

## SYLLABUS

<b><u>Name of course:</u></b>	Differential Diagnosis B - DIAG-409
<b><u>Length of course:</u></b>	22 hours (2 hours lecture/week, 2.0 units)
<b><u>Course Description:</u></b>	This course will address the pathophysiology, diagnosis, and management of a variety of conditions. The course begins with a review of clinical anatomy, patho-physiology and the diagnostic process. Examination will be reviewed, and radiographic manifestations of soft tissue disorders will be discussed. Information from history, physical examination, and radiographic examinations will be integrated to arrive at a diagnosis. Treatment methods designed to rationally alter the involved pathophysiological process will be discussed.
<b><u>Prerequisites:</u></b>	DIAG-420, DIAG-412, DIAG-415, ACS-346
<b><u>Course Offered By:</u></b>	Department of Clinical Sciences
<b><u>Required Texts:</u></b>	None
<b><u>Recommended Texts:</u></b>	Collins RD. Differential Diagnosis in Primary Care. 5 <sup>th</sup> ed. Philadelphia: Lippincott, Williams & Wilkins; 2012. (On reserve in the library). Collins RD. Algorithmic Diagnosis of Symptoms and Signs: A Cost-Effective Approach. 2 <sup>nd</sup> ed. Philadelphia: LWW; 2003. Professional Guide to Signs and Symptoms. 5 <sup>th</sup> ed. Philadelphia: Lippincott, Williams & Wilkins; 2007. Souza TA. Differential Diagnosis and Management for the Chiropractor. 4 <sup>th</sup> ed. Sudbury: Jones and Bartlett; 2009. (On reserve in the library). Seller RH. Differential Diagnosis of Common Complaints. 5 <sup>th</sup> ed. Philadelphia: Saunders/Elsevier; 2007.
<b><u>Reference Text:</u></b>	Goldman L, et al., editors. Cecil Textbook of Medicine. 22 <sup>nd</sup> ed. Philadelphia: Saunders; 2004. (On reserve in the library).
<b><u>Materials:</u></b>	NONE
<b><u>Method of Instruction:</u></b>	Lecture, Reading Assignments, Handouts, Written Assignments, Discussions, Small Group Projects, Videos, Quizzes.

**Evaluation:**

In-class case studies	100 points
Midterm Exam	100 points
Final Exam	150 points

Students whose course point total is within 1 point of a higher grade level will receive the higher grade if he/she participated constructively in class and completed the in-class group work. For example, if a student’s final score based on homework and exams was 89% and the student actively and constructively contributed to the class, his/her final grade would be an A.

A (4.0) Superior work	90-100%	A
B (3.0) Above average work	80-89%	B
C (2.0) Average work	70-79%	C
F (0.0) Failure - The student must repeat the entire course	0-69%	F

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.

**Independent Student Work:**

All assignments and exams must be the product of the individual student’s original efforts for this class. Collaboration is prohibited unless specifically allowed by the instructor for a particular assignment.

**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](mailto: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, 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.0009**)

**Late Assignments:**

All assignments must be turned in on or before their due date unless prior arrangements have been made with the instructor. Late assignments will be accepted for 50% credit up to 1 week past the due date. Assignments received later than 1 week after the due date will not receive credit. Moodle quizzes must be taken within the assigned timeframe; they will not be available after the deadline. If a student has an excused absence for a class in which an in-class assignment is given, he/she may make up the assignment within 1 week.

**Course Goal:** The goal of this course is to develop students' abilities to synthesize the information obtained through patient history, physical examination and diagnostic studies to generate a relevant list of differential diagnoses related to visceral disorders, then apply that knowledge to clinical decision making.

**Course Outline:**

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| WEEK 1 | Course Introduction/Overview of DDX<br>Provide instructions on the e-learning (CANVAS) website and give an overview of the video homework assignments.<br>Give pre-test to identify students' baseline knowledge of differential diagnosis.<br>Review and formalize the differential diagnosis process.<br>Discuss decision-making regarding patient referral to other providers. |
| WEEK 2 | Chest Pain<br>Discuss chest pain and the features that differentiate cardiac from non-cardiac chest pain. Activities to review the key features of cardiac, pulmonary, gastrointestinal, and musculoskeletal causes of chest pain.  |

WEEK 3	Chest pain continued, Syncope, palpitations Finish activities relating to chest pain. Discussion and activities to review diagnosis and management of syncope and palpitations.
WEEK 4	Dyspnea, cough Discussion and activities to review dyspnea and cough.
WEEK 5	Midterm Exam
WEEK 6	Conditions of the Abdomen Discussion and activities to review diagnosis and management of abdominal conditions
WEEK 7	Conditions of the Abdomen continued Additional activities to review abdominal conditions
WEEK 8	Summarizing differential diagnosis Activities to review a broad range of patient presentatians.
WEEK 9	Summarizing differential diagnosis, continued
WEEK 10	Cover any unfinished material; review for Final Exam.
WEEK 11	Final Exam: check finals schedule for date, time and room.

## Student Learning Outcomes (SLO):

The student will be able to:

1. Describe the basic format for a practical differential diagnosis procedure. [PLO: 1,8]
2. Integrate knowledge from previous courses to analyze the chief complaint to generate relevant differential diagnoses, determine appropriate physical examination procedures, and identify appropriate imaging and/or lab testing or special studies needed to arrive at a clinical diagnosis. [PLO: 1,8]
3. Determine appropriate management strategies based on their clinical impression. [PLO: 1,8]
4. Identify conditions outside the scope of chiropractic and make appropriate referrals. [PLO: 1,8]

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.