



# CHIR20010 *Advanced Clinical Development 1*

## Term 1 - 2024

Profile information current as at 05/09/2024 02:25 pm

All details in this unit profile for CHIR20010 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit, you will focus on examining, diagnosing and managing common paediatric and pregnancy related conditions. You will advance your understanding of a range of management topics related to the paediatric and pregnant population including injury prevention, advice on healthy lifestyles, self-managed care, rehabilitation, and treatment options. This unit will assist you with your clinical development in the student clinic by addressing the importance of integrating knowledge and skills to support clinical decision-making for this special population.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisite: CHIR20006 Clinical Practice 3 and CHIR20007 Diagnostic Imaging 2 Co-requisite: CHIR20009 Clinical Practice 4

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2024

- Brisbane
- Mackay

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **On-campus Activity**

Weighting: Pass/Fail

#### 2. **Portfolio**

Weighting: 25%

#### 3. **Portfolio**

Weighting: 25%

#### 4. **In-class Test(s)**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from SUTE

**Feedback**

Some students felt the workshops could have a greater 'hands on' component, i.e., more practical.

**Recommendation**

It is recommended that the workshop has greater practical application.

#### Feedback from Verbal and SUTE

**Feedback**

Students appreciated the vast amount of knowledge and research that was actually in the lectures, with content comparable to extra curricular paediatric courses.

**Recommendation**

It is recommended that this unit continues to keep abreast of contemporary developments in the paediatric and pregnancy space.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Explain the morphology of a clinical condition according to its anatomy, biomechanics, etiology, epidemiology, pathophysiology and prevalence
2. Interpret findings from a case history and physical assessment to formulate and develop a differential diagnosis or clinical impression in order to consider an appropriate management plan and prognosis, taking in consideration patient safety, absolute and relative contraindications
3. Apply the appropriate chiropractic approach to treatment (within the scope of practice) that includes technique/skills, exercises/rehabilitation, health promotion, prevention, lifestyle advice and self-managed care in a professional and ethical way, in accordance with the chiropractic code of conduct and professional standards.
4. Apply humanistic factors involving communication skills and bio-psychosocial awareness, relative to the patient-practitioner interface.

This is a specific preparatory unit to assist you to develop an individualised pathway towards strengthening the majority of elements and performance indicators of CCEA's Accreditation Standards. There is also a loose alignment with the Clinical Interest Groups of the Chiropractors Association of Australia (National).

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - On-campus Activity - 0%			•	•
2 - Portfolio - 25%	•	•		•
3 - Portfolio - 25%	•	•	•	
4 - In-class Test(s) - 50%	•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	◦	◦	◦	
2 - Communication	◦	◦	◦	◦
3 - Cognitive, technical and creative skills		◦	◦	
4 - Research				
5 - Self-management				
6 - Ethical and Professional Responsibility		◦	◦	◦
7 - Leadership			◦	
8 - Aboriginal and Torres Strait Islander Cultures				

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [Vancouver](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Matt Fernandez** Unit Coordinator  
[m.fernandez@cqu.edu.au](mailto:m.fernandez@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1: Introduction to pregnancy with respect to pain.	Relevant reading and content will be available on Moodle	Tutorial: Overview of the ACD2 unit and expectations Zoom, Friday 10am - 11am

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Musculoskeletal conditions associated with pregnancy.	Relevant reading and content will be available on Moodle	Tutorial: Discussion and scenario specific related to lecture. Zoom, Friday 10am - 11am

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Pelvic floor incontinence and organ prolapse.	Relevant reading and content will be available on Moodle	Tutorial: Discussion and scenario specific related to lecture. Zoom, Friday 10am - 11am

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Abdominal separation (diastasis recti)	Relevant reading and content will be available on Moodle	Tutorial: Discussion and scenario specific related to lecture. Zoom, Friday 10am - 11am

### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Lecture: Pre and post pregnancy exercise

Relevant reading and content will be available on Moodle

Tutorial: Discussion and scenario specific related to lecture.  
Zoom, Friday 10am - 11am

#### Vacation Week - 08 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

#### Week 6 - 15 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

Lecture: Intercourse and pain

Relevant reading and content will be available on Moodle

Tutorial: Discussion and scenario specific related to lecture.  
Zoom, Friday 10am - 11am

#### Week 7 - 22 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

Lecture: Musculoskeletal paediatrics

Relevant reading and content will be available on Moodle

**Online Quiz (25% of mark)**  
Tutorial: Discussion and scenario specific related to lecture.  
Zoom, Friday 10am - 11am

**Assessment 3: Online Quiz** Due:  
Week 7 Tuesday (23 Apr 2024) 12:00 pm AEST

#### Week 8 - 29 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

Lecture 8: Plagiocephaly

Relevant reading and content will be available on Moodle

**Friday May 3rd. On campus activity: 830am - 1230pm (Pass/Fail)**

**Assessment 1: On-campus activity**  
Due: Week 8 Friday (3 May 2024) 12:00 am AEST

#### Week 9 - 06 May 2024

Module/Topic

Chapter

Events and Submissions/Topic

Lecture 9: Torticollis and otitis media

Relevant reading and content will be available on Moodle

**Assignment due week 9 Thursday (9 May 2024) 11:59 pm AEST (25% of mark)**  
Tutorial: Discussion and scenario specific related to lecture.  
Zoom, Friday 10am - 11am

**Assessment 2: Assignment** Due:  
Week 9 Thursday (9 May 2024) 11:59 pm AEST

#### Week 10 - 13 May 2024

Module/Topic

Chapter

Events and Submissions/Topic

Lecture 10: Colic

Relevant reading and content will be available on Moodle

Tutorial: Discussion and scenario specific related to lecture.  
Zoom, Friday 10am - 11am

#### Week 11 - 20 May 2024

Module/Topic

Chapter

Events and Submissions/Topic

Lecture 11: Breastfeeding and tongue-tie  
Relevant reading and content will be available on Moodle

Tutorial: Discussion and scenario specific related to lecture.  
Zoom, Friday 10am - 11am

### Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 12: Paediatrics History & Examination		Tutorial: Discussion and scenario specific related to lecture. Zoom, Friday 10am - 11am

### Review/Exam Week/End of Term Test - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
End of term test		<b>7/6/23 test on campus (Friday) 12-2pm (50% of mark)</b>  <b>Assessment 4: End of Term Test</b> Due: Review/Exam Week Friday (7 June 2024) 12:00 pm AEST

### Review/Exam Week/End of Term Test - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Assessment 1: On-campus activity

#### Assessment Type

On-campus Activity

#### Task Description

You will be required to attend one 4-hour practical session that will include learning how to assess and manage paediatric and pregnant patients. During the session you will be required to actively participate, and at the completion, you will be asked (in a small group) to demonstrate practical skills related to (i) a paediatric patient (i.e., demonstrating touch and hold palpation to the spine) and (ii) for a pregnant patient (i.e., demonstrating modified and safe adjustive procedures for the spine). This is a **Pass/Fail** task. If students are unsuccessful in this Pass/Fail task they will be unable to complete the unit successfully.

#### Assessment Due Date

Week 8 Friday (3 May 2024) 12:00 am AEST

#### Return Date to Students

#### Weighting

Pass/Fail

#### Assessment Criteria

You will be required to demonstrate practical skills related to:

- (i) a paediatric patient (i.e., demonstrating touch and hold palpation to the spine) and
- (ii) for a pregnant patient (i.e., demonstrating modified and safe adjustive procedures for the spine).

#### Referencing Style

- [Vancouver](#)

#### Submission

No submission method provided.

#### Learning Outcomes Assessed

- Apply the appropriate chiropractic approach to treatment (within the scope of practice) that includes technique/skills, exercises/rehabilitation, health promotion, prevention, lifestyle advice and self-managed care in

- a professional and ethical way, in accordance with the chiropractic code of conduct and professional standards.
- Apply humanistic factors involving communication skills and bio-psychosocial awareness, relative to the patient-practitioner interface.

## 2 Assessment 2: Assignment

### Assessment Type

Portfolio

### Task Description

You will be provided with one case study for this assignment.

Combining lecture, tutorial, podcast, practical workshop and other relevant literature, you will reflect on the management of this special population, by briefly exploring how and why it differs from the general population. This assignment should be no longer than 500 words (+/- 10%) and take into consideration the application of the following:

First, provide a clear (and tight) 50-word summary of the case (i.e., an elevator pitch).

Then elaborate on:

- 1) Manual therapy and instrument-assisted techniques including manipulation/adjustments, mobilisation, and soft tissue therapies chosen with justification to address joint articulations and/or soft tissues.
- 2) Passive physical therapy modalities chosen such as electrical stimulation, heat, ice, laser etc. with justification.
- 3) Postural and rehabilitative exercises chosen with justification.
- 4) Nutrition advice and supplementation chosen with justification.
- 5) Lifestyle and public health advice with justification.

It is highly recommended you consult and reference the literature with respect to your justifications within your assignment. It is also recommended that you present each section with a new heading for all 5 points.

References can all be listed together at the end of your assignment.

This assignment is worth 25% of the final grade. In the absence of an approved extension, there will be no opportunity to complete the task after the assigned date.

Rubric for on campus workshop & assignment

Feature	0-3	3-7	7-9	Full marks. 10 marks each	Comments?
Elevator pitch / summary	No information outlined	Minimal information outlined	Moderate information outlined	Outlines important key components of the case	
Key manual therapy and soft tissue components are explored and explained	Demonstrates poor knowledge	Demonstrates some knowledge	Good knowledge	Demonstrates an excellent knowledge of key manual therapy and soft tissue components	
Physical therapy modalities explored and explained	Demonstrates poor knowledge	Demonstrates some knowledge	Good knowledge	Demonstrates an excellent knowledge of key physical therapy (passive) modalities	
Postural and rehabilitative exercises are explored and explained	Demonstrates poor knowledge	Demonstrates some knowledge	Good knowledge	Demonstrates excellent knowledge of postural and rehabilitative exercises	
Nutritional and supplementation explored and explained	Demonstrates poor knowledge	Demonstrates some knowledge	Good knowledge	Demonstrates excellent knowledge of nutritional and supplementation components	
Lifestyle and public health advice with justification	Demonstrates poor knowledge	Demonstrates some knowledge	Good knowledge	Demonstrates excellent knowledge of lifestyle and public health advice	
References current and relevant	No compliance	Little compliance	A few errors	Full compliance	
On campus practical activity	Unsatisfactory			Satisfactory	

### Assessment Due Date

Week 9 Thursday (9 May 2024) 11:59 pm AEST



Submitted into Moodle

**Return Date to Students**

Week 11 Friday (24 May 2024)

2 weeks following submission.

**Weighting**

25%

**Assessment Criteria**

Please refer to rubric above.

Generative AI use is not permitted.

**Referencing Style**

- [Vancouver](#)

**Submission**

Online

**Submission Instructions**

Online

**Learning Outcomes Assessed**

- Explain the morphology of a clinical condition according to its anatomy, biomechanics, etiology, epidemiology, pathophysiology and prevalence
- Interpret findings from a case history and physical assessment to formulate and develop a differential diagnosis or clinical impression in order to consider an appropriate management plan and prognosis, taking in consideration patient safety, absolute and relative contraindications
- Apply humanistic factors involving communication skills and bio-psychosocial awareness, relative to the patient-practitioner interface.

### 3 Assessment 3: Online Quiz

**Assessment Type**

Portfolio

**Task Description**

The purpose of this online quiz is to assess your knowledge and understanding of the lecture and tutorial component of the paediatric and obstetrical material presented through weeks 1-6 inclusive. Students will be required to demonstrate this by selecting the one best answer for a mixture of multiple choice questions, short answer, true/false and matching correct statements. You will be allowed one attempt for the quiz, which will need to be completed within the allotted time frame. This quiz is worth 25% of the final grade. In the absence of an approved extension, there will be no opportunity to complete the task after the assigned date.

**Assessment Due Date**

Week 7 Tuesday (23 Apr 2024) 12:00 pm AEST

**Return Date to Students**

Week 7 Wednesday (24 Apr 2024)

Quiz closes at 12pm Wednesday

**Weighting**

25%

**Assessment Criteria**

The emphasis for the quiz will be on continued demonstration of the learning outcomes in this unit.

Students will be assessed on their ability to supply and/or select the correct answers to the questions posed in the quiz.

Generative AI use is not permitted.

**Referencing Style**

- [Vancouver](#)

**Submission**

Online

**Submission Instructions**

Online

## Learning Outcomes Assessed

- Explain the morphology of a clinical condition according to its anatomy, biomechanics, etiology, epidemiology, pathophysiology and prevalence
- Interpret findings from a case history and physical assessment to formulate and develop a differential diagnosis or clinical impression in order to consider an appropriate management plan and prognosis, taking in consideration patient safety, absolute and relative contraindications
- Apply the appropriate chiropractic approach to treatment (within the scope of practice) that includes technique/skills, exercises/rehabilitation, health promotion, prevention, lifestyle advice and self-managed care in a professional and ethical way, in accordance with the chiropractic code of conduct and professional standards.

## 4 Assessment 4: End of Term Test

### Assessment Type

In-class Test(s)

### Task Description

The final end of term (online) test will be in the format of an multiple choice questions, short answer, matching and true or false quiz to assess your knowledge and understanding of the lecture and tutorial components of paediatric and obstetrical conditions material presented through weeks 1-12 inclusive. Students will be required to demonstrate this by selecting the one best answer. You will be allowed one attempt for the quiz, which will need to be completed within the allotted time frame. This quiz is worth 50% of the final grade. In the absence of an approved extension, there will be no opportunity to complete the task after the assigned date.

### Assessment Due Date

Review/Exam Week Friday (7 June 2024) 12:00 pm AEST

Exam week Friday June 7 12-2pm.

### Return Date to Students

Friday June 14

### Weighting

50%

### Assessment Criteria

You should be able to demonstrate as specified in the learning outcomes:

1. understanding of the relationship between anatomy, aetiology, pathophysiology, diagnoses and treatment options of conditions seen in the paediatric population (neonate to adolescent).
2. understanding of the physiological processes associated with the pregnant patient and childbirth.
3. understanding of the relationship between anatomy, aetiology, pathophysiology, diagnoses and treatment options of conditions seen with the pregnant patient.
4. interpret findings from history and physical examination of paediatric and obstetrical patients.

### Referencing Style

- [Vancouver](#)

### Submission

Online

### Submission Instructions

Online

### Learning Outcomes Assessed

- Explain the morphology of a clinical condition according to its anatomy, biomechanics, etiology, epidemiology, pathophysiology and prevalence
- Interpret findings from a case history and physical assessment to formulate and develop a differential diagnosis or clinical impression in order to consider an appropriate management plan and prognosis, taking in consideration patient safety, absolute and relative contraindications
- Apply the appropriate chiropractic approach to treatment (within the scope of practice) that includes technique/skills, exercises/rehabilitation, health promotion, prevention, lifestyle advice and self-managed care in a professional and ethical way, in accordance with the chiropractic code of conduct and professional standards.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem