



CHIR20011 *Clinical Practice 5*

Term 2 - 2021

Profile information current as at 09/05/2024 03:34 am

All details in this unit profile for CHIR20011 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.

Corrections

Unit Profile Correction added on 22-07-21

Students please note that **Part B of Assessment task 1 - Portfolio** is no longer required as part of this unit. This means that you do not need to undertake the element of the assessment task related to informed consent and advertising.

General Information

Overview

Clinical Practice 5 provides you with your fifth block of practical experience within a chiropractic clinic. Under decreasing guidance from your clinic supervisors, you will work as a functional team member and using the theoretical knowledge and practical skills developed in the previous four clinical units. Therefore, you will be expected to demonstrate this increased knowledge and skill by delivering patient assessment and treatment. You will begin to actively lead clinical decision making and management planning discussions. During this unit you will be able to undertake many clinical tasks independently. This intern experience is a valuable bridge between university and professional practice.

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: 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 2 - 2021

- 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: Pass/Fail

2. **Professional Practice Placement**

Weighting: Pass/Fail

3. **Professional Practice Placement**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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 Have Your Say

Feedback

Many students enjoyed the weekly case based learning activities.

Recommendation

It is recommended that case based learning continue to be a part of this unit.

Feedback from Have Your Say

Feedback

Some students felt that a better staff student ratio would improve their experience.

Recommendation

It is recommended that additional strategies be identified to ensure students are able to maximise their time with staff. The clinics work within the ratios accepted by all institutions within the profession.

Unit Learning Outcomes

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

1. Plan and perform an appropriate patient-centered clinical assessment, at a mastery level
2. Independently appraise clinical data to determine differential diagnoses, formulate an appropriate working diagnoses and then generate an appropriate treatment plan
3. Use case studies with minimal supervisor guidance to assess the need for a patient to receive emergency care and/or referral to another health care professional, and perform an appropriate course of care
4. Prepare and present a health promotion plan as part of a patient's management plan
5. Explain a diagnosis and treatment plan to a patient, and produce professional written reports using effective communication skills
6. Independently and consistently comply with the duty of care of a primary health care practitioner and the Chiropractic Code of Conduct.

The Learning Outcomes address the majority of elements and performance indicators of CCEA's Accreditation Standards: Unit 3 Professional Interaction, Unit 6 Patient Assessment, Unit 7 Diagnostic Decision Making, Unit 8 Planning of Patient Care, and Unit 9 Implementation of Care. There will be some elements addressed from Unit 10 Disease Prevention and Health Promotion and Unit 11 Professional Scientific Development. These will be evidenced by the portfolio which will log each patient interaction.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Portfolio - 0%			•	•	•	
2 - Professional Practice Placement - 0%	•	•	•	•	•	•

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
3 - Professional Practice Placement - 0%	•	•				•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - 0%	○	○	○	○	○	○	○	
2 - Professional Practice Placement - 0%	○	○	○	○	○	○	○	
3 - Professional Practice Placement - 0%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Daniel Nalborczyk Unit Coordinator

d.nalborczyk@cqu.edu.au

Schedule

Week 1 - Welcome and course overview - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Introduction to CP5 Clinical duties: Rehabilitation, Reception, Radiography and Clinical Clinical performance: Direct observations of procedures, mini-CEX, participation in weekly gathering	Relevant content will be available on Moodle.	

Week 2 - Case discussion - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
First Case: Online and end of case tutorial Clinical duties: Rehabilitation, Reception, Radiography and Clinical Clinical performance: Direct observations of procedures, mini-CEX, participation in weekly gathering	Relevant content will be available on Moodle. Case content will be available on Moodle -an open forum will also be available for sharing case related resources.	

Week 3 - Case discussion - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Second Case: Online and end of case wrap up formative quiz Clinical duties: Rehabilitation, Reception, Radiography and Clinical Clinical performance: Direct observations of procedures, mini-CEX, participation in weekly gathering	Relevant content will be available on Moodle. Case content will be available on Moodle -an open forum will also be available for sharing case related resources.	

Week 4 - Complex case panel discussion - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Multi-Discipline Case
Conference: Online zoom
discussion
Clinical duties: Rehabilitation,
Reception, Radiography and
Clinical
Clinical performance: Direct
observations of procedures,
mini-CEX, participation in weekly
gathering

Relevant content will be
available on Moodle.
Case content will be available on
Moodle -an open forum will also
be available for sharing case
related resources.

Week 5 - Case discussion - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Third Case: Online and end of case wrap up zoom tutorial Clinical duties: Rehabilitation, Reception, Radiography and Clinical Clinical performance: Direct observations of procedures, mini-CEX, participation in weekly gathering	Relevant content will be available on Moodle. Case content will be available on Moodle -an open forum will also be available for sharing case related resources.	

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Happy Studying/Vacationing!		

Week 6 - Case discussion - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Fourth Case: Online and end of case wrap up online discussion Clinical duties: Rehabilitation, Reception, Radiography and Clinical Clinical performance: Direct observations of procedures, mini-CEX, participation in weekly gathering	Relevant content will be available on Moodle. Case content will be available on Moodle -an open forum will also be available for sharing case related resources.	

Week 7 - Case discussion - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Fifth Case: Online and end of case online case discussion Clinical duties: Rehabilitation, Reception, Radiography and Clinical Clinical performance: Direct observations of procedures, mini-CEX, participation in weekly gathering	Relevant content will be available on Moodle. Case content will be available on Moodle -an open forum will also be available for sharing case related resources.	

Week 8 - Case discussion - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Multi-Discipline Case
Conference: Online zoom
discussion
Clinical duties: Rehabilitation,
Reception, Radiography and
Clinical
Clinical performance: Direct
observations of procedures,
mini-CEX, participation in weekly
gathering

Relevant content will be
available on Moodle.
Case content will be available on
Moodle -an open forum will also
be available for sharing case
related resources.

Week 9 - Case discussion - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Sixth Case: Online and end of case formative wrap-up quiz Clinical duties: Rehabilitation, Reception, Radiography and Clinical Clinical performance: Direct observations of procedures, mini-CEX, participation in weekly gathering	Relevant content will be available on Moodle. Case content will be available on Moodle -an open forum will also be available for sharing case related resources.	

Week 10 - Clinic exit prep day 2 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Group Learning: Informed Consent Tutorial (online) Clinical duties: Rehabilitation, Reception, Radiography and Clinical Clinical performance: Direct observations of procedures, mini-CEX, participation in weekly gathering	Relevant content will be available on Moodle. An open forum will also be available for sharing recorded informed consent videos.	

Week 11 - Advertising - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Group Learning: Advertising Tutorial (online) Clinical duties: Rehabilitation, Reception, Radiography and Clinical Clinical performance: Direct observations of procedures, mini-CEX, participation in weekly gathering	Relevant content will be available on Moodle. An open forum will also be available for sharing advertising material.	

Week - 12 Panel Discussion - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Multi-Discipline Case
Conference: Online zoom
discussion
Clinical duties: Rehabilitation,
Reception, Radiography and
Clinical
Clinical performance: Direct
observations of procedures,
mini-CEX, participation in weekly
gathering

Relevant content will be
available on Moodle.
Case content will be available on
Moodle -an open forum will also
be available for sharing case
related resources.

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 18 Oct 2021

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

There will be 2 four hour residential training days that students must attend.

Assessment Tasks

1 Case Based and Group Learning

Assessment Type

Portfolio

Task Description

Part A

Over the term, we will have up to 6 complex cases to work our way through as a group. The initial case information will be released on Monday morning of each week. It is your responsibility to post on the weekly moodle forum, your post should include a differential diagnosis list explaining why each of the conditions is on your list, plan a physical examination explaining why each test you select would be appropriate at some point on Monday, Tuesday or early Wednesday (before noon). On the Wednesday afternoon further information will be released about the case, with this new information you are required to provide on the same forum a most likely working diagnosis with justification, any further investigations you would like and why, plus your management plan. On the Friday of each week, we will either meet for a zoom tutorial or there will be a formative quiz for you to complete in relation to the case.

Part B

As you are about to enter the profession, we will spend some time with the AHPRA Code of Conduct for Chiropractors. In particular we will have two activities, one will involve you finding a piece of advertising material and verbally critiquing it using the AHPRA advertising guidelines. It is expected that you will present your advertising item to the group for a discussion on strong points and weak points of the item. This will be followed by a post to Moodle detailing any breaches of the guidelines.

The second activity will involve you pairing up in groups of four to record an informed consent, a working link to the recording needs to be posted into the Moodle forum. There is the option to provide an example of a good one or a poor one. As a group, we will critique the presentation using on the Code of Conduct guidelines.

Part C

Multi-discipline Case Conferences - a topical case will be selected for each of the three scheduled case conferences, students will be expected to participate in the discussion with qualified practitioners from a range of discipline on the complexities of the case and management solutions.

Assessment Due Date

Assessment is continuous throughout the term. Forum posts need to occur before noon on a Wednesday and again before 11am on a Friday. Advertising and Informed consent activities are described in the schedule.

Return Date to Students

Via Moodle.

Weighting

Pass/Fail

Minimum mark or grade

successful completion of all tasks.

Assessment Criteria

Part A

In order to successfully complete this activity and receive a passing grade, you are required to fully complete 5 of the 6 cases as described above. This includes two forum posts one before Wednesday at noon that details your differential diagnosis list including justifications and a planned physical examination with justifications. This will be followed by a second post after the release of additional case information. The second post must include a working diagnosis with justifications, any further investigations required and an evidence informed plan of management and be completed before the weekly zoom discussion. The final component is participating in the weekly zoom discussion or completing the formative quiz associated with the quiz. It is your responsibility to ensure that your posts are on the weekly forum by the timelines described. Failure to do complete the required components of 5 of the 6 cases will result in a fail grade for this activity. As this unit is graded on a pass/fail basis, failure of an activity will result in a fail grade of the unit.

Part B

In order to successfully complete part B which involves engaging with the Code of Conduct for Chiropractors, you will be required to source an example of chiropractic marketing material (this can be international or local but please remove names and phone numbers). It is then your responsibility to present the item to the group and the group will discuss the strong and weak points of the marketing material. The second activity involves recording an informed consent in groups of four and posting a link to your video on the weekly moodle forum (try to keep these to no longer than 5 minutes), it is your responsibility to ensure that the link works and all members of the group participate. As a group we will critique the videos using the Code of Conduct for Chiropractors guidelines to strengthen our abilities to perform at the level expected by AHPRA and the CBA. Failure to complete the required components will result in a fail grade for this activity. As this unit is graded on a pass/fail basis, failure of any activity will result in a fail grade for the unit.

Part C

In order to successfully complete part C, you will be required to attend a minimum of 2 of the multidisciplinary case conferences. In addition to attending, you will need to submit via the forum prior to the conference starting one question or comment that you would like addressed by the panel during the conference discussion.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Use case studies with minimal supervisor guidance to assess the need for a patient to receive emergency care and/or referral to another health care professional, and perform an appropriate course of care
- Prepare and present a health promotion plan as part of a patient's management plan
- Explain a diagnosis and treatment plan to a patient, and produce professional written reports using effective communication skills

Graduate Attributes

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

2 Logbook

Assessment Type

Professional Practice Placement

Task Description

Attendance and clinical requirements

As a health care professional your attendance is relied upon for the provision of quality patient care. Your absence and or tardiness impacts service delivery and safe patient care. It is expected that you attend 100% of the scheduled time during the clinical placement to achieve the required clinical attendance. All hours worked must be entered into the clinical attendance form in your logbook. This e-form must be signed by your clinical supervisor.

The clinical attendance form is available in your logbook.

Public holidays are included as hours worked. You can log your shift hours worked for each public holiday. These do not need to be 'made up'.

Any time you are away from your clinical institution, you **MUST** supply a verifiable supporting document indicating why you have not attended. Both your clinical supervisor and the unit coordinator **MUST** be informed by you of any absences from your clinical placement. Any absence for part, or all of, a working day must be made up during the clinical placement. During your time in clinic, you **MUST** complete your clinical requirements as detailed in the clinic manual (This term targets are 120 treatments, 15 new patients consultations, 2 systemic examinations, 20 radiology reports 10 radiographic positioning encounters and 3 lab investigations).

The logbook and your student drive **MUST** be kept **UP TO DATE** as logbook audits will be performed periodically throughout the term. It is your responsibility to ensure that all of these requirements are completed in order to attain a pass for this assessment. Upload completed competencies to your student drive.

If the clinical supervisor deems your skills are not progressing well by week 6 remedial support will be offered

Assessment Due Date

Logbooks must be kept up to date throughout the term however all requirements need to be completed by the end of week 12.

Return Date to Students

Competencies need to be uploaded to your student drive and in your logbook.

Weighting

Pass/Fail

Minimum mark or grade

successful completion of all tasks

Assessment Criteria

To pass this assessment you must attend all scheduled shifts AND provide documented evidence of completion of the clinical requirements (Both term and final year totals see above for required numbers). Any days away from your clinical site must be documented and approved prior to leave being taken and must be signed by the primary clinical supervisor and reception. In addition, it is your responsibility to make this time up. Any shortfall in clinical requirement numbers or attendance hours must be completed before this task can be awarded a passing grade.

Clinical requirements are an important measure of your progress and skills development, if the targets set for this term are not met, please submit an explanation to the unit coordinator and your supervisor for further discussion. If there are concerns about your skills development or your ability to meet clinical requirements as detailed this may result in you not passing this unit.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Plan and perform an appropriate patient-centered clinical assessment, at a mastery level
- Independently appraise clinical data to determine differential diagnoses, formulate an appropriate working diagnoses and then generate an appropriate treatment plan
- Use case studies with minimal supervisor guidance to assess the need for a patient to receive emergency care and/or referral to another health care professional, and perform an appropriate course of care
- Prepare and present a health promotion plan as part of a patient's management plan
- Explain a diagnosis and treatment plan to a patient, and produce professional written reports using effective communication skills
- Independently and consistently comply with the duty of care of a primary health care practitioner and the Chiropractic Code of Conduct.

Graduate Attributes

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

- Leadership

3 Competencies

Assessment Type

Professional Practice Placement

Task Description

Overall Clinical Performance and Competency Assessments

Clinical placement occurs in a professional workplace. As a clinical student you are provided access to that workplace on the condition that you demonstrate behaviours and attributes of a healthcare professional and present a positive image to the staff and clients. As a student in the chiropractic profession in Australia, you are required to be in consistent compliance with the AHPRA Code of Conduct for Chiropractors (**AHPRA Code of Conduct for Chiropractors**).

This assessment considers your ability to communicate professionally with a diverse cultural audience of patients, staff and the general public, demonstrate professional respect for all, and function as a reliable, competent, well organised member of the health team.

It is your responsibility to ensure that the following competencies are completed by the end of week 10:

- 2 history taking scenarios
- 1 physical (ortho/neuro) examination
- 1 systemic examination
- 3 adjustive techniques (at least one extremity)
- 1 report of findings
- 1 rehabilitation functional screen
- 1 file audit
- 1 Other - special considerations
- 2 Overall clinical competence assessments (OCCA) (one formative during week 6 and one summative which will be completed during week 11)

Your clinical supervisor, or delegate, will be working with you, directly observing your day-to-day performance, and/or obtaining feedback from supervising chiropractors who are doing so. These observations and completed competencies relating to your demonstrated knowledge, skills and behaviours over the term, will contribute to the grades awarded in the final Overall Clinical Competence Assessment provided on Moodle.

There are seven main sections to the OCCA form:

- Section 1: Professional Behaviour
- Section 2: Communication
- Section 3: Patient Assessment
- Section 4: Clinical Reasoning and Planning
- Section 5: Interventions / Management

- Section 6: Evidence-based/Informed Practice
- Section 7: Documentation

In each of the 7 sections there are multiple observable behaviours that you are REQUIRED to demonstrate throughout your placement. It is your responsibility to ensure that these are successfully completed. Your assessor will score your performance based on how frequently and to the extent you demonstrate each of the listed behaviours and your completed competency feedback. Your assessor is also encouraged to provide comments to expand on the scoring feedback. This assessment occurs twice during the placement. The first occurs at the mid-placement point (week 6). The mid-placement OCCA is a formative discussion, meaning its function is to provide you and your unit coordinator with formal documented feedback on your performance, but for the formative assessment there are no minimum required scores contributing to your final grade. You are expected to use that feedback to reflect on your performance, develop an action plan to address any areas of performance that are not yet at the target level for this placement, and use the remaining weeks to achieve those targets. For any behaviour that you score well on at the mid-placement assessment, it is expected that you will continue to meet that level of performance or surpass it for the rest of the placement.

The second OCCA assessment occurs toward the end of the second last week of the placement (week 11). The end-of-placement OCCA assessment is summative, in that its primary use is to evaluate and document your competence and performance relative to the stated competence targets. The minimum required scores are listed in the Assessment Criteria section below. Your final overall grade in this assessment depends on where you stand relative to those performance targets.

The OCCA form and marking criteria is available in the assessment block in the unit Moodle site. A copy has been given to the clinical supervisors. It is your responsibility to read the OCCA form carefully to ensure that you understand the criteria against which your professional and clinical behaviour will be evaluated. Your clinical supervisor will meet with you after completing each assessment to discuss it with you. This is your opportunity to get timely clarification on any score or comment on the assessment. Once you have had that discussion, you both need to sign and date the assessment. You should complete a brief summary of the discussion. It is your responsibility to ensure that each completed assessment form has all required documentation, including the name, and dated signature of your assessor as well as your dated signature. Your supervisor will provide you with a copy of the completed assessment form. You will then upload the OCCA and all completed competency assessments into the Moodle assessment item.

It is your responsibility to ensure that you remind your clinical supervisor at least one week prior to the assessment that it needs to be done, and book a meeting with him/her toward the end of the week that the assessment is due. This gives your supervisor the opportunity to collect and review feedback. Competencies should be completed by week 10 so that the final summative OCCA meeting can take place in week 11 (due date on Moodle).

If there are extenuating circumstances at the clinical facility that prevent you from being assessed during the required weeks, you must contact the unit coordinator in a timely manner. This will require obtaining approval for an assessment extension via the unit Moodle site. It is also your responsibility to ensure regular access to the technology needed to upload your assessment by the submission due dates. In the absence of an approved assessment extension, if you have not met all of the requirements listed in the Assessment Criteria section by the stated due dates, you will fail this assessment, and because this is a pass/fail course that means you will receive a Fail grade for the unit.

On occasion, clinical sites inform us of student behaviours which either: compromise the reputation of the clinical site and/or the University, compromise patient / staff safety and/or well-being or breach the Code of Conduct for Chiropractors (examples of such behaviours include but are not limited to - data protection violations, radiation guideline violations, failure to complete file documentation, violation of approved treatment plans etc). In these instances students are notified that they must cease attendance at the clinical site and discuss their position with the unit coordinator and head of course. This may result in applying student behavioural misconduct procedures in line with the CQUniversity Student Behavioural Misconduct Procedure.

Assessment Due Date

Upload via Moodle.

Return Date to Students

Return via Moodle

Weighting

Pass/Fail

Minimum mark or grade

All competencies and assessments must be successfully completed

Assessment Criteria

The criteria for assessment are detailed on the OCCA form, which details behaviours, attributes and competency assessments that will contribute to your score. The assessor will use the stated not assessed (NA), 0,1,2,3 or 4 point scale to indicate the frequency and extent to which you demonstrate each. The required behaviours, attributes and competency assessments are grouped into 7 sections (examples of material that will inform your score are detailed in bullet point form -this list is not exhaustive -see scoring indicators on Moodle for further information), each section has its own minimum required scores.

For Section 1: Professional Behaviour demonstrated during:

- Systemic examinations
- Treatment and examination competencies
- Daily observations

For Section 2: Communication during:

- History taking competency
- Physical examination competency
- Report of findings competency
- Adjustive technique competency
- Written interprofessional skills
- Communication within the clinic environment with peers and staff
- Daily observations

For Section 3: Patient Assessment during:

- History taking competency
- Physical examination competency
- Rehabilitation functional screen
- Physical examination planning discussions
- Daily observations

For Section 4: Clinical Reasoning and Planning during:

- History taking competency
- Physical examination competency
- Case summary presentations/discussions
- Case summary write ups
- Daily observations

For Section 5: Interventions / management during:

- Case summary presentations
- Case summary write ups
- Adjustive technique competency
- Rehabilitation skills
- Patient records management
- Daily observations

For Section 6: Evidence-based/informed Practice during:

- Case summary write ups
- o Treatment plans

o Prognosis

o Outcome measures

· Report of findings competency

· Case management

· Daily observations

For Section 7: Documentation and risk management during:

· File audit competency

· Interprofessional communication (verbal or written)

· Daily observations

For each of the 7 sections there are multiple required behaviours.

The minimum required score to be considered successful in the first (formative) OCCA:

· No more than one score of NA

· No scores of 0 or 1

· No more than 10 scores of 2

· All remaining scores must be 3 or higher

The requirements to successfully pass the second (summative) OCCA:

- No scores of NA or 1
- An overall score of 65%

In order to achieve an overall grade of 'Pass' in this assessment task, you must:

- Schedule and complete both the formative OCCA in week 6 and summative OCCA in week 11
- On the overall placement assessment, meet the minimum required scores in all seven sections and successful completion of all associated competencies
- Ensure the documentation of each OCCA is complete, signed and submitted via Moodle with all completed competencies and the OCCA via moodle in weeks 6 and 11

If minimum required scores in the formative OCCA are not met, you will be regarded as a "Student At Risk". The unit coordinator will contact you via email to advise you of the risk of failing CHIR20011 and provide formative feedback. You must respond to this email to show you understand the implications of this information and give details of your plans for immediate improvement. A phone call or visit will follow. If concerns continue, your supervisor or unit coordinator may request an OCCA, a review of your progress will be

completed. Unsatisfactory scores at this second OCCA will result in a fail grade for CHIR20011.

When a student's behaviour is beyond acceptable risk to clinical sites (compromise the reputation of the clinical site and/or the University, compromise patient / staff safety and/or well-being or breaches the Code of Conduct for Chiropractors, or the the clinical sites policies and procedures), clinical supervisors are required to contact CQUniversity academics/unit coordinator immediately. An OCCA will be performed at this time, IF the outcome of this out of sync OCCA is unsatisfactory, and/or the site feedback indicates that they can no longer host you due to the risk incurred, then this one OCCA alone, or site refusal to host, will constitute a fail of CHIR20011. Where such risk exists your placement will terminate immediately. It is difficult to place such students in the clinical environment again. Your continued progress within the chiropractic course may be at risk.

During the term, clinical interns will be required to demonstrate an increasing level of competency in all aspects of clinical practice as described in the summative competencies. The supervisor will select from competent, requires improvement or incompetent in regards to individual performances - feedback will be provided.

All competency assessments must be successfully completed receiving a level of competency consistent with Clinical Practice 5 to pass the overall practical assessment activity. Minimal prompting or guidance from the clinical supervisor is acceptable, the competencies may be repeated if deemed necessary by the clinical supervisor. The competency forms will be available on Moodle and in the clinic for your reference.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please submit a copy of each of your completed assessments into Moodle and your online drive folder at your clinic.

Learning Outcomes Assessed

- Plan and perform an appropriate patient-centered clinical assessment, at a mastery level
- Independently appraise clinical data to determine differential diagnoses, formulate an appropriate working diagnoses and then generate an appropriate treatment plan
- Independently and consistently comply with the duty of care of a primary health care practitioner and the Chiropractic Code of Conduct.

Graduate Attributes

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

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