SYLLABUS

Name of Course: **Differential Diagnosis A-DIAG-408**

Length of Course: 3 units, 33 hours (3 hour lecture/week)

Course Description: This course will enable the student to identify the most classic presentations of musculoskeletal complaints seen in the chiropractic office. The student will further differentiate these complaints from other diseases when given a case history, physical examination information, radiological studies and laboratory test results. The student will establish a prognosis, determine the chiropractic management, and recognize those conditions outside the scope of chiropractic for referral to other health care practitioners.

Prerequisites: DIAG-317, DIAG-327, DIAG-340, ACS-324, ACS-345

Course Offered by: Department of Clinical Sciences & Diagnosis

Recommended Texts: Bickley, L - Bates': Guide to Physical Examination and History Taking 11th ed. 2013

McGee, D J – Orthopedic Physical Assessment 6th ed. 2014

Porter et.al. – Merck Manual of Diagnostic Therapy 19th ed. 2011

Seidel et. Al. – Mosby's Guide to Physical Examination 7th ed. 2011

Required Text: Souza–Differential Diagnosis and Management for the Chiropractor 5th ed. 2016

Reference Texts: Yochum - Essential of Skeletal Radiology (3rd ed. 2005)

Travell & Simons – Myofascial Pain & Dysfunction: the Trigger Point Manuals, Two Volumes, 1992 & 1999

Materials: CANVAS: Class notes and other materials.

Method of Instruction: Lecture, Case Histories, Small group & Class Discussion.

NOTE: This class ***requires*** student use of online resources. Smart phones and tablets may not be adequate. A ***computer is recommended***. Use of technology will be at the discretion of the Instructor.

Evaluation/Grading Criteria:

3RD Hour Cases (weekly assignments)	20
Midterm Exam	30
Final Project	20
Final Exam	30
	100%

A = 90-100%; B = 80-89%; C = 70-79%; F < 70%

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.0007)**

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.0006)**

Attendance: Please refer to Attendance Policy (**Policy ID: OAA.0002**)

Conduct and Responsibilities: Please refer to the Personal Conduct, Responsibility and Academic Responsibility Policy (**Policy ID: OAA.0003**)

Make-up Exams: Please refer to Make-up Assessment Policy (**Policy ID: OAA.0001**)

Request for Special Testing: Please refer to Request for Special Testing (**Policy ID: OAA.0004**)

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 or 510-780-4500 ext. 2061. Please refer to Service for Students with Disabilities Policy (**Policy ID: OAA.0005**)

Electronic Course Management:
Canvas is LCCW's Learning Management System (LMS). Canvas will be used throughout the quarter during this course. Lectures, assignments, 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 (if not daily) 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.0009)**

Course Goals: The primary goal of the Differential Diagnosis A course is to continue to hone and develop fundamental skills in collection of patient information, to develop a list of differential diagnosis for the presenting complaint and to determine a diagnosis. Given case history data in combination with physical examination findings radiological evidence and possibly more in depth studies such as MRI or laboratory analysis, the Student will be able to diagnose the condition. Development of a viable case management plan, prognosis and if/when necessary a referral plan for the patient.

Note: Attention will be given on musculoskeletal conditions that are extra-spinal in origin. However, it is acknowledged that the patient presentation or complaint may be manifesting at the spine or are directly related to conditions that are spinal in nature.

Course Objectives & Weekly Schedule:

Week	Class	Decription
1	Introduction to Differential Diagnosis	General Approach to Musculoskeletal Complaints
	REVIEW Case History Strategies: History of Presenting Illness/Chief Complaint	Collection of Information: Opening the Interview, Eliciting a relevant history, Display active listening skills, Utilization of timing and flow of the visit, Closing the Interview
2	**REVIEW Essentials of Differential Diagnosis & General Approach to NMS Complaints** Souza – Chapters 1, 15 & 16	Subluxation, Mode of Injury, Joint Specific Mechanism of Injury, Syndromes, Selective Tension Approach, Approach Based on Structure (Hard tissue vs. Soft tissue DDx), Addressing Chief Complaints such as Weakness, Numbness, Tingling & Pain, Acute/Uncomplicated vs. Subacute/Chronic Complicated Case Management, Traumatic vs. Non-Tramatic History, Utilization of Algorithms to determine a DDx & Clinical Impression
	Doctor-Patient Communication Strategies & Considerations with Special Populations	Differential Diagnosis & Documentation, Consideration of Multiple Complaints & overlapping Symptoms
3	**Lower Extremity** Complaint Souza – Chapters 13, 25 &14	Review of 'Hit List' & Differential diagnosis components including Algorithms/Flow Charts

	DDx	DDx & Clinical Impression
4	***MID-TERM EXAM*** ***Fundamentals of Differential Diagnosis***	Review of 'Hit List' & Differential diagnosis components including Algorithms/Flow Charts
		DDx & Clinical Impression
5	**Knee** (Thigh & Groin) Complaint Souza – Chapters 11 &12	Review of 'Hit List' & Differential diagnosis components including Algorithms/Flow Charts
		DDx & Clinical Impression
6	**Hip** (Lumbopelvic) Complaint Souza – Chapters 6 &11	Review of 'Hit List' & Differential diagnosis components including Algorithms/Flow Charts
	DDx -	DDx & Clinical Impression
7	**Joint Replacement Surgeries** Hip, Knee & Ankle	Review of 'Hit List' & Differential diagnosis components including Algorithms/Flow Charts
	DDx -	DDx & Clinical Impression
8	**Shoulder (**Upper Arm & Elbow) Complaint Souza – Chapters 7 & 8	Review of 'Hit List' & Differential diagnosis components including Algorithms/Flow Charts
	DDx -	DDx & Clinical Impression
9	**Upper Extremity (**Forearm, Wrist, Hand, Fingers & Thumb) Complaint Souza – Chapter 9	Review of 'Hit List' & Differential diagnosis components including Algorithms/Flow Charts
	DDx –	DDx & Clinical Impression
10	**DDx Practive Exercise Week**	Review of 'Hit List' & Differential diagnosis components including Algorithms/Flow Charts
11	**FINALS WEEK**	

STUDENT LEARNING OUTCOMES:

1. The student will be able to differentially diagnose between spinal and extremity conditions found with a neuromusculoskeletal patient complaint. [PLO: 1,2,8]
2. The student will be able to explain how the concept of local, diffuse and dermatomal symptomatic patterns as they apply to musculoskeletal diagnosis. [PLO: 4,8]
3. The student will be able to utilize algorithms of traumatic and non-traumatic origin in their determination of a diagnosis. [PLO: 1,2,6,8]
4. The student will be able to display the doctoring knowledge & skills necessary to collect patient information, formulate a list of differentials from the 'LCCW Hit List' and confidently communicate a clinical impression. [PLO: 1,4,6,8]

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.