



CHIR20010 *Advanced Clinical Development 1*

Term 1 - 2017

Profile information current as at 14/05/2024 01:32 pm

All details in this unit profile for CHIR20010 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

You will integrate the material studied within the chiropractic course with the further development of critical thinking skills and your capacity to assess, diagnose and manage common neuromusculoskeletal conditions, using clinical case scenarios in the adult and sports-related populations. You will develop an understanding of management approaches to chiropractic care including the integration of the principles and practice of the science, art, and philosophy of chiropractic. Management approaches include prevention, advice on healthy lifestyles, self-managed care, rehabilitation and the utilisation of clinical outcome measures. You will appreciate the importance of integrating knowledge and skills to support clinical decision-making and be willing to adapt with guidance from supervisors and mentors.

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

Pre-requisite: CHIR20006 Clinical Practice 3 and CHIR20007 Diagnostic Imaging 2 Co-requisite: CHIR20009 Clinical Practice 4

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 - 2017

- Mackay

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. **Portfolio**

Weighting: 20%

2. **In-class Test(s)**

Weighting: 40%

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 Moodle "Have Your Say" and direct class representative feedback.

Feedback

There were concerns about the volume of content and the volume of resource material provided.

Recommendation

This should be less in 2017 and is anticipated to continue to diminish in subsequent years as intensive catch up sessions and 'holes' are closed.

Action

Minimal reduction in overall content to supplement necessary learning resources.

Feedback from Moodle "Have Your Say" and direct class representative feedback.

Feedback

The students were unfamiliar of what to study and examination specifications.

Recommendation

There should be a greater focus on the learning outcomes and perhaps this will improve the student's experience throughout this final year. This illustrates the need for improved organisation, communication and standardisation in many aspects of material delivery, assessment and feedback. Changes in assessment items will be considered for the next offering.

Action

Assessment tasks were changed to correlate more with clinical case scenarios, specific to generalised tissue categories.

Unit Learning Outcomes

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

1. Explain the morphology of a clinical condition according to its anatomy, biomechanics, etiology, epidemiology, pathophysiology and prevalence.
2. Interpret findings from a case history and physical assessment to formulate and develop a differential diagnosis or clinical impression in order to consider an appropriate management plan and prognosis, taking in consideration patient safety, absolute and relative contraindications.
3. Apply the appropriate chiropractic approach to treatment (within the scope of practice) that includes technique/skills, exercises/rehabilitation, health promotion, prevention, lifestyle advice and self-managed care in a professional and ethical way, in accordance with the chiropractic code of conduct and professional standards.

This is a specific preparatory unit to assist you to develop an individualised pathway towards strengthening the majority of elements and performance indicators of CCEA's Accreditation Standards. There is also a loose alignment with the Clinical Interest Groups of the Chiropractors Association of Australia (National).

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Portfolio - 20%		•	•
2 - In-class Test(s) - 40%		•	
3 - Examination - 40%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - Portfolio - 20%		○	○		○	○	○	
2 - In-class Test(s) - 40%	○	○						
3 - Examination - 40%	○		○			○		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Reference Texts:

1. Gatterman M. Foundations of Chiropractic Subluxation 2nd ed. St Louis: Elsevier Mosby, 2005.
2. Haldeman S. Principles and Practice of Chiropractic. 3rd edition Norwalk, Connecticut: McGraw-Hill, Medical Publishers, 2005
3. Plaugher G. Ed. Textbook of Clinical Chiropractic. Baltimore: Williams & Wilkins, 1993.
4. Souza TA. Differential Diagnosis and Management for the Chiropractor Protocols and Algorithms. 3rd edition Boston: Jones and Bartlett Publishers, 2005.
5. Peterson DH and Bergmann TF. Chiropractic technique 2nd edition. New York: Churchill Livingstone, 2002.

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 styles below:

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

For further information, see the Assessment Tasks.

Teaching Contacts

David Hannah Unit Coordinator
d.hannah@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic

Chapter

Events and Submissions/Topic

The first week will focus on examination steps; case and management, outcomes tools and clinical impressions. Also presenting outcome measure questionnaires, evidence based guidelines and PBL templates.

At the end of the week, students will be requested to reflect on their past week in clinic and determine if they felt there were technique related challenges, specific to the cervicothoracic regions, which can be reviewed in a lab session in the clinic.

Weekly formative assessments on lecture material.

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
The second week will focus on stages of healing and specific target tissues. At the end of the week, students will be requested to reflect on their past week in clinic and determine if they felt there were technique related challenges, specific to the lumbopelvic regions, which can be reviewed in a lab session in the clinic.		Weekly formative assessments on lecture material.

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
This section will deal with the muscle tissue components and will address conditions such as strains, ruptures, hypertonicity, trigger points, tendinitis, atrophy and myositis ossificans. These types of injuries are common place, especially in every day as well as sporting activities.		Weekly formative assessments on lecture material.

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
This section will deal with the ligamentous tissue components and will address conditions such as sprains, ligament laxity, ligament tears or ruptures. These types of injuries are common place, especially in every day as well as sporting activities.		Weekly formative assessments on lecture material.

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
This section will deal with the joint and connective tissue components and will address conditions facet syndrome, stenosis, osteoarthritis, infection, synovitis and dyskinesia. At the end of the week, students will be requested to reflect on their past week in clinic and determine if they felt there were technique related challenges, specific to the upper and lower extremity regions, which can be reviewed in a lab session in the clinic.		Weekly formative assessments on lecture material.

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes or activities scheduled for this week.		

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
This section will deal with nerve or neurological components and will address conditions such as neurapraxias, nerve tension and neuropathic compression (neuropathy).		Weekly formative assessments on lecture material.

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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This section will deal with the connective tissue components and will address conditions involving fascia, bursa, adipose tissue, disc and meniscoid conditions.

Weekly formative assessments on lecture material.

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
This section will deal with the bone components and will address fractures, osteopenia and tumours (primary and metastatic).		Weekly formative assessments on lecture material.

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
This section will deal with arteriovenous components and will address conditions involving intermittent claudication, varicosities, and aneurysmal conditions.		Weekly formative assessments on lecture material.

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
This section will deal with arthritides and visceral components and will address the more common conditions involving arthritides (rheumatological), infections and viscerosomatic manifestations that can affect the spine.		Weekly formative assessments on lecture material. In-Class Quiz (2) on Common Conditions and Respective Management Due: Week 10 Friday (19 May 2017) 12:00 pm AEST

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
This section will deal with sports components and will address the more common sports related injuries seen in the adult population. The focus will be on the identification and management of these injuries, based upon the tissues injured and the stage of trauma or overuse scenarios.		Weekly formative assessments on lecture material.

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
This section will deal with general lifestyle and health issues and will address the more common conditions since in the adult population (19-64 year old range).		Weekly formative assessments on lecture material. Critical Reflection Journal and Case Study Report Due: Week 12 Friday (2 June 2017) 11:45 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
Shall review course material in preparation for exam week June 12 - 16, 2017		

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

The unit co-ordinator for CHIR20010 is David W Hannah and he will be available to students with questions regarding the course during normal teaching hours. Any student requiring individual attention can email him directly at:

d.hannah@cqu.edu.au. Although this unit does not have a required textbook, all resource material will be made available through the Moodle site and online CQU library sources. A number of guidelines and/or specific articles for case scenarios or discussions will be supplied.

Assessment Tasks

1 Critical Reflection Journal and Case Study Report

Assessment Type

Portfolio

Task Description

A. Critical Reflective Journal

You will be given **two (2)** case studies or clinical triggers for discussion weekly. The topics will be on the Moodle site prior to this class and the material will be covered that week. In the first session, the case scenarios will be given to you, and you are expected to brainstorm, discuss and come up with the impressions, tests and learning issues yourself and with your colleagues; then be expected to research these issues on your own - using relevant articles in journals, textbooks, guidelines or through information obtained via the internet. In the second session, you will discuss your findings and learning issues that you and your colleagues have identified. You are required to comment on EACH of the cases; where you got things correct, where you went wrong; the relevance of the case to chiropractors; how you might differ in the diagnosis or management discussed by the facilitator or other students. The necessary form templates to complete will be provided.

You are required to maintain a critical reflective journal to provide evidence of the quality and quantity of your in-class learning. The focus of the journal is expected to give you further practice in the application of clinical assessment and management through discussion and case analysis of a range of representative case scenarios to illustrate important concepts.

Each weekly reflective entry should be between 300-500 words.

B. Case Reports

There will be **one (1) written case report** in the format generally seen in journal publications (with reference to current research and available guidelines). The case will be about a patient you are seeing or have seen in clinic this term.

The case report will include reference to: demographic information; history findings; examination findings; differential diagnosis; working hypothesis; prognosis; management and response to management. If there are any radiographic, or other special reports, they are to be included.

You will be required to substantiate your differential diagnosis, management and prognosis decision quoting the most current guidelines, and if possible, locate a current research article pertinent to the case and compare how their management may or may not have agreed with your plan.

Assessment Due Date

Week 12 Friday (2 June 2017) 11:45 pm AEST

The ePortfolio assessment is due on the last day of week 12. It is to be uploaded to Moodle in the supplied marking rubric format and only .docx format will be accepted.

Return Date to Students

Review/Exam Week Friday (9 June 2017)

Weighting

20%

Minimum mark or grade

Further information can be found in Moodle. You must achieve the minimum grade of 50% in order to pass this unit.

Assessment Criteria

A. Assessment of Critical Reflective Journal - 50% of the weighting for this particular assessment or 10/20 marks

Based upon the Marking Rubric and Feedback Template provided for Reflective writing, you will be assessed on:

- (a) written communication and visual presentation skills
- (b) level of critical reflection

- (c) use of documentary evidence
- (d) identifying learning issues or goals
- (e) achieving learning improvements

These will be based upon the Learning Outcomes for this unit, which are:

1. Interpret findings from a case history and physical assessment to formulate and develop a differential diagnosis or clinical impression in order to consider an appropriate management plan and prognosis, taking into consideration patient safety, absolute and relative contraindications.
2. Apply the appropriate chiropractic approach to treatment (within the scope of practice) that includes technique/skills, exercise/rehabilitation, health promotion, prevention, lifestyle advice and self-managed care in a professional and ethical way, in accordance with the chiropractic code of conduct and professional standards.

B. Case Report - 50% of the weighting for this particular assessment or 10/20 marks

Based upon the marking rubric, you will be assessed on:

- (a) situational analysis
- (b) clinical judgement
- (c) response to clinical situation

As for part A above, these will be based upon the Learning Outcomes for this unit, which are:

1. Interpret findings from a case history and physical assessment to formulate and develop a differential diagnosis or clinical impression in order to consider an appropriate management plan and prognosis, taking into consideration patient safety, absolute and relative contraindications.
2. Apply the appropriate chiropractic approach to treatment (within the scope of practice) that includes technique/skills, exercise/rehabilitation, health promotion, prevention, lifestyle advice and self-managed care in a professional and ethical way, in accordance with the chiropractic code of conduct and professional standards.

Referencing Style

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

Submission

Online

Submission Instructions

Both the ePortfolio Critical Reflective Journal and Case Report are to be uploaded on the Moodle site on or before the due date and time. No submission will be accepted after the deadline.

Learning Outcomes Assessed

- Interpret findings from a case history and physical assessment to formulate and develop a differential diagnosis or clinical impression in order to consider an appropriate management plan and prognosis, taking in consideration patient safety, absolute and relative contraindications.
- Apply the appropriate chiropractic approach to treatment (within the scope of practice) that includes technique/skills, exercises/rehabilitation, health promotion, prevention, lifestyle advice and self-managed care in a professional and ethical way, in accordance with the chiropractic code of conduct and professional standards.

Graduate Attributes

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

2 In-Class Quiz (2) on Common Conditions and Respective Management

Assessment Type

In-class Test(s)

Task Description

There will be **two (2)** online quizzes given during the scheduled in-class time period, one hour duration each.

The first test will be given on Friday, April 7, 2017 covering material delivered in the lectures up to the end of week 4 (March 31, 2017). This quiz will be comprised of variable question format and is valued at 20% of the final grade.

The second test will be given on Friday May 19, 2017 covering material delivered in the lectures up to the end of week 9 (May 12, 2017). This quiz will be comprised of variable question format and is valued at 20% of the final grade.

Assessment Due Date

Week 10 Friday (19 May 2017) 12:00 pm AEST

The first quiz is due April 7, 2017 and the second quiz is due May 19, 2017. They will be completed within the first hour of the last scheduled class of that week.

Return Date to Students

Week 11 Friday (26 May 2017)

Results can be accessed via Moodle.

Weighting

40%

Minimum mark or grade

Further information can be found in Moodle. You must achieve the minimum grade of 50% in order to pass this unit.

Assessment Criteria

The on-line quizzes will be specific to your interpretation of findings from a case history and physical assessment. You will have a brief history or case scenario provided and you are to formulate and develop a differential diagnosis or clinical impression in order to consider an appropriate management plan and prognosis, taking into consideration patient safety, absolute and relative contraindications.

There will be a variety of exam question formats per quiz.

Referencing Style

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

Submission

Online

Submission Instructions

The quizzes will only be available for one hour duration at the appointed time for each quiz.

Learning Outcomes Assessed

- Interpret findings from a case history and physical assessment to formulate and develop a differential diagnosis or clinical impression in order to consider an appropriate management plan and prognosis, taking in consideration patient safety, absolute and relative contraindications.

Graduate Attributes

- Knowledge
- Communication

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

Minimum mark or grade - You must achieve the minimum grade of 50% in order to pass this portion of the unit.

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