



CHIR20013 Clinical Practice 6

Term 3 - 2019

Profile information current as at 08/05/2024 06:07 pm

All details in this unit profile for CHIR20013 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

Clinical Placement 6 provides you with your sixth block of practical experience within a chiropractic clinic. You will work independently while performing as a functional team member using the theoretical knowledge and practical skills developed in the previous five clinical units. You will be expected to demonstrate your increased knowledge and skill by delivering patient assessments and treatments. In addition, you will actively lead clinical decision making and management planning discussions. During this unit you will have the opportunity to have an external placement. The clinical placement 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: 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 3 - 2019

- 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. **Professional Practice Placement**

Weighting: Pass/Fail

2. **Portfolio**

Weighting: Pass/Fail

3. **Practical Assessment**

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 Survey

Feedback

Many students reported that the complex cases provided an enjoyable challenge.

Recommendation

The unit coordinator should continue to provide complex cases for students to test their clinical reasoning, diagnosis and management skills.

Feedback from Have Your Say Survey and direct student feedback

Feedback

The students who traveled to Vanuatu on their external placement found the experience exceptionally useful for skills development.

Recommendation

The course should continue to offer external placement opportunities.

Feedback from Have Your Say Survey and direct student feedback

Feedback

The unit coordinator and clinical academics provided a supportive and authentic learning environment.

Recommendation

The unit coordinator and clinical academics appreciate the feedback and will endeavour to provide a positive learning environment.

Unit Learning Outcomes

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






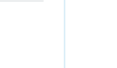








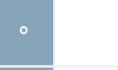
















1. Independently plan and perform a patient-centered clinical assessment.
2. Appraise clinical data to determine differential diagnoses, formulate an appropriate working diagnosis and generate an appropriate treatment plan for complex cases.
3. Use case studies to assess the need for a patient to receive emergency care and/or referral to another healthcare professional and demonstrate appropriate management of such cases.
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.

Even though this unit goes beyond the Chiropractic Council on Education Australasia's (CCEA) minimum standards, the Learning Outcomes address the majority of elements and performance indicators of those 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.


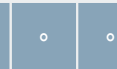

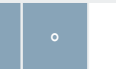



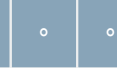










Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
---	--	--	--	--	--

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	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 - Professional Practice Placement - 0%								
2 - Portfolio - 0%								
3 - Practical Assessment - 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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Dawn Dane Unit Coordinator

d.dane@cqu.edu.au

Schedule

Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to CP6!	All material will be available on Moodle	

Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
CPD cycle week 1: topic selection (post to forum, no zoom this week) Clinical duties: rehab, reception, radiography and clinical Clinical performance: direct observations of procedures, mini-CEX, participation in weekly case tutorial	All material will be available on Moodle	

Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
CPD cycle week 2: CPD action plan identified (post to forum and discuss in zoom session) Clinical duties: rehab, reception, radiography and clinical Clinical performance: direct observations of procedures, mini-CEX, participation in weekly case tutorial		

Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
CLINIC EXIT - no forum or zoom discussions this week	All material will be available on Moodle	Clinic Exit Due: Week 4 Friday (6 Dec 2019) 5:00 pm AEST

Vacation Week - 09 Dec 2019

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

Week 5 - 16 Dec 2019

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

CPD cycle week 3: CPD update
(post to forum and comment on one other post)

Clinical duties: rehab, reception, radiography and clinical
Clinical performance: direct observations of procedures, mini-CEX, participation in weekly case tutorial

All material will be available on Moodle

Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
CPD cycle week 3: CPD wrap - up (post to forum and comment on one other post) Clinical duties: rehab, reception, radiography and clinical Clinical performance: direct observations of procedures, mini-CEX, participation in weekly case tutorial	All material will be available on Moodle	

Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Group learning: Mentor/Mentee (post to forum and comment on one other post) Clinical duties: rehab, reception, radiography and clinical Clinical performance: direct observations of procedures, mini-CEX, participation in weekly case tutorial	All material will be available on Moodle	

Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Group learning: transitioning patients (post to forum and zoom discussion) Clinical duties: rehab, reception, radiography and clinical Clinical performance: direct observations of procedures, mini-CEX, participation in weekly case tutorial	All material will be available on Moodle	

Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Zoom - case discussions Clinical duties: rehab, reception, radiography and clinical Clinical performance: direct observations of procedures, mini-CEX, participation in weekly case tutorial	All material will be available on Moodle	

Week 10 - 27 Jan 2020

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

Zoom - case discussions

Clinical duties: rehab, reception,
radiography and clinical

Clinical performance: direct
observations of procedures, mini-
CEX, participation in weekly case
tutorial

All material will be available on
Moodle

Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Zoom - Reflection task discussion Clinical duties: rehab, reception, radiography and clinical Clinical performance: direct observations of procedures, mini- CEX, participation in weekly case tutorial	All material will be available on Moodle	

Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Tasks due: Clinical requirements, competencies and transition reflection. Clinical duties: rehab, reception, radiography and clinical Clinical performance: direct observations of procedures, mini-CEX, participation in weekly case tutorial	All material will be available on Moodle	Clinical requirements and competencies Due: Week 12 Friday (14 Feb 2020) 3:00 pm AEST Reflections Due: Week 12 Wednesday (12 Feb 2020) 5:00 pm AEST

Exam Week - 17 Feb 2020

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

Assessment Tasks

1 Clinical requirements and competencies

Assessment Type

Professional Practice Placement

Task Description**PART A** - 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.

Interns will have the opportunity at the discretion of the clinic supervisor and unit coordinator to go on an external clinical placement for a maximum of 4 weeks during November. This will be decided based on the students' progress towards reaching their clinical requirements and assessments. Please note there will not be an opportunity to do an external placement during January. Interns will be responsible for ensuring all components of the Work Integrated Learning (WIL) agreement is completed in advance. During your time in clinic, you MUST complete your clinical requirements as detailed in the clinic manual (This term the targets are 100 treatments, 15 new patients consultations, 2 systemic examinations, 20 radiology reports 10 radiographic positioning encounters and 3 lab investigations AND/OR meet the final totals required for the year of 300 treatments, 50 new patient consultations, 6 systemic examinations for each system, 60 radiology reports, 30 radiography positioning and 10 lab investigations). The logbook 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.

PART B - 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.

This term as you approach the end of your studies, you will be required to complete some of these tasks within a specified time frame such tasks are indicated by (timed component). The time allowed will vary depending on the clinical case being assessed and will be discussed and decided on by the supervisor and intern.

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

- 2 History taking scenarios (time component)
- 1 Physical examination
- 1 Systemic examination
- 3 Treatments – including soft tissue, manipulation, and advice (time component)
- 1 Rehab session
- 2 Report of findings including gaining informed consent (time component)
- 1 Professionalism in patient management (examples of things to be assessed observation of modesty, awareness of culture, discretion, environment considerations)
- 1 Communication in patient management (range of possible scenarios to be

assessed examples include non-compliance, patient who is feeling worse, patient that crosses boundaries)

- 2 File audits including case management rationale and compliance
- 2 Overall clinical competence assessments (OCCA) (one formative during week 5 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 5). 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.

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

Week 12 Friday (14 Feb 2020) 3:00 pm AEST

Via moodle

Return Date to Students

Exam Week Wednesday (19 Feb 2020)

via moodle

Weighting

Pass/Fail

Minimum mark or grade

100% of all tasks must be completed successfully to achieve a pass grade in this task

Assessment Criteria**PART A**

To pass this assessment you must achieve a minimum of 168 hours (12 X 14 hours - 3.5hrs x 3 clinic shifts/week, 3.5hrs x 1 radio/recept shifts/week) of clinical attendance 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.

PART B

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
- Radiography competency
- 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 x 2
- 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 4 scores of 2
- All remaining scores must be 3 or higher

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

- no scores of NA
- All sections must be scored at 3 or higher

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

- Schedule and complete both the formative OCCA in week 5 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 5 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 CHIR20013 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 CHIR20013.

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 CHIR20013. 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.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Independently plan and perform a patient-centered clinical assessment.
- Appraise clinical data to determine differential diagnoses, formulate an appropriate working diagnosis and generate an appropriate treatment plan for complex cases.
- Use case studies to assess the need for a patient to receive emergency care and/or referral to another healthcare professional and demonstrate appropriate management of such cases.
- 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

2 Reflections

Assessment Type

Portfolio

Task Description

Part A

As you move closer to graduation and becoming a qualified member of the profession, we would like you to take sometime to do some self-assessment and identify some areas for self-improvement. You will need to identify your topic and plan by week 2 and document your progress through weekly forum posts followed by participation in the Zoom sessions. This term you will complete one reflective learning cycles (weeks 2-6). You will use the Chiropractic Board of Australia continuing professional development logbook documentation to complete and submit your learning cycle (all sections must be fully completed in a reflective manner and clearly demonstrate a reflective learning cycle). Our weekly sessions will also involve a reflective communities of practice discussion on each others chosen learning cycles. This task is due on Thursday of week 7.

Please note, there is a minimum pass grade of 80% on these activities (forum posts, zoom attendance and submission of the assessment).

Part B

In the final weeks of term, we would like you to take sometime to reflect on transitions. Over the past year you have transitioned from junior interns to interns to senior interns and in the coming months will

progress to qualified chiropractors. In conjunction with the mentor/mentee and transitioning patients weekly topics, you will have the opportunity to undertake a short reflection on your experiences to date (the good and the bad), explore ideas and avenues to improve and set an action plan going forward into your first year of professional practice. This reflection should be between 500-750 words, be referenced and demonstrate your learning cycle to date. This task is due on Wednesday of week 12. In addition, because these are pass/fail assessment tasks, the requirements listed for a pass score must be attained by the specified due date. In the absence of an approved assessment extension, a student who has not met the requirements by the due date will get a Fail grade.

Assessment Due Date

Week 12 Wednesday (12 Feb 2020) 5:00 pm AEST

Part A is due on Thursday of week 7. Part B is due on Wednesday of week 12.

Return Date to Students

Exam Week Monday (17 Feb 2020)

via moodle

Weighting

Pass/Fail

Minimum mark or grade

80%

Assessment Criteria

The assessment criteria will consider the following:

- Has the student identified a learning experience?
- Has the student been able to relate this to practice?
- Has the student considered further learning to support their understanding?
- Has the student considered how this new information can be shared with colleagues or patients?
- Has the student identified ways that this new information will modify their practice?
- Has the student identified ways that this new information will benefit their patients?
- Did the student contribute to the personal growth of colleagues through discussion and suggestions where possible?
- Has the student explored their experiences in adequate depth to draw useful information for moving forward?

Referencing Style

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

Submission

Online

Submission Instructions

via moodle

Learning Outcomes Assessed

- Independently plan and perform a patient-centered clinical assessment.
- Appraise clinical data to determine differential diagnoses, formulate an appropriate working diagnosis and generate an appropriate treatment plan for complex cases.
- Use case studies to assess the need for a patient to receive emergency care and/or referral to another healthcare professional and demonstrate appropriate management of such cases.

Graduate Attributes

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

3 Clinic Exit

Assessment Type

Practical Assessment

Task Description

The clinic exit examination will involve a two day examination of your clinical skills and knowledge. It will consist of:

- One Objective Structured Long Examination Record (OSLER) station that will last for 35-40 minutes. This will follow the standard template (see moodle) and involve working through a new case consultation, examination skills, further investigations, management and theory.
- One VIVA (oral) station that will last up to 60 minutes. You may be provided with a case scenario 15 minutes prior to entering the viva for your perusal. The viva will involve examination of clinical knowledge and reasoning, ethics, synthesis of information, evidence informed management. It will also examine familiarity with the professional code of conduct and overall professional attitude.

While this is a P/F assessment a score of 65% or above is required to pass. A detailed marking rubrics will be available on moodle no later than week 6 of the term.

Please note:

You must present for your individual practical assessment dressed as you would present to the clinical environment. Any student not adhering to the dress code may be excluded from the assessment.

Non-Academic reviewers may be present as part of the examining panel in addition to academic members of the team

This assessment task may be recorded using a video camera to enable moderation

Please note the following advice from the University Assessment of Coursework Procedures:

3.2.6 In non-graded (pass-fail) courses, all assessment items must be submitted by the due date, as there is no opportunity to apply a five per cent penalty, due to the pass-fail nature of each assessment task. Students who fail a single assessment task in a pass-fail course, or who fail a pass-fail component of a graded course will be deemed to have failed that course.

This assessment task must be completed on the specified day and time. In the absence of an approved extension, there will be no opportunity to complete the task after this date, and there will be no opportunity to apply a late penalty of five per cent per day.

Assessment Due Date

Week 4 Friday (6 Dec 2019) 5:00 pm AEST

This examination will run across two days (December 5th and 6th). It will involve students being quarantined from the 30 mins prior to the examination start time, no students will be admitted after the first students have been released.

Return Date to Students

Vacation Week Tuesday (10 Dec 2019)

via moodle

Weighting

Pass/Fail

Minimum mark or grade

65%

Assessment Criteria

The clinic exit examination is made up to two components - an OSLER (35-40 mins) and a VIVA (up to 60 minutes), rubrics and templates will be provided on Moodle. Interns will be expected to arrive dressed appropriately for their time slot. The examination will assess all items discussed above in the description. It will also aim to confirm the following at the level expected of an entry level chiropractor in line with the standards set by the Council on Chiropractic Education Australasia:

- Able to perform a history that provides diagnostically relevant content
- Demonstration of clinical skills at the level of an entry level chiropractor
- Ability to interpret patient data and perform clinical reasoning
- Ability to synthesize patient information to create an evidence informed plan of management

- Demonstration of awareness and understanding of professional behaviour, scope and practice

A rubric will be provided during week 1 of the unit.

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- 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

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