

**Texas Chiropractic College  
Division of Clinics  
Course Syllabus**

**Course Title:** Clinic I – Campus Health Center

**Course Number:** CL-7518

**Trimester:** Spring 2012

**Credit Hours:** 5 credits (135 hours)

**Course Meeting Time:**

**Lecture hours:** Monday 11:00 – 11:54

Location: R 204

Campus Health Center Clinic Hours

Monday 11-5  
Tuesday 11-6  
Wednesday 11-5  
Thursday 11-6  
Friday 11-5

**Instructors:** Adraine Mosely, D.C.  
Attending Clinician

Jason Flanagan, D.C.  
Attending Clinician

Victor Benavides, D.C.  
Director of Campus Clinics

Coleman Albracht, D.C.  
Attending Clinician

**Office Hours:**

**Dr. Albracht: TBA**  
**Dr. Flanagan: TBA**  
**Dr. Mosely: TBA**  
**Dr. Benavides: TBA**

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**Scholar360:** <http://scholar360.com/txchiro/>

**Required Textbooks:** Reference textbooks / material covered in Trimester One through Six.

**Other Materials:** Diagnostic equipment as required in prior courses, hand sanitizer, and non-latex gloves.

**Reference:**

Wolpaw T.M., Wolpaw D.R., Papp K.K., SNAPPS: A Learner-Centered Model for Outpatient Education. Academic Medicine, 2003; 78: 893-898

[http://www.practicalprof.ab.ca/teaching\\_nuts\\_bolts/snapps.html#](http://www.practicalprof.ab.ca/teaching_nuts_bolts/snapps.html#)

**Resources:**

Library point of care data bases to include: UpToDate and Dynamed.

**Course Description:**

The Campus Health Center (CHC) is designed to give students initial experience in the clinical setting. The CHC operates as a fully functional campus clinic providing chiropractic care to students, faculty and staff as well as their families. The CHC provides students with a forum for practical application of clinical attitude, knowledge, skills, and reasoning obtained prior to trimester seven in the Doctor of Chiropractic Program (DCP). Operations of the CHC reflect the Handbook of Policies and Procedures utilized in the college's outpatient clinical instruction.

**PREREQUISITE:**

Successful completion of all coursework in trimesters 1 through 6, proof of compliance with Texas Administrative Code Rule # 97.64 (Required Vaccinations for Students Enrolled in Health-related and Veterinary Courses in Institutions of Higher Education)

**Clinic Education Goals:**

1. Provide quality health care for students, faculty, staff and family.
2. Provide an opportunity to develop, enhance critical thinking skills in the clinical setting.
3. Develop practice management skills in a practical setting.
4. Expand clinical exposure and case opportunities to interns to promote clinical reasoning skills.
5. Treat patients and fellow colleagues professionally, ethically, unbiased and without harm.

**Learning Outcomes:**

1. The Intern will formulate a diagnosis and management plan appropriate to the history, examination findings and any co-morbidity that the patient may exhibit. .

2. The Intern will determine the necessity for laboratory studies, x-rays and special studies in the clinical decision process.
3. The Intern will develop a rationale for appropriate referrals and / or collaborative care.
4. The Intern will construct a systematic approach and delivery of patient care.
5. The Intern will utilize outcome measures to substantiate care.
6. The Intern will demonstrate the role that chiropractic plays in achieving and maintaining wellness through health promotion and prevention.
7. The Intern will develop and implement a patient care plan based on best practices.

**Learning Objectives:**

1. Identify and apply clinical protocols and procedures.
2. Utilize the SNAPPS model to present patient / clinical cases.
3. Perform an appropriate history and physical exam for an area of patient complaint.
4. Perform an orthopedic and neurological exam for an area of complaint.
5. Perform appropriate chiropractic manipulative therapy (CMT) - adjustments.
6. Select specific therapeutic modalities with documented rationale.
7. Write a plain film x-ray report and provide an oral summary to patient and clinician.
8. Write a UA, CBC, and CMP lab report, and provide an oral summary to patient and clinician.
9. Formulate a problem list.
10. Identify any co-morbidity in addition to patient’s chief complaint.
11. Construct a safe and effective care plan.
12. Write an initial patient report.
13. Utilize the principles of wellness, prevention, and lifestyle in patient care.
14. Demonstrate the appropriate rationale for the use of nutrition, rehab, exercise and ergonomics in patient care.
15. Perform a report of findings to patient and clinician.
16. Select and interpret appropriate outcome measures related to treatment goals.

**Clinical Competencies:**

The Campus Health Center (Clinic I) is a practical clinical education course that will integrate the competencies of the Council on Chiropractic Education and the Texas Chiropractic Educational Blueprint through various teaching methods.

CCE Clinical Competencies		TCC Clinical Competencies	
History Taking	Emergency Care	Business Aspects of Practice	Public Health
Physical Examination	Case Follow-up and Review	Communication	Quality Assurance / Quality Improvement

Neuromusculoskeletal Examination	Record Keeping	Complementary and Alternative Medicine	Referral / Collaborative Care
Psychosocial Assessment	Doctor-Patient Relationship	Evidence Based Practice / Research	Special Populations
Diagnostic Studies	Professional Issues	Health Care Informatics	Physical Therapeutic Procedures
Diagnosis	Wellness	Nutritional Counseling	
Case Management	Ethics and Integrity		
Chiropractic Adjustment or Manipulation			

### Teaching Philosophy / Methods:

- The use of SNAPPS model will be the primary intervention for this course. Other models such as the “one minute preceptor / observation, or the muddiest point” may be utilized to give feedback in the clinical thinking process.
- The Interns will be introduced to the SNAPPS model during the first week of the trimester.
- Guidelines and expectations of the SNAPPS model will be discussed.
- The Interns will be introduced to Knowledge Based Inference Tool (KBIT).
- The Interns will be introduced to the Case-Based Discussion format.
- The Interns will be instructed on how to write their reflection paper.
- The Instructor(s) will encourage the critical thinking process of the interns.
- The Instructor(s) and intern will have a flash card of the SNAPPS mnemonic to have during presentations.
- The Instructor(s) will assist the intern in identifying deficiencies, give constructive corrective measures and assign self learning tasks.
- Students should correlate past classroom tasks into clinical skills related to patient care.
- At this entry level to clinical experiences, the student will be accountable to their patients to perform appropriate quality care under the direct guidance of the course instructor(s).

### Intervention/Teaching Strategies:

- SNAPPS model of clinical teaching: A learner-centered technique for case presentations.
  - S - Summarize briefly the history and physical findings
  - N – Narrow the differential to two or three relevant possibilities
  - A – Analyze the differential by justifying/comparing and contrasting the possibilities

- P – Probe the student/intern and Clinician by asking questions about uncertainties, difficulties, or alternative approaches
- P – Plan the management for the patient’s health issues
- S – Select a case-related issue for self directed learning

**Assessment Tools:**

Examples:

- Direct observation of SNAPPS model by checklist on Educational Prescription Pad or PDA-Palm Pilot
- OSCE Format (CSCE I)
- SP Encounters
- Extended Matching Questions (EMQ)
- Script concordance questions
- Global rating assessment
- Case Based Discussion (Chart Stimulated Recall)
- KBIT
- Faculty Interview

**Student Responsibilities:**

- Student/Intern should actively participate in lecture topics.
- Student/Intern will be assigned to Intern of the Day duties.
- Student/Intern will complete trimester 1 physical (history, exam, diagnosis, lab, x-rays, report of findings).
- Student/Intern will be expected to treat patients at all times during their assigned lab.
- Student/Intern will have Thirty-Five (25) instructor observed adjustments.
- Intern will have a minimum of one (1) instructor observed history and one (1) exam evaluation on a live patient.
- Student/Intern will maintain patient files in an orderly manner as listed on the Chart Review Checklist (checklist to be provided to Student/Intern).
- Intern will maintain patient privacy as noted by HIPAA; to include oral communication, electronic communication, and written documentation.
- Student will utilize the SNAPPS model to promote, integrate and enhance clinical thought process.
- Student will present cases to clinician in “SNAPPS” format.
- Student will be observed over a minimum of three cases (SNAPPS) that will vary in complexity from straight forward, moderate and complex.
- Student will understand that clinical reasoning is a process and relaying uncertainties to the clinician is an integral part of the process.
- Student will utilize KBIT.
- Student will write two reflection papers on their experience with SNAPPS and KBIT.
- Student will ask history questions related to differential diagnosis (ddx).
- Student will perform appropriate exam procedures related to ddx.
- Student/Intern understands that feedback fitting for a Doctor of Chiropractic will be given by Instructors on a daily basis.

- Student/Intern will conduct themselves in a courteous and professional manner in all aspects of the Campus Health Center.

**Course Outline:**

Week	Spring 2012 Course Outline
1	<ul style="list-style-type: none"> <li>• CHC Open for patient care.</li> <li>• Ask clinicians for clarity on History taking, Physical exam / orthopedic exam / neurological exam practice and review.</li> </ul>
2	<ul style="list-style-type: none"> <li>• <u>Lecture</u>: Lab interpretations and X-ray report writing.</li> <li>Medicare documentation, Report of findings / informed consent.</li> </ul>
3	<ul style="list-style-type: none"> <li>• <u>Lecture</u>: Case Management X-ray.</li> </ul>
4	<ul style="list-style-type: none"> <li>• <u>Lecture</u>: Case Management Lab.</li> <li>• SNAPPS Model:</li> <li>• <input checked="" type="checkbox"/> Formative and Summative Assessment in Assessment Center: Standardized Patient #1- History and Physical</li> </ul>
5	<ul style="list-style-type: none"> <li>• <u>Lecture</u>: Sexual Misconduct / Professionalism / Ethics / Fraud.</li> <li>• <b>SNAPPS #1: Deadline</b></li> </ul>
6	<ul style="list-style-type: none"> <li>• <u>Lecture</u>: Remedies, supplements, nutrition for musculoskeletal conditions.</li> <li>• KBIT Case #2</li> </ul>
7	<ul style="list-style-type: none"> <li>• <u>Lecture</u>: Evidence-Informed Chiropractic Practice,</li> <li>• <b>SNAPPS #2: Deadline</b></li> </ul>
8	<ul style="list-style-type: none"> <li>• <u>Lecture</u>: Case Management / Case Study</li> <li>• KBIT Case #3</li> </ul>
9	<ul style="list-style-type: none"> <li>• <u>Lecture</u>: Case Management / Case Study</li> <li>• <input checked="" type="checkbox"/> Formative Assessment in the CHC.</li> <li>• <b>SNAPPS #3: Deadline, Case-Based Discussion.</b></li> </ul>
10	<ul style="list-style-type: none"> <li>• <u>Lecture</u>: Case Management / Case Study</li> <li>• <b>Case-Based Discussion.</b></li> </ul>
11	<ul style="list-style-type: none"> <li>• <u>Lecture</u>: Case Management / Case Study</li> <li>• <b>Case-Based Discussion.</b></li> </ul>
12	<ul style="list-style-type: none"> <li>• <u>Lecture</u>: Review for Entrance Exam.</li> <li>• <b>Reflection Paper KBIT and SNAPPS.</b></li> </ul>
13	CSCE I - Entrance Exam (with extended matching questions) in Assessment Center. Date TBA.
14	Finals week begin. Turn in credit slips for all quantitative requirements.
15	Grades submitted to Registrar Last Day of CHC (Wednesday).

**Note: Direct Observation Cases by use of the SNAPPS Model.**

**Weeks assigned for guest lectures and topics are subject to change.**

### **Grading Method and Scale:**

- Clinic I - CHC is a pass/fail course ( $\geq 70\%$ ).
- Grading Distribution:
  - SP encounter #1: 10 %
  - Mock encounter in the CHC: 10%
  - Entrance Exam: 50%
  - Qualitative and Quantitative requirements: 30%
    - 3 point deduction on each missed assignment due date.
    - To receive credit for a history, exam, diagnosis, lab or x-ray the intern must have the credit slip signed by the clinician within (5) clinic days.
- Entrance Exam (CSCE I)

The entrance exam will be given on the twelfth or thirteenth week of the trimester.
- Student/Intern must pass six out of the seven stations of the entrance exam (CSCE I).

A passing score is  $\geq 70\%$  on each of the eight stations.
- A student scheduled for CSCE I who does not take any section of the exam without advanced notice of good and sufficient reason to the Director and the Director of Assessment and Development will not be allowed to sit for the exam and a grade of zero will be given.
- Student/Intern who passes the overall entrance exam, but performs unsatisfactory ( $< 70\%$ ) on one part of the exam will be assigned remedial tasks in that area of deficiency. Remedial task documented on Educational Activity Form.

Student/Intern that performs on the 70 percentile may be asked to complete remedial tasks in that subject area.
- Adjustment assessment scoring criteria.

A minimum of 25 observed adjustment assessments with an average score of 2.1 on a scale of 1 to 4 to pass the course.

  - 4-Exceptional, exceeds expectations
  - 3-Satisfactory, meets and occasionally exceeds expectations
  - 2-Marginal, meets some expectations and falls short in some areas
  - 1-Unsatisfactory, performance falls short of reasonable expectations

Student/Intern may be required to have more than 25 observed adjustments to meet the minimum average score. When an average score falls below 2.1 the student will be required to attend the adjustment technique workshops prior to any further assessments. Score and reasoning for level is recorded on PDA with critique given by instructor.
- History - A minimum of one instructor observed history on a live patient with an average score of 2.1 on a scale of 1 to 4 to pass the course.
  - 4-Exceptional, exceeds expectations
  - 3-Satisfactory, meets and occasionally exceeds expectations
  - 2-Marginal, meets some expectations and falls short in some areas
  - 1-Unsatisfactory, performance falls short of reasonable expectations
- Exam - A minimum of one instructor observed examination process on a live patient with an average score of 2.1 on a scale of 1 to 4 to pass the course.
  - 4-Exceptional, exceeds expectations
  - 3-Satisfactory, meets and occasionally exceeds expectations
  - 2-Marginal, meets some expectations and falls short in some areas
  - 1-Unsatisfactory, performance falls short of reasonable expectations

**Student/Intern must meet these minimum requirements (30% of grade).**

25	Student Adjustments
25	Observed and assessed adjustments (see above criteria)
3	Case presentations (low, moderate, high level of complexity) using the SNAPPS model. Student is expected to present each clinical presentation in the SNAPPS format. The three cases are to document the student's exposure to the three levels of complexity.
4	Histories: Including one (1) direct observation and assessed history by Clinician. (See above criteria).
4	Examinations: Including one (1) direct observation and assessed history by Clinician. (See above criteria).
4	Diagnosis
1	Chart Audit Review
1	Reflection paper on use of SNAPPS
1	Reflection paper on use of KBIT
1	Case-Based Discussion
1	Global assessment (minimum 2.1 score)

NOTE: Students must meet a minimum of a “satisfactory” assessment on each of the above to be awarded credit.

**Auditing Campus Health Center**

- Student/intern must actively participate throughout the trimester to maintain proficiency and skills prior to enrollment in Clinic II. There should be continuity in time frame from Clinic I to Clinic II.
- Student/Intern will complete a minimum of 25 observed adjustment assessments.
- Student/Intern will complete Tri-1 physical (if assigned).
- Student/Intern exceeding 10% absences will be withdrawn from auditing privileges for not actively participating prior to Clinic II.
- Student/Intern auditing CHC will retake the clinic entrance exam and may be asked to complete remedial tasks as assigned by Director and Dean of Clinics. However, the results of the clinic entrance exam will not keep the student from progressing into Clinic II and will serve as a benchmark of the student's clinical strengths and weakness.
- An auditor that misses the scheduled CSCE 1 exam without advanced notice to the Director of CHC and the Director of Assessment and Development will be charged a fee for re-scheduling the standardized patients.

**Additional Assistance:**

Weekly volunteer workshops will be given in the CHC. Date and time to be arranged.  
 Topics: Not limited to adjusting techniques, history taking skills, exam, lab, and x-rays.  
 Student/Interns demonstrating deficiencies will be required to attend workshops.  
 Guest lectures by Moody Health Center Clinicians. Topics related to clinical practices.

## **Essential Policy Information:**

### **Attendance:**

Regular and punctual attendance is expected. A Student/Intern is subject to academic penalty if absences exceed 10 percent. Clinic I is a pass / fail course, excess of 10% absences will drop you a letter grade (from pass to fail) and will result in a failure for the course. A Student/Intern that exceeds >7 absences will be withdrawn from the course. If justifiable cause can be shown for the absenteeism, the Student/Intern may be permitted to make up missed assignments and maintain enrollment in the class. Student/Intern should understand that the 7 days absences allowed are for board preparation, illness, personal emergencies, student political organization commitments, and seminars. Any missed assignments or make-up days will not be allowed after the fifteenth week of the trimester.

Intern will be required to complete a full eight (8) hours in the CHC each week by the process of sign-in and sign-out to document the required weekly hours.

If an intern does not sign-in or sign-out the following make of hours will be assigned.

1 minute – 2:00 hours short = make-up a full 2 hours.

2:01 – 4:00 hours short = make-up a full 4 hours.

4:01 – 6:00 hours short = make-up a full 6 hours.

6:01 – 8:00 hours short = make up a full 8 hours.

### **Cellular Phones and Pagers:**

Electronic communication devices are to be turned off or placed in silent mode when entering the classroom. This will benefit the learning environment for you, your fellow classmates, and instructors.

### **Child, Elderly, and Spousal Abuse Reporting Policy:**

An Intern having cause to believe that a child or person's physical or mental health or welfare has been or may be adversely affected by abuse or neglect MUST report the case immediately to an Attending Clinician or Clinic Director. The Clinician and or Director will contact a state or local law enforcement agency or the Texas Department of Protection and Regulatory Services (TDPRS).

**Note:** *The Dean and Director reserve the right to make changes to this syllabus during the Trimester. All changes, additions or announcements will be made during your clinic shift and Scholar 360 website.*

*Other important policies can be obtained from the current edition of the Student Handbook.*