



CHIR20017 *Advanced Topics in Clinical Chiropractic*

Term 3 - 2018

Profile information current as at 29/04/2024 01:07 am

All details in this unit profile for CHIR20017 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 explore a range of professional issues that you may encounter as part of the clinical practice of chiropractic. You will discuss issues which are important to both the profession as a whole and to you as an individual practitioner. Topics covered will include those pertaining to patient care, the role of the chiropractor within the broader health care system and compliance with the ethical and legal requirements of practice. In addition to sharing your own ideas with colleagues, you will hear from experts on these matters from a range of professional backgrounds.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Co-requisite: CHIR20013

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 - 2018

- 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 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. **Portfolio**

Weighting: 30%

2. **Group Discussion**

Weighting: 30%

3. **Presentation**

Weighting: 40%

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](#).

Unit Learning Outcomes

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

1. Evaluate complex clinical and professional issues within a contemporary healthcare setting
2. Reflect on different stakeholder perspectives when devising management procedure in a clinical or professional setting
3. Develop an evidence-based management procedure to address professional or clinical concern
4. Defend a management procedure created for use in a professional or clinical setting

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 - Portfolio - 30%	•	•		
2 - Group Discussion - 30%	•	•	•	•
3 - Presentation - 40%			•	•

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 - Portfolio - 30%	○	○	○	○	○	○		
2 - Group Discussion - 30%	○	○		○	○	○		
3 - Presentation - 40%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Please see the textbooks referred to in CHIR20013.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microphone and web camera for participation in Zoom tutorials

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

Andrew Vitiello Unit Coordinator
a.vitiello@cqu.edu.au

Schedule

Welcome to Advanced Topics In Clinical Chiropractic - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
LECTURE 1- WELCOME <ul style="list-style-type: none">• This lecture will give you an overview of the unit and go over general expectations including assessment requirements.		By the end of this week, students should have completed the following tasks; 1. Watched the video lecture for this week 2. Demonstrated Mahara e-portfolio readiness by sharing the Mahara secret URL by email with the unit coordinator (<i>Assessment 1 Preparation Task</i>) by the Friday of Week 1 (17:00 EST) . 3. Attended both zoom tutorials scheduled for Tuesday (11 -12) and Thursday (11-12)

The suicidal patient - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
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LECTURE 2- THE SUICIDAL PATIENT

- This lecture will explore the perspectives of multiple stakeholders and provide valuable insights into this vulnerable subset of the population.

By the end of this week, students should have completed the following tasks;

1. Watched the video lecture for this week
2. Completed **AND** emailed the 'Assessment 2 Preparation Task' to the unit coordinator by the **Friday of Week 2 (17:00 EST)**.
3. Attended both zoom tutorials scheduled for **Tuesday (11 -12)** and **Thursday (11-12)**

The patient who insists on having a particular test - 19 Nov 2018

Module/Topic

Chapter

Events and Submissions/Topic

LECTURE 3- THE PATIENT WHO INSISTS ON HAVING A PARTICULAR TEST

- This lecture will explore the perspectives of multiple stakeholders and provide valuable insights into this demanding group of patients.

By the end of this week, students should have completed the following tasks;

1. Watched the video lecture for this week
2. Attended both zoom tutorials scheduled for **Tuesday (11 -12)** and **Thursday (11-12)**

The colleague that has breached the AHPRA guidelines - 26 Nov 2018

Module/Topic

Chapter

Events and Submissions/Topic

LECTURE 4- THE COLLEAGUE THAT HAS BREACHED THE AHPRA GUIDELINES

- This lecture will explore the perspectives of multiple stakeholders and provide valuable insights into the misconduct of a fellow professional.

By the end of this week, students should have completed the following tasks;

1. Watched the video lecture for this week
2. Attended both zoom tutorials scheduled for **Tuesday (11 -12)** and **Thursday (11-12)**

Dealing with clinical uncertainty - 03 Dec 2018

Module/Topic

Chapter

Events and Submissions/Topic

LECTURE 5- DEALING WITH CLINICAL UNCERTAINTY

- This lecture will explore the perspectives of multiple stakeholders and provide valuable insights into the thought-provoking issue of clinical uncertainty.

By the end of this week, students should have completed the following tasks;

1. Watched the video lecture for this week
2. Attended both zoom tutorials scheduled for **Tuesday (11 -12)** and **Thursday (11-12)**

The patient presenting with a notifiable condition - 10 Dec 2018

Module/Topic

Chapter

Events and Submissions/Topic

LECTURE 6- THE PATIENT PRESENTING WITH A NOTIFIABLE CONDITION

- This lecture will explore the perspectives of multiple stakeholders and provide valuable insights into a topic not traditionally associated with chiropractic practice.

By the end of this week, students should have completed the following tasks;

1. Watched the video lecture for this week
2. Attended both zoom tutorials scheduled for **Tuesday (11 -12)** and **Thursday (11-12)**

Social media pitfalls - 17 Dec 2018

Module/Topic

Chapter

Events and Submissions/Topic

LECTURE 7- SOCIAL MEDIA

PITFALLS

- With the emerging ubiquitousness of this form of communication, we will explore the perspectives of multiple stakeholders and provide valuable insights into the topic of social media and its inherent pitfalls for an unsuspecting registered healthcare professional.

By the end of this week, students should have completed the following tasks;

1. Watched the video lecture for this week
2. Attended both zoom tutorials scheduled for **Tuesday (11 -12)** and **Thursday (11-12)**

Introducing new evidence into your practice - 31 Dec 2018

Module/Topic

Chapter

Events and Submissions/Topic

LECTURE 8- INTRODUCING NEW EVIDENCE INTO YOUR PRACTICE

- This lecture will explore the perspectives of multiple stakeholders and provide valuable insights into the topic of introducing new evidence into your practice.

By the end of this week, students should have completed the following tasks;

1. Watched the video lecture for this week
2. Attended both zoom tutorials scheduled for **Tuesday (11 -12)** and **Thursday (11-12)**

The patient who has confided in you/done something that may be illegal - 07 Jan 2019

Module/Topic

Chapter

Events and Submissions/Topic

LECTURE 9- THE PATIENT WHO HAS CONFIDED IN YOU/DONE SOMETHING THAT MAY BE ILLEGAL

- This lecture will explore the perspectives of multiple stakeholders and provide valuable insights into the unusual topic of dealing with medicolegal uncertainties and the broader topic of privacy within the healthcare system

By the end of this week, students should have completed the following tasks;

1. Watched the video lecture for this week
2. Attended both zoom tutorials scheduled for **Tuesday (11 -12)** and **Thursday (11-12)**

Review Week - 14 Jan 2019

Module/Topic

Chapter

Events and Submissions/Topic

There will be no new lecture material for this week

By the end of this week, students should have completed the following tasks;

1. Watched the video lecture for this week
2. Attended both zoom tutorials scheduled for **Tuesday (11 -12)** and **Thursday (11-12)**

Week 10 - 21 Jan 2019

Module/Topic

Chapter

Events and Submissions/Topic

ASSESSMENT 1 (Portfolio) is due this week

By the end of this week, students should have completed the following tasks;

1. Submitted ASSESSMENT 1 by the **Friday of Week 10 (17:00 EST)**
2. Attended both zoom tutorials scheduled for **Tuesday (11 -12)** and **Thursday (11-12)**

Individual Portfolio- Assessment 1

Due: Week 10 Friday (25 Jan 2019)
5:00 pm AEST

Week 11 - 28 Jan 2019

Module/Topic

Chapter

Events and Submissions/Topic

ASSESSMENT 2 (Group Discussion) is due this week

By the end of this week, students should have completed the following tasks;

1. Submitted ASSESSMENT 2 by the **Friday of Week 11 (17:00 EST)**
2. Attended both zoom tutorials scheduled for **Tuesday (11 -12)** and **Thursday (11-12)**

Group Discussion- Assessment 2

Due: Week 11 Friday (1 Feb 2019)
5:00 pm AEST

Week 12 - 04 Feb 2019

Module/Topic

Chapter

Events and Submissions/Topic

ASSESSMENT 3 (Presentation) is due this week

By the end of this week, students should have completed the following tasks;

1. Submitted **all** elements of ASSESSMENT 3 by the **Friday of Week 12 (17:00 EST)**
2. Attended both zoom tutorials scheduled for **Tuesday (11 -12)** and **Thursday (11-12)**

Group Presentation- Assessment 3

Due: Week 12 Friday (8 Feb 2019)
5:00 pm AEST

Term Specific Information

Students should be prepared to attend **BOTH** timetabled Zoom video tutorials as the main way to engage with the unit coordinator and fellow learners. It will be seen as the student's sole responsibility to ensure they are available to attend the tutorials during the week. The student should not allow clinic outpatient schedules or work arrangements to negatively impact on their ability to attend timetabled events.

Assessment Tasks

1 Individual Portfolio- Assessment 1

Assessment Type

Portfolio

Task Description

This assessment is comprised of two elements;

1. **Assessment 1 Preparation Task-** This involves preparing your Mahara e-portfolio page, ensuring you are familiar with its use, and sharing your individual secret URL link by email with the unit coordinator. The due date for this element of the assessment is the Friday (17:00 EST) of Week 1
2. **Assessment 1 Portfolio Task-** This involves taking any **THREE** of the lecture topics and sharing your own personal examples you have experienced either during your internship in the CQU health clinics or during your external observations. You must complete **EITHER** a 500-word reflection **OR** a 10-minute video for **EACH** of your three topics outlining how you dealt with your chosen issues. Students will **NOT** be able to submit a combination of video and written components as part of their portfolio assessment. In completing this assessment, you must use the CHESEMELT approach in organising your reflections. The due date for this element of the assessment is the Friday (17:00 EST) of Week 10 via the appropriate Moodle assessment link

Assessment Due Date

Week 10 Friday (25 Jan 2019) 5:00 pm AEST

Return Date to Students

Week 12 Friday (8 Feb 2019)

Feedback will be provided on, or attached to, the assessment and be available TWO WEEKS after the Friday of Week 10

Weighting

30%

Assessment Criteria

The criteria for this assessment will include;

- Overall task completion
- Language & grammar
- Critical self-reflection and logic
- Referencing & the use of additional external references or resources
- General composition and overall written presentation (*if a written portfolio is submitted*) **OR**
- General composition and overall video/multimedia presentation (*if a video portfolio is submitted*)

A detailed assessment marking rubric, outlining specific requirements will be available in Moodle.

Referencing Style

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

Submission

Online

Submission Instructions

Submission via Moodle site

Learning Outcomes Assessed

- Evaluate complex clinical and professional issues within a contemporary healthcare setting
- Reflect on different stakeholder perspectives when devising management procedure in a clinical or professional setting

Graduate Attributes

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

2 Group Discussion- Assessment 2

Assessment Type

Group Discussion

Task Description

This assessment is comprised of two elements;

1. **Assessment 2 Preparation Task-** This task involves allocating yourselves into groups. These groups will be necessary in order to complete both assessments 2 and 3. Each group will be made up of **NO MORE** than 7 people **AND** will include **AT LEAST ONE** person from a campus other than the majority of the group members. Students will then confirm membership to the group by completing the 'Assessment 2 Group Allocation Form' found on Moodle. This must then be emailed to the unit coordinator no later than the Friday of Week 2 (17:00 EST). After finalisation of all members, students are **NOT** permitted to change their groups
2. **Assessment 2 Group Discussion Task-** Each student will individually ask a registered chiropractor if they have had experience in practice with any one of the eight unit topics discussed during the term. If the chiropractor agrees, the student will then interview the clinician about their experience on only **ONE** of the chosen topics in the same style as was presented in the lectures. No two students may ask the same chiropractor to participate in this assessment. Each member will then share their interview with the group and a single story will be voted by the members as the one to prepare and submit for final grading. The assessment will consist of a 20-minute video of the group discussing the chosen chiropractor's interview (story) using the CHESEMELT framework, to arrive at a solution or 'next step of action'. The aim will be to assess if the chiropractor's original chosen actions were appropriate or could have been improved according to your exposure to stakeholder input (lectures) and the use of the latest published evidence. When it is time to submit your group video, each student will individually submit the following **TWO** items on their personal Mahara portfolio page; their original chiropractic interview and the group's final assessment video to be graded. The due date for this assessment is the Friday of Week 11 (17:00 EST) via the appropriate Moodle assessment link

Assessment Due Date

Week 11 Friday (1 Feb 2019) 5:00 pm AEST

Submission via Moodle Site

Return Date to Students

Week 12 Friday (8 Feb 2019)

Feedback will be provided on, or attached to, the assessment and be available TWO WEEKS after the Friday of Week 11

Weighting

30%

Assessment Criteria

The criteria for this assessment will include;

- Overall task completion
- Language & deportment
- Critical self-reflection and logic
- Referencing & the use of additional external references or resources
- General composition and overall video/multimedia presentation

A detailed assessment marking rubric, outlining specific requirements will be available in Moodle.

Referencing Style

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

Submission

Online

Submission Instructions

Submission via Moodle site

Learning Outcomes Assessed

- Evaluate complex clinical and professional issues within a contemporary healthcare setting
- Reflect on different stakeholder perspectives when devising management procedure in a clinical or professional setting
- Develop an evidence-based management procedure to address professional or clinical concern
- Defend a management procedure created for use in a professional or clinical setting

Graduate Attributes

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

3 Group Presentation- Assessment 3

Assessment Type

Presentation

Task Description

In this assessment, each group will select **ONE** of the topics covered in the unit and create a one-page, single-sided (A4 size) infographic based on the stakeholder input **AND** the most up-to-date published evidence. This infographic should be created with the specific aim to be used in the outpatient clinic as either a patient or clinician resource

When submitting this assessment each **student** will submit the following three items on their person Mahara portfolio page;

1. The infographic as a MS Word file
2. The infographic as a high-resolution PDF file
3. A completed 'Assessment 3- Submission Addendum Form' (available on Moodle) clearly stating to what extent, and the details of involvement, each group member had in producing the final assessment item.

The due date for this assessment is the Friday of Week 12 (17:00 EST) via the appropriate Moodle assessment link

Assessment Due Date

Week 12 Friday (8 Feb 2019) 5:00 pm AEST

Submission via Moodle site

Return Date to Students

Exam Week Friday (15 Feb 2019)

Feedback will be provided on, or attached to, the assessment and be available TWO WEEKS after the Friday of Week 11

Weighting

40%

Assessment Criteria

The criteria for this assessment will include;

- Overall task completion
- Language & grammar
- Referencing & the use of additional external references or resources
- General composition and overall written presentation

A detailed assessment marking rubric, outlining specific requirements will be available in Moodle.

Referencing Style

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

Submission

Online

Submission Instructions

Submission via Moodle site

Learning Outcomes Assessed

- Develop an evidence-based management procedure to address professional or clinical concern
- Defend a management procedure created for use in a professional or clinical setting

Graduate Attributes

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

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem