

Each competency will be assessed on a pass/fail (competent / not yet competent) basis, students must achieve 65% in each to be deemed competent.

Competencies can be completed during the practical class or be recorded and submitted as a video. (NB. Technique competencies must be completed in class under supervision. Competencies should be completed on a regular / weekly basis).

Each student should achieve 65% or greater in all summative competencies to achieve 30%. If students are not deemed competent or do not complete the listed summative competencies - that proportion will be deducted from their 30% portfolio percentage.

Competencies can be attempted as many times as is possible, students are encouraged to try competencies as many times as possible and learn from the feedback provided. A list of the required competencies can be found on the Moodle page and in the unit introduction.



## B. Reflective Journal

Six (6) Reflective Observations – Ongoing weeks 1 to 11, MSc Feedback involves student self reflection and self improvement.

Reflections should take place along side the competencies and other work within the CP1 unit.

Reflection can be on any aspect of your course that you are having difficulty with, templates and outlines of what is expected by Masters Reflection are provided.

## C. Nutrition

In class activities (ICA) are included in the nutrition stream of CP1, 80% attendance / participation is required to successfully pass the unit. A food diary exercise runs across the six 2hr tutorials and each student is required to:

Tutorial 1: introduction to diary expectations/process

Tutorial 2: nil as require time to execute diary

Tutorial 3: ICA forum post – reflection piece on experience of keeping diary

Tutorial 4: ICA nutrition forum post – data results

Tutorial 5: ICA nutrition forum post – analysis of findings and suggested changes to be recommended

Tutorial 5/6: ICA oral presentations – 3 mins

Further details of this in class activity will be explained at the first tutorial and will be made available on Moodle.

## Assessment Due Date

Week 11 Friday (31 May 2019) 5:00 pm AEST

## Return Date to Students

Week 12 Friday (7 June 2019)

Close of Business

## Weighting

60%

## Assessment Criteria

Marking Rubrics are provided on the CP1 Moodle page and templates and suggested models are available. Ensure all steps of reflection are attempted / completed.

## Referencing Style

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

## Submission

Online

## Submission Instructions

Mahara url submission / Copies of the marked competencies scanned and submitted

## Learning Outcomes Assessed

- Develop, refine and integrate problem solving skills through clinical assessment, decision making and management at an intermediate level.
- Demonstrate the ability to integrate sustainably within the broader health care system, including responsible use of health care resources, the ability to collaborate with other health care disciplines, and the employment of health promotion and preventative strategies through community education.

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility
- Leadership

# 2 Clinical Placement

## Assessment Type

Professional Practice Placement

## Task Description

At CQU, we feel it is very important to engage with chiropractors in the field so that our students are exposed to real clinical experiences. Accreditation bodies acknowledge the benefits of preparing students for industry. CQUniversity students have to complete 200hrs over two external clinical placements during the 1st year of their Master's Degree, to help them graduate practice ready. Placement is a Pass/Fail assessment component and each student must complete the required 100 hours for CP1. Placement will be assessed on Professionalism

(dress code, behavior and time keeping).

**Assessment Due Date**

Week 10 Friday (24 May 2019) 5:00 pm AEST  
Submitted Log sheet

**Return Date to Students**

Week 12 Friday (7 June 2019)  
COB

**Weighting**

Pass/Fail

**Assessment Criteria**

Placement is a Pass/Fail assessment component and each student must complete the required 100 hours. Placement will be assessed on Professionalism (dress code, behavior and time keeping).

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Develop, refine and integrate problem solving skills through clinical assessment, decision making and management at an intermediate level.
- Display behaviour appropriate to a professional health care provider, including ethical practice management and upholding the professional code of conduct.
- Demonstrate empathetic communication skills in the practitioner-patient relationship, and other professional and personal relationships.
- Demonstrate the ability to integrate sustainably within the broader health care system, including responsible use of health care resources, the ability to collaborate with other health care disciplines, and the employment of health promotion and preventative strategies through community education.

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## Examination

**Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

40%

**Length**

180 minutes

**Minimum mark or grade**

50%

**Exam Conditions**

Closed Book.

**Materials**

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

## Academic Integrity Statement

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

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

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

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

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

### What is a breach of academic integrity?

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

### Why is academic integrity important?

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

### Where can I get assistance?

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

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



#### Be Honest

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



#### Seek Help

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



#### Produce Original Work

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