



# CHIR316

## Chiropractic Science 6

S2 Day 2018

*Dept of Chiropractic*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

tutor

Christopher Agius

[christopher.agius@mq.edu.au](mailto:christopher.agius@mq.edu.au)

Contact via [christopher.agius@mq.edu.au](mailto:christopher.agius@mq.edu.au)

Co-convenor

Christopher Burrell

[christopher.burrell@mq.edu.au](mailto:christopher.burrell@mq.edu.au)

Contact via [christopher.burrell@mq.edu.au](mailto:christopher.burrell@mq.edu.au)

17WW

by appointment

tutor

Steven Cannon

[steven.cannon@mq.edu.au](mailto:steven.cannon@mq.edu.au)

Contact via [steven.cannon@mq.edu.au](mailto:steven.cannon@mq.edu.au)

Co-Convenor

Aron Downie

[aron.downie@mq.edu.au](mailto:aron.downie@mq.edu.au)

Contact via iLearn or [aron.downie@mq.edu.au](mailto:aron.downie@mq.edu.au)

17WW

By appointment

tutor

Mei Wong

[mei.wong@mq.edu.au](mailto:mei.wong@mq.edu.au)

Contact via [mei.wong@mq.edu.au](mailto:mei.wong@mq.edu.au)

tutor

Nicola Stutterd

[nicola.stutterd@mq.edu.au](mailto:nicola.stutterd@mq.edu.au)

Contact via [nicola.stutterd@mq.edu.au](mailto:nicola.stutterd@mq.edu.au)

Credit points

3

Prerequisites

Admission to BChiroSc and (CHIR315 or CHIR301)

#### Corequisites

#### Co-badged status

#### Unit description

This unit continues to develop the theory and practice of chiropractic spinal manipulative therapy encountered in CHIR315. 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:

The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.

The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.

The ability to perform advanced static and motion palpation of spinal joints.

An understanding of spinal and peripheral joint mechanics.

A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.

Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

## General Assessment Information

### 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. CHIR316 practical examinations are competency based.

For a more information see: ["Competency-based Assessment, Macquarie University"](#)

## Passing the unit

There are 2 components to this unit:

- 1) Chiropractic technique (a minimum of 85% tutorial attendance is suggested in order to gain sufficient practical knowledge)
- 2) Chiropractic theory.

### Hurdle Requirements and Serious Attempt Defined

A hurdle is a passing requirement for the unit. A serious attempt is the threshold when a second chance will be provided as an opportunity to meet the hurdle requirement. CHIR316 has 1 hurdle

**Hurdle:** Chiropractic technique (comprised final practical exam: OSCE): must obtain 50% of the available marks.

- Serious attempt: defined as gaining 40-49% of the final chiropractic practical exam.
- Second chance: a supplementary final chiropractic practical exam.
  - You will be notified shortly after release of unit results of your eligibility for a hurdle retry.
  - You must make yourself available during the Faculty Supplementary Examination period.

## 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. You can check this supplementary exam information page for dates, and approved applicants will receive an individual notification one week prior to the exam with the exact date and time of their supplementary examination.

If you are given a second opportunity to sit the final examination as a result of failing to meet the minimum mark required in a hurdle assessment, you will be offered that chance during the same supplementary examination period and will be notified of the exact day and time after the publication of final results for the unit.

Supplementary exams for Session 2, 2018 will be held in the week of December 17-21, 2018.

***For more information refer to the section "Policies and Procedures" within***

*this Unit Guide.*

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Video assignment</u>	0%	No	Rolling
<u>FoCA x2</u>	15%	No	Rolling
<u>Research Assignment</u>	10%	No	Week 9
<u>OSCE</u>	40%	Yes	Wednesday week 13
<u>End of semester written exam</u>	35%	No	University Examination Period

### Video assignment

Due: **Rolling**

Weighting: **0%**

1 x Video assignment

On successful completion you will be able to:

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.

### FoCA x2

Due: **Rolling**

Weighting: **15%**

Feedback on Chiropractic Assessment (2 x 7.5%)

On successful completion you will be able to:

- The ability to perform spinal adjustments and/or mobilisations with the appropriate

psychomotor skills.

- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- The ability to perform advanced static and motion palpation of spinal joints.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.

## Research Assignment

Due: **Week 9**

Weighting: **10%**

Research skills development stream

On successful completion you will be able to:

- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.
- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

## OSCE

Due: **Wednesday week 13**

Weighting: **40%**

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

End of semester practical examination

On successful completion you will be able to:

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- The ability to perform advanced static and motion palpation of spinal joints.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.

## End of semester written exam

Due: **University Examination Period**

Weighting: **35%**

-

On successful completion you will be able to:

- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.
- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

## Delivery and Resources

### Classes

- The timetable for classes can be found on the University web site at:  
<http://www.timetables.mq.edu.au/>
- Lecture begins on Wednesday of week 1
- Tutorials begin in Week 2

## Required and Recommended Texts and/or Materials

### TEXT

- Esposito & Philipson, Manual of Spinal Technique, - 1st Ed. March 2005, OR
- Esposito & Philipson, Manual of Spinal Technique - EXERPT - available from the Department.
- Oatis. Kinesiology "Kinesiology The Mechanics and Pathomechanics of Human Movement," 2nd edition 2008, Lippincott, Williams and Wilkins
- Manual of Peripheral Technique, Department of Chiropractic, Macquarie University - online adjustment compilation available via iLearn download

### RECOMMENDED READING

- Bergmann & Peterson: Chiropractic technique, principles and procedures 3rd Ed. 2011, Mosby
- Sackett & Straus, et al. Evidence-based Medicine: how to practice and teach EBM. Churchill Livingstone.
- Specific week-week resources available as links via iLearn

## Teaching and Learning Strategy

- This unit is comprised of lectures and technique tutorials. There will also be some self directed learning within the course.
- The assignment contributes 10% of the overall mark.
- The Video assignments contribute 0% of the overall mark.
- The unit is an internal offering.
- Students are expected to attend BOTH lectures AND tutorials
- iLearn is not a substitute for lecture attendance. Complex concepts are discussed as a group within the lecture / open forum format.

## What has changed?

The assignment assessment weighting has changed in from 15% (2017) to 10% (2018) due to partial repurposing of the content towards a formative activity.

## Unit Schedule

Refer to CHIR316 iLearn 2018 for unit schedule

## Learning and Teaching Activities

### Lecture

Lecture/class discussion

### Tutorial

Demonstration/tutorial

### FoCA

Feedback on Chiropractic Assessment

### Video Assignment

Video Assignment

### Theory assignment

Theory assignment

### Theory assessment

End of semester exam



## OSCE

End of semester practical

## 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) (<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.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/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) (<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/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, 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](https://ask.mq.edu.au).

## Supplementary examinations

Students are expected to present 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.

The only exception to not sitting an examination at the designated time is because of documented *illness or unavoidable disruption*. In these circumstances the student may wish to consider applying for *Special Consideration*. Information about unavoidable disruption and the special consideration process is available at **Policy Central**: <http://www.mq.edu.au/policy/>

If a Supplementary Examination is granted as a result of the Disruption to studies process, the examination will be scheduled after the conclusion of the official examination period. The supplementary examination need not conform to the regular examination format. For example it may be an oral (viva) examination rather than a written examination. It is the responsibility of the student to contact the Unit convenor or the Faculty Centre for the Supplementary exam dates.

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.

## 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](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and 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.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.
- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

### Assessment tasks

- Video assignment
- FoCA x2
- Research Assignment
- OSCE
- End of semester written exam

### Learning and teaching activities

- Lecture/class discussion
- Demonstration/tutorial
- Video Assignment

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## **Learning outcomes**

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- The ability to perform advanced static and motion palpation of spinal joints.

## **Assessment tasks**

- Video assignment
- FoCA x2
- OSCE

## **Learning and teaching activities**

- Demonstration/tutorial
- Video Assignment
- End of semester practical

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- The ability to perform advanced static and motion palpation of spinal joints.
- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

## **Assessment tasks**

- Video assignment
- Research Assignment

- End of semester written exam

## **Learning and teaching activities**

- Lecture/class discussion
- Video Assignment
- Theory assignment
- End of semester exam
- End of semester practical

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- The ability to perform advanced static and motion palpation of spinal joints.
- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.

## **Assessment tasks**

- Video assignment
- FoCA x2
- Research Assignment
- OSCE
- End of semester written exam

## **Learning and teaching activities**

- Lecture/class discussion

- Demonstration/tutorial
- Feedback on Chiropractic Assessment
- Video Assignment
- Theory assignment
- End of semester exam
- End of semester practical

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- The ability to perform advanced static and motion palpation of spinal joints.
- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.
- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

### Assessment tasks

- Video assignment
- FoCA x2
- Research Assignment
- OSCE
- End of semester written exam

### Learning and teaching activities

- Lecture/class discussion
- Demonstration/tutorial

- Feedback on Chiropractic Assessment
- Video Assignment
- End of semester exam

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.
- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

### Assessment tasks

- Video assignment
- FoCA x2
- Research Assignment
- OSCE
- End of semester written exam

### Learning and teaching activities

- Lecture/class discussion
- Demonstration/tutorial
- Theory assignment
- End of semester exam

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- The ability to perform spinal adjustments and/or mobilisations with the appropriate psychomotor skills.
- The ability to control adjustment/mobilisation procedures with regard to patient position, practitioner position, primary contact, secondary contact, lock-up/set-up, speed, amplitude and line of drive.
- The ability to perform advanced static and motion palpation of spinal joints.
- An understanding of spinal and peripheral joint mechanics.
- A thorough knowledge of, and clinical proficiency in examination and testing procedures taught in this unit.
- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

## Assessment tasks

- Video assignment
- FoCA x2
- Research Assignment
- OSCE
- End of semester written exam

## Learning and teaching activities

- Lecture/class discussion
- Demonstration/tutorial
- Feedback on Chiropractic Assessment
- Video Assignment
- End of semester exam
- End of semester practical

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:



## Learning outcome

- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

## Assessment tasks

- Research Assignment
- End of semester written exam

## Learning and teaching activities

- Lecture/class discussion

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Learning outcome

- Research skills at the level of an open inquiry within structured guidelines as part of a research skills development (RSD) progression.

## Assessment tasks

- Research Assignment
- End of semester written exam

## Changes from Previous Offering

1. The assignment assessment weighting has changed in from 15% (2017) to 10% (2018) due to partial repurposing of the content towards a formative activity.
2. Hurdle modification: the final practical exam (OSCE) is the hurdle (2018), instead of all practical marks combined (2017)