

SYLLABUS

Name of Course: Diversified Analysis - TECH 124/624

Length of Course: 1.5 units, 31 hours - 2 hrs lab & 1 hr lecture

Course Description: The course functions as an introduction to the use of various assessment tools used in obtaining listings and as a preparatory set of core skills for the Diversified 1 and 2 courses at Life West.

Prerequisites: TECH-116

Corequisites: TECH-129

Course Offered By: Technique Department

Required Texts: Class notes
Canvas online materials

Reference Materials: Health Center Policies and Procedures Manual
Health Center SOAP Note Guidelines.
Available on Moodle under Health Center information

Materials & Technique Lab Attire Policy:

All students are required to follow the policy outlined in this section. Failure to wear proper attire or follow the guidelines may result in being counted as absent for that lab and / or not being allowed to participate. Please notify the instructor if you have any health concerns (skin conditions, injuries, etc.) or other issues that may hinder your ability to comply to these guidelines.

Keep in mind that everything we ask and expect of students is focused on clinical practice and providing a safe professional environment not only for the students in the lab, but eventually for the patients under your care.

Healthy clean hygiene is expected from all students. Common courtesy and mutual respect suggests you do not show up wearing the same gym clothes you wore during your daily workout. It is recommended that students bring a face cloth and / or towel to place on the table. Towels maintain sanitary standards and reduce the need for the use of chemical sanitation treatments on the adjusting tables. Plus, vinyl can be cold and uncomfortable to lie on at times.

- **For Men:** A crew neck T-shirt with sleeves, long pants / sweats or shorts kept at the waistline and covering all underwear (also required)
- **For Women:** A T-shirt with a slit cut up the back (or patient gown) with a bra underneath (no sports bras, please), long pants / sweats or shorts kept at the waistline and covering all underwear (also required)



- To maintain modesty and a professional environment, no low cut or revealing attire is permitted.
- **Covered shoes** (sandals and flip flops do not qualify) **are required for all participants.**

The bottom line is we need to be able to easily palpate the spine for specific landmarks and structures. If you have any questions or concerns as to whether an article of clothing meets the criteria for lab attire check with the instructor before the lab begins.

Materials Needed:

- Copies of your own x-rays on CD with the *current* CMR (first page of file) and DACBR report (last page in file) from the Health Center records room, or copies may be requested from your intern.
- Plastic Spine, preferably with ribs.

Grades and Method of Grading:

Lab midterm	100 points
Lecture final	100 Points
Lab final	<u>100 points</u>
Total	300 points

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.

A	93-100%
B	84-92%
C	75-83%
F	Below 75%

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 Objectives:

1. Instructor will explain the concept of "listing" the sacroiliac joint, and vertebra C1-L5.
2. Instructor will explain and demonstrate how to develop a systematic method of examining the spine by analysis criteria and spinal region.
3. Instructor will explain and demonstrate how to develop effective skills of communication with patients, both verbal and tactile.
4. Instructor will explain the process of creating a SOAP note to LCCW patient record standards.

**Course Outline:
Lecture and lab**

- Week 1 Introduction, this class is designed to give you a framework to analyze the spine and prepare to adjust the patient. Syllabus reviewed, what do you need to do to do well in this course. Open Lab explained. What do you need from your patient file and how to get that. Brief history of Diversified technique. The elements of the SOAP note will be explained. The class will teach a set of analytical tools to determine and document subluxation of the spine. Introduction to standards of documentation in the LifeWest Health Center including abbreviations, SOAP note format, terminology for SOAP notes.
Lab: Posture analysis with handout, chart of the course
- Week 2 LCCW librarian guest lecture to explain PubMed search and give assignment
DUE WEEK 5

Lab: Begin learning analysis to include visualization of posture standing and then with pt seated visualize surface over spine, visualizing stacking in the spine with lateral flexion, practice static palpation. ALLI test, prone leg check.

- Week 3 Health Center SOAP note guidelines. Seated Gillet's test.
Begin static listing systems of the pelvis and spine. Pelvic listings of AS and PI.
Lab: Practice seated Gillet test, combining static motion and seated Gillet to obtain pelvic listings, visualizing lumbar spine in lateral flexion in combination with seated Gillet test. The "S" of the SOAP note
- Week 4 Introduce standing Gillet test, decision tree for sacrum and pelvis listings and management.
Lab: Standing Gillet test, combining findings in pelvis and sacrum to decide if subluxated and which is primary, sacrum or ilium
- Week 5 Turn in PubMed search report. Review in class. Discuss Chiropractic as a science, validated outcome assessments. Elements in place in HC to do case studies.
Quality of life measures. GPDIQ page from the HC. Review course concepts so far.
Lab: Prone leg check, Cervical syndrome. Review all elements for Lab Midterm Practical
- Week 6 Review elements for practical midterm. Q and A. Class project completing the Plan portion of a mock patient SOAP note with handout.
Lab: Practical midterm of material through Week 5
- Week 7 Discuss lab midterm. Atlas listings – static, 3 and 4 letter listings. Handout with line drawing of atlas planes of subluxation. Discuss atlas challenge, cervical syndrome and putting these tests into context with all other examination tools student has learned. Cervical listings C2-C7 and Atlas. Introduce Dvorak's test in flexion for upper cervical spine. Describe Atlas laterality is found through motion palpation and rotation, if present, is found through flexion Dvorak's test.
Lab: Practice supine leg check atlas challenge, and cervical syndrome, Dvorak's flexion. Begin full spine evaluation using all the elements introduced to be able to come up with a full spine adjusting plan and write a SOAP note.
- Week 8 Dvorak's extension for lower cervical spine. Description of all the analysis done in class by category of analysis and region of the spine. All to develop the Objective portion of the SOAP note. Case study. Practice SOAP.
Lab: Practice Dvorak's test. Practice comprehensive Chiropractic screening using all the elements introduced, come up with a plan and a SOAP note
- Week 9 Practice with cases to determine Assessment and Plan and fill out a complete SOAP note, listings review as needed.
Lab: Continue full spine evaluation and SOAP note practice, review for lab practical final

Week 10 Practice with mock cases completing a SOAP note.
Lab: Practical final (comprehensive)

Week 11 Lecture final (comprehensive)

Student Learning Outcomes (SLO): At the completion of the TECH 124/624 course, a student should be able to:

1. Understand and perform a patient history to obtain the Subjective portion of the SOAP note to LCCW standards. [PLO: 1,4]
2. Demonstrate a systematic method of examining the spine and pelvis using visualization, static palpation, motion palpation and a variety of tests taught in lecture and lab. [PLO: 1, 4]
3. Demonstrate the ability to determine the Assessment portion of the SOAP note. [PLO: 1, 4]
4. Demonstrate the ability to determine a care plan for the Plan portion of SOAP note based on the examination findings of the patient. [PLO: 1, 2, 4]
5. Verbalize and demonstrate listings for the spine and pelvis using static listing systems. [PLO:1, 4]
6. Understand and demonstrate the standards of reporting all findings using abbreviations approved for all patient records in the LCCW Health Center. [PLO:1,4]
7. Demonstrate the ability to perform a PubMed search and briefly summarize an article of the student's choice. [PLO: 6]

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.