CHIR20017 *Advanced Topics in Clinical Chiropractic*

Term 3 - 2019

Profile information current as at 07/05/2024 10:57 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 - 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. **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.

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 student evaluation

Feedback

The chosen lecture topics were seen as helpful to students because they were realistic situations that may occur in practice, including how they would be managed

Recommendation

The unit coordinator is pleased that students found value in the chosen topics. He will continue to monitor the lecture content and see where, and when the material can be made more contemporary by utilising actual content derived from the wider media, medicolegal and professional regulator reports.

Feedback from Have Your Say student evaluation

Feedback

Lecturer engagement with the class and the quality of the content was seen as a strength of the unit.

Recommendation

The unit coordinator is pleased students saw the quality of the material and lecture engagement as an asset to the unit as a whole. He will continue to monitor the unit content and improve lecture content and delivery options as the opportunity arise.

Feedback from Have Your Say student evaluation

Feedback

Students felt that being exposed to different perspectives of contemporary professional issues, including unique input from leaders in the healthcare community was a positive element of the unit.

Recommendation

The unit coordinator was pleased that students found merit on being exposed to various stakeholder perspectives when discussing weekly topics. He will continue to include other stakeholder input when selecting new future topics.

Feedback from Moodle student evaluation

Feedback

Students felt that there were too many assessments and timed too close to public holidays

Recommendation

The discipline is exploring opportunities to reposition units in T1 & T2 which should address this concern. The number of assessments (3) was selected so as to give students the best opportunity to achieve a passing grade while still exposing them to important skills, such as collaboration and the dissemination of complex information to a variety of targeted audiences.

Feedback from Moodle student evaluation

Feedback

Mahara was seen as a real concern and as something to avoid engaging with in any meaningful way.

Recommendation

The unit coordinator appreciates that Mahara is a challenging platform to work with. He will investigate the use of an alternative e-portfolio platform (Weebly) for the next offering of this unit so as to directly address student concerns and improve the reflective clinical portfolio experience.

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

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.

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: Vancouver
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
LECTURE 1- WELCOME • This lecture will give you an overview of the unit and go over general expectations including assessment requirements.	All required content can be found on Moodle.	

Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic

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.

All required content can be found on
Moodle.

Week 3 - 25 Nov 2019

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.	All required content can be found on Moodle.	

Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
LECTURE 4- 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.	All required content can be found on Moodle.	

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
LECTURE 5- 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.	All required content can be found on Moodle.	

Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
LECTURE 6- 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.	All required content can be found on Moodle.	

Week 7 - 06 Jan 2020

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.	All required content can be found on Moodle.	

Week 8 - 13 Jan 2020

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.	All required content can be found on Moodle.	

Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
LECTURE 9- IMPACT OF DEMOGRAPHICS ON HEALTH • This lecture will explore how social demographics can impact on health. It will explore the impact of these factors on patient decision making, compliance and outcomes. Students will also be provided with insight on how to be provide a more inclusive clinical experience.	All required content can be found on Moodle.	

Week 10 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
LECTURE 10- CULTURAL AND RELIGIOUS PERSPECTIVES ON HEALTH • This lecture will explore the perspectives of different cultures and religions on health. It will explore the impact of these perspectives on patient decision making, compliance and outcomes. Students will also be provided with insight on how to be provide a more inclusive clinical experience.	All required content can be found on Moodle.	**Forum Discussions** Due: Week 10 Friday (31 Jan 2020) 6:00 pm AEST

Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Presentations will commence this week.		**Infographic** Due: Week 11 Monday (3 Feb 2020) 12:00 pm AEST

Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Presentations will finish this week.		**Portfolio** Due: Week 12 Thursday (13 Feb 2020) 4:00 pm AEST

Exam Week - 17 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Portfolio

Assessment Type
Portfolio

Task Description
This portfolio will see you develop a useful resource for clinical practice, in it you should compile a list of services, public health agencies and or support groups available in the geographical area that you will be practicing for each of the healthcare related scenarios that have been covered. This resource should be in a format that you could share it with a patient in need and or use it as a resource for interprofessional referrals within your clinic. It should be clear, concise and straightforward while still providing enough information to differentiate the available resources. In addition to this practical guide, you will need to take the opportunity to provide a brief reflection on the services available in your chosen area. This should include a reflection on any shortcomings, ideas for improving the situation and any outside the box alternatives that may be of use to patients (ie/national telehealth services etc). This reflection should be no more than 500-750 words.
Task 1 - produce a resource for clinical practice
Task 2 - reflect on the available offerings in your chosen geographical region

Assessment Due Date
Week 12 Thursday (13 Feb 2020) 4:00 pm AEST
Submit via Moodle

Return Date to Students
Exam Week Friday (21 Feb 2020)
Via Moodle

Weighting
30%

Minimum mark or grade
50%

Assessment Criteria
The criteria for this assessment will include;

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

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

Referencing Style

- Vancouver

Submission
Online

Submission Instructions
via Moodle

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 Forum Discussions

Assessment Type
Group Discussion

Task Description
Each week (weeks 2-10) you will be required to post a new and original item to the weekly forum. This post will be related to the weekly topic and may for example involve a relevant clinical experience, a summary of a paper you have read on the topic, a meaningful question you have about the topic etc. You will also be expected to comment on a minimum of two other forum posts for each week. This means in total each week you will provide one original forum item and two forum comments, these items are expected to occur within the week in which they are assigned (ie/ week 2 topic - posts should occur during week 2). The aim of this task is to provide the opportunity for group discussions and knowledge sharing on a range of advanced clinical topics that you are likely to have encountered during your internship or will likely encounter during your career as a chiropractor. This assessment requires a minimum of eight complete (1 post and 2 comments) weeks of participation to pass.

Assessment Due Date
Week 10 Friday (31 Jan 2020) 6:00 pm AEST
All weekly posts are to be completed during the individual weeks, the entire activity will be completed by week 12.

Return Date to Students
Week 12 Friday (14 Feb 2020)
All weekly posts will be checked and feedback provided on an ongoing basis.

Weighting
30%

Assessment Criteria
The criteria for this assessment will include;

- Overall task completion (1 meaningful post and 2 meaningful comments per week for a minimum of 8 weeks to pass)
- Language & grammar
- Critical self-reflection and logic
- Clear demonstration of understanding of the weekly material in a clinical context
- Demonstration of an awareness of the complex issues and appropriate management for those that present to chiropractic clinics

Referencing Style

- [Vancouver](#)

Submission
No submission method provided.

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 Infographic

Assessment Type
Presentation

Task Description
In this assessment, you will select one of the weekly 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. In addition to submitting an infographic you must also provide a meaningful comment or question to at least one other post.
When submitting this assessment each student will submit the following to the Moodle forum:

1. The infographic as a high-resolution PDF file

Assessment Due Date
Week 11 Monday (3 Feb 2020) 12:00 pm AEST
Submit the infographic to the forum by the beginning of week 11, all questions and responses must be complete by the end of week 12.

Return Date to Students
Exam Week Friday (21 Feb 2020)
via Moodle

Weighting
40%

Minimum mark or grade
50%

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

Referencing Style

- Vancouver

Submission
Online

Submission Instructions
Submit the infographic to the forum by the beginning of week 11, all questions and responses must be complete by the end of week 12.

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