CHIR316

Chiropractic Science 6

S2 Day 2016

Dept of Chiropractic

Contents

General Information

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Credit points
3

Prerequisites
Admission to BChiroSc and (CHIR315 or CHIR301)

Corequisites

Co-badged status

Unit description
This unit continues to develop the theory and practice of chiropractic spinal manipulative therapy encountered in CHIR315. This unit completes acquisition of a core group of techniques. The hypotheses and scientific rationale relating to chiropractic intervention is further explored. The major themes relating to evidence-based practice (EBP) continue to be developed. Biomechanics of the spine in relation to clinical application is explored in detail.

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:

The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
The ability to perform basic static and motion palpation of spinal joints.
An understanding of spinal and peripheral joint mechanics.
A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.
Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

General Assessment Information

General Assessment Information

Passing the unit

To pass CHIR316, students need to satisfy **ALL** of the following:

1. Attain a total raw score of at least 27.5/55 for the technique components (2 x FoCA + OSCE)
2. Submit BOTH formative video assignments
3. Achieve an overall passing grade. The final passing grade is 50%

Serious attempt: If a student gains between 40-49% for the **final practical examination (OSCE)**, the effort will be deemed a "serious attempt". In this case, the student will be offered a supplementary final practical exam which will be used in calculation of the final passing grade.

The original unit passing criteria will then apply.

Note:

(i) The final RAW summed raw score may be adjusted in line with Faculty requirements. In this situation, students who attain a raw PASS grade will not be down graded to a FAIL grade.

(ii) Late submission of the theory assignment will attract a penalty of an additional 10% for each day over the the required submission date. The assignment will be submitted through iLearn and be subject to similarity checking by TURNITIN.

(iii) Late submission of the formative video asignments may result in a delay in marking, with resultant delay in feedback on your performance.

Assessment Tasks

Name	Weighting	Due
Video assignments	0%	Rolling
FoCA	15%	Week 6 & 10
Assignment	10%	Friday Week 8 (7/10/16)
OSCE	40%	Wednesday week 13 (19/11/16)
End of semester written exam	35%	University Examination Period

Video assignments

Due: **Rolling**
Weighting: **0%**

2 x Video assignments - must be submitted to satisfy unit requirements

On successful completion you will be able to:

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.

FoCA

Due: **Week 6 & 10**

Weighting: **15%**

Feedback on Chiropractic Assessment (2 x 7.5%)

On successful completion you will be able to:

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- The ability to perform basic static and motion palpation of spinal joints.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.

Assignment

Due: **Friday Week 8 (7/10/16)**
Weighting: **10%**

Research skills development stream - Topic will be presented in week 3

On successful completion you will be able to:

- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.
- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

OSCE

Due: **Wednesday week 13 (19/11/16)**
Weighting: **40%**

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On successful completion you will be able to:

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- The ability to perform basic static and motion palpation of spinal joints.

- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.

End of semester written exam

Due: **University Examination Period**
Weighting: **35%**

-

On successful completion you will be able to:

- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.
- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

Delivery and Resources

Classes

- The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/
- BOTH lecture and tutorials begin on Wednesday of week 1

Required and Recommended Texts and/or Materials

TEXT

- Esposito & Philipson, Manual of Spinal Technique, - 1st Ed. March 2005, OR
- Esposito & Philipson, Manual of Spinal Technique - EXERPT - available from the Department.
- Oatis. Kinesiology “Kinesiology The Mechanics and Pathomechanics of Human Movement,” 2nd edition 2008, Lippincott, Williams and Wilkins
- Manual of Peripheral Technique, Department of Chiropractic, Macquarie University - online adjustment compilation available via iLearn download

- RECOMMENDED READING
- Bergmann & Peterson: Chiropractic technique, principles and procedures 3rd Ed. 2011, Mosby

- Sackett & Straus, et al. Evidence-based Medicine: how to practice and teach Ebm. Churchill Livingson.
- Specific week-week resources available as links via iLearn

Teaching and Learning Strategy

- This unit is comprised of lectures and technique tutorials. There will also be some self directed learning within the course.
- The Written assignment contributes 10% of the overall mark.
- The Video assignments contribute 0% of the overall mark.
- The unit is an internal offering.
- Students are expected to attend lectures and tutorials (tutorial minimum attendance 85%)
- iLearn is not a substitute for lecture attendance. Complex concepts are discussed as a group within the lecture format.

What has changed?

There is an increase in feedback available in the form of video assignments compared to 2014 The Hurdle "Serious attempt" criteria has been added to the passing assessment information compared to 2015.

Unit Schedule

Refer to CHIR316 iLearn 2016 for unit schedule

Learning and Teaching Activities

Lecture

Lecture/class discussion

Tutorial

Demonstration/tutorial

FoCA

Feedback on Chiropractic Assessment

Video Assignments

Video Assignments

Theory assignment

Theory assignment

Theory assessment

End of semester exam

OSCE

End of semester practical

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.

Supplementary examinations

Students are expected to present 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 the student 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 to studies process, the examination will be scheduled after the conclusion of the official examination period. The supplementary examination need not conform to the regular examination format. For example it may be an oral (viva) examination rather than a written examination. It is the responsibility of the student to contact the Unit convenor or the Faculty Centre for the Supplementary exam dates.

Students 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.

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

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.
- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

Assessment tasks

- Video assignments
- FoCA
- Assignment
- OSCE
- End of semester written exam

Learning and teaching activities

- Lecture/class discussion
- Demonstration/tutorial
- Video Assignments

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- The ability to perform basic static and motion palpation of spinal joints.

Assessment tasks

- Video assignments
- FoCA
- OSCE

Learning and teaching activities

- Demonstration/tutorial
- Video Assignments
- End of semester practical

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

Assessment tasks

- Assignment
- End of semester written exam

Learning and teaching activities

- Lecture/class discussion
- Video Assignments
- Theory assignment
- End of semester exam

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- The ability to perform basic static and motion palpation of spinal joints.
- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.

Assessment tasks

- Video assignments
- FoCA
- Assignment
- OSCE
- End of semester written exam

Learning and teaching activities

- Lecture/class discussion
- Demonstration/tutorial
- Feedback on Chiropractic Assessment
- Video Assignments
- Theory assignment
- End of semester exam
- End of semester practical

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- The ability to perform basic static and motion palpation of spinal joints.
- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.
- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

Assessment tasks

- Video assignments
- FoCA
- Assignment
- OSCE
- End of semester written exam

Learning and teaching activities

- Lecture/class discussion
- Demonstration/tutorial
- Feedback on Chiropractic Assessment
- Video Assignments
- End of semester exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and

they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.
- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

Assessment tasks

- Video assignments
- FoCA
- Assignment
- OSCE
- End of semester written exam

Learning and teaching activities

- Lecture/class discussion
- Demonstration/tutorial
- Theory assignment
- End of semester exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.

- The ability to perform basic static and motion palpation of spinal joints.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.

Assessment tasks

- Video assignments
- FoCA
- Assignment
- OSCE
- End of semester written exam

Learning and teaching activities

- Lecture/class discussion
- Demonstration/tutorial
- Feedback on Chiropractic Assessment
- Video Assignments
- End of semester practical

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

Assessment tasks

- Assignment
- End of semester written exam

Learning and teaching activities

- Lecture/class discussion

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work

with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

Assessment tasks

- Assignment
- End of semester written exam

Disruption to Study Policy

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

1. could not have reasonably been anticipated, avoided or guarded against by the student; and
2. was beyond the student's control; and
3. caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
4. occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
5. 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.)

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.

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.