

## SYLLABUS

- Name of Course:** Case History & Introduction to Differential Diagnosis – DIAG-226 (Referred to as Case History)
- Length of Course:** 3 units, 44 hours (4 hour lecture/week)
- Course Description:** This course is an introduction to the principles of differential diagnosis that are utilized in the evaluation of clinical data and the basic steps involved in arriving at a clinical impression. The patient case history and general patient assessment will be covered in detail. This course will also include instruction on writing the case narrative report.
- Prerequisites:** DIAG-119, PHPA-224, PHPA-225, PATH-227, PHPA-213
- Co-requisites:** TECH-347, ACS-305
- Course Offered by:** Clinical Sciences Department
- Required Text:** Souza, T.A. (2016). Differential Diagnosis and Management for the Chiropractor (5<sup>th</sup> Ed.). Burlington, MA: Jones and Bartlett Learning, LLC.
- Recommended Texts:** Bickley, L. (2017). Bates' Guide to Physical Examination and History Taking (12<sup>th</sup> Ed.). Philadelphia, PA: Wolters Kluwer.  
Seidel, et. al. (2011). Mosby's Guide to Physical Examination (7<sup>th</sup> Ed.). Philadelphia, PA: Wolters Kluwer.  
Porter, et.al. (2018). Merck Manual of Diagnostic Therapy (20<sup>th</sup> Ed.). Hoboken, NJ: Wiley Publishing.  
Standring, S. (ed) (2016). Gray's Anatomy (41<sup>st</sup> Ed.). Elsevier, Churchill Livingstone.  
Vizniak, N. Orthopedic Assessment Textbook (5<sup>th</sup> Ed.). Burnaby, BC, Canada: Prohealthsys.
- Materials:** CANVAS: Class notes and other materials.
- Method of Instruction:** Lecture, Case Histories, Small Group & Class Discussion.

NOTE: This class **requires** student use of online resources. Smart phones and tablets may not be adequate. A **computer is recommended**. Use of technology will be at the discretion of the Instructor.

**Evaluation/Grading Criteria:**

In-class Participation and Homework Assignments	10
Quiz 1	15
Quiz 2	15
Lab Practical	20
Final Exam	<u>40</u>
	100%

**A = 90-100%**

**B = 80-89%**

**C = 70-79%**

**F < 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](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, assignments, 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 (if not daily) 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 primary goal of the Case History course is to develop the fundamental skills required to fully and completely collect patient health information in order to accurately diagnose and treat neuromusculoskeletal conditions, and/or to recognize and provide the appropriate referrals for conditions that are outside of the chiropractic scope of practice. Attention will be given to the organization and meaningful interpretation of the information collected in order to determine potential diagnoses, and the next steps that will lead to an accurate clinical impression and management plan.

**Course Objectives & Weekly Schedule:**

<b>Week 1</b>	<b>Review Syllabus &amp; Define Course Expectations Introduction to Case History and the Patient Interview Components of the Interview</b>
<b>Week 2</b>	<b>Foundational Communication Skills The Doctor-Patient Relationship Intake – Chief Complaint/History of Presenting Illness</b>
<b>Week 3</b>	<b>Case History – Special Populations (Pediatric, Geriatric)</b>
<b>Week 4</b>	<b>Quiz #1 Components of a Clinical Impression</b>
<b>Week 5</b>	<b>Introduction to Essentials of Differential Diagnosis</b>
<b>Week 6</b>	<b>Quiz #2 Preparing for the LCCW Health Center Review of Intake paperwork CMR Narrative (Introduction Paragraph)</b>
<b>Week 7</b>	<b>Cervicals WAD, Concussion &amp; Headaches</b>
<b>Week 8</b>	<b>Lumbar/Sacrum</b>

<b>Week 9</b>	<b>Thoracics, Scoliosis, Ribs</b>
<b>Week 10</b>	<b>OVERFLOW/PRACTICE TIME (if time allows) LAB PRACTICAL EXAM</b>
<b>Week 11</b>	<b>FINAL EXAM – CUMMULATIVE</b>

**STUDENT LEARNING OUTCOMES:**

1. The student will be able to perform a thorough and accurate patient history interview, including displaying active listening skills and accurate information recording. [PLO: 4,5]
2. The student will be able to develop an accurate initial clinical impression and provide differential diagnoses based on the information collected. [PLO: 1,4]

**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.