



# CHIR20012 *Advanced Clinical Development 2*

## Term 2 - 2017

Profile information current as at 29/04/2024 10:26 pm

All details in this unit profile for CHIR20012 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 10-07-17

Under Assessment Tasks

**End of semester theory exam.** This will cover all weeks but with a 80:20 emphasis on weeks 7-12: weeks 1-6. This will be composed of 50 multiple choice questions. There will be one correct answer only for each question. 30% of the overall grade

To be amended to

**End of term theory exam.** This will cover all weeks but with a 80:20 emphasis on weeks 7-12: weeks 1-6. This will be composed of 30 short answer questions. The answers can be presented as lists (bullet point) or flowing narrative. 30% of the overall grade. More details and practice questions will be provided during the term.

## General Information

### Overview

In this unit, you will continue to integrate the material studied within the chiropractic course. You will also further the development of your critical thinking skills and capacity to assess, diagnose and manage less common neuromusculoskeletal conditions. In addition, there will be usage of clinical scenarios in the obstetrical and paediatric patient populations. You will understand management approaches to chiropractic care including 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 your decision-making and management approaches with the 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: CHIR20009 Clinical Practice 4 and CHIR20010 Advanced Clinical Development 1 Co-requisite: CHIR20011 Clinical Practice 5

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

- 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. **Online Test**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 40%

#### 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 Direct student feedback.

##### Feedback

Needing more focus of the online Moodle information in online quiz preparation so that extraneous material can be more filtered.

##### Recommendation

Too much emphasis and expectations were placed on self-directed learning, with less than ideal results. The extensive volume of material and the need to assimilate the information pushed the students beyond expected norms.

#### Feedback from Direct student feedback.

##### Feedback

Mahara difficult and cumbersome.

##### Recommendation

The CQU portfolio system (using Mahara) will be emphasised earlier and throughout the program to reduce the unfamiliarity with this software at this level, in the future.

## Unit Learning Outcomes

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

1. Explain the relationship between normal and abnormal morphology of a clinical condition according to its aetiology, epidemiology, pathophysiology and treatment options.
2. Interpret findings and formulate a diagnosis, clinical impression, management plan and prognosis from a case history and physical assessment, taking into consideration patient safety and any contraindications.
3. 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 to the chiropractic code of conduct and professional standards.
4. Apply humanistic factors involving communication skills and bio-psychosocial awareness, relative to the patient-practitioner interface.

This is a specific exposure unit to assist the student develop their individualised pathway towards strengthening the majority of elements and performance indicators of CCEA's Accreditation Standards: Unit 6 Patient Assessment, Unit 7 Diagnostic Decision Making, Unit 8 Planning of Patient Care, Unit 9 Implementation of Care, and Unit 3 Professional Interaction. There will be some elements addressed from Unit 10 Disease Prevention and Health Promotion and Unit 11 Professional Scientific Development.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Online Test - 30%</b>	•			

Assessment Tasks	Learning Outcomes			
	1	2	3	4
2 - Written Assessment - 40%		•	•	•
3 - Examination - 30%	•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○	○	○
3 - Cognitive, technical and creative skills	○			○
4 - Research	○	○	○	○
5 - Self-management	○	○	○	○
6 - Ethical and Professional Responsibility	○	○	○	○
7 - Leadership	○	○	○	○
8 - Aboriginal and Torres Strait Islander Cultures				

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Online Test - 30%	○	○	○	○	○	○	○	
2 - Written Assessment - 40%	○	○		○	○	○	○	
3 - Examination - 30%	○	○	○	○	○			

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

There are no prescribed textbooks for this unit.

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Barry Draper** Unit Coordinator

[b.draper@cqu.edu.au](mailto:b.draper@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

1. Introduction to the unit including details on assessment, the intent of the unit and the scheduling.
2. Less common Head and neck syndromes.

### Week 2 - 17 Jul 2017

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Less common cervical spine syndromes

### Week 3 - 24 Jul 2017

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Less common thoracic region syndromes.

### Week 4 - 31 Jul 2017

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Less common lumbar spine and pelvic syndromes.

### Week 5 - 07 Aug 2017

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Less common upper extremity syndromes

**Vacation Week - 14 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 21 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Less common upper limb syndromes.

**Week 7 - 28 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Less common lower limb syndromes.

**An online test** covering the first 6 weeks of material will take place in week 7. The time will be announced in due course. The test will be composed of 50 multiple choice questions. 30% of the overall grade.

**Mid semester online examination**  
Due: Week 7 Friday (1 Sept 2017)  
12:00 am AEST

**Week 8 - 04 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Less common lower limb syndromes.

**Week 9 - 11 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Less common systemic syndromes the chiropractor may see.

**Week 10 - 18 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Less common spinal referral syndromes.

2 case assignments due. See assessment section.

**Week 11 - 25 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Common medical procedures of interest to the chiropractor

Portfolio of examination questions due. See assessment section.

**Written Assessment** Due: Week 11  
Friday (29 Sept 2017) 5:00 pm AEST

**Week 12 - 02 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Review.

**Review/Exam Week - 09 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 16 Oct 2017**

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

# 1 Mid semester online examination

## Assessment Type

Online Test

## Task Description

This will take place in week 7 and cover all material to and including week 6. There will be 50 multi choice questions with one correct answer only. The date and time will be announced in due course on Moodle. There will be a one hour time limit for the quiz. The questions will be identical for all students but the order in which they appear will be randomly generated by computer, so that the quizzes will appear differently for each student. Access to books, notes, websites (other than the quiz) and use of other electronic devices is prohibited during the quiz, as is the use of mobile phones.

## Assessment Due Date

Week 7 Friday (1 Sept 2017) 12:00 am AEST

## Return Date to Students

Week 8 Friday (8 Sept 2017)

## Weighting

30%

## Minimum mark or grade

50% minimum

## Assessment Criteria

No Assessment Criteria

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submissions can be submitted at any time up to the deadline.

## Learning Outcomes Assessed

- Explain the relationship between normal and abnormal morphology of a clinical condition according to its aetiology, epidemiology, pathophysiology and treatment options.

## Graduate Attributes

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

# 2 Written Assessment

## Assessment Type

Written Assessment

## Task Description

This has two components.

**2.A). You must complete 2 case assignments.** You can complete and submit the assignments to me at any time up until the end of week 10. You may choose any of the conditions listed in the power points from week 1-10 which pertain to paediatric or obstetric patients but choose carefully; the condition must be something medical practitioners, physiotherapists or chiropractors are capable of managing. You must provide discussion on the etiology; incidence and demographic; pathophysiology; clinical features; differential diagnoses and common management used by medical practitioners, physiotherapists and chiropractors to manage the problem. You must then conduct a literature search to determine the efficacy of this medical, physiotherapy and chiropractic management and comment on this from an evidence based perspective. You must then nominate, what, in your view is best practice for managing



the condition. The marking rubric for the assignment/s is posted in the introduction ppt and in the moodle section titled case study and rubric. Each assignment/case should be between 800 and 1200 words in length. 20% of the overall grade in total across the 2 assignments.

**2 B) Portfolio with question submission.** You must submit a portfolio of multi choice questions which could be used to assess the unit. Grades will be determined by the appropriateness, originality and quality of your questions. You must submit 3 questions for each topic up to an including topic 10. Submission date no later than Friday 5 PM on week 11 of the term. 20% of the overall grade.

**Assessment Due Date**

Week 11 Friday (29 Sept 2017) 5:00 pm AEST

**Return Date to Students**

Exam Week Friday (20 Oct 2017)

**Weighting**

40%

**Minimum mark or grade**

50% minimum

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Interpret findings and formulate a diagnosis, clinical impression, management plan and prognosis from a case history and physical assessment, taking into consideration patient safety and any contraindications.
- 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 to the chiropractic code of conduct and professional standards.
- Apply humanistic factors involving communication skills and bio-psychosocial awareness, relative to the patient-practitioner interface.

**Graduate Attributes**

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 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