CHIR931

Diagnosis and Management 1

S1 Day 2018

Dept of Chiropractic

Contents

General Information

Unit convenor and teaching staff
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Credit points
4

Prerequisites
CHIR874 and CHIR892 and CHIR917 and CHIR919

Corequisites
Co-badged status
Unit description The focus of this unit is to continue to develop students' clinical reasoning skills, by exposing them to a range of clinical scenarios, which may be encountered in chiropractic practice. It aims to act as a 'virtual clinic', exposing students to a standardised range of clinical experiences. Students go over the case studies prior to the tutorials, and discuss them as a student-based group activity in the tutorials, in order to imitate the independence required in clinical practice. The clinical management of the patient includes nutritional, pharmacological and mental health interventions, and thus these studies are included in this unit. CHIR931 articulates with CHIR932, with the two units together covering the full spectrum of clinically relevant conditions for chiropractors.

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, diagnostic imaging and – where relevant - other investigative procedures), using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using 'evidence-informed practice'.

Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using 'evidence-informed 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.

Demonstrate competence in interpreting and reporting on a wide range of diagnostic images

Demonstrate an understanding of drug usage relevant to chiropractic practice, including pharmacodynamics, pharmacokinetics, and explain the significance of toxicity, adverse reactions and contraindications

Use current research to critically evaluate present nutritional information, issues and

trends

Demonstrate active engagement in the learning process

General Assessment Information

Attendance Requirements

You must attend and participate in at least 10 of the 12 weekly practical classes to pass this unit. This is a hurdle requirement.

You must attend the class in which you are enrolled. You must not exchange your class time. In special circumstances, you may apply for requests regarding changes. These requests are to be submitted to the unit convener. If you miss your assigned tutorial in any week, you may request attendance at an alternative session, through written request and appropriate documentation to the unit convener. This allowance may be used on a maximum of 2 occasions.

6. Examinations

The Semester 1 University Examination period is from: 12th of June – 29th of June, 2018.

You are expected to present yourself for examination at the time and place designated in the University examination timetable. The timetable will be available in draft form approximately eight weeks before the commencement of the examinations and in final form approximately four weeks before the commencement of the examinations:

http://www.timetables.mq.edu.au/exam

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for special consideration. The University's Special Consideration Policy can be found at https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration. Information can also be found at https://students.mq.edu.au/study/my-study-program/special-consideration

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 special consideration, the examination will be scheduled after the conclusion of the official examination period.

If you receive special consideration for the final exam, a supplementary exam will be scheduled in the interval between the regular exam period and the start of the next session. By making a special consideration application for the final exam you are declaring yourself available for a resit during the supplementary examination period and will not be eligible for a second special consideration approval based on pre-existing commitments. Please ensure you are familiar with the policy prior to submitting an application. You can check the supplementary exam information page on FSE101 in iLearn (bit.ly/FSESupp) for dates, and approved applicants will receive an individual notification one week prior to the exam with the exact date and time of their supplementary examination.

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.

Returning Assessment Tasks

1. The online quizzes generate feedback after the closing date.
2. The pharmacology assignment will returned with feedback.
3. Case Study exam: the papers will be returned with feedback in the tutorials.
4. Slide and Final Examination: Papers will not be returned. Marks will be incorporated into the final unit grade.

Extensions and penalties

Extensions to assessments/assignments are at the discretion of the unit convenor. It is your responsibility to prove to the convenor that there has been unavoidable disruption. Marks will be deducted for late submissions in the absence of an approved extension.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online Quizzes	15%	No	Weekly
Pharmacology Assignment	10%	No	5 May, 17:00h
Case Study Examination	20%	No	Week 10
Radiology Slide Examination	15%	No	13
Written Examination	40%	No	exam period

Online Quizzes

Due: **Weekly**

Weighting: **15%**

Each week there will be a quiz available on ilearn. Each quiz will open on Monday at 8am and close on Sunday at 11pm. The first quiz will be posted on Monday of week 1. There will be absolutely no opportunity to submit a quiz after the closing time as answers are released at that point. If you have technical difficulties, email your answers to Hazel (hazel.jenkins@mq.edu.au) and they will be manually marked. If you email these after the closing time, they will not be marked.

The quizzes will have a time limit of 30 minutes, and there will be only one submission per student.

The quizzes will contain 4 different types of questions:

1. Theory questions based around cases studies These will be from the required text: Beirman R. Cases in Differential Diagnosis for the Physical and Manipulative Therapies. Churchill Livingstone, 2012. The list of the cases that will be in each weeks' quiz can be found in the unit outline under "Unit Schedule: Tutorial: Case Studies & Evidence Informed Practice" Please note that the questions will be related to the conditions discussed in these cases but are designed to test knowledge accumulated through your years of study, not just the case study alone.
2. Radiology questions based around cases studies These will be from the required text: Beirman R. Cases in Differential Diagnosis for the Physical and Manipulative Therapies. Churchill Livingstone, 2012. The list of the cases that will be in each weeks quiz can be found in the unit outline under "Unit Schedule: Tutorial: Case Studies & Evidence Informed Practice" Please note that the radiology questions will be related to radiographic images provided in the question. These will be related to the conditions discussed in these cases but are designed to test knowledge accumulated through your years of study, not just the case study alone.
3. Nutrition questions based on lecture material from the previous week Nutrition questions will be present in quiz 2 onwards, and will test material covered in the lecture from the prior week
4. Mental health questions based on lecture material from the previous week Mental health questions will be present in quiz 2 onwards, and will test material covered in the lecture from the prior week

On successful completion you will be able to:

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(including geriatric) patients in chiropractic care, using ‘evidence-informed practice’.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using ‘evidence-informed practice’
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images
- Demonstrate active engagement in the learning process

Pharmacology Assignment

Due: **5 May, 17:00h**
Weighting: **10%**

Each student will receive a patient profile which contains the list of 3 medications taken by this patient. Based on the information provided, answer the following:

Note: of the 3 medications, choose 2 to answer the questions below

1. Present screen shots of a reliable pharmacology source, which shows the indication, adverse-effects and contraindications of the drugs this patient is taking.
2. Does this combination of drugs point to a specific condition?
3. Present screen shots of possible interactions between the drugs taken (even if there is no interaction, please provide a screen shot)
4. Point out if any of the drugs can mimic musculoskeletal symptoms and signs. How this can affect chiropractic therapy/advice?
5. Choose one of the drugs and describe its mechanism of action. Are there any other drugs with the same mechanism of action? Give one example.

Important: please use your own words. A copied figure will not be accepted.

All information provided must be referenced using Vancouver style. A rubric will be provided in iLearn

On successful completion you will be able to:

- Demonstrate an understanding of drug usage relevant to chiropractic practice, including pharmacodynamics, pharmacokinetics, and explain the significance of toxicity, adverse reactions and contraindications
- Demonstrate active engagement in the learning process

Case Study Examination

Due: **Week 10**
Weighting: **20%**

A summative assessment of case study diagnosis and management. You will be provided with history and examination information and asked to present your diagnosis and a management plan. More information on the format of the exam will be provided throughout the semester.

This exam will be held on Thursday 17th May 10-11am in E7BT2

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Radiology Slide Examination

Due: **13**
Weighting: **15%**

A slide examination, predominantly related to XRay imaging, will be held in week 13.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, diagnostic imaging and – where relevant - other investigative procedures), using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using ‘evidence-informed practice’.
- Apply an understanding of commonly presented health problems exhibited by the paediatric population to a range of clinical scenarios, in order to diagnose and determine a plan of management for that patient, using ‘evidence-informed practice’
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images
- Demonstrate active engagement in the learning process

Written Examination

Due: **exam period**
Weighting: **40%**

The final exam will be on pharmacology, nutrition and mental health

On successful completion you will be able to:

- 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.
- Demonstrate an understanding of drug usage relevant to chiropractic practice, including pharmacodynamics, pharmacokinetics, and explain the significance of toxicity, adverse reactions and contraindications
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Delivery and Resources

Delivery and resources

Class	*Date and time*	*Topic*
Tutorial	Mon 11-1.00pm, **or** Mon 2-4pm, Tues 2-4pm, or Wed 11am-1pm	*Clinical Case studies – Diagnosis, diagnostic imaging and management* Each week students will be presented with a selection of clinical scenarios, which will initiate the clinical problem solving activities for this class. Appropriate images will be examined and discussed. They may include cases from the paediatric, adult and geriatric populations. The management of the cases will be discussed. Focus will be on the role of the chiropractor.
Lecture 1	Thurs 9-10	*Clinical Pharmacology* Pharmacology provides a basic understanding of the range of therapeutic drug classes and the names of some of the commonly used pharmacological agents in the treatments of common disorders. It explains the significance of toxicity, contraindication and adverse reactions.
Lecture 2	Thurs 10-11	*Nutrition* Nutrition provides a firm foundation in energy and metabolism and the science of nutrition. It explores current nutritional trends and the perplexing question of what dietary advice should be based on.
Lecture 3	Friday 9-10	*Mental health* Students will be introduced to health psychology and the spectrum of wellness. They will explore the many models of health psychology. Abnormal psychology as defined by the DSM-V will be discussed. The threshold for identifying psychological distress, the process of screening, and the referral process will be elucidated

3-4 hours per week related activities

Unit Web Page

You can log in to iLearn System via the link listed below:

http://learn.mq.edu.au

All lecture materials will be posted on ilearn, and there is also a link to ECHO360 for **audio or audiovisual** (where available) recordings of the lectures.

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.

Unit Schedule

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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, diagnostic imaging and – where relevant - other investigative procedures), using problem solving techniques, in order to successfully diagnose and manage adult

(including geriatric) patients in chiropractic care, using ‘evidence-informed practice’.
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- Demonstrate active engagement in the learning process

Assessment tasks

- Online Quizzes
- Pharmacology Assignment
- Case Study Examination
- Radiology Slide Examination
- Written 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, diagnostic imaging and – where relevant - other investigative procedures), using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using ‘evidence-informed practice’.
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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, diagnostic imaging and – where relevant - other investigative procedures), using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using ‘evidence-informed practice’.
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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

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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, diagnostic imaging and – where relevant - other investigative procedures), using problem solving techniques, in order to successfully diagnose and manage adult (including geriatric) patients in chiropractic care, using ‘evidence-informed practice’.
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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

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Grading

Achievement of grades will be based on the following criteria:

Grade	Percentage
Fail	<50%
Pass	50 – 64%
Credit	65 - 74%
Distinction	75 - 84%
High Distinction	85 - 100%

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.