



CHIR932

Diagnosis and Management 2

S2 Day 2014

Chiropractic

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

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By appointment

Tutor

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Lecturer and Tutor

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Tutor

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Credit points

4

Prerequisites

CHIR931

Corequisites

Co-badged status

Unit description

The focus of this unit is to further expand student's clinical reasoning skills, by exposing them to the widest possible range of clinical scenarios which may be encountered in chiropractic practice. The cases selected will be of greater complexity to those studied in CHIR931. Acting as a 'virtual clinic', it will expose all students to a standardised range of increasingly complex clinical experiences. Students will be encouraged to complete a substantial proportion of unit activities outside formal class contact time, in order to imitate the independence required in clinical practice.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, imaging and other investigative procedures), in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care.

Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to recognise when chiropractic treatment is appropriate and when referral is necessary

Demonstrate an understanding of how the patient's mental health status can influence the clinical presentation of that patient, the therapeutic relationship with the chiropractor and the clinical outcome

Determine whether a patient requires referral to another health care professional.

General Assessment Information

Examination(s)

The University Examination period in for Second Half Year 2014 is from Monday 17th November to Friday 5th December 2014.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for *Disruption to Studies*. Information about is available at Policy Central: <http://www.m>

mq.edu.au/policy/

If a Supplementary Examination is granted as a result of your application, the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is, the final day of the official examination period.

Assignment submission

Assignments should be submitted to the Science Centre, by 10am on the due date.

Extensions and penalties

Extensions to assignments is at the discretion of the unit convenor. It is the responsibility of the student to prove to the convenor that there has been unavoidable disruption. Marks will be deducted for late submissions in the absence of an approved extension.

Grades

Achievement of grades will be based on the following criteria:

| Grade | |
|------------------------------|---|
| High Distinction (85-100) | A minimum of 60% achievement in each assessment task PLUS a minimum 90% total raw mark |
| Distinction (75-84) | A minimum of 60% achievement in each assessment task PLUS a minimum 80% total raw mark |
| Credit (65-74) | A minimum of 60% achievement in each assessment task PLUS a minimum 70% total raw mark |
| Pass (50-64) | A minimum of 50% achievement in the examination, PLUS a minimum 65% total raw mark |
| Fail (< 50) | Less than 50% achievement in any of the assessment tasks, OR less than 65% total raw mark |

NOTE: Raw mark vs SNG

"The Standard Numerical Grade (SNG) is the number that is associated with the grade (high

distinction, distinction, credit and so on) that a student is awarded. It is called a grade as it does not represent the raw marks, it reflects where within the grading structure the student sits."

<http://www.mq.edu.au/glossary/term/StandardisedNumericalGrade>

It is NOT necessarily the same as your RAW mark, which represents the total of your marks for each assessment task.

High Distinction: provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application.

Distinction: provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Credit: provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; plus communication of ideas fluently and clearly in terms of the conventions of the discipline.

Pass: provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; and communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

Fail: does not provide evidence of attainment of all learning outcomes.

There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; and incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Assessment Tasks

| Name | Weighting | Due |
|--|-----------|---------------|
| <u>On-line Quizzes</u> | 10% | ongoing |
| <u>Case presentation</u> | 10% | As assigned |
| <u>Radiographic portfolios</u> | 10% | To be advised |
| <u>Slide exam</u> | 20% | Week 13 |

| Name | Weighting | Due |
|--------------------------|-----------|-------------------------------|
| <u>Final Examination</u> | 50% | University Examination Period |

On-line Quizzes

Due: **ongoing**

Weighting: **10%**

The quizzes will be based on information related to all cases covered in that week, as well as those assigned for completion at home.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, imaging and other investigative procedures), in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to recognise when chiropractic treatment is appropriate and when referral is necessary
- Demonstrate an understanding of how the patient's mental health status can influence the clinical presentation of that patient, the therapeutic relationship with the chiropractor and the clinical outcome
- Determine whether a patient requires referral to another health care professional.

Case presentation

Due: **As assigned**

Weighting: **10%**

A presentation of a real patient case from clinic. You are to choose a case which is of interest due to its uniqueness, diagnostic or management challenge, presence of yellow or red flags, or another notable feature. The timetable for the presentations, and a template for the power point presentation, is found on ilearn.

On successful completion you will be able to:

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paediatric population to a range of clinical scenarios, in order to recognise when chiropractic treatment is appropriate and when referral is necessary

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- Determine whether a patient requires referral to another health care professional.

Radiographic portfolios

Due: **To be advised**

Weighting: **10%**

See ilearn for details

On successful completion you will be able to:

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Slide exam

Due: **Week 13**

Weighting: **20%**

This will be based on content covered in Tutorial 2

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, imaging and other investigative procedures), in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care.

Final Examination

Due: **University Examination Period**

Weighting: **50%**

This will comprise Case studies, in addition to Short Answer Questions.

On successful completion you will be able to:

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- Determine whether a patient requires referral to another health care professional.

Delivery and Resources

Delivery mode

It will comprise:

| | | |
|-------------------------|--------------------|------------|
| Tutorial 1: 1 hour | Case Presentations | Weeks 1-12 |
| Tutorial 2: 1 hour | Imaging | Weeks 1-12 |
| Lecture: 1 hour 1-12 | Management | Weeks |

6-8 hours per week related activities

Tutorial 1 (Monday-Tuesday): Case Presentations

These tutorials will take the form of 'Grand Rounds'. This a tool commonly used in the training of medical and other health professionals, where an individual presents the history, examination and management of one of their patients. Discussion between the presenter and the audience then takes place, with the aim of ensuring the best possible plan of management.

Each week, three students in each tutorial group will present a real patient case from student clinic. The student audience will then critique and discuss the patient-practitioner interaction that has occurred up to this date. Suggestions for further action can then be made, from which the student can then take to discuss with their clinic supervisor.

Tutorial 2: Imaging

Each week, appropriate images which relate to selected textbook cases will be examined and discussed. When time permits, the tutor will also provide images for identification and discussion which relate either to the type of pathology or the anatomical region of those cases.

Tutorial 3: Management

The management of the cases explored in Tutorial 2 (imaging) will be discussed, together with other selected cases. It is ESSENTIAL that you are familiar with the cases PRIOR to this tutorial.

Class times and locations

Tutorial 1: Monday 11-12 or 12-1 or Tues 2-3

Tutorial 2: Tuesday 2-3 or 4-5 or Wed 10-11 or 11-12

Lecture: Thursday 9-10

Due to the nature of the unit, it is essential that tutorials must be done in the correct order.

Required and recommended resources

Core:

Beirman R. Cases in Differential Diagnosis for the Physical and Manipulative Therapies. Churchill Livingstone, 2012

Highly recommended:

Souza, T. Differential Diagnosis for the Chiropractor

Yochum, T., & Rowe, L., 20, Essentials of Skeletal Radiology – Vols I & II, (ed.) Lippincott, William & Wilkins, Baltimore.

Unit Schedule

| Week | Tutorial 1 <i>Student case presentations</i> | Tutorial 2 <i>Diagnostic imaging</i> | Lecture <i>Management</i> | At home |
|------|---|---|---|--|
| | | Prepare prior to class the following cases: | Prepare prior to class the following cases: | |
| 1 | Student case presentations | 9.5 | 2.5 9.5 | 1.4 2.2 2.3 2.5 4.1 4.5 7.3 7.4 7.8 |
| 2 | Student case presentations | 9.3 19.2 | 2.1 9.3 19.2 | 1.3 2.1 3.2 3.5 3.6 6.1 6.4 7.1 7.2 |

| | | | | |
|----|----------------------------|----------------|----------------------------|--|
| 3 | Student case presentations | 17.2 13.4 | 8.3 17.2 12.3 12.5 13.4 | 8.1 8.2 8.3 12.2 12.3 12.4 12.5 12.7 12.9 |
| 4 | Student case presentations | 2.4 16.1 | 2.4 4.4 16.1 35.3 | 4.3 4.4 13.1 14.3 35.3 |
| 5 | Student case presentations | 1.1 27.1 | 1.1 27.1 | 25.4 26.1 26.2 26.3 26.4 26.5 26.6 26.7 26.8 26.9 26.10 29.1 |
| 6 | Student case presentations | 11.3 28.1 32.5 | 11.3 28.1 29.12 32.5 | 20.1 25.6 25.7 29.7 29.8 29.12 |
| 7 | Student case presentations | 23.5 37.1 38.2 | 23.5 37.1 38.2 28.2 | 22.8 23.3 28.2 29.11 29.13 |
| 8 | Student case presentations | 1.8 20.6 22.1 | 1.8 20.6 22.1 | 32.4 33.2 34.4 35.1 35.2 |
| 9 | Student case presentations | 18.2 24.5 | 18.2 24.5 38.5 | 34.8 37.9 38.1 38.5 |
| 10 | Student case presentations | 27.2 27.3 | 27.2 27.3 | 36.2 36.3 36.5 36.8 37.3 37.6 |
| 11 | Student case presentations | 17.4 21.1 37.2 | 17.4 21.1 37.2 | |
| 12 | Student case presentations | 6.11 10.2 30.3 | 6.11 10.2 30.3 | |
| 13 | | | Slide exam | |

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of

knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

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- Demonstrate an understanding of how the patient's mental health status can influence the clinical presentation of that patient, the therapeutic relationship with the chiropractor and the clinical outcome
- Determine whether a patient requires referral to another health care professional.

Assessment tasks

- On-line Quizzes
- Case presentation
- Radiographic portfolios
- Slide exam
- Final Examination

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, imaging and other investigative procedures), in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care.
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Assessment tasks

- On-line Quizzes
- Case presentation
- Radiographic portfolios
- Slide exam
- Final Examination

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

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Assessment tasks

- On-line Quizzes
- Case presentation
- Radiographic portfolios

- Slide exam
- Final Examination

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, imaging and other investigative procedures), in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to recognise when chiropractic treatment is appropriate and when referral is necessary
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- Determine whether a patient requires referral to another health care professional.

Assessment tasks

- Case presentation
- Radiographic portfolios
- Final Examination

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, imaging and other investigative procedures), in

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- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to recognise when chiropractic treatment is appropriate and when referral is necessary
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- Determine whether a patient requires referral to another health care professional.

Assessment task

- Case presentation

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, imaging and other investigative procedures), in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to recognise when chiropractic treatment is appropriate and when referral is necessary
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- Determine whether a patient requires referral to another health care professional.

Assessment tasks

- Case presentation
- Radiographic portfolios
- Final Examination

Changes since First Published

| Date | Description |
|----------------|---|
| 30/07/ 2014 | A change has been made to the mapping of assessment tasks to learning outcomes. |