



# CHIR932

## Diagnosis and Management 2

S2 Day 2016

*Dept of Chiropractic*

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#### **Disclaimer**

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## General Information

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Credit points

4

Prerequisites

CHIR931

Corequisites

### Co-badged status

#### Unit description

The focus of this unit is to further expand student's clinical reasoning skills, by exposing them to the widest possible range of clinical scenarios which may be encountered in chiropractic practice. The cases selected will be of greater complexity to those studied in CHIR931. Acting as a 'virtual clinic', it will expose all students to a standardised range of increasingly complex clinical experiences. Students will be encouraged to complete a substantial proportion of unit activities outside formal class contact time, in order to imitate the independence required in clinical practice. Chir932 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 and, where appropriate, investigative procedures), in order to form a diagnostic statement and develop a management plan appropriate to evidence-based chiropractic practice.

Apply an understanding of commonly presented health problems exhibited by paediatric and geriatric populations and within women's, men's and mental health, in order to reach a differential diagnosis and determine appropriate referral.

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 issues and trends.

Demonstrate competence in interpreting and reporting on a wide range of diagnostic images and demonstrate awareness of the clinical significance of the radiographic findings to chiropractic practice.

Demonstrate an understanding of public health issues including the global and national burden of disease and appropriate prevention strategies, with specific reference to chiropractic practice within the Australian healthcare system.

## General Assessment Information

### PRACTICAL AND SLIDE EXAMS

If a practical exam or slide exam is missed a supplementary exam will only be considered under the disruption to studies policy ([http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)), applied for through [www.ask.mq.edu.au](http://www.ask.mq.edu.au) within 5 days of the disruption.

Re-sitting of practical or slide exams will only be considered under the disruption to studies policy ([http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)), applied for through [www.ask.mq.edu.au](http://www.ask.mq.edu.au) within 5 days of the disruption. If a re-sit occurs, a VIVA (oral) format will be used.

### THEORY EXAMINATIONS

The University Examination period in for Second Half Year 2016 is from Monday 14th November to Friday 2nd December 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.

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 unavoidable disruption and the disruption to studies process is available at [http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/), applied for through [www.ask.mq.edu.au](http://www.ask.mq.edu.au) within 5 days of the disruption

If a Supplementary Examination is granted the examination will be scheduled after the conclusion of the official examination period.

If you sit the theory exam but successfully apply for disruption from studies for that exam you will be required to sit a supplementary examination. This exam will take the format of short answer questions in a VIVA (oral) exam.

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

### **Grades**

Achievement of grades will be based on the following criteria:

Grade	
High Distinction (85-100)	A minimum of 85% total raw mark

Distinction (75-84)	A minimum of 75% total raw mark
Credit (65-74)	A minimum of 65% total raw mark
Pass (50-64)	A minimum of 50% total raw mark
Fail (< 50)	Less than 50% total raw mark

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

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

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

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

**Fail:** does not provide evidence of attainment of all learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; and incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

## Assessment Tasks

Name	Weighting	Due
<u>Online quizzes</u>	10%	Weekly
<u>Case Management Exam</u>	20%	Week 12, during tutorial
<u>Radiology slide exam</u>	20%	Friday 11/11/16 8am
<u>Final Examination</u>	50%	University Examination Period

### Online quizzes

Due: **Weekly**

Weighting: **10%**

Online quizzes will be available on ilearn each week. The material covered in the quizzes will be related to the weekly case studies.

On successful completion you will be able to:

- Apply an understanding of commonly presented health problems exhibited by paediatric and geriatric populations and within women's, men's and mental health, in order to reach a differential diagnosis and determine appropriate referral.

### Case Management Exam

Due: **Week 12, during tutorial**

Weighting: **20%**

This exam will assess the ability to use information presented in a case study format to make appropriate clinical decisions, form a diagnostic statement and outline a proposed management program with consideration of patient prognosis and goals.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, investigative procedures), in order to form a diagnostic statement and develop a management plan appropriate to evidence-based chiropractic practice.

### Radiology slide exam

Due: **Friday 11/11/16 8am**

Weighting: **20%**

This will be based on content covered in the weekly case studies. All previous material from CHIR916 and CHIR917 is assumed knowledge.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, investigative procedures), in order to form a diagnostic statement and develop a management plan appropriate to evidence-based chiropractic practice.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images and demonstrate awareness of the clinical significance of the radiographic findings to chiropractic practice.

## Final Examination

Due: **University Examination Period**

Weighting: **50%**

This will comprise multiple choice questions and short answer questions or case studies. Material covered will include nutrition, public health, mental health and weekly case studies.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, investigative procedures), in order to form a diagnostic statement and develop a management plan appropriate to evidence-based chiropractic practice.
- Apply an understanding of commonly presented health problems exhibited by paediatric and geriatric populations and within women's, men's and mental health, in order to reach a differential diagnosis and determine appropriate referral.
- 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 issues and trends.
- Demonstrate an understanding of public health issues including the global and national burden of disease and appropriate prevention strategies, with specific reference to chiropractic practice within the Australian healthcare system.

## Delivery and Resources

### Delivery mode

It will comprise:

Case management tutorial: Monday 11-1, Monday 1-3, Tuesday 2-4 or Wednesday 11-1 (E5A350 Radlab)

Public Health Lecture: Thursday 9-10 (C5C Forum)

Nutrition Lecture: Thursday 10-11 (C5C Forum)

Mental Health Lectures: Friday 8-9 (C5C Forum)

6-8 hours per week related activities

A schedule of cases from the required text is available on iLearn. The case management tutorials and online quizzes will be based on these cases so it is important to read these cases in advance.

### 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.

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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/](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](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](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/)

## 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](http://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](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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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 and, where appropriate, investigative procedures), in order to form a diagnostic statement and develop a management plan appropriate to evidence-based chiropractic practice.
- Apply an understanding of commonly presented health problems exhibited by paediatric and geriatric populations and within women's, men's and mental health, in order to reach a differential diagnosis and determine appropriate referral.
- 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 issues and trends.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images and demonstrate awareness of the clinical significance of the radiographic findings to chiropractic practice.
- Demonstrate an understanding of public health issues including the global and national burden of disease and appropriate prevention strategies, with specific reference to chiropractic practice within the Australian healthcare system.

#### Assessment tasks

- Online quizzes
- Case Management Exam

- Radiology slide exam
- Final 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 and, where appropriate, investigative procedures), in order to form a diagnostic statement and develop a management plan appropriate to evidence-based chiropractic practice.
- Apply an understanding of commonly presented health problems exhibited by paediatric and geriatric populations and within women's, men's and mental health, in order to reach a differential diagnosis and determine appropriate referral.
- 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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- Demonstrate an understanding of public health issues including the global and national burden of disease and appropriate prevention strategies, with specific reference to chiropractic practice within the Australian healthcare system.

### Assessment tasks

- Online quizzes
- Case Management Exam
- Radiology slide exam
- Final Examination

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and

knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, investigative procedures), in order to form a diagnostic statement and develop a management plan appropriate to evidence-based chiropractic practice.
- Apply an understanding of commonly presented health problems exhibited by paediatric and geriatric populations and within women's, men's and mental health, in order to reach a differential diagnosis and determine appropriate referral.
- 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 issues and trends.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images and demonstrate awareness of the clinical significance of the radiographic findings to chiropractic practice.
- Demonstrate an understanding of public health issues including the global and national burden of disease and appropriate prevention strategies, with specific reference to chiropractic practice within the Australian healthcare system.

## **Assessment tasks**

- Online quizzes
- Case Management Exam
- Radiology slide exam
- Final Examination

## **PG - Research and Problem Solving Capability**

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

This graduate capability is supported by:

## Learning outcomes

- Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, investigative procedures), in order to form a diagnostic statement and develop a management plan appropriate to evidence-based chiropractic practice.
- Apply an understanding of commonly presented health problems exhibited by paediatric and geriatric populations and within women's, men's and mental health, in order to reach a differential diagnosis and determine appropriate referral.
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- Use current research to critically evaluate present nutritional issues and trends.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images and demonstrate awareness of the clinical significance of the radiographic findings to chiropractic practice.

## Assessment tasks

- Online quizzes
- Case Management Exam
- Radiology slide exam
- Final Examination

## PG - Effective Communication

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

This graduate capability is supported by:

## Learning outcomes

- Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, investigative procedures), in order to form a diagnostic statement and develop a management plan appropriate to evidence-based chiropractic practice.
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- Use current research to critically evaluate present nutritional issues and trends.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images and demonstrate awareness of the clinical significance of the radiographic findings to chiropractic practice.

## **Assessment tasks**

- Online quizzes
- Case Management Exam
- Radiology slide exam
- Final Examination

## **PG - Engaged and Responsible, Active and Ethical Citizens**

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

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate competence in integrating all presented data (including history, physical examination and, where appropriate, investigative procedures), in order to form a diagnostic statement and develop a management plan appropriate to evidence-based chiropractic practice.
- Apply an understanding of commonly presented health problems exhibited by paediatric and geriatric populations and within women's, men's and mental health, in order to reach a differential diagnosis and determine appropriate referral.
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images and demonstrate awareness of the clinical significance of the radiographic findings to chiropractic practice.

- Demonstrate an understanding of public health issues including the global and national burden of disease and appropriate prevention strategies, with specific reference to chiropractic practice within the Australian healthcare system.

## Assessment tasks

- Online quizzes
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- Final Examination

## Changes from Previous Offering

This unit has been restructured to include mental and public health lectures. The mental health lecture stream is a continuation of those in CHIR931. The tutorials have been restructured to include one 2 hour tutorial covering all aspects of case management. Pharmacology is no longer covered in this unit but was completely covered in CHIR931.

## Disruption from Studies Policy

**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.