

## SYLLABUS

Name of course: Radiology Review – ACS – 208

Length of course: 22 hours – two hours lecture per week, two units

Course description: This course is focused on mastering the NBCE Part IV format. The progressive steps required to formulate a decision regarding diagnosis and patient care are presented in a case oriented approach. Mock examinations are used.

Prerequisites: AC –324

Course offered by: Department of Associated Clinical Sciences

Required text: Yochum TR. Essentials of skeletal radiology, third edition 2005 Taylor and Resnick: Skeletal imaging 2010

Recommended text: Greenspan A: Orthopedic radiology fifth edition 2011

Reference texts: Reeder MM: Reeder and Felson's gamuts in radiology, fourth edition

Methods of instruction: Lecture – discussion; case presentation.

The evaluation/grading criteria: The course will have two laboratory examinations 50 points each and a written final of 100 points value. In class quizzes will be graded at 5 points each and are in addition to the following.

Lab exam,	50 points
lab exam,	50 points
written final,	100 points
total	200 points

A 200 – 180

D 179 – 160

C 159 – 140

F 139 and below

Grades and the Grading System Final Grades are available online through the CAMS student portal. If there are any questions on grading procedures, computation of grade point average, or the accuracy of the grade report, please contact the Registrar's Office or the Office of Academic Affairs. Grades will be reported and evaluation will be based on the Academic Policies, Procedures, & Services. Please refer to Evaluation Policy (**Policy ID: OAA.00007**)

In order to maintain **Satisfactory Academic Progress**, a student must maintain a 2.0 or better in each and every course. **Any grade less than a C must be remedied by repeating the class.** Please refer to Satisfactory Academic Progress (**Policy ID: OAA.00006**)

**Attendance:** Please refer to Attendance Policy (**Policy ID: OAA.00002**)

**Conduct and Responsibilities:** Please refer to the Personal Conduct, Responsibility and Academic Responsibility Policy (**Policy ID: OAA.00003**)

**Make-up Exams:** Please refer to Make-up Assessment Policy (**Policy ID: OAA.00001**)

**Request for Special Testing:** Please refer to Request for Special Testing (**Policy ID: OAA.00004**)

**Accommodation for Students with Disabilities:**

If you have approved accommodations, please make an appointment to meet with your instructor as soon as possible. If you believe you require an accommodation, but do not have an approved accommodation letter, please see the Academic Counselor Lori Pino in the Office of Academic Affairs. Contact info: [Lpino@lifewest.edu](mailto:Lpino@lifewest.edu) or 510-780-4500 ext. 2061. Please refer to Service for Students with Disabilities Policy (**Policy ID: OAA.00005**)

**Electronic Course Management:**

**Canvas** is LCCW's Learning Management System (LMS). Canvas will be used throughout the quarter during this course. Lectures, reminders, and messages will be posted. In addition, documents such as the course syllabus and helpful information about the class project will be posted. Students are expected to check Canvas at least once a week in order to keep updated. The website address for Canvas is <https://lifewest.instructure.com/login/canvas> Please refer to the Educational Technologies Policy (**Policy ID: OAA.00009**)

Course objectives:

Week 1. To introduce specific methods to organize pretty graphic findings.

Cat bites

C – congenital

A – arthritis

T – trauma

B – blood disorder

I – infection

C – tumor

E – endocrine and metabolic

S – soft tissue

Week 2: To introduce differential diagnosis lists in which congenital would appear.

– to introduce congenital anomalies of the cranial verbal junction, cervical spine, thoracic spine and lumbar spine.

Categories of differential diagnosis lists

1. Kyphosis

2. Scoliosis

3. Block vertebra
4. Collapsed vertebra or vertebra plana
5. Tall vertebra
6. Dense sclerotic vertebra
7. Spinal osteopenia
8. Abnormal size and or shape of a vertebral pedicall
9. Changing shape of the intervertebral foramen
10. Abnormal disk space

Week 3. – To introduce differential diagnosis of radiographic findings involving the articulation.  
-To introduce arthritis and differentiate inflammatory, degenerative arthritis.

Week 4. Lab examination

– To introduce characteristics of metabolic arthritis

Week 5. – To introduce differential diagnosis of radiographic findings associated with bone trauma.  
– To introduce radiographic findings of common spinal fractures  
–To introduce conditions which simulate a fracture

Week 6. – To introduce differential diagnosis of radiographic findings associated with blood disorders.  
–To introduce differential diagnosis of epiphyseal lesions.

Week 7. – To introduce differential diagnosis of radiographic findings associated with infection of bone.  
– To introduce the radiographic findings and clinical features of suppurative and non-suppurative infection  
-To introduce the differential diagnosis between malignant tumors and infection.

Week 8. – To introduce the differential diagnosis of bone tumors including malignant and benign bone tumors.

Week 9.-To introduce differential diagnosis of radiographic findings in endocrine and metabolic disease.

Week 10. - To introduce the differential diagnosis of radiographic findings in paraspinal soft tissue  
– to introduce differential diagnosis of soft tissue calcification.. Lab examination

Week 11. Review

### Student Learning Outcomes (SLO):

1. The student will be able to perform a differential diagnosis regarding radiographic findings. (PLO:1)
2. The student will be able to categorize radiographic findings into specific groups. (PLO:1) The student will be able to identify radiographic findings that require further follow-up before care. (PLO:2)
3. The student will be able to identify radiographic findings that require no further follow-up prior to care. (PLO:2)

**Program Learning Outcomes (PLO):** Students graduating with a Doctor of Chiropractic degree will be proficient in the following:

1. **ASSESSMENT AND DIAGNOSIS:** An assessment and diagnosis requires developed clinical reasoning skills. Clinical reasoning consists of data gathering and interpretation, hypothesis generation and testing, and critical evaluation of diagnostic strategies. It is a dynamic process that occurs before, during, and after the collection of data through history, physical examination, imaging, laboratory tests and case-related clinical services.
2. **MANAGEMENT PLAN:** Management involves the development, implementation and documentation of a patient care plan for positively impacting a patient's health and well-being, including specific therapeutic goals and prognoses. It may include case follow-up, referral, and/or collaborative care.
3. **HEALTH PROMOTION AND DISEASE PREVENTION:** Health promotion and disease prevention requires an understanding and application of epidemiological principles regarding the nature and identification of health issues in diverse populations and recognizes the impact of biological, chemical, behavioral, structural, psychosocial and environmental factors on general health.
4. **COMMUNICATION AND RECORD KEEPING:** Effective communication includes oral, written and nonverbal skills with appropriate sensitivity, clarity and control for a wide range of healthcare related activities, to include patient care, professional communication, health education, and record keeping and reporting.
5. **PROFESSIONAL ETHICS AND JURISPRUDENCE:** Professionals comply with the law and exhibit ethical behavior.
6. **INFORMATION AND TECHNOLOGY LITERACY:** Information literacy is a set of abilities, including the use of technology, to locate, evaluate and integrate research and other types of evidence to manage patient care.
7. **CHIROPRACTIC ADJUSTMENT/MANIPULATION:** Doctors of chiropractic employ the adjustment/manipulation to address joint and neurophysiologic dysfunction. The adjustment/manipulation is a precise procedure requiring the discrimination and identification of dysfunction, interpretation and application of clinical knowledge; and, the use of cognitive and psychomotor skills.
8. **INTERPROFESSIONAL EDUCATION:** Students have the knowledge, skills and values necessary to function as part of an inter-professional team to provide patient-centered collaborative care. Inter-professional teamwork may be demonstrated in didactic, clinical or simulated learning environments.
9. **BUSINESS:** Assessing personal skills and attributes, developing leadership skills, leveraging talents and strengths that provide an achievable expectation for graduate success. Adopting a systems-based approach to business operations. Networking with practitioners in associated fields with chiropractic, alternative medicine and allopathic medicine. Experiencing and acquiring the hard business skills required to open and operate an on-going business concern. Participating in practical, real time events that promote business building and quantifiable marketing research outcomes
10. **PHILOSOPHY:** Demonstrates an ability to incorporate a philosophically based Chiropractic paradigm in approach to patient care. Demonstrates an understanding of both traditional and contemporary Chiropractic philosophic concepts and principles. Demonstrates an understanding of the concepts of philosophy, science, and art in chiropractic principles and their importance to chiropractic practice.