

# TEXAS



## Chiropractic College

**Division of Clinical Sciences  
Department of Clinical Reasoning and Therapeutics**

### **CASE MANAGEMENT SYLLABUS**

**CH-7220 Case Management**

**2 Credit Hours**

**2 Lecture Hours**

**0 Lab Hours**

**TR7 SPRING 2012**

**COURSE DESCRIPTION:**

This course includes the development and the recording of management plans based upon the patient's clinical presentation of common neuromusculoskeletal disorders. The course will also address when referral and/or collaborative care may be warranted and how the management plan may be altered based upon outcome measures.

**PREREQUISITES:** Adjusting Procedures III, Applied Clinical Reasoning, Nutrition II

**COREQUISITES:** Internal Diagnosis II

**Meeting times and places**

Tuesday Lec: 8-9 a.m. R-204

Thursday Lec: 2-3 p.m. L-203

**Contact Information:**

Course Professor: John Ward, D.C., M.A., M.S.

Assistant Professor

Office: Room #325, Iwama Building

Office Hours:

Monday 8 a.m.

Tuesday 9 a.m.

Thursday 10 a.m.

Friday 11 a.m.

Because office hours are occasionally utilized for meetings and other activities, it would be advisable to schedule appointments prior to the time of your desired appointment.

Phone: Campus (281) 998-5704

Fax: (281) 487-0581

Faculty Support: Michelle (281) 998-6083, Eddie (281) 998-6082

E-mail: [jward@txchiro.edu](mailto:jward@txchiro.edu)

[Edvance360.com/txchiro/](http://Edvance360.com/txchiro/)

### **COURSE MATERIALS:**

#### **REQUIRED TEXTBOOK:**

- 1) Articles posted on Edvance 360
- 2) Dynamed: <http://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=dynamed>
- 3) National Guidelines Clearinghouse: <http://www.guidelines.gov>
- 4) Plus lecture note packets and class handouts.

#### **SUGGESTED READING:**

Differential Diagnosis and Management for the Chiropractor: Protocols and Algorithms, 3rd edition, Thomas Souza. Jones and Bartlett Publishers, Inc., 2005.

### **Edvance 360:**

The course syllabus, course announcements, and the course grades will be posted on Edvance 360 (formally Scholar 360). The web address is: <http://edvance360.com/txchiro/>

### **CLINICAL COMPETENCIES:**

Course content will include the following clinical competencies:

#### **TCC/CCE competencies:**

History Taking

Physical Examination

Neuromusculoskeletal Examination

Diagnosis

Case Management

Case Follow-up and Review

Evidence Based Practice / Research

Referral / Collaborative Care

Health Care Informatics

### **LEARNING OUTCOMES: These are global, programmatic outcomes the student should be “able to do” after successful completion of this course.**

- 1) Develop and implement a patient care plan based on best practices.
- 2) Adapt patient care plan to clinical context and patient’s circumstances (i.e. resources, availability, and compliance).
- 3) Determine the need for referral and/or collaborative care.
- 4) Conduct data searches using library and other systems to access information from sources such as computerized databases and the Internet.
- 5) Integrate information in evidence based practice.
- 6) Correlate basic science and epidemiologic knowledge with clinical reasoning.

- 7) Provide evidence for the safety and effectiveness of treatment measures used in the clinical management of chiropractic patients.
- 8) Demonstrate history-taking, examination and diagnostic skills as a foundation for clinical reasoning (QEP).
- 9) Incorporate basic science knowledge to formulate a diagnosis based on acquired patient information (QEP).
- 10) Demonstrate the use of analytic processes (hypothetico-deductive reasoning) and non-analytic resources (pattern recognition) when solving clinical problems (QEP).
- 11) Apply various decision aids and evidence to the clinical decision process (QEP).

### **COURSE OBJECTIVES:**

This course relies heavily on case-based learning to achieve outcomes. Working in small groups, students are expected to analyze clinical information, refer to prior course materials, textbooks, guidelines and research to determine an appropriate course of care for common neuromusculoskeletal cases. Each student is expected to actively improve her or his knowledge and skills related to case management. By the end of this course, students should be able to:

- 1) Accurately assess key history and examination findings based on common neuromusculoskeletal disorders.
- 2) Analyze and report clinical findings in terms of anatomical, biomechanical and/or physiological processes.
- 3) Synthesize key clinical information to develop accurate diagnoses and appropriate differentials.
- 4) Design appropriate management plans based on phases of care.
- 5) Design appropriate management plans that incorporate passive and active therapies, nutritional recommendations, proper manipulative procedures, referral and/or co-management if applicable.
- 6) Determine appropriate subjective outcome measures based on an assessment of clinical information.
- 7) Recommend appropriate referral and/or collaborative care protocols.
- 8) Assess valid guidelines to determine appropriate care.
- 9) Justify care plans using evidence-based guidelines and best practices.
- 10) Predict an appropriate prognosis based on clinical information.
- 11) Evaluate information presented by group members and determine face validity based on personal knowledge base.
- 12) Facilitate productive group discussion by active listening, asking probing questions, and/or offering new information.

### **TEACHING PHILOSOPHY**

I believe that each student is unique and my course should be custom-designed for them. It is my desire to help students become the best future healthcare providers that they can be. I try to lead by example. I promote students curiosity in my classroom. Teaching methods used in this course will vary according to tempo and personality of the class. Lecture, case studies and assigned readings will be used. The information provided to the student will be challenging; however, will not be an insurmountable task. At this advanced level in your education I consider

you and I as equal partners with equal responsibility to each other, that is to say I bring the information to class in an organized manner and you put forth the necessary effort to take notes and learn the material. At various points I will check your progress and offer any service I can to identify and rectify any major deficiency that might be identified.

## **STUDENT RESPONSIBILITIES**

The responsible student will:

- come to class,
- take notes,
- learn the material presented,
- participate in classroom discussion,
- prepare well ahead of time for exams.

**Last day to drop and/or add.....Friday January 20<sup>th</sup> 2012**

**Last day to withdraw.....Friday March 02<sup>nd</sup> 2012**

## **Exams:**

Hourly exams will be given at regular intervals and paced somewhat to the tempo of the class at large.

## **Holidays/Other Non-meeting Dates:**

Classes will not meet:

Monday January 16<sup>th</sup> – Martin Luther King Jr. Day

Monday February 20<sup>th</sup> – President's Day

March 12<sup>th</sup>-16<sup>th</sup> Spring Break

March 16<sup>th</sup> – 18<sup>th</sup> – NBCE Exams

Friday April 06<sup>th</sup> – Good Friday

Monday April 16<sup>th</sup> – Student Study Day

**Final Exam Week..... April 17<sup>th</sup> – 24<sup>th</sup>**

## **COURSE CONTENT:**

### **Lecture:**

Jan 10-13

Tuesday- Intro/syllabus/Patient Management Guidelines/Referral & Co-management

Thursday- continuation

Jan 16-20

Tuesday- Treatment plan/Treatment modality (ultrasound, muscle stimulation) review/Outcome measures

Thursday- continuation and preparation for exam#1

Jan 23-27

Tuesday- Exam#1 (over the notes from the first two weeks of class)

\*For the different modalities focus on “why” you would use them.

Thursday- Cervical spine case. Throughout the course you will repetitively engage in small group work. During these sessions you will develop a management plan for different cases. For all of your cases I will scan your answers into PowerPoint. We will then review your responses the following week. Each group will be expected to give a short presentation of

how they would manage their case. Reviewing your responses as a class will help you learn from one another. I will make every effort to find conditions that you have learned in Ortho I and/or are learning in Ortho II if possible.

\*For all of your cases be able to tell me “why” you would do something for the patient.

Jan 30-Feb 3

Tuesday- Review case management plan #1 from the previous week.

Thursday- Shoulder case

Feb 6-10

Tuesday- Review case management plan #2 from the previous week.

Thursday- Elbow case

Feb 13-17

Tuesday- Review case management plan #3 from the previous week.

You will also be assigned cases for your end of the semester class case management PowerPoint presentation project.

Thursday- Wrist case

Feb 20-24

Tuesday- Review case management plan #4 from the previous week.

Thursday- Lumbar spine case

Feb 27- Mar 2

Tuesday- Review case management plan #5 from the previous week.

Thursday- Hip case

Mar 5-9

Tuesday- Review case management plan #6 from the previous week.

Thursday- Exam#2 (focusing on applied case management)- This exam will be entirely short answer.

**SPRING BREAK**

Mar 19-23

Tuesday- Review exam

Thursday- Knee case

Mar 26-30

Tuesday- Review case management plan #7 from the previous week.

Thursday- Ankle/foot case

Apr 2-6

Tuesday- Review case management plan #8 from the previous week.

Thursday- PowerPoint class presentations of a case plan. Near the middle of the semester I will assign cases to each small group. There will be a posted format for you to present your case. Your presentation must be in PowerPoint. If for any reason your group is not computer literate let me know and I will assist you.

Apr 9-13

Tuesday- continuation of PowerPoint class presentations of a case plan.

Thursday- Review for lecture final exam.

*Comprehensive lecture final exam as per Registrar's schedule April 17-24.*

## **GRADE METHOD AND SCALE**

Explanation of Evaluation:

Grading scale is per student handbook with the following values:

**90-100 = A**

**80-89 = B**

**70-79 = C**

**Below 70 = F**

## Assessment Process and Measurements:

### Lecture

1) Daily participation grade	35%
2) Two Lecture exams (worth 15% each)	30%
3) Comprehensive final	25%
4) Class case PowerPoint presentation	10%

Total: 100%

Sick day activity- I will post an activity on Edvance 360 at the beginning of the semester that you should complete in the event that I ever miss class. It will count towards your daily participation grade.

## Assessment Format:

**Lecture exams:** We will have two that are evenly divided amongst the course material.

**Comprehensive final:** This will be scheduled as per the registrar's guidance.

### My procedure while you take your exam:

- 1) Wait out in the hall before the start of the exam.
- 2) A few minutes before the start of the exam I will open the door and post a randomly generated seating chart.
- 3) Put your belongings at the front of the classroom.
- 4) Find your seat and begin (you do not need to wait for instructions from me). Make sure to print your name and student ID on your ParScore form.

If you have special needs you need to let me and the testing center know so that you can take the exam at the same time as your peers. I will post the answer key online to your exams one-hour after the beginning of the exam. It will be posted on Edvance 360 in a folder called "Exam Keys." That will allow for you to rapidly review the exam for learning purposes as well as to challenge any unfair questions. If for whatever reason you are not able to take your exam you need to let me know in advance. You will only be allowed a make-up exam if you have notified me in advance that you may be late or miss the exam and it was **an approved absence** (e.g., you attended a funeral or you have a doctor's note for a medical illness).

### General test day procedures continued:

During the exam **I will not answer any questions**; I will just proctor the exam to avoid giving an unfair advantage to any students who may ask me a question. Answer all questions to the best of your ability. If any are unfair, do your best to answer them and write why they are unfair in the margin. Also write a brief message on the front page of your exam (e.g., "Please look at question twenty-three") to draw my attention to your concern. I will throw out questions that are reasonably unfair or give credit to multiple answers depending on the case. I am extremely fair (although I am demanding).

The first exam in the course: will be fifty questions long (make sure to go to the restroom before starting the exam).

They will be 70% multiple-choice and/or true-false questions (you need a ParScore form for that part). The last 30% will be fill-in-the-blank and short answer. For this remaining section you need to record your answers directly on your test. Some of the multiple choice questions will be extended matching questions. They will have up to ten possible choices (and only one will be correct). All short answer exam questions throughout the course will be all-or-none credit. Also you are allowed to be two letters off on spelling of technical terms or the answer you have written will be counted wrong. The highest grade you can earn on any exam even with bonus points will be 100%. You will get your graded exams the next class period after the exam to review, but I will need them back for documentation purposes.

The second exam in the course: It will be entirely short answer. This exam will focus on your ability to develop a case management plan. I will provide you with a few cases.

Lecture final exam: It will essentially represent a combination of the two intra-term exams. The first half of the exam will involve your basic understanding of the course notes from the initial two weeks of class. The second half of the exam will involve you developing case management plans for a few cases.

### **Essential Policy Information:**

“For specific procedures on how each policy is enforced see the Student Handbook.”

**Attendance:** Regular and punctual attendance at all scheduled classes is expected. A student is subject to academic penalty, loss of 10% of your grade in the course, if absences exceed **ten percent**. Absences exceeding **twenty percent** subject a student to dismissal from the course. Three incidences of tardiness will constitute an absence.

#### Missed Examinations:

Students must notify faculty before missing any examination. If an examination is missed for good and sufficient reason and the student has notified the faculty member in advance, a make-up examination may be given subject to a fee of \$40.00. The fee for the make-up examination is a minimum of \$75.00 if a standardized patient is required for the exam. Additional required standardized patient hours may increase this \$75.00 minimum fee. All intra-term examination must be made up prior to final examinations. Missed final examinations must be made up within the first week of the next semester. A student may be allowed a maximum of two missed examination dates for good and sufficient reason per trimester. These two missed examination dates are for all enrolled courses in a trimester, not for each individual course. Any request for additional make-up examinations will require documentation substantiating the absence and must be approved by the Dean of Academic Affairs.

#### **You have 2 weeks from the date you return to make up exams missed during the trimester.**

Students arriving late for written examinations will not be allowed extra time. Students arriving late after an examinee has turned in their test will not be allowed to take the written examination and must schedule an appointment for a make-up provided they have appropriate acceptable documentation as to why they were late.

**Incompletes:** Course assignments and examinations must be completed prior to the final examination in that course. Those not completed will receive a grade of zero.

**Classroom Management Policy:** TCC is committed to the fundamental principles of freedom of speech, including controversial positions taken in the classroom by faculty and/or students. However, all types of speech and behavior must be balanced with principles of appropriate classroom behavior in a professional school. Faculty have a right to establish clear expectations in this regard and students should share the responsibility for maintaining an appropriate, orderly learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor (either in the syllabus or at the time the behavior occurs) may be subject to discipline in accordance with the procedures described below and the College’s Student Discipline Policy (see Student Handbook).

Identification of disruptive behavior by students may include but is not limited to:

#### Mild to moderately disruptive behavior:

Persistent speaking without permission  
Engaging in activities not related to the class

Inappropriate use of computers, cell phones or other electronic devices

Sleeping in class

Chronically entering class late or leaving early

Eating or drinking in the classroom if the faculty members syllabus specifically disallows it

Disputing authority in an argumentative or disrespectful manner with faculty and/or other students

Moderate to severely disruptive behavior;

Verbal or physical threats

Physical altercations

Destruction of property

**Cellular phones/Electronic Devices:** Electronic communication devices are to be turned off or placed in silent mode when in the classroom. These devices are **NOT** allowed to be on your person during testing situations. Cellular phones may **NOT** be answered during class time without prior permission from the faculty member. Texting or e-mailing is **NOT** allowed during class time. All devices will be confiscated if used during class and the student will lose 10% of their final total grade per offense. There is **NO** warning on this issue. Refusal to turn over your electronic device constitutes “insubordination” and an incident report will be filed.

**You may only use your lap top for taking notes and following along with Dr. Ward’s Power Point. Should you have any other screen up you will lose the privilege of using a lap top in ALL class you have now or will have in the future with Dr. Ward. This will be considered unprofessional conduct and you will lose 10% of your final grade.**

**Guidance and Counseling:** The Guidance and Counseling Department is prepared to confidentially assist you with personal, relationship or academic issues. With appropriate documentation, the Director of Guidance and Counseling coordinates academic related special needs with instructors.

**Plagiarism:** “Plagiarism is defined as copying or paraphrasing information from any published or non-published source, except for properly referenced citation, and presenting this material as one’s own, original work for credit in a course. Plagiarism is considered the equivalent of cheating.” **I will give you a “WF” if you are given an individual assignment and you do it with someone else. I will give you a “WF” if you cut and paste material from anywhere (internet, other professor’s slides) and turn it in as your own work. All turned in work is to be a summary of material in your own words whether it is referenced or not.**

**Retention of Examinations:**

I will retain all copies of examinations. You will have an opportunity in class to review all examinations and dispute any questions you see fit the next class session after that exam. If any student desires to review any exam, he/she can contact me to set an appointment between 7:30 A.M- 8 A.M. most days of the week.

**Academic Integrity**

TCC is committed to a high standard of academic integrity in the academic community. In becoming a part of the academic community, students are responsible for honesty and independent effort. Failure to uphold these standards includes, but is not limited to, the

following: plagiarizing written work or projects, cheating on exams or assignments, collusion on an exam or project, and misrepresentation of credentials or prerequisites when registering for a course. Cheating includes looking at or copying from another student's exam, orally communicating or receiving answers during an exam, having another person take an exam or complete a project or assignment, using unauthorized notes, texts, or other materials for an exam, and obtaining or distributing an unauthorized copy of an exam or any part of an exam. Plagiarism means passing off as his/her own the ideas or writings of another (that is, without giving proper credit by documenting sources). Plagiarism includes submitting a paper, report or project that someone else has prepared, in whole or in part. Collusion is inappropriately collaborating on assignments designed to be completed independently. These definitions are not exhaustive. When there is clear evidence of cheating, plagiarism, collusion or misrepresentation, disciplinary action may include but is not limited to: requiring you to retake or resubmit an exam or assignment, assigning a grade of zero or "F" for an exam or assignment; or assigning a grade of "F" for the course. Additional sanctions including being withdrawn from the course, program or being expelled from school may be imposed on a student who violates these standards of academic integrity.

#### **Americans with Disabilities Act Statement**

TCC is dedicated to providing the least restrictive environment for all students. We promote equality in academic access through the implementation of reasonable accommodations as required by the Vocational Rehabilitation Act of 1973, Title V, Section 504 and the Americans with Disabilities Act of 1990 (ADA) which will enable students with disabilities to participate in and benefit from all post-secondary educational activities.

**Note:** Other important policies can be obtained from the current edition of the Student Handbook.  
**THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME. ANY CHANGES WILL BE NOTED VERBALLY (in class) AND IN WRITING (Edvance 360).**