



# CHIR315

## Chiropractic Science 5

S1 Day 2019

*Dept of Chiropractic*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit convenor

Christopher Burrell

[christopher.burrell@mq.edu.au](mailto:christopher.burrell@mq.edu.au)

Contact via [christopher.burrell@mq.edu.au](mailto:christopher.burrell@mq.edu.au)

Level 3,17 Wally's Walk (C5C)

By appointment

Unit convenor

Aron Downie

[aron.downie@mq.edu.au](mailto:aron.downie@mq.edu.au)

Contact via [aron.downie@mq.edu.au](mailto:aron.downie@mq.edu.au)

Level 3,17 Wally's Walk (C5C)

By appointment

Tutor

Camille Rahme

[camille.rahme@mq.edu.au](mailto:camille.rahme@mq.edu.au)

Tutor

Nicola Stutterd

[nicola.stutterd@mq.edu.au](mailto:nicola.stutterd@mq.edu.au)

Tutor

Clinton Rotondo

[clinton.rotondo@mq.edu.au](mailto:clinton.rotondo@mq.edu.au)

Tutor

Melanie Xabregas

[melanie.xabregas@mq.edu.au](mailto:melanie.xabregas@mq.edu.au)

Tutor

Mei Wong

[mei.wong@mq.edu.au](mailto:mei.wong@mq.edu.au)

Tutor

Steven Cannon

[steven.cannon@mq.edu.au](mailto:steven.cannon@mq.edu.au)

Tutor

Christopher Agius

[christopher.agius@mq.edu.au](mailto:christopher.agius@mq.edu.au)

Credit points

3

#### Prerequisites

Admission to BChiroSc and (CHIR213 or CHIR201) and (CHIR214 or CHIR202)

#### Corequisites

#### Co-badged status

#### Unit description

This unit is an introduction to chiropractic spinal technique and extends palpation from the technique units at 100 and 200 level. It further develops psychomotor skill acquisition from previous units. Students gain proficiency in a core group of spinal and peripheral joint manipulative techniques. The hypotheses and scientific rationale relating to chiropractic intervention is explored. Biomechanical function of the spine is explored in detail. Major themes relating to evidence-based practice (EBP) are explored.

## 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 closed inquiry within structured guidelines as part of a research skills development (RSD) progression.

## General Assessment Information

### Competency based assessment

In higher education, assessments must be able to recognise various levels of competencies in order to encourage students to become not only competent, but progress onto developing

expertise. A key component of effective assessment in competency-based education is for assessments to be criterion-based using a developmental perspective. Defining the criteria in developmental terms, commonly called milestones or benchmarks, allows programs to determine whether the trainee is on an appropriate 'trajectory'. Milestones provide specific guidance on trainee progress throughout the continuum of their training program. CHIR315 practical examinations are competency based.

For a more information see: "[Competency-based Assessment, Macquarie University](https://staff.mq.edu.au/public/download/?id=40618)"  
<https://staff.mq.edu.au/public/download/?id=40618>

## Passing the unit

There are 2 main components to this unit:

- 1) Chiropractic technique (a minimum of 85% tutorial attendance is suggested in order to gain sufficient practical knowledge)
- 2) Chiropractic theory

## Hurdle Requirements and Serious Attempt Defined

A hurdle is a passing requirement for the unit. A serious attempt is the threshold when a second chance will be provided as an opportunity to meet the hurdle requirement.

CHIR315 has 1 hurdle.

**Hurdle 1): Chiropractic OSCE.** The student must obtain 50% of the available marks.

- Serious attempt: defined as gaining 40-49% of the chiropractic OSCE
- Second chance: a supplementary final chiropractic OSCE

*Second-chance hurdle examinations will be offered during the FSE supplementary examination period. You will be notified shortly after that date of your eligibility for a hurdle retry and you must make yourself available during that week to take advantage of this opportunity.*

## 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](#).

## Examinations

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. <https://iexams.mq.edu.au/timetable>

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 submit an application for 'Special consideration'. Information about the special consideration process is available at **Policy Central**: <http://www.mq.edu.au/policy/>

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](http://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.

## Extensions and penalties

Extensions to assignments are at the discretion of the unit convenor. It is the responsibility of the student to prove to the convenor that there has been an unavoidable disruption. Please submit a 'Special consideration' and request an extension. The online form will ask you to provide evidence of the disruption.

Marks will be deducted for late submissions in the absence of an approved extension. Marks will be deducted at the rate of 10% of the available marks per day.

## Grading descriptors

**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 a 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.

GRADE	REQUIREMENTS
Pass	A minimum of 50% in each of unit component AND a minimum 50% aggregate raw mark.
Credit	A minimum of 50% in each of unit component AND a minimum 65% aggregate raw mark.
Distinction	A minimum of 50% in each of unit component AND a minimum 75% aggregate raw mark.
High Distinction	A minimum of 50% in each of unit component AND a minimum 85% aggregate raw mark.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Video Assignments (2x)</u>	0%	No	Rolling
<u>iLearn quizzes (2x 2.5%)</u>	5%	No	Weeks 6 & 11.

Name	Weighting	Hurdle	Due
Assignment	10%	No	Week 7
FoCA (2x5%)	10%	No	Weeks 6 & 11.
OSCE (Hurdle assessment)	40%	Yes	Week 13.
End of semester written exam	35%	No	University Examination Period

## Video Assignments (2x)

Due: **Rolling**

Weighting: **0%**

A Technique Video Assignment is a task that aims to help you develop the challenging skill of 'putting it all together'. You will need to address the clinical presentation of a fellow student. You need to take a case history, conduct a physical examination, develop a treatment plan, deliver the first adjustment of that treatment plan, conduct a post treatment examination and appropriately record all aspects of this clinical interaction.

You will work independently up to the point of performing the adjustment. At that point you shall consult a tutor about the case you have worked up. Your tutor will discuss the clinical presentation with you and provide feedback on your clinical interaction, reasoning and records up to that point. Your tutor will then either agree with your proposed adjustment or propose an alternate approach. You will then video record the performance of the adjustment in a supervised environment (in class or in supervised practice). You will then submit the video and associated paperwork through the iLearn system. A tutor will then grade the performance offer feedback. You will then be able to watch your performance again in light of this feedback to help your technique development.

The Technique Video Assignments are a crucial part of your development as a Chiropractor. We have weighted these tasks at 0% to encourage you to seek feedback on your performance of the techniques and procedures that you find more challenging.

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.
- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.



## iLearn quizzes (2x 2.5%)

Due: **Weeks 6 & 11.**

Weighting: **5%**

Online Quiz covering material from the week it is released and the previous 5 weeks. There will be some overlap of weeks.

The quiz will be available online Wednesday evening at 6pm and will stay open for 24 hours closing 6pm Thursday evening.

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 closed inquiry within structured guidelines as part of a research skills development (RSD) progression.

## Assignment

Due: **Week 7**

Weighting: **10%**

Written assignment.

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 closed inquiry within structured guidelines as part of a research skills development (RSD) progression.

## FoCA (2x5%)

Due: **Weeks 6 & 11.**

Weighting: **10%**

Feedback on Chiropractic Assessment (2x5%)

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.

- An understanding of spinal and peripheral joint mechanics.

## OSCE (Hurdle assessment)

Due: **Week 13.**

Weighting: **40%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

The Objective Structured Clinical Examination (OSCE) is the end of semester practical exam.

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.
- An understanding of spinal and peripheral joint mechanics.
- 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%**

The end of semester written exam is a closed book examination of all the material covered in the unit.

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 closed 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/>
- Tutorials begin on Wednesday of week 2.
- Tutorial attendance/participation is required and will be factored in to the final grade

### Required and Recommended Texts and/or Materials

#### TEXT

- Esposito & Philipson, Manual of Spinal Technique - Printed adjustment EXCERPT will available via the Co-op Bookshop
- 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 Livingstone.
- Specific week-week resources available as links via iLearn

### Teaching and Learning Strategy / technology required

- This unit is comprised of lectures and technique tutorials. There will also be some self directed learning within the course.
- The assignment contributes 10% 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.
- The assignment will be submitted via Turnitin
- The online quizzes will be accessed via iLearn

## Unit Schedule

Refer to the CHIR315 iLearn page

## Learning and Teaching Activities

### Lecture

Lecture/class discussion

### Tutorial

Demonstration/tutorial

### FoCA

Feedback on Chiropractic Assessment

### iLearn Quiz

online quiz

### Assignment

Assignment

### Theory assessment

End of semester exam

### OSCE

End of semester practical

### Video Assignment

Video Assignment

## 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) (<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) (<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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

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

### Assessment tasks

- Video Assignments (2x)
- End of semester written exam

### Learning and teaching activities

- Lecture/class discussion
- Demonstration/tutorial
- Assignment

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

## **Assessment tasks**

- Video Assignments (2x)
- FoCA (2x5%)
- OSCE (Hurdle assessment)

## **Learning and teaching activities**

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

## **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 closed inquiry within structured guidelines as part of a research skills development (RSD) progression.

## **Assessment tasks**

- Video Assignments (2x)
- iLearn quizzes (2x 2.5%)

- End of semester written exam

## **Learning and teaching activities**

- Lecture/class discussion
- Demonstration/tutorial
- online quiz
- Assignment
- End of semester exam
- Video Assignment

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

## **Assessment tasks**

- Video Assignments (2x)
- iLearn quizzes (2x 2.5%)
- Assignment
- FoCA (2x5%)



- OSCE (Hurdle assessment)
- End of semester written exam

## **Learning and teaching activities**

- Lecture/class discussion
- Demonstration/tutorial
- Feedback on Chiropractic Assessment
- online quiz
- End of semester exam
- End of semester practical
- Video Assignment

## **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 closed inquiry within structured guidelines as part of a research skills development (RSD) progression.

## **Assessment tasks**

- Video Assignments (2x)
- iLearn quizzes (2x 2.5%)
- End of semester written exam

## Learning and teaching activities

- Lecture/class discussion
- Demonstration/tutorial
- online quiz
- Assignment
- End of semester exam
- End of semester practical

## 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 closed inquiry within structured guidelines as part of a research skills development (RSD) progression.

### Assessment task

- End of semester written exam

## Learning and teaching activity

- Lecture/class discussion
- Demonstration/tutorial
- online quiz
- 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 (2x)
- Assignment
- FoCA (2x5%)
- OSCE (Hurdle assessment)
- End of semester written exam

## Learning and teaching activities

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

## 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 closed inquiry within structured guidelines as part of a research skills development (RSD) progression.

## 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 outcomes

- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.
- Research skills at the level of closed inquiry within structured guidelines as part of a research skills development (RSD) progression.

## Learning and teaching activities

- Lecture/class discussion
- Demonstration/tutorial

## Changes from Previous Offering

Lecture/tutorial content to be increased this offering based on ongoing curricular review process:

- Taking a patient history
- Soft tissue therapies