

## SYLLABUS

- NAME OF COURSE:** GI-GU Diagnosis – DIAG-420
- LENGTH OF COURSE:** 3 units, 44 hours (4 hours lecture/ week)
- COURSE DESCRIPTION:** This course expands the students' understanding of the gastrointestinal and male genitourinary systems and emphasizes their clinical presentations. These areas and their particular problems are the focus of diagnostic efforts in this course. Given the case history, physical exam, radiographic and laboratory findings, the student will then be in a position to establish a clinical impression. The student will be able to recognize those conditions outside the scope of chiropractic, for referral to the appropriate health care practitioner.
- PREREQUISITES:** DIAG-226, DIAG-236  
Concurrent enrollment: ACS-345
- COURSE OFFERED BY:** Department of Clinical Sciences
- REQUIRED TEXTS:** Beers MH. The Merck manual of Diagnosis and Therapy. Current Edition. Whitehouse Station, NJ : Merck Sharp & Dohme Corp.
- RECOMMENDED TEXTS:** Bickley LS. Bate's Guide to Physical Examination & History Taking. 11<sup>th</sup> ed. Philadelphia, PA : Wolters Kluwer Health/Lippincott Williams & Wilkins, 2012  
Rubin E. Essentials of Rubin's Pathology. 6<sup>th</sup> ed. Philadelphia, PA : Wolters Kluwer Health/Lippincott Williams & Wilkins, 2013  
LeBlond R. DeGowin's Diagnostic Examination. 10<sup>th</sup> ed. New York : McGraw-Hill Education, 2015
- MATERIALS:** Students are expected to bring laptops or Ipads for research purposes. Notes will be made available in Canvas. Notebooks or pads are also encouraged so that there can be notetaking during class.
- METHOD OF INSTRUCTION:** Throughout this course, we will work together to create an inclusive learning environment in which all individuals are included, valued and respected. The instructor encourages the exploration and engagement in both divergent scientific approaches and diverse learning methods. To create an

environment that appeals to a variety of learners, the material in this course will be presented in a variety of formats, a range of teaching method shown through educational research to be effective for student learning will be included, and these include various active learning methods, and group learning. I want everyone to succeed.

**EVALUATION:** Midterm 1 = 30 percent Usually 5<sup>th</sup> week  
Classroom evaluation = 30 percent Quizzes throughout quarter  
Cumulative Final = 40 percent Comprehensive Final Exam

\* At the discretion of the instructor classroom evaluation will be composed of small quizzes given throughout the quarter. Evaluation may also consist of assignments. There will be between 4-6 events throughout the quarter.

A(4.0)	Superior Work	90-100%
B(3.0)	Above Average Work	80-89%
C(2.0)	Average Work	70-79%
F(0.0)	Failure-Student must repeat the entire course	below 69%

**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:** The goal of this class is review diagnostic criteria for disorders that may be observed affecting the gastrointestinal system and the male genitourinary system through internet searches and classroom discussion.  
Prepare the student to assess and synthesize a clinical impression/diagnosis and differentials for those same systems.

### **COURSE OBJECTIVES:**

Every week we will review the pathophysiology, discuss the common signs and symptoms, demographics, and associated laboratory and x-ray findings. Allopathic treatment, non-allopathic treatments including chiropractic management, prognosis, and differentials of the chief complaint will also be presented.

#### **Topics covered:**

Anomalies and pathologies of:

The upper gastrointestinal tract which include:

Achalasia, GERD, Barrett's, esophageal tumors, enteric infections, gastritis, peptic ulcers, stomach cancer, hernias, Mallory-Wies.

Liver which includes:

Cirrhosis, hepatitis, fatty liver, hepatocellular carcinoma.

Lower GI tract which includes:

Crohns, ulcerative colitis, IBS, celiac disease, appendicitis, diverticulitis.

Miscellaneous GI topics:

Cholecystitis, choleliths, choledocholithiasis, diabetes mellitus, pancreatitis.

Renal pathologies such as:

Diabetes insipidus, polycystic kidney disease, glomerulonephritis, pyelonephritis, nephrolithiasis, and hydronephrosis  
Male pathologies and abnormalities:  
Benign prostatic hypertrophy, prostatitis, and prostatic cancer, etc.

### **STUDENT LEARNING OUTCOMES:**

1. The student will evaluate common gastrointestinal disorders using information gathered by searches and/or discussed in class based on symptoms, examination findings, laboratory tests, and special imaging. [PLO 1D, 1E 2E]
2. The student will evaluate common (listed in course objectives) genitourinary conditions using information gathered by searches and/or discussed in class based upon symptoms, examination findings, lab test, and special imaging. [PLO 1D, 1E, 2E]
3. The student will perform a rectal exam concentrating on identifying an abnormal palpation which can then be referred to an appropriate professional. [PLO 1D, 1E]

### **CURRICULAR OBJECTIVES:** [Council of Chiropractic Education (CCE) and LCCW Mapping]

1. Perform and utilize diagnostic studies and consultations when appropriate, inclusive of imaging, clinical laboratory, and specialized testing procedures, to obtain objective clinical data. [CCE: 1D]
2. Formulate a diagnosis/es supported by information gathered from the history, examination, and diagnostic studies. [CCE: 1E]
3. Determine the need for emergency care, referral and/or collaborative care. [CCE: 2E]
4. Locate, critically appraise and use relevant scientific literature and other evidence. [CCE: 6A]

**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.