

## Physical Diagnosis Course Syllabus – Fall 2009

Physical Diagnosis - CLSC 6203 - Tri 4

3 lecture hours per week (45 lecture hours per trimester)

2 lab hours per week (30 lab hours per trimester)

4 credit hours (75 total contact hours)

Prerequisites: Systemic Anatomy, Clinical Biomechanics, Neuroscience I

Course Director and Lab Instructor

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Office Hours: Mon, Tues, Wed, Thurs 12:00 – 12:50, Thurs 10:00 – 10:50

### Course Description:

This course supports the mission statement of Parker College by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. Physical Diagnosis is the most fundamental of diagnostic techniques. After an introduction to diagnosis and clinical history taking, the course covers the basic principles and procedures used in physical examination, including inspection, palpation, percussion and instrumentation of the various body systems. Multiple conditions are presented as they relate to chiropractic practice.

### General Approach to Teaching:

I practiced in Oregon for 18 years before I came to Parker to teach in 1999. Before I became a chiropractor, I worked as an EMT on ambulance and in the hospital Emergency Room. I have extensive post-graduate training with certification or diplomate status in nutrition, acupuncture, and internal disorders. As much as possible, I try to share the 'clinical pearls' gained from the cases I have seen over the years. Many of us are visual learners and I try to teach via pictures. The majority of these pictures are taken from Internet sources, and available to you on the Physical Diagnosis course web page. As you are studying, try to visualize the physiology that underlies the structure seen on the picture. The knowledge gained from this method of learning will stick with you long after the test is over.

We have a lot of material to cover in this course and at times the pace is fast. However, we always have time to stop and answer your questions. If I don't know the answer, I will say so and try to find an answer to share with the whole class. I frequently use email to pass along information to the class. If you have a question that did not get covered in class, please send me an email or come by my office. I am happy to visit with students even when it is not during my scheduled office hours, provided I am not busy grading a test, or preparing for an academic meeting.

### Estimate of Student Workload:

There is no free lunch. While you are a student at Parker, your JOB is to study hard to master the material. Your future patients deserve your very best effort! As faculty, we sometimes observe students reading and re-reading study guides prepared by other classmates or previous students who have taken the course. Research has shown that this type of studying does not create long term learning. While it takes more effort, when you physically look up the material yourself and create your own notes, this is what creates long lasting brain memory engrams. The short term memory gained from reading notes compiled by others will quickly fade after the test is over.

Repetition is the key to moving knowledge from short term to long term memory. My advice is to read over the material the night before it will be covered in class the next day. This may take 20-30 minutes. Then when you hear it in lecture or lab, you are not hearing it for the first time; instead it is your second exposure to the material. Later that night, when you read over your notes and the material again, this will be your third exposure to the material. Some students skip these pre and post study sessions and try to cram it all in the night before the test. While some students may succeed in cramming enough material into short term memory to pass the test, it evaporates once the test is over. Instead, focus on learning the material for the long term good of your future patients. More than likely, the good grades you desire will tag along for the ride.

## Learning Outcomes:

Upon completion of the Physical Diagnosis course the student should be able to:

- Take a complete patient history to include chief complaint, past health history, family health history, and personal/social history.
- Demonstrate competence in examining (and describe the expected normal findings):
  - Vital signs
  - Head and neck structures (to include eyes, ears, nose, and throat)
  - Heart and lungs
  - Abdomen
  - Peripheral vascular structures
- For each of the common clinical conditions discussed:
  - describe the history questions which are key to the diagnosis
  - describe which examination procedures are needed to confirm the diagnosis
  - describe which ancillary lab or imaging procedures should be performed
  - describe the usual treatment for the condition
  - describe the expected prognosis

## Required Text:

- Physical Diagnosis for the Chiropractor, Edward Brown

## Recommended Texts:

- Mosby's Guide to Physical Examination, 6<sup>th</sup> Edition, Henry M. Seidel.
- Physical Examination and Health Assessment, 3<sup>rd</sup> Ed., Carolyn Jarvis
- Bates' Guide to Physical Examination, 9<sup>th</sup> Edition, Lynn Bickley
- Color Atlas and Text of Clinical Medicine, 3<sup>rd</sup> Ed., Charles D. Forbes & William F. Jackson
- Differential Diagnosis of Common Complaints, 4<sup>th</sup> Edition, Robert H. Seller
- Differential Diagnosis and Management for the Chiropractor, 4<sup>th</sup> Ed., Thomas Souza
- The Merck Manual of Diagnosis and Therapy
- Encyclopedia of Natural Medicine, Murray & Pizzorno

## Required Equipment:

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|--|---|
| • Oto/Ophthalmoscope diagnostic set    | • Taylor Reflex Hammer                    |
| • Disposable Otoscope specula 4 mm     | • Tape Measure                            |
| • Sphygmomanometer                     | • Goniometer                              |
| • Stethoscope                          | • Disposable Gloves                       |
| • Tuning Forks: 512 Hz & 128 Hz        | • Alcohol Wipes                           |
| • Penlight                             | • Cotton Balls                            |
| • Digital Oral or Tympanic Thermometer | • Safety Pins                             |
| • Tongue Depressors                    | • A patient gown for laboratories         |
|  | • Additional equipment described in class |

## Attendance and Classroom Conduct Policy:

- See link on Academics - Course Catalog for Policies Common to All Parker Courses.

## Grading System

Evaluation is an integral part of the educational process and is used as an educational tool to help students identify problem areas, to recognize and reward achievement, and to identify students who are unable to meet the rigors of the curriculum. Final course grades and their interpretation are as follows:

Grade	Numerical Value	GPA	Interpretation of Academic Achievement
A	89.5 - 100	4.0	Excellent
B	79.5 - 89.49	3.0	Above Average
C	69.5 - 79.49	2.0	Satisfactory
F	Below 69.49	0.0	Unacceptable

## Examinations:

The overall course grade is the average of the scores from:

- 16% – Lecture exam one
- 16% – Lecture exam two
- 16% – Lecture exam three
- 16% – Lecture final exam
- 16% – Lab midterm exam
- 16% – Lab final exam
- 4% – Lab attendance

In order to ensure that the student has a comprehensive grasp of the material, the written lecture examinations (after exam one) are cumulative, with about 80% of the examination (40 questions) covering new material, and 20% of the exam (10 questions) comprised of previous material. The lab practical final exam is not cumulative.

Your grade for lab attendance will be awarded according to the following table:

Number of labs missed	Lab Attendance Grade
0	100%
1	87.5%
2	75%
3	62.5%
4	50%
5	37.5%
6	25%
7	12.5%
8	0%

The deductions for missed labs are levied regardless of the reason for missing the lab. However, **except for test days, I allow you to attend any of the scheduled lab sessions that you choose**. Since you are allowed to attend whichever lab section fits your schedule, if you miss a lab early in the week, you are free to attend a lab later in the week, for full credit. Other than you attending a regularly scheduled lab, there are no make-up labs.

Each lab begins with a demonstration of the skill for that week. If the demonstration is delayed waiting for late students, this holds up the entire class. For this reason, if you arrive more than 5 minutes late, you are considered tardy. For purposes of your lab attendance grade, 2 tardys = 1 absence.

**Please come to lab prepared.** Specifically, please bring your spiral bound lab notes manual and any equipment needed for the exam that week (refer to the lab calendar). Female students also need to bring their gown during the two weeks that we cover the thoracic and cardiovascular exams. **The night before your lab, please read the relevant pages in your course lab manual over the area being examined that week.** The items you are reviewing are the specific lab criteria we will be drilling on and what you will be tested on during your lab practical examinations.

The laboratory midterm examination is given over a two week period and covers four examination sheets (history, head and neck exam, eye exam, and ear, nose, and throat exam). The lab final examination is given over a two week period and covers three examination sheets (thoracic and lung exam, cardiovascular exam, and abdominal exam). The exam is during your regularly scheduled laboratory time period, with one half the class testing during the first week, and the other half the second week. Switching weeks or lab sections is allowed only with the prior permission of the instructor. It is your responsibility to check the section assignments that will be posted on the course website. If you miss your assigned time without prior notification to the instructor, it will be treated under the college's missed exam policy.

### **Course Specific Changes to Attendance and Grading Policy:**

Roll sheets. Lecture attendance is taken via the roll sheets that are passed around at the beginning of class. Please read the first sentence at the bottom of the roll sheets you sign: "*Students must legibly sign using their full names, no initials, no rubber stamps.*" In order to avoid prolonged discussions about what is legible or not, here is the policy for my class. **All students must PRINT their name.** No initials means just that. If your name is Bill Smith and you sign in as B. Smith, you are subject to being marked absent. If you ignore the previous sentences you will get two warnings. If you write illegibly or use initials, I will put a pink border around your signature. That is not counted as an absence; it is just a gentle reminder. If you do it a second time, you will get a second gentle reminder. If you ignore the two warnings, and continue with the initials or illegible signature, it is 3 strikes and you are out. You will find a yellow mark through your name which will count as an absence.

Please don't get creative with your signature and vary how it looks. Your signature must be consistent over time. When a signature appears that is markedly different from previous signatures, it raises the suspicion that someone else signed for you. It should go without saying, but you should never sign in for another student or ask a student to sign you in. Falsification of records puts you in the same category as cheating on an examination – it can get you kicked out of school.

As stated in Policies Common to All Parker Courses, there are NO makeup lecture exams or lab practicals barring any unforeseen emergencies or extraordinary circumstances the student might encounter. Examples of extraordinary circumstances include a death in the family or a serious injury or illness. In order to be accepted as valid, you must furnish written proof, i.e. copy of obituary, letter from your doctor, etc. With this documentation, the score earned on your final written exam (week 15 exam) will also serve as the grade for your missed exam. This option can be used just **once**. Any additional missed exams will be scored as **zero**.

**90-90:** As a reward for outstanding academic performance and attendance, if at the end of week 14 the student has:

- a cumulative average of 90% (based upon the scores earned from all exams and attendance)
- 90% cumulative attendance (lecture and lab combined)

the student is exempt from taking the final exam and will receive an A for the course. Since this course has 75 contact hours per trimester, the student can only miss 7 hours class time (lecture and lab combined). If you miss 8 or more hours, regardless of the reason, you are not eligible for this option. Note: An average score of 89.5% will not be rounded up for purposes of this exemption of taking the final.

**Bonus questions at the beginning of lecture:** For many of our lectures, the first five minutes will be a review of important concepts covered during previous lectures. During these five minutes I will randomly call on a student by name for each question. I will enter bonus points on my tally sheet according to the following scale:

- 0 points – Student was not present when name was called
- 1 point – Student was present, but did not know the answer
- 2 points – Student was present and had a reasonably correct answer

Bonus points will credit toward the next written examination, after all names in the tally sheet have been called. Once all names have been called, the process will begin again for a new chance for bonus credit. Obviously you have to be on time and in your seat at 7:00 in order to be eligible for this bonus credit.