



# CHIR922

## Topics in Chiropractic 2

S2 Day 2017

*Dept of Chiropractic*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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C5C 342

Co-convenor

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By appointment

Credit points

4

Prerequisites

CHIR921

Corequisites

Co-badged status

Unit description

This unit facilitates the development of skills which are fundamental to both the establishment and successful running of a chiropractic practice. It includes studies in sports injuries, OHS studies, and completing a research project. The unit comprises:

1. A number of lecture sessions covering topics such as OHS law and legislation, injuries and the role of a primary care practitioner.
2. A substantial research project including critical evaluation of clinical literature.

## 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:

Design and execute a primary or secondary research project to create new knowledge in

a clinically relevant area

Communicate and disseminate knowledge that has been derived from the research process to their peer group through visual communication technologies

Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats

Be able to work collaboratively with their peers towards a common goal or purpose

Students will learn to analyse, interpret and assess data from their research findings

Students will learn to think critically, write clearly and speak effectively

## General Assessment Information

All written assessments must be submitted electronically via *Turnitin*.

All assessment tasks must be submitted by the due dates outlined in the unit guide.

Students who are unable to submit an assessment or unable to meet a specific deadline should submit a 'Disruption to Studies' form. For information on this process please visit the link below:

[http://www.students.mq.edu.au/student\\_admin/manage\\_your\\_study\\_program/disruption\\_to\\_studies/](http://www.students.mq.edu.au/student_admin/manage_your_study_program/disruption_to_studies/)

Failure to submit an assessment task on the due date without an appropriate Disruption to Studies form will result in a loss of 5% per day after the due date for that particular task, up to a maximum of 50% of the total mark.

**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](#).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Conference Abstract</u></a>	15%	No	Week 7
<a href="#"><u>Final Research Presentation</u></a>	30%	No	Weeks 9-12
<a href="#"><u>Journal Article</u></a>	35%	No	Week 13
<a href="#"><u>Peer Group Assessment</u></a>	5%	No	Week 13
<a href="#"><u>Supervisor's Evaluation</u></a>	15%	No	Week 13

### Conference Abstract

Due: **Week 7**

Weighting: **15%**

Preparation of a conference abstract based on student research project (400 words), online submission.

On successful completion you will be able to:

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to analyse, interpret and assess data from their research findings
- Students will learn to think critically, write clearly and speak effectively

### Final Research Presentation

Due: **Weeks 9-12**

Weighting: **30%**

In class, oral research presentation. 20 minute presentation, 10 minute question time.

On successful completion you will be able to:

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Communicate and disseminate knowledge that has been derived from the research process to their peer group through visual communication technologies

- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to analyse, interpret and assess data from their research findings
- Students will learn to think critically, write clearly and speak effectively

## Journal Article

Due: **Week 13**

Weighting: **35%**

Journal article of student research project for publication in a peer reviewed journal

On successful completion you will be able to:

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to analyse, interpret and assess data from their research findings
- Students will learn to think critically, write clearly and speak effectively

## Peer Group Assessment

Due: **Week 13**

Weighting: **5%**

Peer assessment of research team members

On successful completion you will be able to:

- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to think critically, write clearly and speak effectively

## Supervisor's Evaluation

Due: **Week 13**

Weighting: **15%**

Supervisors will evaluate and assess the contribution and quality of work for their individual research students

On successful completion you will be able to:

- Students will learn to think critically, write clearly and speak effectively

## Delivery and Resources

### Delivery mode

There are no lectures in this unit.

Students should approach the content of this unit through self-directed learning. Each of the tutorials in this unit are designed to provide a work space for student research groups to meet to work on their projects and group assessments.

Students will be provided a 2 hour tutorial session in weeks 2-12. In these sessions, tutors with expertise in research methodology and/or biostatistics will provide guidance on research project.

Information on the assessments in this unit is available on the CHIR922 iLearn page.

### Tutorials:

1 × 2 hour tutorial per week (Weeks 2-12)

### Attendance requirements

You must attend the workshop in which you are enrolled. Students must not exchange their class time. In special circumstances, you may request a specific change. These requests are to be submitted to the unit convener. If you miss your assigned workshop in any week, you may request attendance at an alternative session, through email request and appropriate documentation to the unit convenor. This allowance may be used on a maximum of 2 occasions. If you have missed more than 2 workshops without giving a reason to the unit convenor for the strand, you will be called in to discuss your progress. Students are strongly advised to participate in all workshop sessions.

Further details on class time and locations for this unit can be found at:

<https://timetables.mq.edu.au/2017/>

### Unit Web Page

You can log in to ilearn learning system using the link below:

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

## Unit Schedule

Week	Tutorial Topic
1 31 July	No Tutorials

2 7 August	Tutorial 1: Introduction and Project Workshop
3 14 August	Tutorial 2: Statistics Assistance and Project Workshop
4 21 August	Tutorial 3: Statistics Assistance and Project Workshop
5 28 August	Tutorial 4: Statistics Assistance and Project Workshop
6 4 September	Tutorial 5: Statistics Assistance and Project Workshop
7 11 September	Tutorial 6: Project Workshop (Conference Abstract due 15.09.17)
18 September- 2 October	<b>Session 2 Recess</b>
8 3 October	<b>No Tutorials</b> (Labor Day Public Holiday)
9 9 October	Research Presentations
10 16 October	Research Presentations
11 23 October	Research Presentations
12 30 October	Research Presentations
13 6 November	<b>No Tutorials</b> (Journal Article, Peer Group Assessment, Supervisor Assessment due 10.11.17)

## 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)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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](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](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/](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

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to think critically, write clearly and speak effectively

#### Assessment tasks

- Peer Group Assessment
- Supervisor's Evaluation

### 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

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Communicate and disseminate knowledge that has been derived from the research process to their peer group through visual communication technologies
- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Students will learn to analyse, interpret and assess data from their research findings

## Assessment tasks

- Conference Abstract
- Final Research Presentation
- Journal Article

## 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

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Communicate and disseminate knowledge that has been derived from the research process to their peer group through visual communication technologies
- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to analyse, interpret and assess data from their research findings
- Students will learn to think critically, write clearly and speak effectively

## Assessment tasks

- Conference Abstract
- Final Research Presentation
- Journal Article
- Peer Group Assessment
- Supervisor's Evaluation

## 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

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Communicate and disseminate knowledge that has been derived from the research process to their peer group through visual communication technologies
- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to analyse, interpret and assess data from their research findings

## Assessment tasks

- Final Research Presentation
- Journal Article

## 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

- Communicate and disseminate knowledge that has been derived from the research process to their peer group through visual communication technologies
- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to analyse, interpret and assess data from their research findings
- Students will learn to think critically, write clearly and speak effectively

## Assessment tasks

- Conference Abstract
- Final Research Presentation
- Journal Article
- Peer Group Assessment
- Supervisor's Evaluation

## 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

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Be able to work collaboratively with their peers towards a common goal or purpose

### Assessment tasks

- Final Research Presentation
- Peer Group Assessment
- Supervisor's Evaluation

## Changes since First Published

Date	Description
28/07/2017	Under Assessment, it previously read "Supervisor's will evaluate and asses.....". It has now been corrected to "Supervisors will evaluate and asses.....".