CHIR2103
Chiropractic Sciences 3
Session 1, Weekday attendance, North Ryde 2021

Department of Chiropractic

Contents

General Information 2
Learning Outcomes 3
General Assessment Information 3
Assessment Tasks 6
Delivery and Resources 9
Unit Schedule 10
Policies and Procedures 11
Changes from Previous Offering 12

Disclaimer
Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

Notice
As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face 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.

https://unitguides.mq.edu.au/unit_offerings/134073/unit_guide/print
General Information

Unit convenor and teaching staff
Convenor, Lecturer
Michael Swain
michael.swain@mq.edu.au
Contact via 9850 4053
17WW, 349
By appointment

Tutor
Laura Montgomery
laura.montgomery@mq.edu.au
By appointment

Tutor
Stephen Sharp
stephen.sharp@mq.edu.au
By appointment

Tutor
Annie Young
annie.young@mq.edu.au
By appointment

Tutor
David McNaughton
david.mcnaughton@mq.edu.au
By appointment

Tutor
Simon Paul Vella
simonpaul.vella@mq.edu.au
By appointment

Aron Downie
aron.downie@mq.edu.au

Credit points
10

Prerequisites
Admission to BChiroSc and (CHIR1101 or CHIR113) and (CHIR1102 or CHIR114)
### Corequisites

### Co-badged status

### Unit description

This unit provides an introduction to biomechanics of the lumbar spine, pelvis, and lower extremities. It will build upon concepts of applied anatomy taught in ANAT1002. Clinical application of biomechanical concepts will relate to the skills of patient observation, joint range of motion assessment, tissue palpation, and muscle testing. Clinical reasoning will begin whereby students will learn to reconcile pathomechanics with clinical findings for musculoskeletal injuries. Applying theories taught in HLTH2110, the clinical concept of epidemiological risk will be introduced and explored. Psychomotor skills taught in CHIR1101 and CHIR1102 will be developed. Chiropractic techniques and joint manipulation skills for the lumbar spine and lower extremity will be introduced.

### Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [https://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)

### Learning Outcomes

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

- **ULO1**: Describe biomechanics of the lumbar spine and pelvis, joints of the lower extremities, and gait.
- **ULO2**: Demonstrate respect and empathy for patients while performing physical assessment techniques for the lumbar spine, pelvis, and lower extremities: palpation, joint range of motion, muscle testing.
- **ULO3**: At the level of precision, perform chiropractic techniques and joint manipulation skills on the lumbar spine and lower extremity
- **ULO4**: Demonstrate basic clinical reasoning by applying knowledge of lumbopelvic and lower extremity pathomechanics to interpret information derived from a physical assessment.
- **ULO5**: Apply epidemiological knowledge and biostatistical skills to quantify and interpret information pertaining to clinical risk factors.

### General Assessment Information

#### Participation requirements

Tutorial class attendance will be recorded. Students must attend the class in which they are enrolled. Students must not exchange their class time. In special circumstances, students may
apply for requests regarding changes. These requests are to be submitted to the unit convener.

Examinations

Students are expected to present themselves 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 short-term, unexpected, serious and unavoidable circumstances. In these circumstances you may wish to consider applying for Special Consideration.

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. Approved applicants will receive an individual notification one week prior to the exam with the exact date and time of their supplementary 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.

Students are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester that is the final day of the official examination period.

Returning assessment tasks and feedback

1. Physical assessment and chiropractic technique portfolio (summative assessment): A modified version of the assessment rubric will be returned to students. Individual feedback will be provided including how to improve future tasks. Assessment marks will be returned via Gradebook. Marks will be incorporated into the final unit grade.

2. Research assignment (summative assessment): A modified version of the assessment rubric will be returned to students with general feedback comments. Assessment marks will be returned via Gradebook. Marks will be incorporated into the final unit grade. Students can request verbal individual feedback.

3. Chiropractic skills assessment (OSCE) (summative assessment): Papers will not be returned. Chiropractic skills performance will be marked in accordance with the chiropractic skills competence continuum (i.e. the skills rubric). Assessment marks will be returned via Gradebook. Marks will be incorporated into the final unit grade. Students can request verbal individual feedback.

4. Final Examination (summative assessment): Papers will not be returned. Assessment
marks will be returned via Gradebook. Feedback will be provided on request outside the examination period. Marks will be incorporated into the final unit grade.

5. **Weekly lecture quiz submission (formative assessment):** Correct answers will be provided. Lecture quiz submission will serve as a proxy measure of student engagement in lecture presentations.

6. **Weekly case study quiz submission (formative assessment):** Correct answers will be provided. Case quiz submission will serve as a proxy measure of student engagement in tutorial cases.

**Extensions and penalties**

Extensions to assessments and assignments are at the discretion of the unit convener. It is the responsibility of the student to prove to the unit convener that there has been unavoidable disruption. Marks will be deducted for late submissions in the absence of an approved extension. For the research assignment marks will be deducted at the rate of 10% of the available marks per day.

**Grades**

Final grades for the unit will reflect the descriptors given below:

**ASSESSMENT GRADES AND STATUS**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>RANGE</th>
<th>STATUS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>
| HD    | 85-100 | Pass   | Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the course/program*.
| D     | 75-84  | Pass   | 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 or creativity in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the course/program* and the audience.
| CR    | 65-74  | Pass   | 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; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the course/program*.
| P     | 50-64  | Pass   | Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the course/program*; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the course/program*. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
| F     | 0-49   | Fail   | Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the course/program*. |
### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical assessment and chiropractic technique portfolio</td>
<td>10%</td>
<td>No</td>
<td>Week 4</td>
</tr>
<tr>
<td>Research assignment</td>
<td>20%</td>
<td>No</td>
<td>Week 7</td>
</tr>
<tr>
<td>Chiropractic skills assessment</td>
<td>20%</td>
<td>No</td>
<td>Week 12</td>
</tr>
<tr>
<td>Final examination</td>
<td>50%</td>
<td>No</td>
<td>Session 1 Examination Period</td>
</tr>
<tr>
<td>Weekly lecture quiz submission</td>
<td>0%</td>
<td>No</td>
<td>Ongoing weeks 1 to 12</td>
</tr>
<tr>
<td>Weekly case study quiz submission</td>
<td>0%</td>
<td>No</td>
<td>Ongoing weeks 2 to 11</td>
</tr>
</tbody>
</table>

#### Physical assessment and chiropractic technique portfolio

*Assessment Type 1: Portfolio*

*Indicative Time on Task 2: 12 hours*

*Due: Week 4*

*Weighting: 10%*

Students will maintain a video portfolio that demonstrates their ability to perform physical assessments and chiropractic techniques taught in this unit. Accompanying videos of procedures will be a brief critical appraisal statement that reflects on students' aptitude within the chiropractic skills competency framework. Only a subset of procedures will be evaluated by tutors to formulate the mark for this assessment.

On successful completion you will be able to:

- Demonstrate respect and empathy for patients while performing physical assessment techniques for the lumbar spine, pelvis, and lower extremities: palpation, joint range of motion, muscle testing.
- At the level of precision, perform chiropractic techniques and joint manipulation skills on the lumbar spine and lower extremity.
Research assignment
Assessment Type 1: Quantitative analysis task
Indicative Time on Task 2: 12 hours
Due: Week 7
Weighting: 20%

In this assessment, students will analyse a data set obtained from a simulated observational study. Students will report on the prevalence and associated factors for a musculoskeletal condition.

On successful completion you will be able to:
• Apply epidemiological knowledge and biostatistical skills to quantify and interpret information pertaining to clinical risk factors.

Chiropractic skills assessment
Assessment Type 1: Practice-based task
Indicative Time on Task 2: 12 hours
Due: Week 12
Weighting: 20%

Students will be assessed on their competency in performing chiropractic techniques. Students will demonstrate a series of chiropractic procedures taught in this unit.

On successful completion you will be able to:
• Demonstrate respect and empathy for patients while performing physical assessment techniques for the lumbar spine, pelvis, and lower extremities: palpation, joint range of motion, muscle testing.
• At the level of precision, perform chiropractic techniques and joint manipulation skills on the lumbar spine and lower extremity

Final examination
Assessment Type 1: Examination
Indicative Time on Task 2: 12 hours
Due: Session 1 Examination Period
Weighting: 50%
This written test will assess all theoretical material for the unit. It will consist of multiple choice and short answer questions.

On successful completion you will be able to:

• Describe biomechanics of the lumbar spine and pelvis, joints of the lower extremities, and gait.
• Demonstrate basic clinical reasoning by applying knowledge of lumbopelvic and lower extremity pathomechanics to interpret information derived from a physical assessment.
• Apply epidemiological knowledge and biostatistical skills to quantify and interpret information pertaining to clinical risk factors.

Weekly lecture quiz submission
Assessment Type 1: Participatory task
Indicative Time on Task 2: 7 hours
Due: Ongoing weeks 1 to 12
Weighting: 0%

Formative exercises based on lecture modules. Students are required to compile a series of brief quiz questions based on weekly lectures.

On successful completion you will be able to:

• Describe biomechanics of the lumbar spine and pelvis, joints of the lower extremities, and gait.

Weekly case study quiz submission
Assessment Type 1: Participatory task
Indicative Time on Task 2: 3 hours
Due: Ongoing weeks 2 to 11
Weighting: 0%

Exercises based on case study discussions in 10 practical sessions. Students are required to complete a series of brief quiz questions based on weekly case studies presented in tutorial notes.
On successful completion you will be able to:

- Describe biomechanics of the lumbar spine and pelvis, joints of the lower extremities, and gait.
- Demonstrate basic clinical reasoning by applying knowledge of lumbopelvic and lower extremity pathomechanics to interpret information derived from a physical assessment.

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**

**Delivery mode**

This unit implements a model of self-directed blended learning that is characterised by a moderate degree of flexibility. It incorporates a variety of learning tools including substantive interactive hands-on and face-to-face classes, online modules, formative quizzes, an exploratory dataset assignment, and a media portfolio used to develop reflective practice. It will comprise:

**Lectures**

A modulated style of online lecturing will be adopted. To enhance student learning, students are expected to participate fully in weekly formative quizzes.

**Tutorials**

Students are expected to participate fully in chiropractic skills tutorials. To enhance case-based learning, students should complete weekly formative tutorial quizzes. Weekly lecture modules, tutorial outlines, and chiropractic technique videos must be reviewed prior to skills classes. In the development of chiropractic skills, it is required that candidates engage in reflective practice. A chiropractic skills media portfolio will be available for students to document their learning of chiropractic techniques and facilitate reflective practice.

**Participation requirements**

Students are expected to engage and participate fully in the unit. Participation requirements have been removed in this offering due to the COVID-19 pandemic. Tutorial attendance logs and quiz outcomes may serve to identify students who are at risk of poor performance in summative assessments.

**Unit Web Page**

Students can log onto iLearn at https://ilearn.mq.edu.au/login/MQ/
All lecture slides and tutorial notes will be posted on the unit web page as well as a variety of learning materials.

**Required and recommended resources**

**Required:**


   Available at Macquarie University Library Level 1 / Level 2 QP303 .O38 2016


**Recommended:**


**Unit Schedule**

**Tutorial classes location:** 11 Wallys Wlk - 320 Chiro. North Lab

<table>
<thead>
<tr>
<th>Week</th>
<th>Online lecture</th>
<th>Tuesday tutorial</th>
<th>Thursday tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to clinical biomechanics</td>
<td>No tute</td>
<td>No tute</td>
</tr>
<tr>
<td>Week 2</td>
<td>Lumbar: structure and function</td>
<td>Introduction. Lumbar: observation, surface palpation and active ROM</td>
<td>Lumbar: passive ROM, prone motion palpation. Case Study 1</td>
</tr>
<tr>
<td>Week 3</td>
<td>Lumbar: muscle function</td>
<td>Lumbar: muscle length, seated motion palpation, BLR setup</td>
<td>BLR setup. Lumbar traction and sitting thumb techniques. Case Study 2</td>
</tr>
<tr>
<td>Week 4</td>
<td>Pelvis: structure and function</td>
<td>Revision tutorial - reflective practice</td>
<td>SJ motion palpation and sacral rocking. Case Study 3</td>
</tr>
<tr>
<td>Week 5</td>
<td>Hip: structure and function</td>
<td>Hip: observation, surface palpation, active/passive ROM and functional assessment</td>
<td>Hip: motion palpation and chiropractic techniques. Case Study 4</td>
</tr>
<tr>
<td>Week 6</td>
<td>Hip: muscle function</td>
<td>Hip: muscle length, strength and soft tissue techniques</td>
<td>Hip: chiropractic techniques. Case Study 5</td>
</tr>
<tr>
<td>Mid-Semester Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Knee: structure and function</td>
<td>Knee: observation, surface palpation, active ROM and muscle strength</td>
<td>Knee: motion palpation and chiropractic techniques. Case Study 6</td>
</tr>
<tr>
<td>Week 8</td>
<td>Knee: muscle function</td>
<td>Patella: motion palpation and soft-tissue techniques</td>
<td>Knee: chiropractic techniques. Case Study 7</td>
</tr>
<tr>
<td>Week 9</td>
<td>Ankle/foot: structure and function.</td>
<td>Ankle/foot: observation, surface palpation, active ROM, muscle strength</td>
<td>Ankle: motion palpation and chiropractic techniques. Case Study 8</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Week 10</td>
<td>Ankle/foot: muscle function</td>
<td>Ankle/foot: passive movements and soft tissue techniques</td>
<td>Foot: motion palpation and chiropractic techniques. Case study 9</td>
</tr>
<tr>
<td>Week 11</td>
<td>Gait</td>
<td>Foot and toes: chiropractic techniques. Case study 10</td>
<td>Revision tutorial -reflective practice</td>
</tr>
<tr>
<td>Week 12</td>
<td>Clinical assessment of the lower limb</td>
<td>No tute</td>
<td>OSCE</td>
</tr>
<tr>
<td>Week 13</td>
<td>Unit summary and questions</td>
<td>No tute</td>
<td>Supplementary OSCE</td>
</tr>
</tbody>
</table>

### 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.)*

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/admin/other-resources/student-conduct](https://students.mq.edu.au/admin/other-resources/student-conduct)

### Results

Results published on platform other than [eStudent](https://students.mq.edu.au), (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.

Changes from Previous Offering

Conceptual physics content (including lectures, practical classes, and assessments) has now been removed from Chiropractic Sciences 1 to 4 (CHIR1101, CHIR1102, CHIR2103, CHIR2104). This content will now be delivered and assessed in a stand-alone unit, PHYS1210 Physics for Life Sciences.