



CHIR8514

Pre-Clinical Management

Session 2, In person-scheduled-weekday, North Ryde 2026

Department of Chiropractic

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	7
<u>Policies and Procedures</u>	7
<u>Inclusion and Diversity</u>	9
<u>Professionalism</u>	9

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

Rosemary Giuriato

rosemary.giuriato@mq.edu.au

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

This unit includes a combination of performance-based and applied assessment tasks designed to evaluate clinical competency, decision-making, and professional practice readiness. Assessments are aligned with the unit learning outcomes and professional accreditation standards.

Assessment Overview:

Standardised Clinical Case Exam (45%) Conducted during the formal exam period, this assessment evaluates clinical reasoning and competency using a standardised case-study format. Students will be required to demonstrate diagnostic and application of clinical management skills within a set timeframe and may include content presented in lectures.

Objective Structured Clinical Exam (OSCE) (20%) The OSCE, scheduled for Week 13, evaluates students' practical clinical assessment and decision-making skills. It will also assess students' understanding and interpretation of outcome measures and their relevance in clinical practice.

Pre-Clinical Management Junior Internship (35%) (Hurdle requirement) This work-integrated task requires students to complete a comprehensive patient assessment, establish a working diagnosis, and formulate an appropriate care plan. It is a **hurdle requirement** and must be passed to successfully complete the unit. Students will participate in a junior internship period, potentially extending across the mid-semester break, during which they must demonstrate competency in clinical activities, patient interaction, and assessment. This assessment must be completed by Week 13.

Mastery Register (0%) (Hurdle requirement) The Mastery Register comprises essential clinical skills deemed critical for safe chiropractic practice. Competence must be demonstrated in all listed skills. Although this task does not carry a numerical weighting, it is a hurdle requirement and must be passed to successfully complete the unit. This assessment must be completed by end of Week 12.

Additional Information:

- **Hurdle Requirements:** Students must meet the minimum required standard in all hurdle tasks (Pre-Clinical Management Junior Internship and Mastery Register) to pass the unit.
- **Feedback:** Timely feedback will be provided for all assessable tasks.
- **Special Consideration:** Students unable to complete assessment tasks due to serious and unavoidable circumstances must apply for special consideration via the official

university process.

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a minimum final mark of 50.

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 127-8).

Further details for each assessment task will be available on iLearn.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Standardised clinical case exam	45%	No	Exam period	Individual	No	Observed
Mastery register	0%	Yes	Needs to be completed by end of Week 12	Individual	No	Observed
Objective Structured Clinical Exam (OSCE)	20%	No	Week 13	Individual	No	Observed
Pre-Clinical Management Junior Internship	35%	Yes	Needs to be completed by end of Week 13	Individual	No	Observed

Standardised clinical case exam

Assessment Type ¹: Professional task

Indicative Time on Task ²: 40 hours

Due: **Exam period**

Weighting: **45%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

Clinical competency assessment in standardised case study format.

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.

Mastery register

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 9 hours

Due: **Needs to be completed by end of Week 12**

Weighting: **0%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

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

The mastery register is a list of key skills in which competence is considered to be a requirement for the assurance of quality chiropractic practice for registration. You must demonstrate a minimum level of competence in these skills in order to successfully complete the unit.

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

Objective Structured Clinical Exam (OSCE)

Assessment Type ¹: Professional task

Indicative Time on Task ²: 15 hours

Due: **Week 13**

Weighting: **20%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

You will be assessed on your clinical assessment and clinical decision-making skills

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

Pre-Clinical Management Junior Internship

Assessment Type ¹: Experiential task

Indicative Time on Task ²: 20 hours

Due: **Needs to be completed by end of Week 13**

Weighting: **35%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

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
- [Academic Success](#) 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.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

Delivery and Resources

Students enrolled in this unit, are required to participate in a range of **face-to-face learning activities**, including lectures, tutorials, and clinical attendance. These activities are designed to support development of clinical reasoning, practical skills, and professional competence.

Detailed schedules, learning resources, and updates are available on the **iLearn site** for this unit.

Recommended Text: Bickley, L.S. (2003). *Bates' Guide to Physical Examination and History Taking*. Philadelphia: Lippincott Williams & Wilkins.

To actively engage in learning activities, students are expected to have access to a **tablet, laptop, or similar device** for in-class and independent study tasks. If students do not own a suitable device, **laptops are available for loan** 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>)

[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 connect.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/>

Academic Success

[Academic Success](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Ask a Study Coach](#)
- [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 the [Service Connect Portal](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit <https://students.mq.edu.au/support/technology/service-desk>.

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.

Unit information based on version 2026.02 of the [Handbook](#)