



CHIR20005 *Diagnostic Imaging*

Term 2 - 2017

Profile information current as at 03/05/2024 02:36 pm

All details in this unit profile for CHIR20005 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 enable students to identify, interpret and understand skeletal change as represented on conventional radiographs as well as provide an introduction to advanced imaging. These differential diagnostic skills are fundamental for diagnostic competence in chiropractic practice.

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

Co-requisite: 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 - 2017

- Brisbane
- Mackay
- Sydney

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit 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: 50%

3. **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 Students

Feedback

Record lectures to overcome any live IT issues

Recommendation

This has already been implemented for CHIR20007 as a result of the feedback and will be done for CHIR20005 in future. Thank you for the comments.

Feedback from Students

Feedback

Greater access to film library

Recommendation

I have now created a formal process to allow students to access the film library throughout the year.

Feedback from Students

Feedback

The on site visit to Mackay was beneficial

Recommendation

I will request a similar site visit this term and in the future, however, we have now implemented an additional weekly live tutorial session online which should be representative of a site visit.

Unit Learning Outcomes

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

1. Evaluate radiographs for signs of diseases.
2. Compare normal and abnormal radiographic findings.
3. Implement a search strategy to locate and describe disease processes.
4. Select the appropriate management for a variety of abnormalities.
5. Create a differential diagnosis list in order to arrive at a provisional diagnosis based on radiographic and clinical findings.

The Learning Outcomes are in the context of the AQF and specifically address Units 6, 7, 8, 9, of the CCEA Competencies, in particular elements 6.1, 6.2, 6.5, 6.6, 7.2, 9.2, 9.3 with an emphasis on elements 6.4, 7.1, 8.3, and 9.10.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 20%				•	

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
2 - Practical Assessment - 50%	•	•	•		•
3 - Examination - 30%				•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - 50%	○	○	○			○		
3 - Examination - 30%	○	○	○			○		

Textbooks and Resources

Textbooks

CHIR20005

Prescribed

Yochum and Rowe's Essentials of Skeletal Radiology

Edition: 3 (2005)

Authors: Yochum T, and Rowe L

Lippincott Williams and Wilkins

Philadelphia , USA

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- ZOOM

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Martin Timchur Unit Coordinator

m.timchur@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to joint disease Read Introduction to NRA lecture also.		Assignment issued

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Degenerative joint disease - extremities Read NRA lecture Shoulder		

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Degenerative joint disease - axial skeleton and disc herniation Read NRA lecture Elbow and Wrist/Hand		

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Inflammatory arthritis - Rheumatoid Arthritis
Read NRA lecture Pelvis/Hip

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Other Inflammatory arthritides Read NRA lecture Knee		

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Nil		

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Seronegative spondyloarthropathies Read NRA lecture Foot/ankle		

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Metabolic disorders Read NRA lecture Cervical Spine		

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Endocrine disorders Read NRA lecture Thoracic spine		

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Bone and Joint Infection Read NRA lecture Lumbar spine		Written Assessment Due: Week 9 Friday (15 Sept 2017) 5:00 pm AEST

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Blood/Vascular disorders		

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Dysplasias		

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Spondylolisthesis and Scoliosis		OSCE Examination this week

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review		

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Exam		Exam

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

Assignment 1000 words maximum.

Compare and contrast the clinical presentation, aetiology, and conventional radiographic appearance of ONE (1) of the following 3 choices:

1. DISH Vs Ankylosing Spondylitis
2. DJD Vs Rheumatoid arthritis in the hand
3. Osteoporosis Vs Osteomalacia

Assessment Due Date

Week 9 Friday (15 Sept 2017) 5:00 pm AEST

Return Date to Students

Week 11 Friday (29 Sept 2017)

Weighting

20%

Assessment Criteria

1. Provide evidence of the typical clinical presentation of both disorders and discuss their similarities and differences
 2. Provide appropriate information on the aetiologies of both disorders and discuss their commonalities and differences
 3. Identify the typical radiographic features of both disorders and discuss their similarities and differences.
- 5 Marks will be allocated for criteria 1 and 2 each and 10 marks for criteria 3.

Table format is acceptable

Use at least 2 references from which you sourced your information (not including lecture notes) Use the Harvard Referencing system. A deduction of 3 marks will result if referencing requirements are not met.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Select the appropriate management for a variety of abnormalities.

Graduate Attributes

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

2 Practical Assessment

Assessment Type

Practical Assessment

Task Description

OSCE Examination

10 Stations 2 minutes per station

Students will be required to review an image with or without an accompanying history from which they will be required to answer a number of short answer questions.

The exact date and time within week 12 will be provided in due course. This is to prevent any unnecessary overlap with other subjects.

Assessment Due Date

The Practical Examination will be scheduled within week 12 with an appropriate date provided in due course. This is to prevent overlap with other OSCE examinations during this week.

Return Date to Students

Results will be posted after exam week

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

In order to achieve a passing grade or higher, students will be required to demonstrate their competence in the following areas:

1. Identification of pathologies covered in the unit;
2. Apply appropriate terminology to describe the radiographic appearance and diagnosis of pathologies
3. Demonstrate an understanding of the pathogenesis of the disorders which gives rise to their radiographic appearance
4. Demonstrate an understanding of contraindications to manual therapies
5. Demonstrate an understanding of appropriate referral including GP, Specialist, Advanced Imaging, Pathology

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Offline

Learning Outcomes Assessed

- Evaluate radiographs for signs of diseases.
- Compare normal and abnormal radiographic findings.
- Implement a search strategy to locate and describe disease processes.
- Create a differential diagnosis list in order to arrive at a provisional diagnosis based on radiographic and clinical findings.

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

No calculators permitted

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

Academic Integrity Statement

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

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

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

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

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

What is a breach of academic integrity?

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

Why is academic integrity important?

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

Where can I get assistance?

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

What can you do to act with integrity?



Be Honest

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



Seek Help

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



Produce Original Work

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