

SYLLABUS

Name of Course: Introduction to Diagnostic Principles– DIAG 119

Length of Course 1.5 Units, 22 hours (2 hours lecture / week)

Course Description: This course will teach the practical steps of arriving at a clinical diagnosis as well as introduce concepts in differential diagnosis. This course will focus on developing student's critical thinking skills as it applies to clinical chiropractic practice. Case studies will be employed so that the student will learn skills critical to developing competency in differential diagnosis.

Prerequisites: ACS 313, ANAT-219, PHPA-212, PHPA-213, ANAT-125.

Course Offered by: Clinical Sciences Department

Required Text: Souza, *Differential Diagnosis & Management for the Chiropractor*, 5th ed

Recommended Texts: Bickley, L *Bates': Guide to Physical Examination and History Taking* 11th ed. 2013

Porter et.al. *Merck Manual of Diagnostic Therapy* 19th ed. 2011

Seidel et. Al. *Mosby's Guide to Physical Examination* 7th ed. 2011

Blumenfeld H. *Neuroanatomy through Clinical Cases*, 2nd ed., 2010

Patten, *Neurological Differential Diagnosis*, 2nd ed., 1996

Method of Instruction: Lecture, discussion, reading assignments, case studies.

Evaluation/Grading:

A 100 – 90%

B 89 – 80%

C 79 – 70%

All grades below 70% must repeat the course.

Midterm (week 6) 30%

Final exam (week 11) 40%

Assignments/Case Studies 30%

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: The ability to diagnose via history, examination and your acquired skill set, the location and pathologic process presented.

Topic Outline:

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Introduction to Diagnosis

Working Diagnosis vs Differential Diagnosis

Required Reading: Souza, Chapter 1

Essential Components & Maintenance of The Patient Record

Case Activity Cervical Spine

Required Reading: Souza, Chapter 2

Converting the History into a Working Diagnosis & Differential Diagnosis

Case Assignment #1 Lumbar Spine

Required Reading: Souza, Chapter 6

The Problems List & The Hierarchy of Diagnosis

Case Activity Thoracic Spine

Required Reading: Souza, Chapter 4

Week 6: Midterm exam

The Care Plan

Case Assignment #2 Shoulder Girdle

Required Reading: Souza, Chapter 7

Prognosis & Goals of Care

Case Activity Knee

Required Reading: Souza, Chapter 12

The SOAP note, Managing the Care Plan, Re-evaluations & Updated Diagnosis

Case Assignment #3 Headaches

Required Reading: Souza, Chapter 17

Week 11: Final exam

Student Learning Outcomes:

1. To develop basic skills necessary to formulate a diagnosis commonly found in the chiropractic practice. (PLO:1D,1E)
2. To understand key components critical to the formation of a differential diagnose commonly found in the chiropractic practice. (PLO: 1A,1C,1D,1E 3A, 3B, 4A)

3. To compare and contrast key clinical features associated with common NMS conditions found in the chiropractic practice. (PLO:1A,1C,1D,1E)

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.