



CHIR931

Diagnosis and Management 1

S1 Day 2016

Dept of Chiropractic

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	13
<u>Graduate Capabilities</u>	14
<u>Changes from Previous Offering</u>	19
<u>Grading</u>	19
<u>Changes since First Published</u>	21

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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Credit points

4

Prerequisites

CHIR874 and CHIR892 and CHIR917 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. CHIR931 also includes studies in nutrition, pharmacology, mental health and public health.

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 diagnose 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, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images
- Demonstrate an understanding of the ethical and safety issues related to drug usage with their pharmacodynamics, pharmacokinetics and mechanisms of action, and explain the significance of toxicity, adverse reactions, contraindications and side effects.
- Use current research to critically evaluate present nutritional information, issues and trends

General Assessment Information

Attendance Requirements

A minimum of 80% attendance at tutorial classes is required in order to successfully complete this unit.

You must attend the class in which you enrolled. You must not exchange their class time. In special circumstances, you may apply for requests regarding changes. These requests are to be submitted to the unit convenor.

Examinations

The University Examination period in for First Half Year 2016 is from: 14 June – 1 July, 2016

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. <http://www.timetables.mq.edu.au/exam>

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 the disruption to studies process is available at

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

In particular, pay attention to the following information on the Disruption to Studies site:

The [disruption to studies policy](#) applies only to serious and unavoidable disruptions that arise after a study period has commenced.

Serious and unavoidable disruption: The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of a final examination.

Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support is governed by other policies and may be sought and coordinated through [Campus Wellbeing and Support Services](#).

If a supplementary examination is granted as a result of the disruption to studies process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculty Supplementary exams are normally scheduled.)

If you are granted a supplementary exam via the Disruption to Studies process, you will have to write a supplementary exam in the supplementary exam period. In this scenario, only your supplementary exam mark will count towards your final exam mark, irrespective of whether or not you attended the final exam in the normal examination period. The submission of a Disruption to Studies form should not be used as a 'just in case' strategy.

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

Supplementary exams may also be in a different format to the exam set in the normal examination period e.g. oral examination.

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

Assessment Tasks

Name	Weighting	Due
<u>Online Case Study Quizzes</u>	10%	weekly
<u>Nutrition and Mental Health</u>	15%	Friday 29 April, 17:00hrs
<u>Pharmacology Assignment</u>	15%	week 10
<u>Radiology Slide Examination</u>	20%	13
<u>Written Examination</u>	40%	exam period

Online Case Study Quizzes

Due: **weekly**

Weighting: **10%**

Read through the assigned case studies from the required text: Beirman R. Cases in Differential Diagnosis for the Physical and Manipulative Therapies. Churchill Livingstone, 2012. These are case studies of a more medical nature, rather than the chiropractic focus of the case studies done in tutorials. After you have gone through the case study questions in the text, and have a good understanding of the case, go online to access the quiz associated with the case study. The quiz is limited to 10mins, and students only have one attempt.

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 diagnose 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, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.

Nutrition and Mental Health

Due: **Friday 29 April, 17:00hrs**

Weighting: **15%**

Research a specific chronic pain condition. Define the condition and explain the chronic pain mechanism that is occurring. Management of these conditions is multidisciplinary, involving multiple therapies. Two aspects frequently overlooked are the biopsychosocial and nutritional aspects. Specifically research the nutritional and mental health care that has been shown in the literature to be helpful in the management of your chosen condition. All information must be well referenced using reputable published original research and systematic reviews. The report must be submitted through the Turnitin link on iLearn.

Details: 12 point font, single spaced, Times New Roman, 600 – 800 words (1.5 – 2 pages), excluding the references. All referencing must strictly follow the Vancouver Style.

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 diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.
- Use current research to critically evaluate present nutritional information, issues and trends

Pharmacology Assignment

Due: **week 10**

Weighting: **15%**

Each student will receive a patient profile which contains the list of medications taken by this patient. Based on the information provided answer the following:

1. List drug indications
2. Does this combination of drugs point to a specific condition?
3. List common adverse effects
4. Point out if any of the drugs can mimic musculoskeletal symptoms and signs
5. Choose one of the drugs and describe its mechanism of action. Are there any other drugs with the same mechanism of action? Important: Please use your own words. A copied figure will not be accepted.
6. Where have you found the information to answer this assignment

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 diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
- Demonstrate an understanding of the ethical and safety issues related to drug usage with their pharmacodynamics, pharmacokinetics and mechanisms of action, and explain the significance of toxicity, adverse reactions, contraindications and side effects.

Radiology Slide Examination

Due: **13**

Weighting: **20%**

A slide examination, predominantly related to XRay 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 diagnose 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: **exam period**

Weighting: **40%**

Written examination on nutrition, pharmacology, mental health and case studies on diagnosis and management

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 diagnose and manage adult (including geriatric) patients in chiropractic care, using ‘evidence-informed practice’.
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- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.
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- Use current research to critically evaluate present nutritional information, issues and trends

Delivery and Resources

Delivery modes

<i>Class</i>	<i>Date and time</i>	<i>Topic</i>
Tutorial	Mon 11-1.00pm, or Mon 1.00-3pm, or Tues 2-4.00pm, or Wed 9-11am	<i>Clinical Case studies – Diagnosis, diagnostic imaging and management</i> Each week students will be presented with a selection of clinical scenarios, which will initiate the clinical problem solving activities for this class. Appropriate images will be examined and discussed. They may include cases from the paediatric, adult and geriatric populations. The management of the cases will be discussed. Focus will be on the role of the chiropractor.

Unit guide CHIR931 Diagnosis and Management 1

Lecture 1	Thurs 9-10	<i>Clinical Pharmacology</i> Pharmacology provides a basic understanding of the range of therapeutic drug classes, the names of commonly used pharmacological agents in the treatment of common disorders, the ethical and safety issues related to drug usage and explains the significance of toxicity, adverse reactions, contraindications and side effects of drugs.
Lecture 2	Thurs 10-11	<i>Nutrition</i> Nutrition provides a firm foundation in energy and metabolism and the science of nutrition. It explores current nutritional trends and the perplexing question of what dietary intake should be based on.
Lecture 3	Friday 9-10	<i>Mental health</i> Students will be introduced to health psychology and the spectrum of wellness. They will explore the many models of health psychology. Abnormal psychology as defined by the DSM-V will be discussed. The threshold for identifying psychological distress, the process of screening, and the referral process will be elucidated

3-4 hours per week related activities

Unit Web Page

You can log in to iLearn System via the link listed below:

<http://learn.mq.edu.au>

All lecture materials will be posted on ilearn_ and there is also a link to ECHO360 for **audio or audiovisual** (where available) recordings of the lectures.

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

Unit Schedule

Tutorial: Case Studies & Evidence Informed Practice

Venue: E5A 350

Week	Major theme
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

Lecture 1 - Thursday 9-10am: Pharmacology

Venue: W5C 220

Week	Major theme
1	Introduction and basic principles of pharmacology Pharmacology and the Treatment of Pain
2	Pharmacology of NSAIDS and Corticosteroids
3	Treatment of common musculoskeletal disorders
4	Treatment of common musculoskeletal disorders
5	Basic pharmacology of ANS and SNS
6	Drugs affects cardiovascular, renal and haemopoietic systems

7	Drugs affects cardiovascular, renal and haemopoietic systems
8	Central nervous system: common conditions and pharmacological treatments
9	Central nervous system: common conditions and pharmacological treatments
10	Clinical pharmacology of endocrine and reproductive systems
11	Clinical pharmacology of the GIT and chemotherapy drugs
12	Clinical pharmacology of the respiratory system and local anaesthetics
13	Clinical pharmacology of antimicrobial agents and anti-neoplastics and drugs for obesity

Lecture 2 - Thursday 10-11am: Nutrition

Venue: W5C 220

Wk	WEEK OF THE:	Lecture
1	29 February	Introduction to the unit CHIR931 Energy and Metabolism (SW)
2	7 March	Energy and Metabolism (SW)
3	14 March	What should dietary intake be based on? (SW)
4	21 March	What should dietary intake be based on? (SW)
5	28 March	What should dietary intake be based on? (SW)
6	4 APRIL	The Role of GUT microbes in health, obesity and disease (Connie Wing Yan)
MIDSEMESTER BREAK: 11-23 APRIL		
7	25 April	Macronutrients - sugars (SW)
8	2 MAY	Macronutrients - sugars (SW)
9	9 May	Macronutrients - fats (SW)
10	16 May	Macronutrients - fats (SW)
11	23 May	Macronutrients - proteins(SW)

12	29 May	Introduction to the Micronutrients – to be continued in semester 2 (SW)
13	6 June	

Friday 9-10 am lecture 5 series: Mental Health

Venue: W5C 220

<i>Week</i>	<i>Topics</i>
1	Introduction to Health Psychology and the spectrum of wellbeing and wellness
2	Health Beliefs, Behaviour and Behaviour Change (theory)
3	Models of health psychology I
4	GOOD FRIDAY
5	Models of health psychology II Becoming and being ill
6	Reflecting on Health Psychology
7	Abnormal psychology in a historical context & current integrative approach
8	Mental Health Burden
9	Mental Health Assessment
10	Referral process in Australia
11	Specific mental health pathologies I (anxiety)
12	Specific mental health pathologies II (health & mood)

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

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 diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
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- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images
- Demonstrate an understanding of the ethical and safety issues related to drug usage

with their pharmacodynamics, pharmacokinetics and mechanisms of action, and explain the significance of toxicity, adverse reactions, contraindications and side effects.

- Use current research to critically evaluate present nutritional information, issues and trends

Assessment tasks

- Online Case Study Quizzes
- Nutrition and Mental Health
- Pharmacology Assignment
- Radiology Slide Examination
- Written Examination

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

- 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 diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
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Assessment tasks

- Online Case Study Quizzes
- Nutrition and Mental Health
- Pharmacology Assignment
- Radiology 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 diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
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Assessment tasks

- Online Case Study Quizzes

- Nutrition and Mental Health
- Pharmacology Assignment
- Radiology 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 diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
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- Pharmacology Assignment
- Radiology 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 diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.
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- Use current research to critically evaluate present nutritional information, issues and trends

Assessment tasks

- Nutrition and Mental Health
- Pharmacology Assignment
- Radiology 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 diagnose and manage adult (including geriatric) patients in chiropractic care, using ‘evidence-informed practice’.
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Assessment tasks

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Changes from Previous Offering

Nutrition and Pharmacology have been moved from the unit CHIR921 to this unit

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.

Changes since First Published

Date	Description
10/02/2016	a change to the wording of disruption to studies