

## SYLLABUS

**Name of Course:** Pediatrics B – DIAG-429

**Length of Course:** 2 units, 33hours (3 hour lecture/wk.)

**Course Description:** This course is a continuation of DIAG-329, with an emphasis on the clinical presentation of common disorders of the pediatric patient. This will include a review of pathophysiology, the diagnosis and prognosis and chiropractic management. The student will be able to recognize those conditions outside of the scope of chiropractic for referral to other health care practitioners.

**Prerequisites:** DIAG-329, TECH-192

**Course Offered By:** Clinical Science Department

**Required Text:** Discussed in class

**Recommended Text:** Pediatric Chiropractic, Second Edition, Anrig/Plaugher, Lippincott, Williams & Wilkins, 2011.

Chiropractic Pediatrics, Second Edition, Davies, Churchill Livingstone Publishers, 2010.

Chiropractic Care for the Pediatric Patient, Fysh, ICA Council on Chiropractic Pediatrics, 2002.

Well Adjusted Babies by Dr. Jennifer Barham-Floreni 2<sup>nd</sup> ed.2009

**Reference Text:** Seidel's Guide to Physical Examination, Ball, Dains, Flynn, Solomon, and Stewart, Elsevier Mosby Publishers.

**Materials:** N/A

**Method of Instruction:** Lecture, discussion, take-home assignments

**Evaluation:**

|             |           |
|-------------|-----------|
| Assignments | 15 points |
| Quizzes     | 10 points |
| Midterm     | 45 points |
| Final       | 45 points |

|   |                                     |         |
|---|-------------------------------------|---------|
| A | Superior work                       | 90-100% |
| B | Above average work                  | 80-89%  |
| C | Average work                        | 70-79%  |
| F | Failure- student must repeat course | < 70%   |

### Independent Student Work

All assignments and exams must be the product of the individual student's original efforts for this class. Collaboration is prohibited.

### **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**)

### **Course Goal**

This course builds on DIAG-329. This course represents a survey of common pediatric health problems. History taking, methods of examination, use of laboratory and x-ray findings, use of other health care professionals, and case management will be discussed.

The primary goal of this course is to develop the student's clinical skills relative to the care of the pediatric patient. Emphasis is placed on areas of examination, consultation, referral and management of the young patient.

**Course Objectives:**

- Week 1: Present the unique aspects of caring for the pediatric patient  
Discuss the importance of assessment/care of the pediatric patient (1)  
  
Infant Exam & Common Conditions (2)
- Week 2: Infant Exam & Common Conditions (continued) (3)
- Week 3: Neonatal Screening & Common Genetic Disorders (1)  
Fever, Febrile Seizures, Assessing the Seriously Ill Child (2)
- Week 4: Colic, GERD (1)  
Hip Dysplasia, Torticollis, Plagiocephaly (2)
- Week 5: Otitis Media (1)  
Atopy – allergic rhinitis, asthma (2)
- Week 6: Overview Discussion (1)  
MIDTERM (2)
- Week 7: Review Midterm  
Common Infectious Diseases (2)
- Week 8: Neuromuscular Exam & Common Conditions (3)
- Week 9: Neuromuscular Exam & Common Conditions (continued) (1)  
Sports Physicals (Child Athlete) ASSIGNMENT  
Autism (2)
- Week 10: Pediatric Headaches & Back Pain (3)
- Week 11: FINAL

## Student Learning Objectives (SLO):

The completion of DIAG-428 course, a student should be able to:

1. Distinguish common pediatric problems, their detection, and their treatment.[PLO: 1,2]
2. The student will be able to properly evaluate the pediatric patient. The student will be expected to discriminate between essential and trivial examination findings, develop a viable clinical impression, and recommend the appropriate methods of management. [PLO: 1,2,3]

**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.