



# CHIR1102

## Chiropractic Sciences 2

Session 2, Weekday attendance, North Ryde 2020

*Department of Chiropractic*

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#### Disclaimer

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#### Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

## General Information

Unit convenor and teaching staff

Convenor

Aron Downie

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

Contact via Tutorial or email

17 WW, Room 356

by appointment

Convenor

Rosemary Giuriato

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Lecturer

Christopher Burrell

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Credit points

10

Prerequisites

Admission to BChiroSc and ANAT1001 or HLTH108

Corequisites

Co-badged status

Unit description

This unit continues to develop themes relating to Chiropractic practice introduced in CHIR1101. Psychomotor skill development includes spinal palpation, basic orthopaedic testing, and soft tissue therapies. Research skills development continues through critical appraisal of published health research. Biomechanical principles pertinent to the practice chiropractic continue to be developed.

## 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:

**ULO1:** Develop theoretical knowledge related to the assessment and treatment of joints and soft tissues

**ULO2:** Develop psychomotor skills in patient assessment and therapeutic intervention within a framework of ethical patient interaction

**ULO3:** Demonstrate practical use of anatomical knowledge related to patient assessment and basic intervention

**ULO4:** Demonstrate research skills at the level of closed inquiry with a high degree of structured guidance 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. CHIR1102 practical examinations are competency based.

For a more information see: "[Competency-based Assessment, Macquarie University](https://unitguides.mq.edu.au/unit_offerings/123638/unit_guide/print)"

### Passing the unit

There are 2 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.

CHIR1102 has 1 hurdle. The hurdle, serious attempt threshold, and the method of the second attempt are described below.

**Hurdle 1) Chiropractic technique component** (comprised of both spot tests and final practical exam): must obtain 50% of the combined available marks.

- Serious attempt: defined as gaining 45-49% of the final chiropractic practical exam.

- Second chance: a supplementary final chiropractic practical exam.

*You will be notified shortly after release of unit results of your eligibility for a hurdle retry. You must make yourself available during the Faculty Supplementary Examination period. For more information refer to the section "Policies and Procedures" within this Unit Guide.*

## 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 apply for Disruption to Study for your final examination, you must make yourself available during the Faculty Supplementary Examination period. 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.*

*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.*

## 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 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 technique assignment</u>	5%	No	Rolling
<u>Spot Test 1</u>	5%	No	Week 4
<u>Spot Test 2</u>	10%	No	Week 5
<u>Spot Test 3</u>	10%	No	Week 10
<u>End of semester technique assessment</u>	40%	Yes	Week 13/14
<u>End of semester invigilated examination</u>	30%	No	Examination period

### Video technique assignment

Assessment Type <sup>1</sup>: Practice-based task

Indicative Time on Task <sup>2</sup>: 3 hours

Due: **Rolling**

Weighting: **5%**

Student creation and critique of video to demonstrate an assessment procedure

On successful completion you will be able to:

- Develop theoretical knowledge related to the assessment and treatment of joints and soft tissues
- Develop psychomotor skills in patient assessment and therapeutic intervention within a framework of ethical patient interaction
- Demonstrate practical use of anatomical knowledge related to patient assessment and basic intervention

## Spot Test 1

Assessment Type <sup>1</sup>: Clinical performance evaluation

Indicative Time on Task <sup>2</sup>: 3 hours

Due: **Week 4**

Weighting: **5%**

In-tutorial practical assessment 1

On successful completion you will be able to:

- Develop theoretical knowledge related to the assessment and treatment of joints and soft tissues
- Develop psychomotor skills in patient assessment and therapeutic intervention within a framework of ethical patient interaction
- Demonstrate practical use of anatomical knowledge related to patient assessment and basic intervention

## Spot Test 2

Assessment Type <sup>1</sup>: Clinical performance evaluation

Indicative Time on Task <sup>2</sup>: 3 hours

Due: **Week 5**

Weighting: **10%**

## In-tutorial practical assessment 2

On successful completion you will be able to:

- Develop theoretical knowledge related to the assessment and treatment of joints and soft tissues
- Develop psychomotor skills in patient assessment and therapeutic intervention within a framework of ethical patient interaction
- Demonstrate practical use of anatomical knowledge related to patient assessment and basic intervention

## Spot Test 3

Assessment Type <sup>1</sup>: Clinical performance evaluation

Indicative Time on Task <sup>2</sup>: 3 hours

Due: **Week 10**

Weighting: **10%**

## In-tutorial practical assessment 3

On successful completion you will be able to:

- Develop theoretical knowledge related to the assessment and treatment of joints and soft tissues
- Develop psychomotor skills in patient assessment and therapeutic intervention within a framework of ethical patient interaction
- Demonstrate practical use of anatomical knowledge related to patient assessment and basic intervention

## End of semester technique assessment

Assessment Type <sup>1</sup>: Clinical performance evaluation

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Week 13/14**

Weighting: **40%**

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

## Practical assessment of procedures as taught in the unit

On successful completion you will be able to:

- Develop theoretical knowledge related to the assessment and treatment of joints and soft tissues
- Develop psychomotor skills in patient assessment and therapeutic intervention within a framework of ethical patient interaction
- Demonstrate practical use of anatomical knowledge related to patient assessment and basic intervention

## End of semester invigilated examination

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **Examination period**

Weighting: **30%**

## End of semester invigilated written examination

On successful completion you will be able to:

- Develop theoretical knowledge related to the assessment and treatment of joints and soft tissues
- Demonstrate practical use of anatomical knowledge related to patient assessment and basic intervention
- Demonstrate research skills at the level of closed inquiry with a high degree of structured guidance as part of a research skills development (RSD) progression

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation



## Delivery and Resources

**Technology Used and Required:** iLearn, Echo360, Practical Audio/Visual Equipment, and Electronic Lectern

### Delivery mode

Will be comprised of a combination of face-to-face lectures, pre-recorded lectures, self-directed learning, and hands-on tutorials/practicals:

- 1 x two hour lecture per week
- 2 x two hour tutorial per week
- 2-3 hours per week self- instructional learning - HIGHLY RECOMMENDED

### Class times and locations

- Lectures begin in Week 1
- Tutorials begin in Week 1

<b>TUTORIAL (SGTA1)</b> MON 1300-1500 <b>OR</b> 1500-1700  11WW - 320 Chiro North lab	<b>TUTORIAL (SGTA2)</b> FRI 0900-1100 <b>OR</b> 1100 -1300  11WW - 320 Chiro North lab	<b>LECTURE</b> WED 1700 - 1900  ONLINE Delivery - Zoom
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### Required and recommended resources

#### Prescribed Unit Materials

- Chiropractic Manual (comprising course notes from CHIR1101 and week-to-week tutorial notes from iLearn)

#### Recommended READING

Competency based assessment: Competency-based Assessment, Macquarie University  
<https://staff.mq.edu.au/public/download/?id=40618>

Biel, Dorn. Trail Guide to the Body: How to locate Muscles, Bones and More. Books of Discovery 5th edition

Oatis C. Kinesiology: the mechanics & pathomechanics of human movement 2nd or 3rd ed. LWW (3rd edition preferred)

## 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.*)

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](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>).

## 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](https://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](https://mq.edu.au/learningskills)) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## 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.

## Changes from Previous Offering

Physics material is now delivered in a separate unit

### Changes specific to COVID-19

- Practical material from CHIR1101 will be revised and examined at beginning of CHIR1102.
- There are two additional teaching weeks compared to the previous offering.