

STUDENT ENGAGEMENT IN CURRICULA AND NON-CURRICULAR ASSESSMENT AND TECHNIQUE ACTIVITIES

Guideline

DEFINITIONS

ACC Curriculum Technique: Techniques formally taught and assessed within the ACC academic curriculum.

Client: represents the person with whom students practice their skills, fulfilling

Formative Assessment: A range of formal assessment and informal non-graded assessment procedures conducted by academic staff to monitor student learning and to provide ongoing feedback that can help students identify their strengths and weaknesses and target areas that need work.

Practitioner: A fully registered (practicing) chiropractor with insurance as per AHPRA requirements.

Organised Technique Group: A recognised body or club teaching a formal technique (e.g., Gonstead, Activator, SOT).

Non-Organised Technique Sessions: Informal technique practice sessions involving external professionals or alumni not sanctioned by ACC.

Simulation based education: A student-centred approach that creates an environment that places tremendous importance on active and collaborative learning. It focuses on repetition and allows students to refine their skills. The implementation of learning by simulation involves rote learning, repetition of skills, pre-briefing, de-briefing, and modular learning, creating the foundation knowledge and skills of a chiropractic student. Grounded in learning theories based on behaviourism, collaboration and constructivism.

Supervised Practice: Hands-on engagement occurring under the direct or indirect guidance of a suitably qualified practitioner.

This Guideline outlines the Australian Chiropractic College's (ACC) position and expectations regarding chiropractic students' engagement in hands-on technique activities within curriculum classes in ACC approved learning environments and outside classes and/or outside of ACC approved learning environments.

It provides clear guidance for safe, ethical, and professionally responsible participation in external hands-on examination/ investigation/assessment skills and technique activities across six designated categories.

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This Guideline applies to all enrolled students.

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ACC supports student development in their examination/ investigation/assessment and chiropractic technique skills within the curriculum. Student safety, legal considerations, and alignment with curriculum standards necessitate structured oversight, guidance and clear delineation of acceptable engagement practices at varying levels. Within this guideline, students and practitioners are referred to as participants in these engagement levels. There may also be members of the public, such as friends and family members, with whom the students may engage in off-campus activities to enhance their knowledge and practical skills in a simulated practical educational experience. Other relevant policies and procedures that students should refer to include the ACC Code of Conduct, Informed Consent, Chiropractic Practice Manual, and the relevant unit profiles, manuals, and content, with specific reference to assessment and technique content within the curriculum.

Any reference to student supervision within the Chiropractic Practice units (1-4) is covered in the WIL/Clinical Practicum Framework Policy and Procedure.

Included in every ACC unit profile is the Total Student Learning Time (SLT). Within these hours, are the Lecture (L), Tutorial (T), Practical (P) and Other (O). O is described as Projects / Assignments / Consultation / Library Searches / E-learning / Self-study / Independent Study / Preparation / Field Work, etc. An example is provided below:

1	Name of Unit: Technique and Skills Acquisition 3					
2	Unit Code: 2TSAC3					
3	Credit Value: 12					
4	Rationale for the inclusion of the Unit in the program: Chiropractic clinical principles and adjusting skills are essential to the practice of Chiropractic. 2TSAC3 provides additional spinal adjustive techniques to those taught in 1TSAC2 to further enhance the assessment and management of overall health and wellbeing. This includes interpretation and integration at an intermediate level of subluxation indicators and musculoskeletal assessment. Chiropractic psychomotor skills are developed and practiced in addition to exploring and investigating the spinal subluxation construct and related manifestation theories.					
5	Semester and Level offered: Semester 1 Level 3					
6	Unit requirements Total Student Learning Time (SLT)	L	T	P	O	Total Guided and Independent Learning
	<i>L=Lecture, T=Tutorial, P=Practical, O=Other (Projects / Assignments / Consultation / Library Searches / E-learning / Self-study / Independent Study / Preparation / Field Work, etc.)</i>	26	0	36	34	96 SLT hours

While this guideline is aimed at assisting students' understanding of simulated learning and practice of hands-on technique activities within and outside the class curriculum, it also provides further guidance for students' understanding of the O activities for practical based units, most relevant to Categories 1 and 2.

The ACC Code of Conduct states:

Students enrolled in the ACC Bachelor of Chiropractic are registered as students with the Australian Health Practitioner Regulation Authority (AHPRA). As a registered student, these students are required to comply with the AHPRA Code of Conduct. Some of the relevant aspects of the AHPRA Code of Conduct for students include:

- Standard 1.1 Providing Good Care
 - d. recognise and work within the limits of your skills and competence
- Standard 1.2 Good Care
 - c. maintain adequate records
- Standard 4.2 Informed Consent
 - d. obtain informed consent from the patient or where the patient does not have the capacity, from their parent, carer, guardian or other substitute decision-maker before carrying out any examination or investigation, providing treatment (this may not be possible in an emergency), or involving patients in teaching or research. When obtaining informed consent you should include information on material risks and expected outcomes and take into account any advance care directive (or similar).

To ensure that students enrolled in both the Diploma of Health Science and in the Bachelor of Chiropractic comply with the AHPRA Code of Conduct, student must comply with the ACC Curricular and Non-Curricular Techniques Guideline and the following, students must:

- only carry out an examination, investigation or engage in therapeutic techniques as instructed by the Lecturer/s within a class that is delivered in accordance with the program curriculum and within an ACC approved learning environment;
- practice an examination, investigation or engage in therapeutic techniques outside of a class and/or outside of an ACC approved learning environment where;
 - the examination, investigation or engage in therapeutic techniques is specifically included in the Appropriate Skills to Practice by Unit table within the ACC Practical Skills Logbook; and
 - the student is currently enrolled in or has previously passed the unit or has approved academic credit for the unit within which the examination, investigation or engagement in therapeutic techniques is listed; and
 - the student practice activity is recorded in their ACC Practical Skills Logbook.

The ACC encourages students to actively practice their skills, as outlined in the ACC Practical Skills Logbook, and have included this practice as a formative assessment within each relevant unit.

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Informed consent is a vital aspect of ethical and lawful chiropractic care. As future chiropractors, understanding and applying informed consent is essential not only for professional accountability but also for building trust and fostering effective client-practitioner relationships. In essence, informed consent means that a client voluntarily agrees to undergo a chiropractic assessment/examination/investigative procedure or therapeutic application, such as an adjustment, after being fully informed about the nature of the care, potential benefits, associated risks, and available alternatives. As a student engaging in formative skills and tasks not within the Service Learning Environments (SLEs) (ACC's Hub and Spoke settings), this will be performed as a simulated and not a therapeutic or diagnostic application.

In the chiropractic context, informed consent is particularly important because appointments often involve manual techniques such as spinal adjustments, which carry some degree of risk—even if minimal. Legally, chiropractors are obligated to obtain consent before initiating care. Failing to do so can lead to serious legal consequences, including allegations of negligence or even assault. Detailed documentation of the consent discussion provides legal protection and serves as evidence that the client understood and accepted the proposed care plan.

Ethically, informed consent reflects respect for the client’s autonomy—their right to make decisions about their own health and body. Rather than viewing the chiropractor as the sole authority, informed consent encourages shared decision-making (SDM), where clients are empowered with knowledge and given the opportunity to ask questions and express concerns.

Clinically, the process of obtaining informed consent can enhance the overall quality of care. Clients who are well-informed are more likely to engage with their chiropractic plan, follow through with recommendations, and feel satisfied with their experience. Open discussions about potential outcomes and limitations of chiropractic care also help set realistic expectations, reducing the likelihood of misunderstandings or dissatisfaction.

To ensure consent is truly informed, several elements must be in place. Students must clearly explain the nature of the proposed interventions (such as spinal adjustments or soft tissue therapy), the benefits and risks, including rare but possible adverse events, and any alternative treatment options, including referral to another healthcare provider. Students must also confirm that the client understands this information, can make decisions, and is choosing to proceed voluntarily, free from coercion. Consent should be recorded either in writing or verbally, as appropriate, and reviewed regularly throughout the care process. While you are strictly prohibited from delivering adjustments unsupervised as directed in the Code of Conduct and within this Guideline, the same principles apply to informed consent when related to practicing your growing palpation and assessment skills.

The ACC Informed Consent Policy is available to students on the Moodle platform. Informed consent is not simply a procedural formality but a dynamic and respectful dialogue. It protects both the client and the practitioner, supports ethical SDM, and upholds the important values of providing client-centred care, integrity, and professional responsibility.

All ACC enrolled students (Diploma of Health Science and Bachelor of Chiropractic) are provided with a logbook in the ‘General Information’ section on Moodle. Students are to download a new logbook each semester. The logbook includes:

- The approved ACC Informed Consent form for practising curriculum-aligned skills at a unit-appropriate level.
- A table outlining the skills which can be practiced with appropriate consent within a unit as part of the formative assessment requirements.
- A structured table to record each practice session with a client*.

These components ensure that students can confidently develop practical skills while maintaining full compliance with professional, regulatory, and institutional standards.

- Techniques practised must be within the student's scope and stage of study.
- Students must not represent these techniques as ACC-endorsed unless approved.
- Students/Organised Technique Groups are required to maintain insurance and assume responsibility for their participation.

Category 4: External Technique and therapy Groups not within ACC curriculum

- **Description:** Participation in workshops, seminars, or clubs run by established technique organisations. These are techniques and interventions that are not part of the ACC curriculum
- **Applicable to:** students enrolled in ACC's Bachelor of Chiropractic
- **Permitted:** Not permitted.
- **Conditions:**
 - Students are not permitted to participate in or practice techniques and therapies that are not included in the ACC curriculum.

Category 5: Non-Organised Technique or Therapy Sessions with External Professionals (informal sessions)

- **Description:** Informal sessions with external chiropractors or groups without structured technique oversight.
- **Applicable to:** students enrolled in ACC's Bachelor of Chiropractic
- **Permitted:** Discouraged.
- **Conditions:**
 - Students must comply with the requirements of the ACC Practical Skills Logbook.
 - Requires due diligence on behalf of the student and practitioner regarding responsibility and insurance.
 - External practitioners must be fully registered (practicing registration), insured, and demonstrate educational intent.
 - No patient care or unsupervised technique instruction may occur.
 - A formal risk and indemnity waiver may be required.
 - It is the responsibility of the student to ensure that they are working within the CBA code of conduct, and have the appropriate indemnity insurance and understanding of their responsibility requirements.

Category 6: Presentations/Lectures/Seminars- non-practical sessions

- **Description:** Formal or informal sessions with external chiropractors or groups presenting information/seminar-style presentation, or discussion. This may be presented as a "workshop" but does not involve hands-on practical application in assessment, technique/management elements of practice.
- **Applicable to:** students enrolled in ACC's Diploma of Health Science and/or Bachelor of Chiropractic
- **Permitted:** Encouraged
- **Conditions:**
 - No client care or unsupervised technique instruction may occur.

Students

- Must not engage in hands-on activities beyond those specifically noted in the ACC Practical Skills Logbook in the Appropriate Skills to Practice by Unit table. Only students who are currently enrolled in the relevant unit or have previously passed the relevant unit are able to practice skills listed for that unit.
- Must not engage in activities beyond their competence or curriculum scope (refer to table in the ACC Practical Skills Logbook).
- Must adhere to ACC's Code of Conduct and Student Safety Guidelines.
- Must seek guidance from the Academic Dean if uncertain about participation.
- Must not misrepresent ACC affiliation in external settings.
- Must ensure all appropriate forms are submitted and approvals obtained.
- Must comply with all safety, conduct, and scope requirements.
- Must immediately report any injuries, misconduct, or concerns to the Academic Dean.
- Must complete relevant logbook entries and submit week 15 of each semester.
- Must ensure that Informed Consent documentation is obtained and stored with the logbook for submission.

Faculty and Academic Dean

- Provide guidance and clarity around acceptable engagement.
- Maintain a record of student notifications and incidents for all levels.
- Academic Dean monitors student risk exposure and escalates where necessary (AcB, BoD, FARC).

Program Coordinators

- Maintain the logbooks for relevant units and makes them available to students and lecturers on Moodle.
- Notify Lecturers of any changes to logbooks or guidelines.
- Provide advice to students regarding technique safety and ethical engagement.
- Conduct annual audit of logbooks and consent documentation.

Lecturers

- Provide orientation and induction to the logbooks in their respective units in week 1 of each semester.
- Provide advice to students regarding technique safety and ethical engagement.
- Remind students via Moodle and in class announcements of the requirements for ongoing reporting in logbooks and consent forms and electronic submission at the end of each semester (week 15) onto "ACC Practical Skills Logbook" Moodle platform.

Academic Operations Officer

- Collects, records, files and stores signed forms and logbooks.
- Coordinates insurance information access and student queries.

Working outside of the Guideline

If practice is performed outside of the Practical Skills Logbook in the Appropriate Skills to Practice by Unit table, it will be considered a breach of the Code of Conduct and will be addressed under this policy. This may result in disciplinary action.

Documentation and Record Keeping

- All approval forms are stored securely as per the ACC assessment documentation process.
- Attendance, reflections, and correspondence are retained for a minimum of 3 years.
- Aggregate participation data is reported annually to the Academic Board through the reporting framework.

Review and Continuous Improvement

- Annual audit of student participation will be conducted by Program Coordinators.
- Stakeholder feedback will inform updates to this Guideline.
- Issues or incidents arising from external activities will be reviewed for process improvement.

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 - ACC Practical Skills Logbook
 - Code of Conduct
 - Incident, Accident and Hazard Report Form
 - Academic Integrity Policy
 - Informed Consent Policy
 - Work Integrated Learning (WIL) Policies and Procedures
 - Chiropractic Practice Manual
 - Chiropractic Board of Australia Shared Code of Conduct
 - Student Grievance and Appeals Policy
 - Student Grievance and Appeals Procedure

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