

SYLLABUS

<u>NAME OF COURSE:</u>	Reproductive Physiopathology (PHPA-337)
<u>LENGTH OF COURSE:</u>	2 units, 33 hours (3 hrs lecture/week)
<u>COURSE DESCRIPTION:</u>	The endocrinology of the male and female reproductive systems are studied, as are abnormal endocrine states. Pathologies of male and female reproductive systems are studied. Infertility is studied. Psychosexual disorders are studied. Clinical considerations are emphasized.
<u>PREREQUISITES:</u>	ANAT-125, ANAT-219, PHYS-220
<u>COURSE OFFERED BY:</u>	Basic Sciences Department
<u>REQUIRED TEXT:</u>	All the class lectures will be found on the Moodle web site under the <i>Reproductive Physiopathology</i> file. The professor will provide the students with some hard copy materials (also found on the website).
<u>RECOMMENDED TEXT:</u>	The professor will provide an extensive “Reader” that will assist students in assimilating difficult information and concepts. An extensive film list for outside learning will be provided <i>Human Sexuality in a World of Diversity</i> . 9 th ed, Rathus S, 2014.
<u>REFERENCE TEXTS:</u>	(1) Bickley, L <i>Bate’s Guide to Physical Examination and History Taking</i> . 11 th ed 2014, (2) Reid R. <i>Pathology Illustrated</i> , 7 th ed. 2011, (3) Robbins and Cotran’s <i>Pathologic Basis of Disease</i> , 9 th ed. 2015, (4) Rubin E. <i>Rubin’s Pathology</i> 7 th ed 2015, (5) Ganong W. <i>Review of Medical Physiology</i> , 23 rd ed. 2010, (6) Marieb EN, <i>Human Anatomy and Physiology</i> , 9 th ed. 2013
<u>MATERIALS:</u>	Films viewed in class, lecture notes, & group process props & handouts

INSTRUCTION METHODS: Lecture, Films, Case Studies, Group participation and process.

EVALUATION/GRADING CRITERIA:

Midterm (Friday August 14, 2015) 50 questions
Final (TBA-Week of September 21-25, 2015) 50 questions
Total of midterm and final will reflect quarter grade

Students are encouraged to take tests when they are scheduled. **Make up exams will be 100% written. The use of a blue book or green book is required.**

A: 90-100%
B: 80-89%
C: 70-79 %
F: below 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, 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 GOALS:

Through understanding the physiological and anatomical aspects of the reproductive system, the student will become prepared for clinical scenarios framed within a sexual context. The student is made aware of the psychosocial aspects of human sexuality related to conditions that may manifest in chiropractic practice.

COURSE OBJECTIVES:**Week One:**

1. Present the context for the study of human sexuality
2. Introduce stumbling blocks to interpretation of sexuality
3. Impart guidelines for interpretation of sexuality
4. Show the film *Kinsey* as a platform for discussion

Week Two:

1. Explain cross-cultural views of sexuality
2. Describe individual, social, and political bodies
3. Compare and contrast sex, gender and sexuality
4. Introduce psychosocial sexuality issues

Week Three:

1. Present the biological rationale for sexual reproduction
2. Show the film *Why Sex?* as a platform for discussion
3. Introduce male and female perspectives in sexuality
4. Present normative and intersex conditions

Week Four:

1. Sexual response cycle
2. Anatomy of sex
3. Review female physiology and endocrinology
4. Review male physiology and endocrinology

Week Five:

1. Review material for midterm exam
2. Midterm examination

Week Six:

1. Review female conditions as chief or additional complaints
2. Review female conditions as review of systems findings
3. Group problem based learning activities: case histories and exam findings

Week Seven:

1. Show the film “V-Day” as a platform for discussion
2. Topics: marriage, single parenting, abuse, abortion, contraception
3. Male relationship to female issues
4. Case history and review of systems (group activity)

Week Eight:

1. Review male conditions as chief or additional complaints
2. Review male conditions as review of systems findings
3. Group problem based learning activities: case histories and exam findings
4. Case history and review of systems (group activity)

Week Nine:

1. Show the film “Raising Cain” as a platform for discussion
2. Topics: marriage, single parenting, abuse, abortion, contraception
3. Female relationship to male issues
4. Case history and review of systems (group activity)

Week Ten:

1. Finish case history and review of systems material from previous weeks
2. Unfinished business from previous lectures
3. Review of topics for final examination

Week Eleven:

1. Final examination

STUDENT LEARNING OUTCOMES:

1. **Explain** normative and discordant anatomical and physiological aspects of human sexuality (with an emphasis on the mosaic role of the endocrine system) as they relate to phenotypic as well as genotypic states [**PLO: 1, 2, 3, 4, 5, 10**]

2. **Explain** the musculoskeletal and neurological conditions that either directly relate to patient complaints, or appear as complications to or as co-morbidities of the overall patient profile. [PLO: 1, 2, 3, 4, 5, 10]
3. **Compare and contrast** female and male patterns of the sexual response cycle as well as differing theories on its' manifestation in the sexes; framing the underlying Darwinian rationale for sexual reproduction with respect to DNA, changing immune systems and preservation of the species. [PLO: 1, 2, 3, 5, 10]
4. Students are expected to develop and maintain a professional and personal comfort in responding to questions regarding the human reproductive system presented to them in their clinical practice both male and female normative profiles, pathological conditions, and diverse gender orientations. [PLO: 1, 2, 3, 5, 9, 10]
5. The students will recognize when, and if there is a need, to refer to the appropriate medical professional for discordant presentations involving the reproductive system. [PLO: 1, 2, 3, 5, 9, 10]

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.