

## **Course Syllabus**

### **GENERAL COURSE INFORMATION:**

**Course Title: Differential Diagnosis**

**Course Number: CLSC-6305**

**Trimester Credit Hours: 5**

**Total Contact Hours Per Trimester: 90**

**Course Director: Dr. Trevor Foshang**

Email Address: tfoshang@parkercc.edu

Phone number: ext. 7348

Office Hours: M, T, W, T 12-1, F 11-12

**Class meeting time:**

Tues and Thurs 1:00pm -3:00pm

**Lab Hours Per Week: 2**

**Lab Director/Instructors:**

Dr. Foshang /Dr. Gilbert, Dr. Hall

**Lab Contact Hours/Trimester: 2**

### **COURSE DESCRIPTION:**

This course supports the mission statement of Parker University College of Chiropractic by helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course is designed to give the student a sound educational foundation in the development of a differential diagnosis and working diagnosis through the presentation and evaluation of cases and case studies. In addition to the development of working diagnosis the course is designed to discuss basic patient management in preparation for more advanced discussion in the following Patient Management course. This course requires that student research outside sources to gain insight in the development of critical thinking skills essential for differential diagnosis and patient management. Emphasis will be placed on common conditions the Chiropractor will encounter during practice.

The course will introduce a systematic approach to the development of a differential diagnosis using sound reasoning skills that have been gained over the course of the student's studies. In addition algorithms will be introduced as an aid.

### **LEARNING OBJECTIVES:**

#### **Learning Outcomes:**

At the completion of this course, the student should:

1. Be able to integrate facts and concepts of basic clinical findings of commonly occurring conditions seen by the Chiropractor.
2. Be able to discuss diagnostic procedures and their usefulness based on presenting history and/or presumed etiology.
3. Be able to identify "red flags" of some uncommon presentations of viscerosomatic conditions that present similar to musculoskeletal conditions seen often by the Chiropractor.
4. Be able to demonstrate the process of gathering data, interpreting data and arriving at a succinct differential or working diagnosis.

5. Be able to formulate a treatment plan using the best available evidence.

**GENERAL APPROACH TO TEACHING:**

Differential Diagnosis class is designed to be an interactive class. Questions are encouraged classroom discussion. Students are encouraged to participate in open discussion for the purpose of clarification.

**PREREQUISITES:**

Physical Diagnosis, Clin Ortho, Clin Neuro, Lab Diagnosis, Diagnostic Imaging II

**REQUIRED TEXTBOOKS:**

1. Differential Diagnosis and Management for the Chiropractic (protocols and algorithms). Author-Thomas A. Souza

**RECOMMENDED ADDITIONAL TEXTBOOKS:**

1. Neuroanatomy through Clinical Cases. Author – Blumenfeld

NOTE\* If there is a disagreement between the lecture material and the texts, consider the lecture material preeminent for testing purposes.

**SUPPLIES:**

Scantron Sheets and #2 pencils for taking exams Students will need a good clean eraser because **No Credit** is given for incomplete eraser mistakes made on the Scantron sheet once they are graded.

**EVALUATION AND GRADING POLICY:**

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 listed below:

<b>PRESENTATION</b>	<b>20%</b>
<b>MIDTERM EXAM</b>	<b>20%</b>
<b>QUIZZES</b>	<b>20%</b>
<b>LABORATORY</b>	<b>20%</b>
<b>FINAL EXAM</b>	<b><u>20%</u></b>
<b>TOTAL</b>	<b>100%</b>

Grade	Numeric Value	Grade Point	Interpretation of Academic Achievement
A	89.5-100	4.0	Excellent
B	79.5-89.49	3.0	Above Average
C	69.5-79.95	2.0	Satisfactory
F	69.49 or below	0.0	Unacceptable

This grading scale is strictly adhered to. There are NO exceptions.

**ESTIMATE OF STUDENT WORK LOAD:**

A student should plan to spend a minimum of 4 hours per week on the materials presented in this course. Some may spend considerably more and some may spend less. You should consider initially working alone and then in a study group so concepts can be discussed and elaborated upon.

**90/90 RULE:**

The 90/90 rule does not apply to this class.

**LABORATORY:**

It is expected that each student will come to lab prepared to give, and be given, an examination of the material for that week. This means that you will need to have a short sleeved T-shirt and shorts. Please wear appropriate undergarments. You are also expected to bring your diagnostic kit with the appropriate instruments such as reflex hammers, tuning forks, pinwheels, cotton swab / sticks, penlight, tape measure, oximeter, smell / taste, etcetera. If you present to lab either unequipped or in inappropriate attire you may be asked to leave and you will be counted absent for that particular session.

**OPEN LABS: N/A**

**EXTRA CREDIT: None**

**A COMPLETE LIST OF ALL ACADEMIC POLICIES CAN BE FOUND ON THE PARKER WEBSITE TO INCLUDE BUT NOT LIMITED TO:**

Absences for Religious Holidays  
Academic Dishonesty  
Academic Promotion, Probation and Dismissal Policy  
Appeals  
Assistance and Accommodations  
Attendance Policy  
Audio/Video Taping  
Cell Phones and Electronic Devices in Class  
Classroom Behavior  
Communications  
Computer Usage  
Examinations (Make up Exams/Lab Practicals)  
Altering Grades on Exams  
Exam Review  
Final Examinations  
Grading System  
Late Instructors to Lecture/Lab  
Missed Exam Policy  
Professional Decorum  
Special Needs Consideration  
Student Bereavement Policy  
Excused Absences

**DISCLAIMER**

The lecture outlines contained in the lecture booklet are NOT intended to represent the entire content of the course. A lecture outline is intended to be a guide to the lecture. The responsibility of the instructor is to follow the outline, expand the concepts and give explanation and illustrations to clarify content. The role of the student is to attend lecture and take notes over material presented by the lecturer that explains and illustrates the material listed in the outline. It is also the responsibility of the student to question the instructor if explanations and illustrations are not clearly presented or understood.

The instructors take no responsibility for the accuracy or completeness of old notes, quiz questions or exam questions that students may purchase, acquire from off of the internet or be given by previous students.

**IMPORTANT NOTE:**

The provisions contained in this syllabus do not constitute a binding contract between the student and the Parker University College of Chiropractic. These provisions may be changed at any time and for any reason at the discretion of the Course Director. When it is necessary to make changes to this document, appropriate notice (at least one week, if possible) will be given to the student(s).