



# CHIR20004 *Extraspinal Articulations*

## Term 2 - 2018

Profile information current as at 07/05/2024 08:47 pm

All details in this unit profile for CHIR20004 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

In this unit you will be introduced to the theory of assessment, treatment and management of extraspinal articulations. This theory will underpin your clinical practice in the field of adjustment and mobilisation.

#### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Prerequisite: CHIR20002 Clinical Practice 1 Corequisite: CHIR20003 Clinical Practice 2

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 - 2018

- 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 Postgraduate 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. **Written Assessment**

Weighting: 20%

#### 2. **Practical Assessment**

Weighting: 25%

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

Weighting: 25%

#### 4. **Examination**

Weighting: 30%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from Moodle

##### Feedback

Unit material was aligned by anatomical region with other units to aid learning. Both CP2 and rehabilitation covered the same regions as extraspinal.

##### Recommendation

Continue to map and align teaching material to ensure students learning is facilitated and reinforced.

#### Feedback from Moodle

##### Feedback

Enhance and integrate the case study material more completely with the additional unit material.

##### Recommendation

Increase the use of case studies to help apply their knowledge, information could be integrated more thoroughly..

#### Feedback from in class

##### Feedback

Practical examination in class tests could be assessed pass/fail to help reduce any differences between campuses or from one examiner to another.

##### Recommendation

In class practical assessments switched to pass/fail competency based.

## Unit Learning Outcomes

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

1. Relate the clinical anatomy and potential functional changes relevant to extra-spinal articulations.
2. Perform an appropriate physical examination of extraspinal joints, and determine appropriate differential diagnoses.
3. Interpret changes in extra-spinal articulations and identify appropriate therapeutic interventions.
4. Perform appropriate chiropractic techniques in the management of extraspinal abnormalities.

Links to CCEA Competency Elements:

Domains 6, 7, 8 and 9 as applicable to these regions.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 20%	•		•	
2 - Practical Assessment - 25%		•	•	•

Assessment Tasks	Learning Outcomes			
	1	2	3	4
3 - Examination - 30%	•		•	

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○	○	○
3 - Cognitive, technical and creative skills		○	○	○
4 - Research			○	
5 - Self-management				
6 - Ethical and Professional Responsibility		○	○	○
7 - Leadership				
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 - Written Assessment - 20%	○	○		○				
2 - Practical Assessment - 25%	○	○	○			○		
3 - Practical Assessment - 25%	○	○	○			○		
4 - Examination - 30%	○	○	○			○		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

Thomas Bergmann will be used for extremity treatment and management.

### 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 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction & Shoulder	Lecture notes, recording and reading information available on Moodle	

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Elbow	Lecture notes, recording and reading information available on Moodle	

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Wrist & hand	Lecture notes, recording and reading information available on Moodle	

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
UL in-class Assessment (osce)	Lecture notes, recording and reading information available on Moodle	UL in-class Assessment (OSCE)  <b>Practical Assessment (Upper Limb in-class OSCE)</b> Due: Week 4 Wednesday (1 Aug 2018) 9:00 am AEST

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Hip

Lecture notes, recording and reading information available on Moodle

#### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Placement	Placement	Placement

#### Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Placement	Placement	Placement

#### Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Placement	Placement	Placement

#### Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Placement	Placement	Placement

#### Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Knee	Lecture notes, recording and reading information available on Moodle	

#### Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Ankle & Foot	Lecture notes, recording and reading information available on Moodle	Written Assignment Due <b>Written Assignment</b> Due: Week 11 Friday (28 Sept 2018) 5:00 pm AEST

#### Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
LL in-class Assessment(osce)		LL in-class Assessment (OSCE) <b>Practical Assessment (Lower Limb in-class OSCE)</b> Due: Week 12 Wednesday (3 Oct 2018) 9:00 pm AEST

#### Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Written Assignment

#### Assessment Type

Written Assessment

#### Task Description

Write a case report of an extremity presentation that you have come across either in practice, CQUniversity class treatment, CQUniversity placement or from your CQUniversity Intern. A sample case history will be supplied if you

cannot find a suitable example at any of the above sources.  
A case report writing guide is supplied on Moodle.

**Assessment Due Date**

Week 11 Friday (28 Sept 2018) 5:00 pm AEST  
File / Paper Submission

**Return Date to Students**

Week 12 Friday (5 Oct 2018)  
Email Rubric return

**Weighting**

20%

**Minimum mark or grade**

50%

**Assessment Criteria**

Written assignment rubric is available on Moodle.

**Referencing Style**

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

**Submission**

Offline Online

**Learning Outcomes Assessed**

- Relate the clinical anatomy and potential functional changes relevant to extra-spinal articulations.
- Interpret changes in extra-spinal articulations and identify appropriate therapeutic interventions.

**Graduate Attributes**

- Knowledge
- Communication
- Research

## 2 Practical Assessment (Upper Limb in-class OSCE)

**Assessment Type**

Practical Assessment

**Task Description**

Upper Limb in-class osce - demonstrate practical skills to assess, examine and manage an upper limb complaint.

**Assessment Due Date**

Week 4 Wednesday (1 Aug 2018) 9:00 am AEST  
OSCE assessment

**Return Date to Students**

Week 5 Wednesday (8 Aug 2018)  
Rubric Feedback

**Weighting**

25%

**Minimum mark or grade**

50%

**Assessment Criteria**

Examination rubrics and templates are available on Moodle

**Referencing Style**

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

**Submission**

Offline

**Learning Outcomes Assessed**

- Perform an appropriate physical examination of extraspinal joints, and determine appropriate differential diagnoses.

- Interpret changes in extra-spinal articulations and identify appropriate therapeutic interventions.
- Perform appropriate chiropractic techniques in the management of extraspinal abnormalities.

#### **Graduate Attributes**

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

### **3 Practical Assessment (Lower Limb in-class OSCE)**

#### **Assessment Type**

Practical Assessment

#### **Task Description**

Lower Limb in-class osce - demonstrate practical skills to assess, examine and manage an lower limb complaint.

#### **Assessment Due Date**

Week 12 Wednesday (3 Oct 2018) 9:00 pm AEST

#### **Return Date to Students**

Week 12 Wednesday (3 Oct 2018)

Email Rubric feedback

#### **Weighting**

25%

#### **Minimum mark or grade**

50%

#### **Assessment Criteria**

Examination rubrics and templates are available on Moodle

#### **Referencing Style**

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

#### **Submission**

Offline

#### **Graduate Attributes**

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

### **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).



## 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