



# CHIR931

## Diagnosis and Management 1

S1 Day 2014

*Chiropractic*

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## General Information

Unit convenor and teaching staff

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C5C 347

Tuesday 9am-1pm

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Credit points

4

Prerequisites

CHIR918 and CHIR919

Corequisites

Co-badged status

### Unit description

The focus of this unit is to continue to develop student's clinical reasoning skills, by exposing them to the widest possible range of clinical scenarios which may be encountered in chiropractic practice. It aims to act as a 'virtual clinic', exposing all students to a standardised range of clinical experiences. Students will be encouraged to complete a certain 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, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnosis and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.

Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.

Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios.

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.

Demonstrate competence in establishing the need for referral(urgent and non-urgent)to a medical or other type of practitioner, in a patient who consults a chiropractor.

Demonstrate competence in writing referral letters to other health professionals, based on conclusions made following a thorough assessment of the patient (via history taking and physical examination), and determination of the differential diagnosis .

Demonstrate competence in interpreting and reporting on a wide range of diagnostic images.

## Assessment Tasks

Name	Weighting	Due
<u>Referral letters</u>	10%	Week 4 and 8
<u>On-line quizzes</u>	10%	ongoing
<u>Radiology Reports</u>	20%	ongoing
<u>Attendance</u>	0%	ongoing
<u>Slide Examination</u>	20%	Week 13
<u>Written Examination.</u>	40%	University Examination Period

### Referral letters

Due: **Week 4 and 8**

Weighting: **10%**

This will comprise writing 3 referral letters over the course of the session. Details will be posted on ilearn. If you do not attain a minimum mark of 60% in this section, you will be asked to redo the assignment and re-submit.

Letter 1 is due in week 4

Letter 2 is due in week 8

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnosis and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.
- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios.
- 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.

- Demonstrate competence in establishing the need for referral(urgent and non-urgent)to a medical or other type of practitioner, in a patient who consults a chiropractor.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images.
- Demonstrate competence in writing referral letters to other health professionals, based on conclusions made following a thorough assessment of the patient (via history taking and physical examination), and determination of the differential diagnosis .

## On-line quizzes

Due: **ongoing**

Weighting: **10%**

These will cover the readings and preparatory material that are assigned for each week, and need to be done prior to that week. They will be accessible from Friday 10am to Monday 10am of that week.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnosis and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.
- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios.
- 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.

## Radiology Reports

Due: **ongoing**

Weighting: **20%**

Portfolio 1 Wednesday 9th April

## Portfolio 2 Wednesday 11th June

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnosis and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images.

## Attendance

Due: **ongoing**

Weighting: **0%**

**80% attendance at Tutorial 1 is required to pass the unit**

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnosis and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.
- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios.
- 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.
- Demonstrate competence in establishing the need for referral(urgent and non-urgent)to a medical or other type of practitioner, in a patient who consults a chiropractor.
- Demonstrate competence in writing referral letters to other health professionals, based on conclusions made following a thorough assessment of the patient (via history taking and physical examination), and determination of the differential diagnosis .
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic

images.

## Slide Examination

Due: **Week 13**

Weighting: **20%**

A slide examination, predominantly related to organ imaging, will be held in week 13.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnosis and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images.

## Written Examination.

Due: **University Examination Period**

Weighting: **40%**

This will be a case based examination, integrating all parts of the unit content.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnosis and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed practice'.
- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios.
- 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.
- Demonstrate competence in establishing the need for referral(urgent and non-urgent)to a

medical or other type of practitioner, in a patient who consults a chiropractor.

## Delivery and Resources

### Delivery mode

It will comprise:

Tutorial 1: 1.5 hours      Weeks 1-12 Monday 11-12.30 or Monday 12.30-2 or Tues 2-3.30

Tutorial 2: 1 hour      Weeks 1-12 Tues 3-4 OR Tues 4-5 or Wed 10-11 or Wed 11-12

Lecture 1: 1 hour      Weeks 1-12 Thurs 9-10

Lecture 2: 1 hour      Weeks 1-12 Friday 9-10

6-8 hours per week related activities

### ***Tutorial 1***

Each week, you will be presented with a selection of clinical scenarios, which will initiate the clinical problem solving activities for this class. They may include cases from the paediatric, adult and geriatric populations.

### ***Tutorial 2***

Each week, any appropriate images which relate to the cases discussed in Tutorial 1 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 the original case.

### ***Lecture 1 (Thursday lecture series):***

This series of lectures commences with a revision of paediatric and geriatric clinical assessment, preventative medicine strategies used in these demographic groups, and a look at injuries and infections which are common across the lifespan. The remainder of the lecture series completes your formal education on mental health issues, building on the content covered in earlier units.

### ***Lecture 2 (Friday lecture series):***

The management of the cases covered in Tutorial 1 will be discussed. Focus will be on the role of the chiropractor.

### **Class times and locations**

Tutorial 1: Monday 11- 12.30, Monday 12.30-2 or Tues 2-3.30

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



Lecture 1: Thursday 9-10

Lecture 2: Friday 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

### **Tutorials 1 & 2, Friday lecture series: Case Studies & Evidence Informed Practice**

<i>Week</i>	<i>Major theme</i>
1	Case studies related to the head region
2	Case studies related to the head region
3	Case studies related to the neck region
4	Case studies related to the upper back and chest regions
5	Case studies related to the upper back and chest regions
6	Case studies related to the upper limb
7	Case studies related to the upper limb
8	Case studies related to the low back and abdominal regions
9	Case studies related to the low back and abdominal regions
10	Case studies related to the lower limb

11	Case studies related to the lower limb
12	Miscellaneous case studies

### Thursday lecture series: Paediatrics, Geriatrics and Mental Health

<i>Week Date</i>	<i>Topics</i>
1	Diagnostic Considerations across the lifespan
2	<p><u>Preventative Medicine</u></p> <p>Screening in paediatrics - Developmental, vision, hearing, metabolic diseases, dentition, Growth charts etc</p> <p>Screening in adults and the elderly</p>
3	Common traumatic injuries across the life span
4	Infections across the lifespan
5	Mental Health 1: Mental health assessment and the patient-practitioner relationship
6	Mental Health 2: Domestic violence, sexual assault and child abuse
7	Mental Health 3: Dealing with patients with a possible mental health disorder and mental health services in Australia
8	Mental Health 4: Suicide prevention
9	Mental Health 5: Treatment for common disorders 1

10	Mental Health 6: Treatment for common disorders 2
11	Mental Health 7: Case studies
12	Revision

## 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](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](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](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/](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](http://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](http://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 competence in writing referral letters to other health professionals, based on conclusions made following a thorough assessment of the patient (via history taking and physical examination), and determination of the differential diagnosis .
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images.

## **Assessment tasks**

- Referral letters
- On-line quizzes
- Radiology Reports
- Attendance
- Slide Examination
- Written 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, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnosis and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
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- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images.

## **Assessment tasks**

- Referral letters
- On-line quizzes
- Radiology Reports
- Attendance
- Slide Examination
- Written 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**

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnosis and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
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and physical examination), and determination of the differential diagnosis .

- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images.

## **Assessment tasks**

- Referral letters
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- Radiology Reports
- Attendance
- Slide Examination
- Written 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, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnosis and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
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- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images.

## **Assessment tasks**

- Referral letters
- Radiology Reports
- Attendance
- Slide Examination
- Written 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, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnosis and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
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## Assessment tasks

- Referral letters
- Radiology Reports
- Attendance
- Written Examination.

## 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, diagnostic imaging and - where relevant - other investigative procedures) using problem solving techniques, in order to successfully diagnosis and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
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## Assessment tasks

- Referral letters
- Radiology Reports

- Attendance
- Written Examination.

## Grading

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 PLUS minimum 80% attendance at tutorials
Distinction (75-84)	A minimum of 60% achievement in each assessment task, PLUS a minimum 80% total raw mark PLUS minimum 80% attendance at tutorials
Credit (65-74)	A minimum of 60% achievement in each assessment task, PLUS a minimum 75% total raw mark PLUS minimum 80% attendance at tutorials
Pass (50-64)	A minimum of 60% achievement in each assessment task, PLUS a minimum 65% total raw mark, PLUS minimum 80% attendance at tutorials
Fail ( < 50)	Less than 60% achievement in any assessment task, OR less than 65% total raw mark OR Less than 80% attendance at tutorials

### 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.