



# CHIR20012 *Advanced Clinical Development 2*

## Term 2 - 2020

Profile information current as at 29/04/2024 06:00 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.

### General Information

#### Overview

In this unit, you will continue to integrate the material studied within the chiropractic course. You will develop the clinical skills required to assess, diagnose and manage special populations. This will include paediatrics, female health including pregnancy, male health and geriatrics. You will understand management approaches to chiropractic care, which include active and passive care, prevention, advice on healthy lifestyles and self-managed care. You will appreciate the importance of integrating knowledge and skills to support clinical decision-making.

#### 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 - 2020

- 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 Quiz(zes)**

Weighting: 30%

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

Weighting: 40%

#### 3. **Online Test**

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**

Students found the practical workshop was beneficial to their learning experience.

##### **Recommendation**

It is recommended that the practical workshop be held in future offerings of the unit.

#### Feedback from Have Your Say

##### **Feedback**

Some students felt that the lectures and recordings could have been improved upon to assist their appreciation of the content.

##### **Recommendation**

It is recommended that the lectures be re-worked for future offerings of the unit.

#### Feedback from Have Your Say

##### **Feedback**

Some students felt that the assessment requirements were unclear and the feedback could have been more comprehensive.

##### **Recommendation**

It is recommended that the new unit coordinator works with the head of course to ensure the assessment requirements are clear and that feedback is comprehensive.

## 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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 30%	•			
2 - Written Assessment - 40%		•	•	•
3 - Online Test - 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 Quiz(zes) - 30%								
2 - Written Assessment - 40%								
3 - Online Test - 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Dawn Dane** Unit Coordinator  
[d.dane@cqu.edu.au](mailto:d.dane@cqu.edu.au)

## Schedule

### Week 1 Introduction to Chiropractic Paediatrics - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Introduction to paediatric chiropractic and current state within Australia; history taking - infants, toddlers, school aged and adolescents.		Tutorial: Overview of the ACD2 unit and expectations. ZOOM 17-07-2020 at 12:00 PM

### Week 2 Physical Examination of the Paediatric Patient - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Physical examination of the paediatric patient (neonate, infant, toddler to adolescent); review of growth and development milestones; physical examination of the toddler and adolescent.		Tutorial: Discussion and scenario specific to physical Examination and growth milestones. ZOOM 24-07-2020 at 12:00 PM

### Week 3 Common Conditions of the Paediatric Patient - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: General paediatric disorders (developmental and musculoskeletal).		Tutorial: Discussion and scenarios re the common conditions seen with paediatric patients (re developmental and MSK issues). ZOOM 31-07-2020 at 12:00 PM

### Week 4 Less Common Conditions of the Paediatric Patient - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Lecture: Less common conditions of the paediatric patient.

Tutorial: Discussion and scenarios re the less common conditions that can be seen with paediatric patients (re developmental and MSK issues).  
ZOOM 07-08-2020 at 12:00 PM

#### **Week 5 Diagnosis and Management of the Paediatric Patient - 10 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Diagnosis and management of the paediatric patient.		Tutorial: Discussion and scenario re the management of the paediatric patient - neonate to adolescent. ZOOM 14-08-2020 at 12:00 PM

#### **Vacation Week - 17 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: None this week due to study week.		Tutorial: None this week

#### **Week 6 Pregnancy - 24 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Pregnancy - introduction and review of physiological changes during pregnancy; labor and childbirth processes.		Tutorial: Discussion and scenario pertinent to physiological changes with pregnancy and childbirth. ZOOM 28-08-2020 12:00 PM

#### **Week 7 Common Conditions Related to Pregnancy - 31 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Conditions related to pregnancy; danger signs in pregnancy.		Tutorial: Discussion and scenario pertinent to pregnancy conditions and possible danger signs with pregnancy ZOOM 04-09-2020 12:00 PM

#### **Week 8 Pregnancy Physical Examination Diagnosis and Management - 07 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Physical examination, diagnosis and management of the pregnant patient.		Tutorial: Discussion and scenario relative to the physical examination, diagnosis and management pertinent to pregnancy ZOOM 11-09-2020 12:00 PM

#### **Week 9 Female Health Issues and Conditions - 14 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Common female health issues and conditions.		Tutorial: Discussion and scenario relative to the variety of health issues and associated conditions pertinent to women. ZOOM 18-09-2020 12:00 PM
		<b>On-Line Quiz</b> Due: Week 9 Friday (18 Sept 2020) 5:00 pm AEST

#### **Week 10 Male Health Issues and Conditions - 21 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Common male health issues and conditions.		Tutorial: Discussion and scenario relative to the variety of health issues and associated conditions pertinent to men. ZOOM 25-09-2020 12:00 PM
		<b>ePortfolio Written Assignment</b> Due: Week 10 Friday (25 Sept 2020) 11:55 pm AEST

### Week 11 Geriatric Common Conditions - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Introduction to geriatric patients; review of physiology of aging; history taking, common conditions, physical examination, diagnosis and management.		Tutorial: Discussion and scenario relative to the variety of health issues and associated conditions pertinent to geriatric population. ZOOM 02-10-2020 12:00 PM

### Week 12 Geriatric Health Issues Including Palliative Care; Death and Dying - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Palliative care patients; introduction to palliative care and potential role of chiropractors.		Tutorial: Discussion and scenario relative to the palliative care and the role of chiropractic. ZOOM 09-10-2020 12:00 PM

### Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Online Test</b> Due: Review/Exam Week Friday (16 Oct 2020) 12:00 pm AEST

### Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Online Test delivery as per timetabled exam schedule.		

## Assessment Tasks

### 1 On-Line Quiz

#### Assessment Type

Online Quiz(zes)

#### Task Description

The purpose of this MCQ quiz is to challenge your knowledge and understanding of the lecture component of the paediatric and obstetrical material presented through weeks 1-8 inclusive. Students will be required to demonstrate this by selecting the one best answer. You will be allowed one attempt for the quiz, which will need to be completed within the allotted time frame.

This quiz is worth **30%** of the final grade. In the absence of an approved extension, there will be no opportunity to complete the task after the assigned date.

#### Number of Quizzes

1

#### Frequency of Quizzes

Other

#### Assessment Due Date

Week 9 Friday (18 Sept 2020) 5:00 pm AEST

#### Return Date to Students

Week 10 Friday (25 Sept 2020)

Formative feedback can be available in a subsequent ZOOM session.

#### Weighting

30%

#### Minimum mark or grade

50%

#### Assessment Criteria

You should be able to demonstrate as specified in the learning outcomes:

1. understanding of the relationship between anatomy, aetiology, pathophysiology, diagnoses and treatment options of conditions seen in the paediatric population (neonate to adolescent).
2. understanding of the physiological processes associated with the pregnant patient and childbirth.
3. understanding of the relationship between anatomy, aetiology, pathophysiology, diagnoses and treatment options of

conditions seen with the pregnant patient.

4. interpret findings from history and physical examination of paediatric and obstetrical patients.

The performance will be reviewed/discussed after the quiz in a subsequent ZOOM session thus providing additional formative feedback.

### Referencing Style

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

### 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
- Ethical and Professional Responsibility

## 2 ePortfolio Written Assignment

### Assessment Type

Written Assessment

### Task Description

In this unit you will create a reflective assignment based on selection criteria associated with the material presented during the term. The ePortfolio will provide the evidence of the quality and quantity of your online/in-class learning. This ePortfolio can be used to evaluate and enhance your learning and/or be used to critically reflect and develop deeper learning. It may be used to evolve skills set which will be essential during your career such as documenting your professional portfolio, achievements and continued development.

The ePortfolio will have an assignment in which you will create a narrative report about a selected specific clinical condition on how you would normally attempt an adjustive approach and potentially how you would need to modify your adjustive approach with special populations (i.e. paediatric and geriatric).

The task description involves:

1. Discussing the epidemiology, incidence, pathophysiology, clinical presentation, management and prognosis of the condition '**by a chiropractor**' (max 500 words).
2. Describing how your management might be altered if you are dealing with paediatric, adolescent, adult or geriatric populations. You will discuss the way a medical practitioner may diagnose and manage the same condition. You will discuss the impact this condition would likely have on a patient (or parent/caregiver) as well as discuss how the person (or family) may have first noticed the symptoms, what they would do or have done about it initially. Part of the narrative will address how this condition could impact the patient's 'activities of daily living'. Both chiropractic and medical managements should be discussed according to current scientific literature. Equally relevant will be your discussion of any other type of evidence you are aware of which supports the management of this condition by chiropractors. To do this, you are required to speak to chiropractors (minimum 2 if possible) and detail their experience with the management of this condition. (max 500 words).

### Assessment Due Date

Week 10 Friday (25 Sept 2020) 11:55 pm AEST

The ePortfolio reflection submission can be submitted at any point up to the cut-off date and time at the end of week 10. If the deadline is breached, the CQU Policy for late submissions will apply.

### Return Date to Students

Week 12 Friday (9 Oct 2020)

### Weighting

40%

### Minimum mark or grade

50%

### Assessment Criteria

A specific marking rubric will be placed on Moodle that will assess for current evidence-informed approaches around the assessment and management of common paediatric, obstetrical, male/female health issues, or geriatric conditions, using a reflective approach, to demonstrate challenges, empathy and respect (particularly in the second part of the report).

The marking rubric will include criteria such as: grammar and spelling; aetiology and pathophysiology, clinical



presentation, current evidence-based understanding of the condition; practitioner evidence; patient's perspective; and your management and overall professionalism at this level in your career in the report. This will account for **40%** of the overall grade.

### Referencing Style

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

### Submission

Online

### Submission Instructions

To be submitted via the ePortfolio software on Moodle.

### 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
- Ethical and Professional Responsibility

## 3 Online Test

### Assessment Type

Online Test

### Task Description

The final online test will be in the format of an MCQ quiz is to challenge your knowledge and understanding of the lecture component of male and female health issues, geriatric and palliative material presented through weeks 9-12 inclusive. Students will be required to demonstrate this by selecting the one best answer. You will be allowed one attempt for the quiz, which will need to be completed within the allotted time frame.

This quiz is worth **30%** of the final grade. In the absence of an approved extension, there will be no opportunity to complete the task after the assigned date.

### Assessment Due Date

Review/Exam Week Friday (16 Oct 2020) 12:00 pm AEST

### Return Date to Students

Exam Week Friday (23 Oct 2020)

Formative feedback can be available after the endorsement of grades for this unit.

### Weighting

30%

### Minimum mark or grade

50%

### Assessment Criteria

The emphasis for the final examination will be on continued demonstration of the learning outcomes in this unit.

You should be able to demonstrate:

1. understanding of the relationship between anatomy, aetiology, pathophysiology, diagnoses and treatment options of conditions seen in the male and female, as well as more common conditions associated with the geriatric population.
2. interpret findings from history and physical examination of male, female and specific geriatric related patients.
3. appreciate palliative care options and how they would apply to dying or terminally ill patients.

### Referencing Style

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

### 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
- 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

## Graduate Attributes

- Knowledge
- Communication
- Research
- Ethical and Professional Responsibility

## 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