



# CHIR20005 *Diagnostic Imaging*

## Term 2 - 2018

Profile information current as at 24/04/2024 01:28 am

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 - 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: 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 Student Feedback

**Feedback**

Recorded tutorials

**Recommendation**

Tutorials will not be recorded because tutorials require student engagement and participation to demonstrate a practical application of appropriate terminology and visualisation of pathology on diagnostic images. Watching a recording does not maximise this learning behaviour and prevents the tutor from closely following student progress and identifying individuals requiring greater attention. Recording tutorials will likely reduce student willingness to attend and participate.

#### Feedback from Student feedback

**Feedback**

Assignment rubric detail

**Recommendation**

In order to increase the students understanding of expectation for the assignment task, an exemplar of a de-identified assignment will be provided to students in addition to the assignment rubric and marking criteria.

#### Feedback from Student feedback

**Feedback**

Too much content

**Recommendation**

The amount of content provided in this subject is consistent with content from similar subjects at other chiropractic institutions. Student are informed of the high demand of this unit. Some of the very rare pathologies have been removed to reduce student workload and to ensure the appropriateness of content remains high. All chiropractic discipline staff were emailed to seek other opinions and review the content prior to removal of any material. The Unit must include the existing content to ensure professional accreditation and clinical patient safety.

#### Feedback from Student feedback

**Feedback**

OSCE to be moved to exam block

**Recommendation**

OSCEs are currently conducted in week 12. Given that this is a normal teaching week and there is a high level of content for the subject, a request to the HOC will be put forward to move the OSCE into the formal exam period.

## 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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
---	--	--	--	--	--

### Alignment of Assessment Tasks to Learning Outcomes

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

## 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

**Dawn Dane** Unit Coordinator

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

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to joint disease		Assignment Issued

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Degenerative joint disease - extremities		

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Degenerative joint disease - axial skeleton and disc herniation		

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Inflammatory arthritis - Rheumatoid Arthritis		

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Other Inflammatory arthritides		
<b>Vacation Week - 13 Aug 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 20 Aug 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Seronegative spondyloarthropathies		
<b>Week 7 - 27 Aug 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Metabolic disorders		
<b>Week 8 - 03 Sep 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Endocrine disorders		<p>Assignment due 5:00pm Week 9 Fri 7th September as per unit outline.</p> <p><b>Written assignment</b> Due: Week 8 Friday (7 Sept 2018) 5:00 pm AEST</p>
<b>Week 9 - 10 Sep 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Bone and Joint Infection		
<b>Week 10 - 17 Sep 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Blood/Vascular disorders		
<b>Week 11 - 24 Sep 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Dysplasias		
<b>Week 12 - 01 Oct 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Spondylolisthesis and Scoliosis Practical OSCE Exam Wednesday 12:00pm - 1pm		<p>Practical OSCE Exam Wednesday 12:00pm - 1pm</p> <p><b>Practical Assessment</b> Due: Week 12 Wednesday (3 Oct 2018) 12:00 pm AEST</p>
<b>Review/Exam Week - 08 Oct 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 15 Oct 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Written assignment

#### Assessment Type

Written Assessment

**Task Description**

Assignment 1000 words maximum.

Compare and contrast the clinical presentation, aetiology, pathological features (including laboratory tests) 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

Please note that the source of your information contained within your report is important. Using very old or inappropriate references will be reflected in the marking of the content. Try to access high quality references from reputable journals published within the last 10 years. Older references may be acceptable if they are pertinent and of high quality.

**Assessment Due Date**

Week 8 Friday (7 Sept 2018) 5:00 pm AEST

Please submit through Moodle

**Return Date to Students**

Week 10 Friday (21 Sept 2018)

**Weighting**

20%

**Minimum mark or grade**

50%

**Assessment Criteria**

1. Provide evidence of the typical clinical presentation of both disorders and discuss their similarities and differences (5 marks)
  2. Provide appropriate information on the aetiologies of both disorders and discuss their commonalities and differences (5 marks)
  3. Provide appropriate information on the pathological features including appropriate use of laboratory investigations of both disorders and discuss their commonalities and differences (5 marks)
  4. Identify the radiographic features of both disorders and discuss their similarities and differences. Include appropriate terminology and any specific features which assist in the diagnosis. Include common skeletal sites of involvement, classic radiographic signs, and other relevant radiographic features. (10 marks)
- Pictures, images and/or diagrams should be used to support your content.

Table format is acceptable

Use at least 5 references from which you sourced your information (not including lecture notes) Use the APA Referencing system. A deduction of 3 marks will result if referencing requirements are not met.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Please submit through Moodle

**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

25 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.

### Assessment Due Date

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

The exact time of the practical examination in Week 12 may be subject to change if a conflict arises with another examination/assessment during that week.

### Return Date to Students

Assignment marks will be provided within 2 weeks of the due date of submission

### 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

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

### 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**

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