



CHIR20012 *Advanced Clinical Development 2*

Term 2 - 2019

Profile information current as at 19/04/2024 03:21 am

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.

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 - 2019

- Online

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 Have your say

Feedback

Would have been good to have more tutorials and hands on. More interaction.

Recommendation

Whilst there is no plan to introduce a practical component into the unit, the recommendation is for the unit coordinator to place more videos on the moodle site in order to better demonstrate practical procedures.

Feedback from Have your say

Feedback

The assignment task was good

Recommendation

The assignment task calls for students to discuss a case from the perspective of both the practitioner and patient. Students are asked to visit local chiropractors to obtain their opinion on the management of the case as well as perform a review of the current literature on the topic. The recommendation is for the assignment format and topic to remain the same for 2019.

Feedback from Have your say

Feedback

Barry was great at talking about his experiences and deviating from the slides. I really like this.

Recommendation

In addition to learning about diagnosis and management from textbooks and websites, students also enjoy hearing about the anecdotal experience of practitioners. The recommendation is to maintain this exposure to students.

Feedback from Have your say

Feedback

Not sure how the assignment was marked. Where is the rubric for students to seek improvement from and understand where they went wrong.

Recommendation

The rubric for the assignment needs to be modified and improved. The recommendation is for the unit coordinator to seek advice from teaching and learning staff on how to construct a rubric which will allow for more meaningful feedback to be given to students.

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 |
| 1 - Online Test - 30% | • | | | |
| 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 | ○ | ○ | ○ | ○ |

| Graduate Attributes | Learning Outcomes | | | |
|--|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 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.

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

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Navine Haworth Unit Coordinator

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Schedule

Week 1 - 15 Jul 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Lecture: Introduction to paediatric chiropractic, with an open review to the current state of play and how we got here.
Introduction to assignment.

All additional reading material is available on moodle.

Week 2 - 22 Jul 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Lecture: History taking - infants, toddlers, school aged and adolescents. Review of growth and development and milestones. | All additional reading material is available on moodle. | |

Week 3 - 29 Jul 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Lecture: Physical examination of the paediatric patient. | All additional reading material is available on moodle. | |

Week 4 - 05 Aug 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Lecture: Common conditions of the paediatric patient (developmental and musculoskeletal). | All additional reading material is available on moodle. | |

Week 5 - 12 Aug 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Lecture: Common conditions of the paediatric patient continued. | All additional reading material is available on moodle. | |

Vacation Week - 19 Aug 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Week 6 - 26 Aug 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Lecture: Diagnosis and management of the paediatric patient- followed by a case scenario | All additional reading material is available on moodle. | |

Week 7 - 02 Sep 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Lecture: Pregnancy - introduction and review of physiological changes to the female body | All additional reading material is available on moodle. | |

Week 8 - 09 Sep 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Lecture: History taking and common conditions related to pregnancy | All additional reading material is available on moodle. | |

Week 9 - 16 Sep 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Lecture: Physical examination, diagnosis and management of the pregnant patient.
Assessment of Case scenario of a pregnant patient/s provided

All additional reading material is available on moodle.

ONLINE TEST 30% Due: Week 9
Friday (20 Sept 2019) 5:00 pm AEST

Week 10 - 23 Sep 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Lecture: Geriatric patients - introduction to geriatrics and review of physiology of aging | All additional reading material is available on moodle. | |

Week 11 - 30 Sep 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| History taking, common conditions, physical examination, diagnosis and management - followed by a case scenario | All additional reading material is available on moodle. | Written assignment 40% Due: Week 11 Monday (30 Sept 2019) 5:00 pm AEST |

Week 12 - 07 Oct 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Lecture: Palliative care patients- Introduction to palliative care and potential role of chiropractors. History taking, common conditions, physical examination, diagnosis and management - followed by a case scenario. | All additional reading material is available on moodle. | |

Review/Exam Week - 14 Oct 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Exam Week - 21 Oct 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Term Specific Information

Residential school is optional but you are highly encouraged to attend. It is provided at the following campuses:
Brisbane: Thursday July 18, 9:00am-3:00pm; Friday July 19, 9:00am - 3:00pm
Sydney: Thursday September 26, 9:00am -3:00pm.
Mackay: Friday September 27, 9:00am - 3:00pm
Please bring a baby doll with you to practice on.

Assessment Tasks

1 ONLINE TEST 30%

Assessment Type

Online Test

Task Description

An online MCQ covering materials presented and inclusive of weeks 1-7. 40 multiple choice questions, each with 4 possible responses only, and one correct response.

Assessment Due Date

Week 9 Friday (20 Sept 2019) 5:00 pm AEST

Return Date to Students

Week 10 Friday (27 Sept 2019)

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

There are no assessment criteria provided for this assessment.

Referencing Style

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

Submission

Online

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 assignment 40%

Assessment Type

Written Assessment

Task Description

Your written assignment is worth 40%. As a guideline, the length of the main body of your essay should be around 1500 words or so, excluding references. Essays that are substantially longer than this (over 2500 words) or shorter than this (less than 1000 words) are unlikely to score as highly as those that make the best use of the 1500 word length.

Your assignment is to select a video of a clinical presentation related to paediatrics, pregnancy or geriatrics as presented in your lectures series this semester. Discuss this in relation to chiropractic practitioner scope of practice of assessment/examination, diagnosis and management for the condition utilising the literature to support this.

Your assignment should be well written and references should be APA and precise. Introduce the condition presentation and include a link to the video.

Introduce your sources of evidence; eg pubmed, google scholar.

Identify the literature used; "I used this journal, that journal, these clinical guidelines, systematic reviews, case study etc". Now talk about the credibility and reliability of the evidence including the literature you have used. Are the studies well performed, are their flaws, is the journal reliable, is the evidence credible? Critically analyse the other sources of evidence. How well do the studies support the assessment, diagnosis and management of the condition/presentation.

Please save/upload your file in either a Word format (.doc or .docx). Please upload to moodle in a word format.

Assessment Due Date

Week 11 Monday (30 Sept 2019) 5:00 pm AEST

Return Date to Students

Exam Week Friday (25 Oct 2019)

emailed directly to students

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

| Feature | Not evident or addressed 0 | Major omissions 3 | Minor omissions 7 | Full marks. 10 marks each |
|----------------------------|-------------------------------|----------------------|----------------------|---|
| Evidence source | | | | Evidence is broad and includes literature and some form of personal experience (practitioner or self or friend or family member) |
| Exploration of literature | | | | Literature is explored widely and in depth. Lists positions for and against (if available) |
| Analysis of the literature | | | | All evidence including the literature is critically analysed in depth. Is able to identify features which make the evidence credible and reliable. Identifies flaws if present. |
| Argument development | | | | Opinion is well developed; conclusions are rational and reasonable |
| Presentation | | | | Opinion is well presented in an articulate manner with no grammar errors |
| References | | | | References use APA system and are presented appropriately and precisely |

Referencing Style

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

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

90 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