



CHIR3106

Chiropractic Science 6

Session 2, In person-scheduled-weekday, North Ryde 2023

Department of Chiropractic

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General Information

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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://www.mq.edu.au/study/calendar-of-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

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. CHIR3106 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:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

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

Name	Weighting	Hurdle	Due
<u>End of session Objective Structured Clinical Exam (OSCE)</u>	40%	No	Week 13
<u>Research Assignment</u>	10%	No	Week 11: PRESENTATION 20/10/ 2023
<u>Spot test 2</u>	9%	No	Week 10

Name	Weighting	Hurdle	Due
<u>End of session written exam</u>	35%	No	University examination period
<u>Spot test 1</u>	6%	No	Week 6

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.

Research Assignment

Assessment Type ¹: Presentation

Indicative Time on Task ²: 5 hours

Due: **Week 11: PRESENTATION 20/10/2023**

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.

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.

End of session written exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 20 hours

Due: **University examination period**

Weighting: **35%**

End of session 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.

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.

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 [Writing Centre](#) 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

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

Unit delivery

- 1 x two hour lecture per week - delivered face-to-face

- There will be structured discussion within the lecture based on stimulus questions
- Lectures will be recorded via ECHO360, but live interaction will occur when attending face-to-face
- Students are expected to access LEGANTO readings (where available) prior to lecture
- 2 x two hour tutorial per week
- 2-3 hours per week self-directed learning (e.g. LEGANTO reading) - HIGHLY RECOMMENDED

Recommended Readings

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

OTHER

- Bergmann & Peterson: Chiropractic technique, principles and procedures 3rd Ed. ISBN : 9780323049696
- Specific week-week resources available as links via iLearn and 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.

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](#)
- [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) (<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

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.