



CHIR918

Physical and Functional Assessment

S1 Day 2014

Chiropractic

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General Information

Unit convenor and teaching staff

Lead Rehab Tutor

Kym Abbott

kym.abbott@mq.edu.au

Contact via kym.abbott@mq.edu.au

Rehab/Phys Exam Tutor

Jakob Dolan

Jakob.Dolan@mq.edu.au

Contact via Jakob.Dolan@mq.edu.au

Unit Convenor

Rosemary Giuriato

rosemary.giuriato@mq.edu.au

Contact via rosemary.giuriato@mq.edu.au

Rehab Tutor

Hazel Jenkins

hazel.jenkins@mq.edu.au

Contact via hazel.jenkins@mq.edu.au

C5C 347

Tuesday 9am-1pm

Phys Exam Tutor

Christopher Jolliffe

christopher.jolliffe@mq.edu.au

Contact via christopher.jolliffe@mq.edu.au

Lead Phys Exam Tutor

Suzanne Saks

suzanne.saks@mq.edu.au

Contact via suzanne.saks@mq.edu.au

Unit Co-convenor

Curtis Rigney

curtis.rigney@mq.edu.au

Contact via curtis.rigney@mq.edu.au

C5C 367

Tuesdays 10-12

Rehab Tutor

Lucinda Slavin

lucinda.slavin@mq.edu.au

Contact via lucinda.slavin@mq.edu.au

Rehab Tutor

Melissa Tan

melissa.tan@mq.edu.au

Contact via melissa.tan@mq.edu.au

Rehab/Phys Exam Tutor

Catherine Blacke

catherine.blacke@mq.edu.au

Contact via catherine.blacke@mq.edu.au

Phys Exam Tutor

Natalie Newman

natalie.newman@mq.edu.au

Contact via natalie.newman@mq.edu.au

Credit points

4

Prerequisites

Admission to MChiroprac

Corequisites

CHIR873

Co-badged status

Unit description

This unit concerns itself with gathering clinically relevant information about a patient through interview, observation, and palpation. The students will gain theoretical knowledge and practical skills for history taking, physical examination, and functional analysis. Clinical reasoning will be facilitated through integration and interpretation of the diagnostic findings. In addition, soft tissue management is expanded.

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:

Conduct an efficient and meaningful patient history

Define functional rehabilitation and compare passive from active care

Know how to perform physical examination procedures for each System of the body

Perform functional postural and movement assessments

Interpret the findings from physical examination findings

Describe the underlying pathological or dysfunctional condition as related to each examination procedure

Rationalize the use of each physical and functional examination procedure

Describe the Biopsychosocial model and explain how it effects patient management

Explain the role of outcome measures; describe their use and interpretation

Assessment Tasks

Name	Weighting	Due
<u>Moch Tests</u>	0%	Semester long
<u>On-line Quizzes</u>	0%	first half of the semester
<u>Functional Practical</u>	30%	Week 12
<u>Physical Practical</u>	30%	Week 13
<u>Physical Exam</u>	20%	Exam period
<u>Functional Exam</u>	20%	Exam period

Moch Tests

Due: **Semester long**

Weighting: **0%**

formative Spot test; practice

On successful completion you will be able to:

- Perform functional postural and movement assessments
- Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- Rationalize the use of each physical and functional examination procedure

On-line Quizzes

Due: **first half of the semester**

Weighting: **0%**

The on-line quiz will be optional. Related questions will be

added to the final theory examination.

On successful completion you will be able to:

- Perform functional postural and movement assessments
- Describe the underlying pathological or dysfunctional condition as related to each examination procedure

Functional Practical

Due: **Week 12**

Weighting: **30%**

Final practical for rehab/functional component of the unit and will consist of preforming procedures as taught in the unit and will have a component that assesses clinical decision making skills.

On successful completion you will be able to:

- Perform functional postural and movement assessments
- Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- Rationalize the use of each physical and functional examination procedure

Physical Practical

Due: **Week 13**

Weighting: **30%**

Final practical for final practical exam and will consist of preforming procedures as taught in the unit and will have a component that assesses clinical decision making skills.

On successful completion you will be able to:

- Conduct an efficient and meaningful patient history
- Know how to perform physical examination procedures for each System of the body
- Interpret the findings from physical examination findings
- Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- Rationalize the use of each physical and functional examination procedure

Physical Exam

Due: **Exam period**

Weighting: **20%**

This will cover the discipline specific content of the entire semester. Question format will be mixed and may include Multiple choice, True and False, Matching, and short answer questions.

On successful completion you will be able to:

- Conduct an efficient and meaningful patient history
- Know how to perform physical examination procedures for each System of the body
- Interpret the findings from physical examination findings
- Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- Rationalize the use of each physical and functional examination procedure

Functional Exam

Due: **Exam period**

Weighting: **20%**

This will cover the discipline specific content of the entire semester. Question format will be mixed and may include Multiple choice, True and False, Matching, and short answer questions.

On successful completion you will be able to:

- Define functional rehabilitation and compare passive from active care
- Know how to perform physical examination procedures for each System of the body
- Perform functional postural and movement assessments
- Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- Rationalize the use of each physical and functional examination procedure
- Describe the Biopsychosocial model and explain how it effects patient management
- Explain the role of outcome measures; describe their use and interpretation

Delivery and Resources

Delivery mode

Will be comprised of a combination of face-to-face lectures, pre-recorded lectures, self-directed learning, and hands-on tutorials:

1. 1 two hour functional assessment lecture per week
2. 1 one hour physical assessment lecture per week

3. 2 two hour tutorials/practicals per week; 1 tutorial for physical assessment, 1 tutorial for functional assessment

3. 2-3 hours per week self instructional learning

Check with the University's timetable webpage to confirm room locations.

Required and recommended resources

Required texts:

- Liebenson. Rehabilitation of the Spine: a practitioner's manual 2nd ed. Lippincott Williams & Wilkins.

- Bickley. Bates' Guide to Physical Examination and History Taking 11th ed. Lippincott Williams & Wilkins.

- Required Course Notes: (available in co-op)

- CHIR918 Functional Assessment Laboratory Manual

- CHIR918 Physical Examination Workbook

Recommended texts:

- Morris. Low Back Pain: Integrated. McGraw-hill

- Bougie. Ageing Body. Appleton Lange (limited stock)

- Kendall F, McCreary E, Provance P. Muscle testing and function, 4th ed. Williams & Wilkins, Baltimore

No substantial changes have been made to this unit.

Unit Schedule

WEEK	TUTORIAL 1 FNCTN (Mon)	LECTURE 1 PHYSICAL (Wed)	Bateschptr	TUTORIAL 2 PHYSICAL (Wed)	LECTURE 2 FNCTN (Fri)
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Week 1 3-7/3	No Tutorial	Introduction to unit; History taking	1 (3-12) 3 (55-74)	History taking	Rehabilitation in Chiropractic (review posture) CTR
Week 2 10-14/ 3	Group Formations Postural Analysis	History taking	2 3 (75-95)	History taking	The Functional Approach AO
Week 3 17-21/ 3	Posture & Gait Analysis	Introduction to physical examination; General observation; Vitals	4 5 6	General observation; Vitals	Assessment/ Documentation/ AO
Week 4 24-28/ 3	Functional Assessment/ MP	Assessing the lymphatic and haematopoietic systems	7 (238-240) 10 (391-392, 407-408) 11 (443-445) 12 (475-477, 494-495)	Assessing the lymphatic and haematopoietic systems	Outcomes AO
Week 5 31/ 3-4/4	Functional Assessment/ MP	Assessing the cardiovascular system	9 11 (447) 12 (471-474, 477-499)	Assessing the cardiovascular system	Acute vs Chronic HJ
Week 6 7-11/4	Functional Assessment/ MP	Assessing the respiratory system	7 (228-230) 8	Assessing the respiratory system	Biopsychosocial AO
Week 7 28/ 4-2/5	Objective Functional Assessments	Assessing the integumentary system		Revision and assessment	Neurological Development/ Respiration AO

Week 8 5-9/5	Respiration Assessment	Assessing the digestive system	7 (231-235) 11 (415-443, 448-451) 15	Assessing the digestive system	Muscle Pathologies & Myofascial Pain Syndrome MF
Week 9 12-16/5	Muscle Length Assessments	Assessing the endocrine system	7 (236-238, 240-243)	Assessing the endocrine system	T4 Syndrome HJ
Week 10 19-23/5	Upper Quarter Functional Assessment	Assessing the urinary and reproductive systems	10 11 (445-447) 13 14 15	Assessing the urinary and reproductive systems	Clinical Decision Making/ Dx MF
Week 11 26-30/5	Revision	Case studies		Revision	Management Plan M
Week 12 2-6/6	Final Practical	Revision/ Prep for next semester		Practical examination	Revision CTR
Week 13 9-13/6	No Practical Queen's Birthday	No Lecture		Feedback	No Lecture

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

- Conduct an efficient and meaningful patient history
- Define functional rehabilitation and compare passive from active care
- Know how to perform physical examination procedures for each System of the body
- Perform functional postural and movement assessments
- Interpret the findings from physical examination findings
- Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- Rationalize the use of each physical and functional examination procedure
- Describe the Biopsychosocial model and explain how it effects patient management
- Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

- Moch Tests
- On-line Quizzes
- Functional Practical
- Physical Practical
- Physical Exam
- Functional Exam

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

- Conduct an efficient and meaningful patient history

- Define functional rehabilitation and compare passive from active care
- Perform functional postural and movement assessments
- Interpret the findings from physical examination findings
- Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- Rationalize the use of each physical and functional examination procedure
- Describe the Biopsychosocial model and explain how it effects patient management
- Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

- On-line Quizzes
- Functional Practical
- Physical Practical
- Physical Exam
- Functional Exam

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

- Conduct an efficient and meaningful patient history
- Interpret the findings from physical examination findings
- Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- Rationalize the use of each physical and functional examination procedure
- Describe the Biopsychosocial model and explain how it effects patient management
- Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

- Functional Practical
- Physical Practical
- Physical Exam
- Functional Exam

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

- Conduct an efficient and meaningful patient history
- Define functional rehabilitation and compare passive from active care
- Know how to perform physical examination procedures for each System of the body
- Perform functional postural and movement assessments
- Interpret the findings from physical examination findings
- Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- Rationalize the use of each physical and functional examination procedure
- Describe the Biopsychosocial model and explain how it effects patient management
- Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

- Moch Tests
- Functional Practical
- Physical Practical
- Functional Exam

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

- Conduct an efficient and meaningful patient history
- Rationalize the use of each physical and functional examination procedure
- Describe the Biopsychosocial model and explain how it effects patient management
- Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

- Functional Practical
- Functional Exam

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

- Conduct an efficient and meaningful patient history
- Define functional rehabilitation and compare passive from active care
- Perform functional postural and movement assessments
- Interpret the findings from physical examination findings
- Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- Rationalize the use of each physical and functional examination procedure
- Describe the Biopsychosocial model and explain how it effects patient management
- Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

- Functional Practical
- Physical Practical
- Physical Exam
- Functional Exam

Attendance Requirement

You are to attend the tutorial in which you are enrolled. Permission to attend an alternative tutorial requires permission from the unit's convener. 85% attendance is CCEA requirement. Failing to meet this minimum attendance will have a significantly negative impact on your grade. It may result in failing the unit.

Additionally, many formative assessments occur within the tutorials/practicals. Missing tutorials will lead to a lack of formative feedback that will be essential for successful completion of assessments. Poor attendance can coorelate with poor grade outcomes.

Grading

Achievement of grades will be based on the following criteria:

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.

Important Note: There are two components within this unit: 1) Physical assessment and 2) Functional (rehab) Assessment. It is necessary to achieve a pass standard in both components in order to pass the unit. That means, you are required to earn a minimum total of 60% of available raw marks in each component; physical assessment and functional assessment, to pass the unit.

Sometimes it helps to 'translate' these descriptions into numbers. So, what is required from you in this unit, in order for you to attain a specific grade, is outlined below:

GRADE	Requirement
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Pass	A minimum of 60% in each of Unit component PLUS a minimum 60% total raw mark
Credit	A minimum of 60% in each of Unit component; PLUS a minimum 70% total raw mark
Distinction	A minimum of 60% in each of Unit component; PLUS a minimum 80% total raw mark
High Distinction	A minimum of 60% in each of Unit component; PLUS a minimum 85% total raw mark

Changes since First Published

Date	Description
10/04/2014	Updated guide to include physical examination learning objectives and schedule