CHIR1102
Chiropractic Sciences 2
Session 2, In person-scheduled-weekday, North Ryde 2023

Department of Chiropractic

Contents

General Information 2
Learning Outcomes 3
General Assessment Information 3
Assessment Tasks 4
Delivery and Resources 8
Unit Schedule 8
Policies and Procedures 9
Inclusion and Diversity 10
Professionalism 11

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.
General Information

Unit convenor and teaching staff
Convenor
Camille Rahme
camille.rahme@mq.edu.au

Lecturer
Aron Downie
aron.downie@mq.edu.au

Lecturer
Christopher Burrell
christopher.burrell@mq.edu.au

Teaching staff
Luke Ross
luke.ross@mq.edu.au

Teaching staff
Clinton Rotondo
clinton.rotondo@mq.edu.au

Teaching staff
Hung Jae Lee
hungjae.lee@mq.edu.au

Teaching staff
Maddison Lick
maddison.lick@mq.edu.au

Teaching staff
Carla Tremolada
carla.tremolada@mq.edu.au

Teaching staff
Rachel Foxall
rachel.foxall@mq.edu.au

Credit points
10

Prerequisites
Admission to BChiroSc and ANAT1001 or HLTH108
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

Grade descriptors and other information concerning grading are contained in the Macquarie University Assessment Policy.

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the Assessment Procedure (clause 128). To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better. Further details for each assessment task will be available on iLearn.

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.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of ‘0’ will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

<table>
<thead>
<tr>
<th>Number of days (hours) late</th>
<th>Total Possible Marks</th>
<th>Deduction</th>
<th>Raw mark</th>
<th>Final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day (1-24 hours)</td>
<td>100</td>
<td>5</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>2 days (24-48 hours)</td>
<td>100</td>
<td>10</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>3 days (48-72 hours)</td>
<td>100</td>
<td>15</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>7 days (144-168 hours)</td>
<td>100</td>
<td>35</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>&gt;7 days (&gt;168 hours)</td>
<td>100</td>
<td>-</td>
<td>75</td>
<td>0</td>
</tr>
</tbody>
</table>

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spot Test 1</td>
<td>5%</td>
<td>No</td>
<td>Week 3</td>
</tr>
<tr>
<td>Spot Test 2</td>
<td>10%</td>
<td>No</td>
<td>Week 7</td>
</tr>
<tr>
<td>Spot Test 3</td>
<td>10%</td>
<td>No</td>
<td>Week 11</td>
</tr>
<tr>
<td>Name</td>
<td>Weighting</td>
<td>Hurdle</td>
<td>Due</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-----------</td>
<td>--------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Video technique assignment</td>
<td>5%</td>
<td>No</td>
<td>Week 9</td>
</tr>
<tr>
<td>End of semester technique assessment</td>
<td>40%</td>
<td>No</td>
<td>Week 13</td>
</tr>
<tr>
<td>End of semester invigilated examination</td>
<td>30%</td>
<td>No</td>
<td>University exam period</td>
</tr>
</tbody>
</table>

Spot Test 1
Assessment Type 1: Clinical performance evaluation
Indicative Time on Task 2: 3 hours
Due: Week 3
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 1: Clinical performance evaluation
Indicative Time on Task 2: 3 hours
Due: Week 7
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** 1: Clinical performance evaluation

**Indicative Time on Task** 2: 3 hours

**Due:** Week 11

**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

**Video technique assignment**

**Assessment Type** 1: Practice-based task

**Indicative Time on Task** 2: 3 hours

**Due:** Week 9

**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
End of semester technique assessment

Assessment Type 1: Clinical performance evaluation
Indicative Time on Task 2: 10 hours
Due: **Week 13**
Weighting: **40%**

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 1: Examination
Indicative Time on Task 2: 15 hours
Due: **University exam 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

---

If you need help with your assignment, please contact:

---

https://unitguides.mq.edu.au/unit_offerings/156200/unit_guide/print
Delivery and Resources

Unit delivery

As a student enrolled in this unit, you will engage in a range of face-to-face learning activities, including live online lectures, technique labs, readings, and video resources. Details can be found on the iLearn site for this unit.

Lectures begin in Week 1. Tutorials begin in Week 2

- 1 x two hour lecture per week (W1 - W12) - delivered live (either ZOOM or ON CAMPUS) - HIGHLY RECOMMENDED
  - Check iLearn for delivery mode per week
- 2 x two hour tutorial per week (W2 - W12)
- 2-3 hours per week self-directed learning (e.g. LEGANTO)

Recommended Readings

- Course notes for joint palpation can be downloaded from CHIR1102 iLearn page
- Week-to-week tutorial notes will be downloaded from iLearn
- Access weekly readings from LEGANTO

Technology Used

- Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Unit Schedule

See iLearn for unit schedule
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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
- Assessment Procedure
- Complaints Resolution 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). 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) 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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/
The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable,
diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers’ responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

**Professionalism**

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all **small group interactive sessions** including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.