



CHIR922

Topics in Chiropractic 2

S2 Day 2018

Dept of Chiropractic

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General Information

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Credit points

4

Prerequisites

CHIR921

Corequisites

Co-badged status

Unit description

This unit, together with CHIR921, develops a student's ability to critique, evaluate and synthesise biomedical research. These skills are crucial for life-long learning and are essential in evidence-informed clinical practice. In this unit, students will work in groups to develop, execute and disseminate the findings from a medium term research project to answer a specific research question/s.

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:

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Communicate and disseminate knowledge that has been derived from the research process to their peer group through visual communication technologies
- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to analyse, interpret and assess data from their research findings
- Students will learn to think critically, write clearly and present research findings effectively

General Assessment Information

Overview

This unit involves a refresher course on research methods, plus the execution and write up of a substantial primary or secondary research project. The focus of this research is based on the research protocol that was conceptualised and designed in the prerequisite unit in the previous semester (CHIR 921).

All written assessments must be submitted electronically via Turnitin.

All assessment tasks must be submitted by the due dates outlined in the unit guide.

Students who are unable to submit an assessment or unable to meet a specific deadline should submit a 'Special Consideration' request. For information on this process please visit the link: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Failure to submit an assessment task on the due date without an appropriate Special Consideration will result in a loss of 10% per 24 hour period after the due date for that particular

task (for example, 25 hours late in submission – 20% penalty).

Serious and Unavoidable circumstances

The University classifies circumstances as serious and unavoidable if they:

1. could not have reasonably been anticipated, avoided or guarded against by the student; and
2. were beyond the student's control; and
3. caused substantial disruption to the student's capacity for undertaking assessment for the unit(s); and
4. occurred during an event critical study period and were at least three (3) consecutive days duration or a total of 5 days within the teaching period and/or
5. prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support is governed by other policies and may be sought and coordinated through Campus Wellbeing and Support Services.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>In-class exam</u>	40%	No	9am Week 7, 14/09/2018
<u>Final Research Presentation</u>	20%	No	Weeks 9-12
<u>Journal Article</u>	40%	No	9am Week 13, 05/11/2018

In-class exam

Due: **9am Week 7, 14/09/2018**

Weighting: **40%**

Multiple choice questions that evaluates student learning of lecture material. The assessment will be held in the scheduled lecture time.

On successful completion you will be able to:

- Students will learn to analyse, interpret and assess data from their research findings
- Students will learn to think critically, write clearly and present research findings effectively

Final Research Presentation

Due: **Weeks 9-12**

Weighting: **20%**

In class, oral research presentation by your group. All members of the group are expected to contribute to the presentation. 20 minute presentation, 10 minute question time.

On successful completion you will be able to:

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Communicate and disseminate knowledge that has been derived from the research process to their peer group through visual communication technologies
- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to analyse, interpret and assess data from their research findings
- Students will learn to think critically, write clearly and present research findings effectively

Journal Article

Due: **9am Week 13, 05/11/2018**

Weighting: **40%**

The student research project will be written up in the format of a journal article, ready for submission for publication in a peer reviewed journal.

On successful completion you will be able to:

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to analyse, interpret and assess data from their research findings
- Students will learn to think critically, write clearly and present research findings effectively

Delivery and Resources

Delivery mode

Students should approach the content of this unit through self-directed learning. Students in this unit have been previously been assigned to a research project group in CHIR921. Each research project is linked to an academic advisor who will provide mentorship and guidance on completing the substantial research project (research presentation and journal article). Learning in this aspect of the unit occurs via student/supervisor engagement.

In weeks 1 to 6, there are six 1-hour lectures in this unit. Lectures will provide a high-level overview of research skills taught throughout the chiropractic programs (i.e. refresher). In doing so, these lectures will review the main clinical research methods relevant to chiropractic practice, providing relevant material for the unit's substantial research project..

Students will be allocated to one 2-hour tutorial group in weeks 9-12. In these sessions students will be required to participate in presentations of the research groups' projects as both a presenter and audience participant. Tutorial attendance is required.

Further information on the delivery in this unit is available on the CHIR922 iLearn page.

Attendance requirements

You must attend the tutorial in which you are enrolled. Students must not exchange their class time. In special circumstances, you may request a specific change. These requests are to be submitted to the unit convener. If you miss your assigned workshop in any week, you may request attendance at an alternative session, through email request and appropriate documentation to the unit convenor.

Further details on class time and locations for this unit can be found at:

<https://timetables.mq.edu.au/2018/>

Unit Web Page

You can log in to ilearn learning system using the link below:

<http://ilearn.mq.edu.au>

Unit Schedule

Week	Activity
1	Lecture 1: Introduction. Quantitative research methods. Simon French
2	Lecture 2: Qualitative research methods. Katie De Luca
3	Lecture 3: Systematic reviews. Simon French
4	Lecture 4: Writing a journal article. Katie De Luca

5	Lecture 5: Guidelines. Simon French
6	Lecture 6: Knowledge translation. Simon French
7	In-class exam. 9am 14/09/2018
8	No Tutorials (Labor Day Public Holiday)
9	Research Presentations
10	Research Presentations
11	Research Presentations
12	Research Presentations
13	No Tutorials . Journal article due: 9am 05/11/2018

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.

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) 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

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.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and

decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to think critically, write clearly and present research findings effectively

Assessment task

- In-class exam

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Communicate and disseminate knowledge that has been derived from the research process to their peer group through visual communication technologies
- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Students will learn to analyse, interpret and assess data from their research findings

Assessment tasks

- Final Research Presentation
- Journal Article

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Communicate and disseminate knowledge that has been derived from the research process to their peer group through visual communication technologies
- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to analyse, interpret and assess data from their research findings
- Students will learn to think critically, write clearly and present research findings effectively

Assessment tasks

- In-class exam
- Final Research Presentation
- Journal Article

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Communicate and disseminate knowledge that has been derived from the research process to their peer group through visual communication technologies
- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to analyse, interpret and assess data from their research findings

Assessment tasks

- In-class exam
- Final Research Presentation

- Journal Article

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Communicate and disseminate knowledge that has been derived from the research process to their peer group through visual communication technologies
- Communicate and disseminate knowledge that has been derived from the research process through a variety of written formats
- Be able to work collaboratively with their peers towards a common goal or purpose
- Students will learn to analyse, interpret and assess data from their research findings
- Students will learn to think critically, write clearly and present research findings effectively

Assessment tasks

- Final Research Presentation
- Journal Article

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Design and execute a primary or secondary research project to create new knowledge in a clinically relevant area
- Be able to work collaboratively with their peers towards a common goal or purpose

Assessment task

- Final Research Presentation