



CHIR918

Physical and Functional Assessment

S1 Day 2016

Dept of 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

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By appointment

Convener (Functional)

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Lecturer (Physical)

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Lead Rehab Tutor

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Credit points

4

Prerequisites

Admission to MChiro and (CHIR311 or CHIR316 or (CHIR602 and CHIR603 and CHIR604 and CHIR605 and CHIR606 and CHIR607))

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. Additionally, the students are exposed to paradigms related to active care, the biopsychosocial model, and the use of outcome measures.

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:

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

General Assessment Information

The Physical assignment will be submitted through the "turnitin" link within the unit's iLearn page.

The Functional assignment will be submitted during your enrolled tutorial 1 in week 7.

Late submissions will be addressed through the "Disruption of Study" process and may result in a reduction of marks.

Examination(s)

The University Examination period in for First Half Year 2016 is from Tuesday 14th June to Friday 1st of 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 Special Consideration. Information about unavoidable disruption and the special consideration process is available at **Policy Central**: <http://www.mq.edu.au/policy/>

If a Supplementary Examination is granted as a result of the Disruption of Study process 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.

Assessment Feedback:

Feedback on practical skills will occur throughout the semester both informally (continual feedback) and formally (mock tests). Feedback from the Functional assignment task will occur throughout the semester. The final mark will be posted on iLearn in week 13. Feedback from the Physical assignment will occur by the 11th week of the semester via iLearn. The final practicals and the final theory exams are summative whose results will not be posted.

Assessment Tasks

Name	Weighting	Due
History Assignment (Physical)	10%	Week 5
Rehab Workbook Assignment	10%	week 7
Vitals Physical Examinaton	5%	Week 8
Physical Examination Practical	15%	week 13
Functional Practical	20%	Week 13
Physical Theory Exam	20%	Exam Period
Functional Theory Exam	20%	Exam period

History Assignment (Physical)

Due: **Week 5**

Weighting: **10%**

An essay that outlines the role of a comprehensive history while comparing and contrasting with a focused history.

On successful completion you will be able to:

- 1. Conduct an efficient and meaningful patient history

Rehab Workbook Assignment

Due: **week 7**

Weighting: **10%**

Will assess a student's ability to document procedures, perform and interpret functional assessments, and diagram a rational aetiology. The assignment will also assess a student's knowledge of anatomy and muscle function. The practical activity will occur throughout the tutorials and will conclude in week 7

On successful completion you will be able to:

- 1. Conduct an efficient and meaningful patient history
- 4. Perform functional postural and movement assessments
- 7. Rationalize the use of each physical and functional examination procedure
- 9. Explain the role of outcome measures; describe their use and interpretation

Vitals Physical Examination

Due: **Week 8**

Weighting: **5%**

Students will be required to show competency in the taking of VITALS in the simulation mannequin in week 8 tutorial classes.

On successful completion you will be able to:

- 3. Know how to perform physical examination procedures for each System of the body
- 5. Interpret the findings from physical examination findings
- 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure

Physical Examination Practical

Due: **week 13**

Weighting: **15%**

Will consist of performing 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:

- 3. Know how to perform physical examination procedures for each System of the body
- 5. Interpret the findings from physical examination findings
- 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure

- 7. Rationalize the use of each physical and functional examination procedure

Functional Practical

Due: **Week 13**

Weighting: **20%**

Final practical for rehab/functional component of the unit and will consist of performing 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:

- 4. Perform functional postural and movement assessments
- 7. Rationalize the use of each physical and functional examination procedure

Physical Theory 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:

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

Functional Theory 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:

- 2. Define functional rehabilitation and compare passive from active care
- 4. Perform functional postural and movement assessments
- 8. Describe the Biopsychosocial model and explain how it affects patient management
- 9. 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

Class times and locations

Lectures: will be held in C5C T2

Tutorials: will be held in E5A 330

NB: 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. Raven Press
 - Bickley. Bates' Guide to Physical Examination and History Taking 10th ed. Lippincott Williams & Wilkins.
- Required Course Notes: (available in co-op)
- CHIR918 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

Unit Schedule

WEEK	TUTORIAL 1 FNCTN (Mon)	LECTURE 1 PHYSICAL (Tue)	Bates chptr	TUTORIAL 2 PHYSICAL (Tue)	LECTURE 2 FNCTN (Fri)
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Week 1	Group Formations Postural Analysis	Introduction to unit; History taking	1 (3-12) 3 (55-74)	History taking	Rehabilitation in Chiropractic (review posture) CTR
Week 2	Posture & Gait Analysis	History taking	2 3 (75-95)	History taking	The Functional Approach CTR
Week 3	Functional Assessment/MP	In-Class Assessment task	4 5 6	General observation; Vitals	Assessment/ Documentation/ CTR
Week 4	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	Good Friday No Lecture
Week 5	Easter Monday No Lab	Assessing the cardiovascular system	9 11 (447) 12 (471-474, 477-499)	Assessing the cardiovascular system	Outcomes CTR
Week 6	Functional Assessment/MP Activity 11	Assessing the respiratory system	7 (228-230) 8	Assessing the respiratory system	Acute vs Chronic HJ
Week 7	ANZAC Day No Lab	Assessing the integumentary system		Vitals Assessment (Competency)	Neurological Development/ Respiration CTR

Week 8	Objective Functional Assessments / Respiration Assessment	Assessing the digestive system	7 (231-235) 11 (415-443, 448-451) 15	Vitals Assessment on simulation mannequin	Muscle Pathologies & Myofascial Pain Syndrome MF
Week 9	Muscle Length Assessments	Assessing the endocrine system	7 (236-238, 240-243)	Assessing the endocrine system	T4 Syndrome HJ
Week 10	Muscle Length / Upper Quarter Functional Assessment	Assessing the urinary and reproductive systems	10 11 (445-447) 13 14 15	Assessing the digestive systems	Biopsychosocial CTR
Week 11	Upper Quarter Functional Assessment	Case studies		Assessing the urinary and reproductive systems and Revision	Clinical Decision Making/ Dx MF
Week 12	Revision	Revision/ Prep for next semester		Practical examination	Management Plan MF
Week 13	Final Practical	No Lecture		No tutorial	Revision CTR

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

- 1. Conduct an efficient and meaningful patient history
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments
- 5. Interpret the findings from physical examination findings
- 7. Rationalize the use of each physical and functional examination procedure
- 9. Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

- History Assignment (Physical)
- Rehab Workbook Assignment
- Vitals Physical Examinaton
- Physical Examination Practical
- Functional Practical
- Physical Theory Exam
- Functional Theory Exam

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

- 1. Conduct an efficient and meaningful patient history
- 2. Define functional rehabilitation and compare passive from active care
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments

- 5. Interpret the findings from physical examination findings
- 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 7. Rationalize the use of each physical and functional examination procedure
- 8. Describe the Biopsychosocial model and explain how it affects patient management
- 9. Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

- History Assignment (Physical)
- Rehab Workbook Assignment
- Vitals Physical Examination
- Physical Examination Practical
- Functional Practical
- Physical Theory Exam
- Functional Theory 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

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

Assessment tasks

- History Assignment (Physical)

- Rehab Workbook Assignment
- Vitals Physical Examinaton
- Physical Examination Practical
- Functional Practical
- Physical Theory Exam
- Functional Theory 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

- 2. Define functional rehabilitation and compare passive from active care
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments
- 5. Interpret the findings from physical examination findings
- 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 7. Rationalize the use of each physical and functional examination procedure
- 9. Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

- History Assignment (Physical)
- Rehab Workbook Assignment
- Vitals Physical Examinaton
- Physical Examination Practical
- Functional Practical
- Physical Theory Exam
- Functional Theory 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

- 1. Conduct an efficient and meaningful patient history
- 2. Define functional rehabilitation and compare passive from active care
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments
- 5. Interpret the findings from physical examination findings
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- 8. Describe the Biopsychosocial model and explain how it affects patient management
- 9. Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

- History Assignment (Physical)
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- Vitals Physical Examination
- Physical Examination Practical
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- Physical Theory Exam
- Functional Theory 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

- 1. Conduct an efficient and meaningful patient history
- 2. Define functional rehabilitation and compare passive from active care
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments
- 5. Interpret the findings from physical examination findings
- 6. Describe the underlying pathological or dysfunctional condition as related to each

examination procedure

- 7. Rationalize the use of each physical and functional examination procedure
- 8. Describe the Biopsychosocial model and explain how it affects patient management
- 9. Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

- History Assignment (Physical)
- Rehab Workbook Assignment
- Vitals Physical Examination
- Physical Examination Practical
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- Physical Theory Exam
- Functional Theory Exam

Changes from Previous Offering

No changes from previous offering

Attendance Policy

Attendance Requirements

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

Disruption to Study

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 be required 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.

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.

Grading Policy

Grades

Achievement of grades will be based on the following criteria:

IMPORTANT: This unit is comprised of two components: 1) Physical Examination and 2) Functional Assessment. In order to pass the unit a student must earn 60% of available marks for each unit component as well as 60% of total marks for the unit over all. That is, 60% of Physical Examination marks (Physical), 60% of Functional Assessment marks (Functional), and 60% of the total unit's marks.

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.

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

GRADE	EXPECTATION
Pass	A minimum of 60% in each unit component (Physical & Functional); PLUS a minimum 60% total raw mark
Credit	A minimum of 60% in each unit component (Physical & Functional); PLUS a minimum 70% total raw mark
Distinction	A minimum of 60% in each unit component (Physical & Functional); PLUS a minimum 80% total raw mark
High Distinction	A minimum of 60% in each unit component (Physical & Functional); PLUS a minimum 85% total raw mark

Changes since First Published

Date	Description
19/02/2016	Confirmation of Week Schedule