SYLLABUS

NAME OF COURSE: GI-GU Diagnosis – DIAG-420

LENGTH OF COURSE: 44 hours (4 hours lecture/ week), 4.0 units

COURSE DESCRIPTION: This course expands the students' understanding of the gastrointestinal and male genitourinary systems and emphasizes their clinical presentations. These areas and their particular problems are the focus of diagnostic efforts in this course. Given the case history, physical exam, radiographic and laboratory findings, the student will then be in a position to establish a clinical impression. The student will be able to recognize those conditions outside the scope of chiropractic, for referral to the appropriate health care practitioner.

PREREQUISITES: DIAG-226, DIAG-236
Concurrent enrollment: ACS-345

COURSE OFFERED BY: Department of Diagnosis:

REQUIRED TEXTS: Notes taken in class.

RECOMMENDED TEXTS: Beers MH. The Merck manual of Diagnosis and Therapy. 19th ed. Whitehouse Station, NJ: Merck Sharp & Dohme Corp., 2011
BickleyLS. Bate's Guide to Physical Examination & History Taking. 11th ed. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins, 2012
Rubin E. Essentials of Rubin's Pathology. 6th ed. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins, 2013
LeBlond R. DeGowin's Diagnostic Examination. 10th ed. New York : McGraw-Hill Education, 2015

MATERIALS: Students are expected to bring laptops or Ipads for research purposes. Notes will be made available in Canvas. Notebooks or pads are also encouraged so that there can be notetaking during class.

METHOD OF INSTRUCTION: Throughout this course, we will work together to create an inclusive learning environment in which all individuals are included, valued and respected. The instructor encourages the exploration and engagement in both divergent scientific approaches and diverse learning methods. To create an environment that appeals to a variety of learners, the material in this course will be presented in a variety of formats, a range of teaching method shown through educational research to be

effective for student learning will be in included, and these include various active learning methods, and group learning. I want everyone to succeed.

EVALUATION:	Midterm 1	= 30 percent	5th week
	Classroom evaluation	= 30 percent	Quizzes/presentation*
	Cumulative Final	= 40 percent	Comprehensive Final Exam

* At the discretion of the instructor classroom evaluation will be composed of small quizzes given throughout the quarter on small group projects. Evaluation may also consist of presentations. There will be between 5-7 events throughout the quarter.

A(4.0)	Superior Work	90-100%
B(3.0)	Above Average Work	80-89%
C(2.0)	Average Work	70-79%
F (0.0)	Failure-Student must repeat the entire course	below 69%

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, 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)**

COURSE GOAL: The goal of this class is review diagnostic criteria for disorders that may be observed affecting the gastrointestinal system and the male genitourinary system. Prepare the student to be able to assess and synthesize a clinical impression/diagnosis and differentials for those same systems.

CURRICULAR OBJECTIVES: [Council of Chiropractic Education (CCE) and LCCW Mapping]

1. Perform and utilize diagnostic studies and consultations when appropriate, inclusive of imaging, clinical laboratory, and specialized testing procedures, to obtain objective clinical data. [CCE: 1D]
2. Formulate a diagnosis/es supported by information gathered from the history, examination, and diagnostic studies. [CCE: 1E]
3. Determine the need for emergency care, referral and/or collaborative care. [CCE: 2E]
4. Explain health risk factors, leading health indicators and public health issues to patients. [CCE: 3.B]
5. Locate, critically appraise and use relevant scientific literature and other evidence. [CCE: 6A]
6. Use the knowledge of one's own role and other professions' roles to effectively interact with team members. [CCE: 8B]

COURSE OBJECTIVES:

Every week we will review the pathophysiology, discuss the common signs and symptoms, demographics, and associated laboratory and x-ray findings. Allopathic treatment, non-allopathic treatments including chiropractic management, prognosis, and differentials of the chief complaint will also be presented.

Week 1
This week we will begin to cover anomalies and pathologies which are commonly seen affecting the upper gastrointestinal tract. Examples include atresia, fistula, achalasia, GERD, and varices.

Week 2
Topics for this week will continue with esophageal disorders and introduce pathologies of the stomach. In class we will be working in groups collecting information on topics that could include gastritis, peptic ulcers, tumors of the stomach, and hernias to name a few.

Week 3
Topics which will be discussed this week will involve the stomach and small and large intestine. Infections will be discussed due to the fact of how common they are in our population. Malabsorption syndromes will also be emphasized this week.

Week 4
Inflammatory bowel disease, megacolon (acquired and congenital), and diverticulitis will finish the pathologies of the intestine. We will also discuss common problems affecting the liver such as viral hepatitis, fatty liver, and cirrhosis.

Week 5 MT 1
This week we will finish pathologies that affect the GI system. Emphasis will be on gallbladder and pancreatic insufficiencies. We will be discussing diabetes mellitus because it will be a common presentation in your office of the future.

Week 6
Week 6 will introduce the urinary system. Common pathologies of the kidney will be discussed and will include diabetes insipidus, polycystic kidney disease, glomerulonephritis, and pyelonephritis. Kidney stones and associated conditions will also be discussed. End stage renal disease will be discussed because it is one of the leading causes of death.

Week 7
This week we will finish any further topics that affect the urinary system and introduce male specific pathologies. These will include conditions of the testes, and penis.

Week 8
Week 8 we will research and discuss common ailments that affect the perineal region including the rectum and anus. With your research we will develop a comprehensive list of signs and symptoms "red flags" that should be recognized in your office.

Week 9
This week we will finish pathologies that may present to your office. We will summarize and develop any further information to help you successfully identify patients that may need a professional referral.

Week 10 Read Bates – Rectal Exam, prior to the Practical Exercise
This week will be devoted to the practical inspection of the anus, rectum, and prostate. We will be practicing the digital rectal exam which includes patient preparation, positioning, inspection, and palpation.

STUDENT LEARNING OUTCOMES:

1. The student will be able to appraise and differentiate gastrointestinal disorders discussed in class based upon signs, symptoms, examination findings, laboratory tests, and special imaging. [PLO: 1, 2, 3, 6, 8]
2. The student will be able to analyze and differentiate genitourinary conditions discussed in class based upon signs, symptoms, examination findings, lab test, and special imaging. [PLO: 1, 2, 3, 6, 8]
3. The student will be able to perform a rectal exam concentrating on identifying an abnormal palpation which can then be referred to an appropriate professional. [PLO: 1, 3]
4. The student will be able to assess patient presentations outside the scope of chiropractic, which can then be referred to an appropriate professional. [PLO: 1, 2, 3, 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.