



CHIR932

Diagnosis and Management 2

S2 Day 2019

Dept of Chiropractic

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	4
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	12
<u>Graduate Capabilities</u>	14

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General Information

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17 WW 357

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Credit points

4

Prerequisites

CHIR931

Corequisites

Co-badged status

Unit description

The focus of this unit is to further expand student's clinical reasoning skills, by exposing them to the widest possible range of clinical scenarios which may be encountered in chiropractic practice. Acting as a 'virtual clinic', it will expose all students to a standardised range of increasingly complex clinical experiences. Students will be encouraged to complete a substantial proportion of unit activities outside formal class contact time, in order to imitate the independence required in clinical practice. CHIR932 also includes studies in nutrition, mental health and public health.

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:

Demonstrate competence in integrating all presented data (including history, physical examination, and investigations where appropriate), using problem solving techniques under an evidence-based framework, in order to successfully diagnose patients presenting for chiropractic care across the lifespan.

Demonstrate the ability to formulate an appropriate, patient-specific management plan using an evidenced-based framework, including the ability to determine when referral for further investigations or alternative management is required.

Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.

Use current research to critically evaluate present nutritional issues and trends.

Demonstrate competence in interpreting and reporting on a wide range of diagnostic images and demonstrate awareness of the clinical significance of the radiographic findings to chiropractic practice.

Demonstrate an understanding of public health issues including the global and national

burden of disease and appropriate prevention strategies, with specific reference to chiropractic practice within the Australian healthcare system.

General Assessment Information

ATTENDANCE AND PARTICIPATION

Tutorial attendance and active participation is expected at a minimum of 80% of tutorials to demonstrate a serious attempt at completing this unit.

CASE MANAGEMENT AND SLIDE EXAMS

If a case management exam or slide exam is missed, a supplementary exam will only be considered under the Special Consideration policy (<https://students.mq.edu.au/study/my-study-program/special-consideration>), applied for through www.ask.mq.edu.au within 5 days of the assessment.

Attendance at a slide exam declares that you are fit to sit the exam. Re-sitting of practical or slide exams will only be considered under the Special Consideration policy (<https://students.mq.edu.au/study/my-study-program/special-consideration>), applied for through www.ask.mq.edu.au within 5 days of the assessment. If a re-sit occurs, either a VIVA (oral) or written format may be used.

THEORY EXAMINATIONS

The University Examination period for Semester 2, 2019 is from November 11th to November 29th 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.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. You are expected to ensure that you are available until the end of the teaching semester that is the final day of the official examination period.

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 <https://students.mq.edu.au/study/my-study-program/special-consideration>, applied for through www.ask.mq.edu.au within 5 days of the disruption

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. If you are approved for Special Consideration and granted a supplementary exam, only your supplementary exam result will be counted towards your final grade.

If you attend and complete an examination you are declaring that you are fit to sit that assessment and Special Consideration will not normally be granted.

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
Online quizzes	20%	No	Weekly, due Sunday 11pm
Tutorial assessment	10%	No	Ongoing
Case Management Exam	15%	No	Friday 4/10/19 9-10am
Radiology slide exam	15%	No	Friday 8/11/19 8am
Final Examination	40%	No	University Examination Period

Online quizzes

Due: **Weekly, due Sunday 11pm**

Weighting: **20%**

Each week there will be a quiz available on ilearn. Each quiz will open on Monday at 8am and close on Sunday at 11pm. The first quiz will be posted on Monday of week 1. There will be absolutely no opportunity to submit a quiz after the closing time as answers are released at that point. If you have technical difficulties, email your answers to Hazel (hazel.jenkins@mq.edu.au) PRIOR to the quiz closing time and they will be manually marked. If you email these after the closing time, they will not be marked.

The quizzes will have a time limit of 30 minutes, and there will be only one submission per student.

The quizzes will contain 5 different types of questions:

1. Theory questions based around case studies. These will be from the required text: Beirman R. Cases in Differential Diagnosis for the Physical and Manipulative Therapies. Churchill Livingstone, 2012. The list of the cases that will be in each weeks' quiz can be found on the ilearn page. Please note that the questions will be related to the conditions discussed in these cases but are designed to test knowledge accumulated through your

- years of study, not just the case study alone.
2. Radiology questions based around case studies These will be from the required text: Beirman R. Cases in Differential Diagnosis for the Physical and Manipulative Therapies. Churchill Livingstone, 2012. The list of the cases that will be in each weeks quiz can be found on the ilearn page. Please note that the radiology questions will be related to radiographic images provided in the question. These will be related to the conditions discussed in these cases but are designed to test knowledge accumulated through your years of study, not just the case study alone.
 3. Nutrition questions based on lecture material from the previous week. Nutrition questions will be present in quiz 2 onwards, and will test material covered in the lecture from the prior week
 4. Mental health questions based on lecture material from the previous week. Mental health questions will be present in quiz 2 onwards, and will test material covered in the lecture from the prior week
 5. Public health questions based on lecture material from the previous week. Public health questions will be present in quiz 2 onwards, and will test material covered in the lecture from the prior week

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, and investigations where appropriate), using problem solving techniques under an evidence-based framework, in order to successfully diagnose patients presenting for chiropractic care across the lifespan.
- Demonstrate the ability to formulate an appropriate, patient-specific management plan using an evidenced-based framework, including the ability to determine when referral for further investigations or alternative management is required.
- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.
- Use current research to critically evaluate present nutritional issues and trends.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images and demonstrate awareness of the clinical significance of the radiographic findings to chiropractic practice.
- Demonstrate an understanding of public health issues including the global and national

burden of disease and appropriate prevention strategies, with specific reference to chiropractic practice within the Australian healthcare system.

Tutorial assessment

Due: **Ongoing**

Weighting: **10%**

During one tutorial you will be required, in a group of 3 students, to develop and present a case study to the class. The case study should include relevant history, physical exam and investigative findings and enable discussion on differential diagnosis and management.

You will be marked on the content and delivery of your presentation, and marking will incorporate group and individual marks. A marking rubric and further details will be provided in the first tutorial.

You will be allotted a time and group during your scheduled tutorial and this will be distributed in the first week. If you fail to present at your allotted time and do not submit special consideration you will receive zero for this assessment.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, and investigations where appropriate), using problem solving techniques under an evidence-based framework, in order to successfully diagnose patients presenting for chiropractic care across the lifespan.
- Demonstrate the ability to formulate an appropriate, patient-specific management plan using an evidenced-based framework, including the ability to determine when referral for further investigations or alternative management is required.

Case Management Exam

Due: **Friday 4/10/19 9-10am**

Weighting: **15%**

This exam will be held during the nutrition lecture timeslot in week 8 (04/10/19) 9-10am at 14 Sir Christopher Ondaatje Ave T4. It will assess the ability to use information presented in a case study format to make appropriate clinical decisions, form a diagnostic statement and outline a proposed management program with consideration of patient prognosis and goals.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, and investigations where appropriate), using problem solving techniques under an evidence-based framework, in order to successfully diagnose patients presenting for chiropractic care across the lifespan.

- Demonstrate the ability to formulate an appropriate, patient-specific management plan using an evidenced-based framework, including the ability to determine when referral for further investigations or alternative management is required.

Radiology slide exam

Due: **Friday 8/11/19 8am**

Weighting: **15%**

This will be based on content covered in the weekly case studies. All previous material from CHIR916 and CHIR917 is assumed knowledge.

It will be held in 14 Sir Christopher Ondaatje Ave T2 from 8-10am. A timetable will be released later in semester.

On successful completion you will be able to:

- Demonstrate competence in integrating all presented data (including history, physical examination, and investigations where appropriate), using problem solving techniques under an evidence-based framework, in order to successfully diagnose patients presenting for chiropractic care across the lifespan.
- Demonstrate the ability to formulate an appropriate, patient-specific management plan using an evidenced-based framework, including the ability to determine when referral for further investigations or alternative management is required.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images and demonstrate awareness of the clinical significance of the radiographic findings to chiropractic practice.

Final Examination

Due: **University Examination Period**

Weighting: **40%**

This will comprise multiple choice questions and short answer questions or case studies. Material covered will include nutrition, public health, and mental health.

On successful completion you will be able to:

- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.
- Use current research to critically evaluate present nutritional issues and trends.
- Demonstrate an understanding of public health issues including the global and national

burden of disease and appropriate prevention strategies, with specific reference to chiropractic practice within the Australian healthcare system.

Delivery and Resources

Delivery and resources

Class	Date and time	Topic
Tutorial	Mon 11-1pm (11WW, 350), OR Tues 12-2pm (SCO116) OR Wed 8-10am (11WW, 350)	<i>Clinical Case studies – Diagnosis, diagnostic imaging and management</i> Each week students will be presented with a selection of clinical scenarios, which will initiate the clinical problem solving activities for this class. Appropriate images will be examined and discussed. The management of the cases will be discussed. Focus will be on the role of the chiropractor.
Lecture 1	Friday, 8-9am, 14SCO, T4	<i>Mental health</i> The lecture stream from CHIR931 continues into studies into specific disorders (somatic, conversion, personality, substance abuse, sleep, eating, developmental and neurocognitive) and chronic pain. Effective communication and motivational interviewing will also be discussed.
Lecture 2	Friday, 9-10am, 14SCO, T4	<i>Nutrition</i> The body of knowledge and research on micronutrients will be explored. Body composition and homeostatic controls, metabolic syndrome and diabetes will be discussed. Specific nutritional needs (in pregnancy, breastfeeding and infancy, and in musculoskeletal inflammatory conditions) will provide additional information for clinical management.
Lecture 3	Online	<i>Public Health</i> The multidisciplinary science of promoting health and preventing disease through organised efforts of organisations, communities and individuals will be covered, and its relevance for chiropractic practice.

3-4 hours per week related activities

Unit Web Page

You can log in to [iLearn](http://learn.mq.edu.au) System via the link listed below:

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

All lecture materials will be posted on [ilearn](#), and there is also a link to ECHO360 for **audio or audiovisual** (where available) recordings of the lectures.

[Required and Recommended Resources](#)

Core:

Beirman R. Cases in Differential Diagnosis for the Physical and Manipulative Therapies.

Churchill Livingstone, 2012

Highly recommended:

Souza, T. Differential Diagnosis for the Chiropractor

Yochum, T., & Rowe, L., 20, Essentials of Skeletal Radiology – Vols I & II, (ed.) Lippincott, William & Wilkins, Baltimore.

Unit Schedule

Lecture 1 - Friday 8-9 am: Mental Health

Venue: 14SCO, T4

Week	Lecture
W1 – 2 August	Somatic Disorders
W2 – 9 August	Conversion Disorders
W3 – 16 August	Chronic Pain Management
W4 – 23 August	Personality Disorders
W5 – 30 August	Substance Use Disorders
W6 – 6 September	Sleep Disorders
W7 – 13 September	Eating Disorders
Midsemester Break: 16 – 29 September	
W8 – 4 October	Childhood Presentations and Developmental Disorders
W9 – 11 October	Neurocognitive Disorders
W10 – 18 October	Effective Communication Skills
W11 – 25 October	Motivational Interviewing Part 1
W12 – 1 November	Motivational interviewing Part 2
W13 – 8 November	None

Lecture 2 – Friday 9 – 10am: Nutrition

Venue: 14 SCO, T4

WEEK NUMBER, Date	Lecture, Friday, 9-10am, 14SCO, T4
W1 – 2 August	Introduction to Nutrition Section Topic 1: Micronutrients – the vitamins
W2 – 9 August	Topic 1: Micronutrients – the vitamins
W3 – 16 August	Topic 1: Micronutrients – the vitamins
W4 – 23 August	Topic 2: Micronutrients – The minerals
W5 – 30 August	Topic 2: Micronutrients – The minerals
W6 – 6 September	Topic 2: Micronutrients – The minerals
W7 – 13 September	Topic 2: Micronutrient supplementation Topic 3: Therapeutic Goods Administration Topic 4: Body Composition, BMI, percent body fat
Mid-semester Break: 16 – 29 September	
W8 – 4 October	Topic 5: Specific Nutritional Needs: Pregnancy, breastfeeding and the infant
W9 – 11 October	Topic 5: Specific Nutritional Needs: musculoskeletal Inflammatory conditions
W10 – 18 October	Topic 6: Homeostatic Control of Body Composition: hunger and satiety
<u>W11 – 25 October</u>	Topic 7: Metabolic Syndrome and Diabetes Mellitus II
W12 – 1 November	Topic 7: Metabolic Syndrome and Diabetes Mellitus II
W13 – 8 November	No Lecture

Lecture 3 – Online: Public Health

The Public Health lecture stream will be a recorded lecture stream. Lectures will be available weekly on Thursdays on ECHO.

Week	Lecture	Public Health Lecturer
1	<u>Introduction</u>	Michael Swain

2	<u>Public health impact of MSK</u>	Stephen Sharp
3	<u>Prevention of chronic disease</u>	Matthew Fernandez
4	<u>Unintentional and intentional injuries</u>	Reidar Lystad
5	<u>Tobacco, alcohol and drug abuse</u>	David McNaughton
6	<u>Population health</u>	Robert Bailey
7	<u>Food and nutrition</u>	Stephney Whillier
8	<u>Paediatric and aging people</u>	David McNaughton
9	<u>Physical fitness</u>	Ben Brown
10	<u>Communicable disease</u>	Curtis Rigney
11	<u>Environmental health</u>	Ben Brown
12	<u>Principles of health care systems and chiropractic integration</u>	Stephen Sharp
13	<u>Pharmacology performance enhancing drugs in sport</u>	Marina Santiago

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 \(htt](#)

[ps://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 \(http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](http://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

- Demonstrate competence in integrating all presented data (including history, physical examination, and investigations where appropriate), using problem solving techniques under an evidence-based framework, in order to successfully diagnose patients presenting for chiropractic care across the lifespan.
- Demonstrate the ability to formulate an appropriate, patient-specific management plan using an evidenced-based framework, including the ability to determine when referral for further investigations or alternative management is required.
- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.
- Use current research to critically evaluate present nutritional issues and trends.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images and demonstrate awareness of the clinical significance of the radiographic findings to chiropractic practice.
- Demonstrate an understanding of public health issues including the global and national burden of disease and appropriate prevention strategies, with specific reference to chiropractic practice within the Australian healthcare system.

Assessment tasks

- Online quizzes
- Tutorial assessment
- Case Management Exam
- Radiology slide exam
- Final Examination

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

- Demonstrate competence in integrating all presented data (including history, physical examination, and investigations where appropriate), using problem solving techniques under an evidence-based framework, in order to successfully diagnose patients presenting for chiropractic care across the lifespan.
- Demonstrate the ability to formulate an appropriate, patient-specific management plan using an evidenced-based framework, including the ability to determine when referral for further investigations or alternative management is required.
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- Online quizzes
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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

- Demonstrate competence in integrating all presented data (including history, physical examination, and investigations where appropriate), using problem solving techniques under an evidence-based framework, in order to successfully diagnose patients presenting for chiropractic care across the lifespan.
- Demonstrate the ability to formulate an appropriate, patient-specific management plan using an evidenced-based framework, including the ability to determine when referral for further investigations or alternative management is required.
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- Online quizzes
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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

- Demonstrate competence in integrating all presented data (including history, physical examination, and investigations where appropriate), using problem solving techniques under an evidence-based framework, in order to successfully diagnose patients presenting for chiropractic care across the lifespan.
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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

- Demonstrate the ability to formulate an appropriate, patient-specific management plan using an evidenced-based framework, including the ability to determine when referral for further investigations or alternative management is required.
- Demonstrate an understanding of commonly presented mental health problems in a range of clinical scenarios, and how the patient's mental health status can influence their

clinical presentation, their therapeutic relationship with the chiropractor and the clinical outcomes.

- Use current research to critically evaluate present nutritional issues and trends.
- Demonstrate competence in interpreting and reporting on a wide range of diagnostic images and demonstrate awareness of the clinical significance of the radiographic findings to chiropractic practice.

Assessment tasks

- Online quizzes
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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

- Demonstrate competence in integrating all presented data (including history, physical examination, and investigations where appropriate), using problem solving techniques under an evidence-based framework, in order to successfully diagnose patients presenting for chiropractic care across the lifespan.
- Demonstrate the ability to formulate an appropriate, patient-specific management plan using an evidenced-based framework, including the ability to determine when referral for further investigations or alternative management is required.
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