

SYLLABUS

<u>Name of Course:</u>	Exam: Abdomen and Thorax lab - DIAG-736
<u>Length of Course:</u>	1 unit, 20 hours (2 hours lab/week)
<u>Course Description:</u>	This course develops the student's understanding and clinical skills needed in the evaluation of the heart, lungs, lymphatic and peripheral vascular systems, and abdomen. It explores the relevant historical data, physical examinations, and basic interpretations of significant clinical findings. Correlation of understanding with the development of these anatomical areas is emphasized.
<u>Prerequisites:</u>	PHPA-224 (CV PHPA), PHPA -225 (Renal-Pulm PHPA), PHPA -213 (GI PHPA), PATH-227 (Path Lab)
<u>Corequisite:</u>	DIAG-236, DIAG-226
<u>Course Offered by:</u>	Clinical Sciences Department
<u>Required Text:</u>	Bickley LS. Bate's Guide to Physical Examination and History. 10th ed. Philadelphia: Lippincott, Williams & Wilkins; 2009. (On reserve in library) Class notes are for sale in the bookstore
<u>Recommended Text:</u>	LaBlond RF, et al., editors. DeGowin's Diagnostic Examination. 9th ed. New York: McGraw-Hill; 2008. (On reserve in library).
<u>Reference Texts:</u>	Seidel HM, et al. Mosby's Guide to Physical Examination. 7th ed. St. Louis: Mosby; 2011. Swartz MH. Textbook of Physical Diagnosis: History and Examination. 5th ed. Philadelphia: Saunders Elsevier; 2006. Beers MH, et al., editors. Merck Manual of Diagnosis and Therapy. 18th ed. Whitehouse Station: Merck; 2006.
<u>Materials:</u>	Sphygmomanometer, good quality dual-head stethoscope, thermometer w/ cover slips, watch with seconds indicator, towel for patient drape, patient gown, skin-marking pencil. Each student must have all of their own equipment for the lab and lab practical. Students are required to dress properly for lab practice (see below).
<u>Method of Instruction:</u>	Instruction will take place on a weekly basis. Instruction will consist of lecture, class presentations, small work groups, case studies. Students will be required to perform the examinations in class following the presentation by the instructor.

Evaluation/Grading Criteria:

Practical final exam

100%

Lab Attire Policy:

All students are required to follow the policy outlined in this section for each lab setting outlined. 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 with these guidelines such as chemical sensitivities, the interference with a practice of faith, wearing articles of faith, gender transition considerations, or modesty concerns.

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.

Materials Required:

Patient Gown

Patient drape

Loose-fitting pants or shorts

Large towel

Healthy clean hygiene is expected from all students. Please be mindful of wearing clean clothes in the lab. In courses where bare skin will come in contact with the tables, is recommended that students bring a towel to place on the table to lie on. Towels maintain sanitary standards and reduce the need for the use of chemical sanitation treatments on the adjusting tables.

A patient gown and loose fitting, opaque pants or shorts are required to allow access to the body parts examined in this course. In an effort to recreate a clinical setting and to appropriately facilitate the realistic use of skills relative to professionalism and personal boundaries, "gowns" made of torn or altered t-shirts/garments are not acceptable for this course. "Gowns" that are of a design not appropriate for an actual professional clinical setting, are also not acceptable for this course.

A patient drape is required to practice appropriately maintaining patient modesty while examining the abdomen.

To maintain modesty and a professional environment, no revealing attire is permitted.

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.

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 purpose of this course is to provide the student with the knowledge to perform proper examination and diagnosis of the abdomen and thorax for the clinical experience.

Course topics:

- Vital signs

- Abdominal exam
 - Auscultation
 - Percussion
 - Palpation (superficial, rebound, deep, palpation of specific organs)
- Thorax exam
 - Palpation (general, tactile fremitus, respiratory expansion)
 - Percussion over lung fields
 - Auscultation (breath sounds, transmitted voice sounds, adventitious sounds)
- Heart exam
 - Percussion
 - Auscultation (APETTM areas, mitral maneuver and aortic maneuver, carotid arteries)
- Peripheral vasculature

Student Learning Outcomes (PLO 1)

1. List the vital signs.
2. State normal and abnormal values for each of the vital signs.
3. Perform manual blood pressure measurement.
4. Demonstrate auscultation of the abdomen, including listening for bowel sounds, bruits and friction rubs.
5. Describe the normal and abnormal abdominal auscultation findings.
6. List causes for abnormal abdominal auscultation findings.
7. Demonstrate percussion of the abdomen including general percussion of the 4 quadrants, percussion for the liver span, and stationary percussion for the spleen.
8. Describe normal and abnormal abdominal percussion findings.
9. List causes for abnormal abdominal percussion findings.
10. Describe how one would perform tests for ascites.
11. Describe the positive findings that indicate a small or large amount of ascites.
12. Demonstrate palpation (superficial and deep) of the abdomen.
13. Demonstrate checking for rebound tenderness.
14. Demonstrate palpation for abdominal organs (liver, gallbladder, kidney, spleen, aorta).
15. Demonstrate Murphy's punch.
16. Describe normal and abnormal abdominal palpation findings.
17. Describe the significance of abnormal abdominal palpation findings.
18. Demonstrate percussion over the lung fields of the posterior thorax.
19. List the 5 percussion tones.
20. List a normal and abnormal example of each percussion tone.
21. Demonstrate measurement of diaphragmatic excursion.
22. Describe normal and abnormal diaphragmatic excursion.
23. Demonstrate palpation of the posterior thorax, including general palpation and tactile fremitus.
24. List causes for increased or decreased tactile fremitus.
25. Measure respiratory expansion.

26. Describe normal and abnormal respiratory expansion.
27. List causes for decreased respiratory expansion.
28. Auscultate the lung fields of the posterior thorax.
29. Identify the normal breath sounds heard in each auscultation location.
30. List examples of abnormal breath sounds.
31. List causes for abnormal breath sounds.
32. Describe normal and abnormal transmitted voice sounds.
33. List causes for bronchophony, whispered pectoriloquy, and egophony.
34. Auscultate the heart using both the diaphragm and bell of the stethoscope.
35. State the purpose of using the diaphragm vs. the bell.
36. State what heart sounds would be normal.
37. State examples of abnormal heart sounds.
38. Perform the mitral maneuver.
39. Identify what sounds are accentuated by the mitral maneuver.
40. Perform the aortic maneuver.
41. Identify what sounds are accentuated by the aortic maneuver.
42. Examine peripheral vasculature.
43. Describe normal and abnormal peripheral vasculature findings including inspection and palpation.
44. Contrast the findings of arterial vs. venous occlusion.
45. Auscultate the carotid arteries.
46. Describe the significance of carotid artery bruits.

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.