



CHIR932

Diagnosis and Management 2

S2 Day 2017

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. 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, 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

CASE MANAGEMENT AND SLIDE EXAMS

If a case management 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/), applied for through www.ask.mq.edu.au within 5 days of the disruption.

THEORY EXAMINATIONS

The University Examination period for Semester 2, 2017 is from November 13th to December 1st 2017.

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.

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.

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/, applied for through www.ask.mq.edu.au within 5 days of the disruption

If you attend and complete an examination or assessment you are declaring that you are fit to sit that assessment and disruption from studies will not normally be granted.

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 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. The supplementary exam may be in a different format to the original exam and you will be notified of this when you are granted a supplementary exam. Only your supplementary

exam mark will be counted towards your final exam mark.

If you apply for Disruption to Study for your final examination, you must make yourself available for the week of supplementary exams held by the Faculty of Science and Engineering. If you are not available at that time, there is no guarantee an additional examination time will be offered. Specific examination dates and times will be determined at a later date.

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	Hurdle	Due
Online quizzes	10%	No	Weekly
Tutorial assessment	10%	No	Ongoing
Case Management Exam	15%	No	Week 10, during tutorial
Radiology slide exam	15%	No	Friday 10/11/17 8am
Final Examination	50%	No	University Examination Period

Online quizzes

Due: **Weekly**

Weighting: **10%**

Online quizzes will be available on ilearn each week. Quiz questions will be related to:

Weekly medical cases

Radiology associated with case management tutorials

Nutrition lecture

Mental health lecture

Public health lecture

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.
- 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.

Tutorial assessment

Due: **Ongoing**

Weighting: **10%**

During one tutorial you will be required, in a group of 3 students, to develop and present a case study to the class. The case study should include relevant history, physical exam and investigative findings and enable discussion on differential diagnosis and management.

You will be marked on the content and delivery of your presentation. A marking rubric and further details will be provided in the first tutorial.

You will be allotted a time and group during your scheduled tutorial and this will be distributed in the first week. If you fail to present at your allotted time and do not submit a disruption from studies request you will receive zero for this assessment.

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.

Case Management Exam

Due: **Week 10, during tutorial**

Weighting: **15%**

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 10/11/17 8am**

Weighting: **15%**

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, and mental health.

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 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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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 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
- Tutorial assessment
- 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
- Tutorial assessment
- 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.
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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
- Tutorial assessment
- 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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Assessment tasks

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- Tutorial assessment
- Case Management Exam
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- 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.
- 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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- 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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Assessment tasks

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

Changes from Previous Offering

Minor changes have been made to the order and timing of the case management tutorials and case management exam. The radiology slide exam has been decreased to be worth 15% this semester and a 5% tutorial assessment has been added consisting of a group case presentation.

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.