



CHIR3106

Chiropractic Science 6

Session 2, Special circumstances, North Ryde 2021

Department of Chiropractic

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

General Information

Unit convenor and teaching staff

Convener

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Lecturer

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Tutor

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Credit points

10

Prerequisites

Admission to BChiroSc and (CHIR3105 or CHIR315)

Corequisites

Co-badged status

Unit description

This unit continues to develop the theory and practice of chiropractic spinal manipulative therapy encountered in CHIR3105. This unit completes acquisition of a core group of techniques. The hypotheses and scientific rationale relating to chiropractic intervention is further explored. Biomechanics of the spine in relation to clinical application is explored in detail. Major themes relating to evidence-based practice (EBP) continue to be developed.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://students.mq.edu.au/important-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills. Including control of the adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-

up/set-up, speed, amplitude and line of drive.

ULO2: Perform a physical examination of a patient utilising advanced static and motion palpation of spinal joints.

ULO3: Demonstrate an understanding of spinal and peripheral joint mechanics.

ULO4: Apply research skills at the level of an open 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. CHIR3106 practical examinations are competency based.

For a more information see: "[Competency-based Assessment, Macquarie University](#)"

Passing the unit

There are 2 components to this unit:

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

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.

Research assignment

Specific details of the Assignment will be provided on the unit's iLearn page. The assignment must be submitted by the due date.

Extension to the due date may be granted under extenuating circumstances. Application for extensions must be made under the Special Consideration Policy, applied for through ask.mq.edu.au within 5 days of the disruption and before the submission date of the assignment. Resubmission of assignments will not be considered under usual circumstances. Late submissions will receive a 5% per day penalty including weekends and public holidays. If you submit the assessment task 10 days or more beyond the due date, without an approved extension, you will be awarded a maximum of 50% of the overall assessment marks.

COVID-19

Nb. The assessment due dates in this unit guide are correct as of 12th July 2021. Assessment due dates may change should future Public Health Order and/or University advice affect on-campus activities. Specifically the due date for the research assignment may change as a result of COVID-19 restructure of tutorial delivery. Any revision of assessment due dates will be notified through iLearn and will allow adequate time to complete the task.

Grading descriptors

High Distinction: (minimum 85% aggregate mark) 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: (minimum 75% aggregate mark) 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: (minimum 65% aggregate mark) 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: (minimum 50% aggregate mark) provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; and communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

Fail: does not provide evidence of attainment of all learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; and incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Spot test 1</u>	6%	No	Week 6
<u>Spot test 2</u>	9%	No	Week 10
<u>Research Assignment</u>	10%	No	Week 10
<u>End of session Objective Structured Clinical Exam (OSCE)</u>	40%	No	Week 13
<u>End of session online written exam</u>	35%	No	Examination period

Spot test 1

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 3 hours

Due: **Week 6**

Weighting: **6%**

In-tutorial practical assessment 1

On successful completion you will be able to:

- Perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills. Including control of the adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- Perform a physical examination of a patient utilising advanced static and motion palpation of spinal joints.

Spot test 2

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 4 hours

Due: **Week 10**

Weighting: **9%**

In-tutorial practical assessment 2

On successful completion you will be able to:

- Perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills. Including control of the adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- Perform a physical examination of a patient utilising advanced static and motion palpation of spinal joints.

Research Assignment

Assessment Type ¹: Presentation

Indicative Time on Task ²: 5 hours

Due: **Week 10**

Weighting: **10%**

Students will work in groups of 5. The group will research a clinical presentation assigned to their group and submit a diagnostic statement and management outline. (Group mark 5%)

Each student will contribute to an in-tutorial presentation of their work to the class. (Individual mark 5%)

On successful completion you will be able to:

- Demonstrate an understanding of spinal and peripheral joint mechanics.
- Apply research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

End of session Objective Structured Clinical Exam (OSCE)

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 20 hours

Due: **Week 13**

Weighting: **40%**

Practical assessment of procedures as taught in the unit.

On successful completion you will be able to:

- Perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills. Including control of the adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- Perform a physical examination of a patient utilising advanced static and motion palpation of spinal joints.
- Demonstrate an understanding of spinal and peripheral joint mechanics.

End of session online written exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 20 hours

Due: **Examination period**

Weighting: **35%**

End of session online written exam assessing all material delivered in the unit.

On successful completion you will be able to:

- Perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.

Including control of the adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.

- Perform a physical examination of a patient utilising advanced static and motion palpation of spinal joints.
- Demonstrate an understanding of spinal and peripheral joint mechanics.
- Apply research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

¹ 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 [Learning Skills Unit](#) for academic skills support.

² 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

This unit involves some essential on-campus learning activities which will be delivered in accordance with a COVID Safe plan. You will be expected to attend relevant on-campus activities unless the Public Health Order and/or University advice changes.

The assessment due dates in this unit guide are correct as of 12th July 2021. Assessment due dates may change should future Public Health Order and/or University advice affect on-campus activities.

Delivery mode

Technology Used and Required:

- iLearn, Echo360, Leganto, Practical Audio/Visual Equipment, and Electronic Lectern

Delivery mode will be comprised of a combination of face-to-face lectures (Zoom), pre-recorded lectures, self-directed learning, and hands-on tutorials/practicals:

- 1 x two hour lecture per week - delivered live via Zoom
 - From time-time there will be structured discussion within this activity
- 2 x two hour tutorial per week
- 2-3 hours per week self- instructional learning - HIGHLY RECOMMENDED

Classes

- The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>
- **Lectures begin in WEEK 1**
- **Tutorials begin in WEEK 2**
 - Participation in tutorials will be recorded - 85% (or higher) attendance is strongly recommended to achieve competence in the course material

Required and Recommended Texts and/or Materials

TEXT

- Esposito & Philipson, Manual of Spinal Technique - Printed EXCERPT will available for purchase within tutorial class
- Oatis. Kinesiology “Kinesiology The Mechanics and Pathomechanics of Human Movement,” 3rd edition. ISBN: 9781451191561
- 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. ISBN : 9780323049696
- 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

(See iLearn for week-week activities and final timing of assessments)

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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 or if you are a Global MBA student contact 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) 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 Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

Equity 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.

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.