# CHIR918

## Physical and Functional Assessment

S1 Day 2019

*Dept of Chiropractic*

## Contents


General Information 2

Learning Outcomes 3

General Assessment Information 3

Assessment Tasks 5

Delivery and Resources 8

Unit Schedule 8

Policies and Procedures 9

Graduate Capabilities 10

Changes from Previous Offering 14

Attendance Policy 15

Grading Policy 15

Hurdle Requirements and Serious Attempt Defined 16

Special Consideration 16



**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

Convener (Functional)
Curtis Rigney
curtis.rigney@mq.edu.au
Contact via 9850 9381
C5C 367
By appointment

Convener (Physical)
Rosemary Giuriato
rosemary.giuriato@mq.edu.au
17WW 345
By appointment

Lecturer (physical)
Suzanne Saks
suzanne.saks@mq.edu.au

Lecturer (functional)
Matt Fernandez
matthew.fernandez@mq.edu.au

Lecturer (functional)
Hazel Jenkins
hazel.jenkins@mq.edu.au

Matt Fernandez
matthew.fernandez@mq.edu.au

Credit points
4

Prerequisites
Admission to MChiroprac and (CHIR311 or CHIR316 or (CHIR602 and CHIR603 and CHIR604 and CHIR605 and CHIR606 and (CHIR607 or CHIR608)))

Corequisites
CHIR873

Co-badged status

Unit description
This unit concerns itself with gathering clinically relevant information about a patient through interview, observation, and palpation. The students will gain theoretical knowledge and practical skills for history taking, physical examination, and functional analysis. Clinical reasoning will be facilitated through integration and interpretation of the diagnostic findings. Additionally, the students are exposed to paradigms related to active care, the biopsychosocial model, and the use of outcome measures.

## 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:

1. Conduct an efficient and meaningful patient history
2. Define functional rehabilitation and explain the importance of active care
3. Know how to perform and interpret physical examination procedures for each System of the body
4. Perform and interpret functional postural and movement assessments
5. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
6. Rationalize the use of each physical and functional examination procedure
7. Describe the Biopsychosocial model and explain how it affects patient management
8. Explain the role of outcome measures; describe their use and interpretation
9. Describe the proposed neurophysiology underpinning post-isometric relaxation; outline its indication; and demonstrate competency in performing it.
10. Illustrate clinical reasoning and differential diagnostic skills

# General Assessment Information

**Physical Assessment:**

Integrated Competency Assessments will be as follows:

Week 7 Vitals

Week 12 Cardiovascular

Week 12 Respiratory

Week 13 Gastrointestinal

Week 13 Genitourinary

A minimum of 60% accumulated from the assessments in Weeks 7, 12 and Gastrointestinal in Week13 must be achieved in order to pass this unit. The competency held in Week 13 Genitourinary is a satisfactory/fail component and will not be graded.

The initial marks awarded at the initial assessment will not be changed, however if a student does not meet competency, then they will be offered a retake in Week 13. A maximum number of retakes is 2 for any given assessment. The assessment of each system must be demonstrated to be at a level of competency.

Late submissions will be addressed through the "Disruption of Study" process and may result in a reduction of marks. If a reduction of marks were to occur, it would be 10% per working day.

**Functional Assessment:**

No late submissions will be accepted for the clinical reasoning assignment

Mock practical skillls testing will occur during the tutorials prior to the final practical examination. You are personally responsible for taking advantage of these preparation opportunities.

Passing hurdles are in place for this unit. A minimum of 60% of the functional practical assessment is required to pass the unit. A hurdle examination will be provided for individuals that earn between 50 and 59% on the final functional practical. The theory hurdle is comprised of both the assignment and the theory final functional examination. That is, a total of 60% of the combined score is required to pass this unit. Individuals earning between 50 and 59% will be offered a hurdle written theory exam.

**Examination(s)**

The University Examination period in for First Half Year 2019 is from 11th to 28th of June 2019.

You are expected to present yourself 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. http://www.timetables.mq.edu.au/exam

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you 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 of Study process the examination will be scheduled after the conclusion of the official examination period. You 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.

***If you apply for Disruption to Study for your final examination or are required to sit a hurdle examination, you must make yourself available for the supplimentary exam week in July. If you are not available at that time, there is no guarantee an additional examination time will be offered. Specific examination dates and times will be determined at a later date.***

**Supplementary Examinations:**

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 the supplementary exam information page on FSE101 in iLearn (bit.ly/FSESupp) 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. The 2019 S1 Supplementary Examinations are schedule between the 15-26 July. Please plan your breaks carefully around these dates.

***And additionally, only for units with a final examination hurdle:***

If you are given a second opportunity to sit the final examination as a result of failing to meet the minimum mark required, 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.

**Assessment Feedback:**

Feedback from the Functional assignment task will occur throughout the semester. The final practical and theory marks will be posted on iLearn in the final week of the examination period. Feedback from the Physical assignment will occur by the 11th week of the semester via iLearn. The final practicals and the final theory exams are summative whose results will be posted on iLearn.

# Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|---|---|---|
| Clinical Reasoning assignment | 10% | Yes | week 7 |
| Functional Practical | 20% | Yes | Weeks 12 and 13 |
| Functional Theory Exam | 20% | Yes | Exam period |
| Physical Theory Exam | 25% | Yes | Exam Period |
| Phys Integrated Competency | 25% | Yes | Weeks 7,12, 13 |

## Clinical Reasoning assignment

Due: **week 7**
Weighting: **10%**

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

The assignment involves acquiring history and examination findings then determining a diagnosis while outlining how the decision was achieved.

On successful completion you will be able to:

- 1. Conduct an efficient and meaningful patient history
- 4. Perform and interpret functional postural and movement assessments
- 6. Rationalize the use of each physical and functional examination procedure
- 8. Explain the role of outcome measures; describe their use and interpretation
- 10. Illustrate clinical reasoning and differential diagnostic skills

## Functional Practical

Due: **Weeks 12 and 13**
Weighting: **20%**
**This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)**

Final practical for rehab/functional component of the unit and will consist of preforming procedures as taught in the unit and will have a component that assesses clinical decision making skills.

On successful completion you will be able to:

- 4. Perform and interpret functional postural and movement assessments
- 6. Rationalize the use of each physical and functional examination procedure
- 9. Describe the proposed neurophysiology underpinning post-isometric relaxation; outline its indication; and demonstrate competency in performing it.

## Functional Theory Exam

Due: **Exam period**
Weighting: **20%**
**This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)**

This will cover the discipline specific content of the entire semester. Question format will be mixed and may include Multiple choice, True and False, Matching, and short answer questions.

On successful completion you will be able to:

- 2. Define functional rehabilitation and explain the importance of active care
- 4. Perform and interpret functional postural and movement assessments

- 7. Describe the Biopsychosocial model and explain how it affects patient management
- 8. Explain the role of outcome measures; describe their use and interpretation
- 9. Describe the proposed neurophysiology underpinning post-isometric relaxation; outline its indication; and demonstrate competency in performing it.

## Physical Theory Exam

Due: **Exam Period**
Weighting: **25%**
**This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)**

This will cover the discipline specific content of the entire semester. Question format will be mixed and may include Multiple choice, True and False, Matching, and short answer questions..

On successful completion you will be able to:

- 1. Conduct an efficient and meaningful patient history
- 3. Know how to perform and interpret physical examination procedures for each System of the body
- 5. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 6. Rationalize the use of each physical and functional examination procedure

## Phys Integrated Competency

Due: **Weeks 7,12, 13**
Weighting: **25%**
**This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)**

Assessment of students will be taken in weeks 7, 12 and 13 during the tutorial times. The assessments will be as follows:

Week 7  Vitals

Week 12 Cardiovascular

Week 12 Respiratory

Week 13 Gastrointestinal

Week 13 Genitourinary

On successful completion you will be able to:

- 3. Know how to perform and interpret physical examination procedures for each System of the body

# Delivery and Resources

**Delivery mode**

Will be comprised of a combination of face-to-face lectures, pre-recorded lectures, self-directed learning, and hands-on tutorials:

1. 1 two hour functional assessment lecture per week

2. 1 one hour physical assessment lecture per week

3. 2 two hour tutorials/practicals per week; 1 tutorial for physical assessment, 1 tutorial for functional assessment

3. 2-3 hours per week self instructional learning

**Class times and locations**

***Physical component:*** **Lecture 1; Wednesday 1-2pm, 14 SCO Ave. T4. Tutorial 2; Wednesday 2-4 & 4-6pm, 11 WW 330.**

***Functional component:*** **Lecture 2; Friday 10-12pm, 14 SCO Ave. T2. Tutorial 1; Monday 9-11 & 11-1pm, 11 WW 3304-340**

**NB: Check with the University's timetable webpage to confirm room locations**

**Required and recommended resources**

- Required texts:

- Liebenson. Rehabilitation of the Spine: a practitioner's manual 2nd ed. Raven Press

- Kendall F, McCreary E, Provance P. Muscle testing and function, 5th ed. Williams & Wilkins, Baltimore

- Bickley. Bates' Guide to Physical Examination and History Taking 11th ed. Lippincott Williams & Wilkins.

Recommended texts:

- Morris. Low Back Pain: Integrated. McGraw-hill

# Unit Schedule

**Physical topics:**

Initial patient encounter: patient history, general observation, and vitals.

Systems and their assessment: lymphatic, haematopoietic, cardiovascular, respiratory, integumentary, digestive, endocrine, and reproductive

**Functional topics:**

Rehabilitation in chiropractic, functional rehabilitation, functional respiration, outcomes and documentation, the biopsychosocial model in chiropractic, motor neurological development, stages of healing with management considerations, muscle pathologies, cervicothoracic rehabilitation, clinical reasoning, Proprioceptive Neurological Facilitation, and bias in research.

Clinical skills: assessment of posture, gait, and coordination. Postisometric Relaxation

# 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). 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). 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).

## 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 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

## 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

If you are a Global MBA student contact globalmba.support@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

- 1. Conduct an efficient and meaningful patient history
- 3. Know how to perform and interpret physical examination procedures for each System of the body

- 4. Perform and interpret functional postural and movement assessments
- 6. Rationalize the use of each physical and functional examination procedure
- 8. Explain the role of outcome measures; describe their use and interpretation
- 9. Describe the proposed neurophysiology underpinning post-isometric relaxation; outline its indication; and demonstrate competency in performing it.
- 10. Illustrate clinical reasoning and differential diagnostic skills

## Assessment tasks

- Clinical Reasoning assignment
- Functional Practical
- Functional Theory Exam
- Physical Theory Exam
- Phys Integrated Competency

# 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

- 1. Conduct an efficient and meaningful patient history
- 2. Define functional rehabilitation and explain the importance of active care
- 3. Know how to perform and interpret physical examination procedures for each System of the body
- 4. Perform and interpret functional postural and movement assessments
- 5. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 6. Rationalize the use of each physical and functional examination procedure
- 7. Describe the Biopsychosocial model and explain how it affects patient management
- 8. Explain the role of outcome measures; describe their use and interpretation
- 9. Describe the proposed neurophysiology underpinning post-isometric relaxation; outline its indication; and demonstrate competency in performing it.
- 10. Illustrate clinical reasoning and differential diagnostic skills

## Assessment tasks

- Clinical Reasoning assignment
- Functional Practical

- Functional Theory Exam
- Physical Theory Exam
- Phys Integrated Competency

# 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

- 1. Conduct an efficient and meaningful patient history
- 2. Define functional rehabilitation and explain the importance of active care
- 3. Know how to perform and interpret physical examination procedures for each System of the body
- 4. Perform and interpret functional postural and movement assessments
- 5. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 6. Rationalize the use of each physical and functional examination procedure
- 7. Describe the Biopsychosocial model and explain how it affects patient management
- 8. Explain the role of outcome measures; describe their use and interpretation
- 9. Describe the proposed neurophysiology underpinning post-isometric relaxation; outline its indication; and demonstrate competency in performing it.
- 10. Illustrate clinical reasoning and differential diagnostic skills

## Assessment tasks

- Clinical Reasoning assignment
- Functional Practical
- Functional Theory Exam
- Physical Theory Exam
- Phys Integrated Competency

# 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

- 2. Define functional rehabilitation and explain the importance of active care
- 3. Know how to perform and interpret physical examination procedures for each System of the body
- 4. Perform and interpret functional postural and movement assessments
- 5. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 6. Rationalize the use of each physical and functional examination procedure
- 8. Explain the role of outcome measures; describe their use and interpretation

## Assessment tasks

- Clinical Reasoning assignment
- Functional Practical
- Functional Theory Exam
- Physical Theory Exam
- Phys Integrated Competency

# 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

- 1. Conduct an efficient and meaningful patient history
- 2. Define functional rehabilitation and explain the importance of active care
- 3. Know how to perform and interpret physical examination procedures for each System of the body
- 4. Perform and interpret functional postural and movement assessments
- 5. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 6. Rationalize the use of each physical and functional examination procedure
- 7. Describe the Biopsychosocial model and explain how it affects patient management
- 8. Explain the role of outcome measures; describe their use and interpretation
- 9. Describe the proposed neurophysiology underpinning post-isometric relaxation;

outline its indication; and demonstrate competency in performing it.

- 10. Illustrate clinical reasoning and differential diagnostic skills

## Assessment tasks

- Clinical Reasoning assignment
- Functional Practical
- Functional Theory Exam
- Physical Theory Exam
- Phys Integrated Competency

# 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

- 1. Conduct an efficient and meaningful patient history
- 2. Define functional rehabilitation and explain the importance of active care
- 3. Know how to perform and interpret physical examination procedures for each System of the body
- 4. Perform and interpret functional postural and movement assessments
- 5. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 6. Rationalize the use of each physical and functional examination procedure
- 7. Describe the Biopsychosocial model and explain how it affects patient management
- 8. Explain the role of outcome measures; describe their use and interpretation

## Assessment tasks

- Functional Practical
- Functional Theory Exam
- Physical Theory Exam

# Changes from Previous Offering

No Changes from previous offering

# Attendance Policy

**Attendance Requirements**

You are to attend the tutorial in which you are enrolled. Permission to attend an alternative tutorial requires permission from the unit's convener.

# Grading Policy

**Grades**

**Achievement of grades will be based on the following criteria:**

***High Distinction***: provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application.

***Distinction***: provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

***Credit***: provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; plus communication of ideas fluently and clearly in terms of the conventions of the discipline.

***Pass****:* provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; and communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

***Fail***: does not provide evidence of attainment of all learning outcomes.

There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; and incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

**Sometimes it helps to 'translate' these descriptions into numbers. So, what we expect from you in this unit, in order for you to attain a specific grade, is outlined below:**

| GRADE | EXPECTATION |
|---|---|
| Pass | A minimum of 60% in each unit component (Physical & Functional); PLUS a minimum 60% total raw mark |

| | |
|---|---|
| **Credit** | **A minimum of 60% in each unit component (Physical & Functional); PLUS a minimum 70% total raw mark** |
| **Distinction** | **A minimum of 60% in each unit component (Physical & Functional); PLUS a minimum 80% total raw mark** |
| **High Distinction** | **A minimum of 60% in each unit component (Physical & Functional); PLUS a minimum 85% total raw mark** |

Please see refer the **Hurdle Requirements and Serious Attempt Defined** section for passing requirements and eligibility for "second chance" examinations.

# Hurdle Requirements and Serious Attempt Defined

In order to pass this unit, you must reach each of the following 4 hurdles. There are 2 hurdle requirements for each component of this unit.

Hurdle 1): The student must obtain an average of 60% of the Physical Assessment theory component

Hurdle 2): The student must obtain an average of 60% of the Physical Assessment practical component

Hurdle 3): The student must obtain an average of 60% of the combined Functional Assessment theory component (assignment and theory exam)

Hurdle 4): The student must obtain an average of 60% of the Functional Assessment final practical

Serious Attempt: A serious attempt is defined as earning within 10% of the assessment hurdle. A corresponding supplementary exam will be offered if an individual meets the serious attempt criteria. That is, if a student obtains a 50%  average marks within each component, he or she will be eligible to sit an additional exam; a second chance exam. This second chance exam will resemble a final theory exam for the theory components and a final practical (OSCE) exam for the practical components.

# Special Consideration

The University recognises that students may experience events or conditions that adversely affect their academic performance.

If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

## Five essential factors of Special Consideration

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

For details and application process, please click on the link below.

https://students.mq.edu.au/study/my-study-program/special-consideration