



CHIR8514

Pre-Clinical Management

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

Department of Chiropractic

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

CHIR8511 and CHIR8513 and CHIR8401 and CHIR8101

Corequisites

CHIR8512

Co-badged status

Unit description

This unit focuses on the development of clinical reasoning skills and preparation for clinic internship. Your clinical reasoning skills will be enhanced through experiential case presentations during tutorial classes. This focus will allow you to formulate clinical decisions based on the integrated knowledge gained from the varied clinical science units previously or concurrently completed, including orthopedics, neurology, clinical chiropractic, functional rehabilitation, and diagnostic imaging. The Junior Internship provides you with the opportunity to competently assess and provide management to students in the Macquarie chiropractic program to prepare you for entry into the clinic internship units.

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: Construct an appropriate approach to a patient interview and determine appropriate investigations based on individual patient needs

ULO2: Outline an appropriate physical examination and interpret the findings from physical examination

ULO3: Determine differential diagnoses based on historical, physical, functional information as well as information from special investigations with awareness of the potential underlying pathological or dysfunctional condition as related to each examination procedure

ULO4: Explain the role of outcome measures; describe their use and interpretation

ULO5: Undertake a junior internship period and demonstrate competency in clinical activities and patient interaction and assessment.

General Assessment Information

OSCE 1 will be undertaken at 75T Clinic and students will be rostered over a two week period commencing Week 7 and mid-semester break. T

OSCE 1 will assess Vitals and Cardiovascular System review.

OSCE 2 will assess Respiratory, GIT, Lymphatic/Haematopoietic, Endocrine and EENT systems.

Junior Internship will comprise a clinical competency to include history taking, physical examination and formulation of a management plan for a patient in clinic. the patient will be a final year chiropractic student. This will also include the selection of an appropriate Outcome Questionnaire.

Clinical Competency is a Pass/Fail component and is a HURDLE requirement to pass this unit. A maximum of two attempts permitted.

Students are required to attend a minimum of 4 shifts in clinic, inclusive of one reception shift as observers. During this time, 4 case reports must be completed and signed off as competent by senior or associate supervisors based on four patient interactions observed.

Final theory paper will comprise questions based on content delivered in lectures.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Clinical Competency Assessment</u>	25%	No	Examination period
<u>Pre-Clinical Management Theory Examination</u>	50%	No	Examination period
<u>Pre-Clinical Management Assessments (OSCE)</u>	25%	No	OSCE 1 in Weeks 7 and 8. OSCE 2 Week 14
<u>Pre-Clinical Management Junior Internship</u>	0%	Yes	Group A completion: 11th Sept. Group B: 2nd Oct.

Clinical Competency Assessment

Assessment Type ¹: Examination

Indicative Time on Task ²: 15 hours

Due: **Examination period**

Weighting: **25%**

Clinical competency assessment in DVD format.

On successful completion you will be able to:

- Determine differential diagnoses based on historical, physical, functional information as well as information from special investigations with awareness of the potential underlying pathological or dysfunctional condition as related to each examination procedure

Pre-Clinical Management Theory Examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 20 hours

Due: **Examination period**

Weighting: **50%**

End of session final written examination.

On successful completion you will be able to:

- Construct an appropriate approach to a patient interview and determine appropriate investigations based on individual patient needs
- Determine differential diagnoses based on historical, physical, functional information as well as information from special investigations with awareness of the potential underlying pathological or dysfunctional condition as related to each examination procedure
- Explain the role of outcome measures; describe their use and interpretation

Pre-Clinical Management Assessments (OSCE)

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 15 hours

Due: **OSCE 1 in Weeks 7 and 8. OSCE 2 Week 14**

Weighting: **25%**

There will be OSCE assessment in two blocks during semester in tutorial times.

On successful completion you will be able to:

- Construct an appropriate approach to a patient interview and determine appropriate investigations based on individual patient needs
- Outline an appropriate physical examination and interpret the findings from physical examination
- Determine differential diagnoses based on historical, physical, functional information as well as information from special investigations with awareness of the potential underlying pathological or dysfunctional condition as related to each examination procedure
- Explain the role of outcome measures; describe their use and interpretation
- Undertake a junior internship period and demonstrate competency in clinical activities and patient interaction and assessment.

Pre-Clinical Management Junior Internship

Assessment Type ¹: Work-integrated task

Indicative Time on Task ²: 10 hours

Due: **Group A completion: 11th Sept. Group B: 2nd Oct.**

Weighting: **0%**

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

Complete a patient assessment, including history and physical examination, provide a working diagnosis, and formulate an appropriate treatment care plan.

On successful completion you will be able to:

- Construct an appropriate approach to a patient interview and determine appropriate investigations based on individual patient needs
- Outline an appropriate physical examination and interpret the findings from physical examination
- Determine differential diagnoses based on historical, physical, functional information as well as information from special investigations with awareness of the potential underlying pathological or dysfunctional condition as related to each examination procedure
- Explain the role of outcome measures; describe their use and interpretation

- Undertake a junior internship period and demonstrate competency in clinical activities and patient interaction and 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 [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

Students must complete a Junior Internship period at one of the University Chiropractic teaching clinics as per roster provided to students.

Junior Internship will comprise a clinical competency assessment to include history taking, physical examination and formulation of a management plan for a patient in clinic. The patient will be a final year chiropractic student and assigned to the junior intern by the Department. Students are required to attend a minimum of 4 shifts in clinic, inclusive of one reception shift as observers. During this time, 4 case reports must be completed and signed off as competent by senior or associate supervisors based on four patient interactions observed by the end of the Junior Internship period.

Policies and Procedures

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

[du.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 and clinical 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 clinic 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.