

Syllabus
Texas Chiropractic College
Division of Clinical Sciences
Department of Diagnosis
Internal Diagnosis I
CP-6330.ID
Spring 2012

Lecture: M-2:00-2:54; W- 2:00-2:54; Th-10:00-10:54

Contact Information:

Faculty: Lawrence H. Wyatt, DC, DACBR, FICC, Professor of Clinical Practices and Radiology

Office: Room #225, Iwama

Office Hours(By Appointment Only): M-9:00-10:00; W- 9:00-10:00, 3:00-4:00; Th-8:00-9:00, 12:00-1:00

Phone: 281-998-6066

E-mail: tccethics@gmail.com

Credits: 3 credits; 45 hours (Lecture 3 hrs, Lab None)

Course Materials:

Required Readings/Texts:

-Handbook of Clinical Chiropractic Care, 2nd Edition, Wyatt L., 2005, Jones & Bartlett(HCCC)

-Ferri's Clinical Advisor: Instant Diagnosis and Treatment; Ferri F., 2010, Mosby(FCA)

Suggested Readings:

Griffith's 5-Minute Clinical Consult, Dambro M., 2010, Lippincott Williams & Wilkins

Edvance Web Address:

<http://www.edvance360.com/txchiro>

Course Packs:

None

Other Materials:

Lecture notes are available on Edvance 360.com

<http://www.spinedocsonline.com>

Course Description:

This course focuses on a study of clinical aspects of diseases of the cardiovascular and respiratory systems as well as the topics of infectious diseases, immunology, and oncology. Appropriate radiologic, laboratory and electrodiagnostic studies are included to enhance clinical understanding.

PREREQUISITES: Introduction to Imaging Interpretation, Physical Examination and Diagnosis

Goal/Rationale of the Course:

This course provides the student with an opportunity to learn to evaluate and formulate a differential diagnosis for patients with cardiac and respiratory conditions who might present to a chiropractor for care. Emphases are placed on history taking, physical examination, differential diagnosis, laboratory and diagnostic imaging.

Learning Outcomes:

1. Analyze the common signs and symptoms of cardiac and respiratory diseases that might be typically seen in a chiropractic practice and formulate a differential diagnosis.
2. Make accurate decisions regarding diagnostic testing and therapeutic interventions in cardiac and respiratory diseases.

Learning Objectives:

At the completion of this course, the successful student will be able to:

1. Outline and accurately discuss the general physical examination and its application to diseases of the chest.
2. Outline and accurately discuss the chest examination and its application to the diseases of the heart and lungs.
3. Outline and accurately discuss the clinical findings, differential diagnosis, management and prognosis for each of the conditions presented in class.
4. Compare and contrast the various conditions presented in class including symptom similarities and differences.
5. Outline and accurately discuss the common signs and symptoms of cardiac and respiratory diseases.

6. Identify the common cardiorespiratory mimicry syndromes and their differential diagnosis.
7. Formulate a differential diagnosis based upon clinical case presentations.
8. Formulate a final clinical working diagnosis based upon clinical case presentations.
9. Choose the appropriate referral, when necessary, for diagnostic testing and/or management of the abdominal and pelvic diseases discussed in class.

Clinical Competencies:

History-taking, general physical examination, neuromusculoskeletal examination, psychosocial assessment, diagnosis, diagnostic studies, case management, chiropractic spinal adjustment/manipulation, professional issues, wellness

Teaching Philosophy:

Our educational practices have, in the past, had a tendency to foster student dependence, submissiveness and a "tell me what to do and think" attitude. Unfortunately, in such an environment, graduates are taught to regurgitate material rather than fully understand the material and apply it to varied clinical situations. This approach creates cookbook healthcare providers instead of independent critical thinkers.

The "Socratic" method of teaching will be utilized in this class. This process of education is one of shared responsibility between the student and the professor. This stimulates learning by the entire group and most often lends unique perspectives to the discussion as well as stimulating effective critical thinking skills.

Students are expected to critically appraise the principles of health care practice and the scientific literature, as they relate to GI/GU conditions..

The primary onus for learning and understanding the material for this class lies with the student, as successful learning requires students to be key players in directing their own education. This is particularly true with graduate school-level learning. Such learning is often self-directed and it is expected that the student assume this responsibility in this class. Jones, Valdez, Nowakowski, and Rasmussen (1995) describe indicators of engaged self-learning learning:

"In engaged learning settings, students are *responsible for their own learning*; they take charge and are self-regulated. They define learning goals and problems that are meaningful to them; have a big picture of how specific activities relate to those goals; develop standards of excellence; and evaluate how well they have achieved their goals. They have alternative routes or strategies for attaining goals- -and some strategies for correcting errors and redirecting themselves when their plans do not work. They know their own strengths and weaknesses and know how

to deal with them productively and constructively. Engaged learners are also able to shape and manage change."

While it is understood that each student must memorize certain facts to be an intelligent participant in a discussion, it is more important for the student to understand and be able to apply concepts to myriad clinical situations. It is for this reason, that evaluation of the student will be less focused on regurgitation of memorized facts and more focused on practical application of the facts to common clinical situations.

In addition, the basic sciences form the base upon which the student is to build clinical acumen. It is expected that the student have basic knowledge about the anatomy and physiology of the human body.

Student Responsibilities:

Participation:

Students are expected to actively participate in classroom discussions. Students are strongly encouraged to voice their opinions, based on sound reasoning, logic and scientific inquiry.

Homework:

Students should keep current with reading and other assignments made by the professor.

Daily Responsibilities:

Students are expected to come to class prepared, having read any assignments prior to class. Students are required to participate in classroom discussions by answering questions proposed by the professor.

In addition, if in the professor's opinion, a student is not keeping up with assigned work, he/she will be called upon to make short presentations on material assigned by the professor. Each presentation will be worth 20 points. **NO EXTRA CREDIT** will be given for these presentations and they will not affect the student's final grade, except that a poor presentation that demonstrates a lack of effort or inaccuracy will result in loss of points, which will be figured into the final grade.

Presentations in this class are made in a PowerPoint™ format. However, much discussion is focused on material that is not contained on the slides. All matters discussed in class and any assigned reading is testable material.

Projects:

None planned.

Quizzes/Exams:

Quizzed may be administered on material previously covered in class and/or assigned reading materials. Such quizzes will be unannounced and will be worth 10 points each.

Two intra-term and one final examination will be administered. These examinations may consist of multiple choice and extended matching questions. The intra-term examinations will be worth 100 points and the final examination will be worth 200 points. Quizzes will be worth 10 points each.

Course Content and Outline:

Important Dates:

Holidays (classes canceled)

Monday, January 16 - Martin Luther King Jr. Day

Monday, February 20 - President's Day

Friday, April 6 - Good Friday

Please note that Spring Break will be Monday, March 12 through Friday, March 16.

Other Important Dates

Friday, January 20 - last day to add/drop courses

Friday, March 2 - last day to withdraw from a course

March 16-18 - NBCE Exams on campus

April 9-13 is lab finals week.

Friday, April 13 is the last day of classes.

Monday, April 16 is student study day - no classes

Lecture Finals are Tuesday, April 17th - Tuesday, April 24th

Saturday, April 21st - Commencement Exercises

Wednesday, April 25 - Make-up Date for Overlapping Final Exams

Thursday, April 26 - All grades are due in the registrar's office by noon

Major Topics and week(s) of coverage in parenthesis: (HCCC=Handbook of Clinical Chiropractic Care, 2nd ed.; Ferri=associated sections in Ferri's Clinical Advisor)

General physical examination(1)(HCCC-H&P Chapter)

Chest examination(1)(HCCC-H&P Chapter)

Cardiovascular physiology and pathophysiology(2-3)

Coronary artery disease /congestive heart failure(4-5)(Ferri)

Examination One(5)

Cardiac valvular disease(6)(Ferri)

Cardiac arrhythmias, Hypertension, Miscellaneous cardiac disease(7-8)(Ferri)

Examination Two(8)

Pulmonary physiology, URIs(8-9)(Ferri)

Infectious lung disease(10)(Ferri)
COPD/CRPD(11-12)(Ferri)
Pulmonary tumors(13)(Ferri)
Chest wall conditions(14)(Ferri)
Final Examination(15)

Due Dates for Assignments, Exams, etc.:

The intra-term examinations will be given at approximately 1/3 and 2/3 of the way through the trimester. The final examination will be given at the date, time and location specified by the TCC registrar.

Grade Method and Scale:

Explanation of Evaluation:

Two intra-term and one final written examination, and any pop quizzes will comprise the evaluation instruments for this class.

Statement on the Assessment Process and Measurements:

The written examinations in this class may consist of multiple choice(MC) and extended matching(EM) questions. Quizzes will be MC format. The examinations and quizzes will have point values assigned as follows:

Assessment Format:

1 st intra-term examination	MC, EM,	100 points
2 nd intra-term examination	MC, EM	100 points
Final written examination	MC, EM	200 points
Quiz(zes)	MC	10 points each
Total possible		400 points(<i>or more</i>)

Grading Scale:

90-100%	A
80-89%	B
70.0-79%	C
69.99%- $\bar{\downarrow}$	F

Resources:

Web-based:

Spine Docs Online <http://www.spinedocsonline.com>

Labs:

There is no laboratory for this class.

**Essential Policy Information:
Academic Integrity:**

The doctor of chiropractic must in all aspects of professional conduct demonstrate such honesty, integrity and personal responsibility that the patient who places his or her health in the care of this doctor may do so with absolute confidence that no chicanery, deception, incompetence or other unethical practice will jeopardize his or her well being or appreciation of chiropractic principles. Likewise, the student of chiropractic should possess such a respect for self, colleagues, faculty, future patients and the scholastic material itself that no academic dishonesty or misrepresentation of any kind is ever entertained as an option.

Learning depends on honesty and trust among students and faculty. Trust and integrity cannot exist in the face of academic dishonesty. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act-- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. Academic dishonesty is the most corrosive force in the academic life of an institution.

It is a proper function of the College to facilitate the student's development of an attitude of strict academic integrity.

Truthfulness is also fundamental to the learning process. Academic dishonesty degrades the learning process; it depreciates the meaning of grades; it diminishes achievements of individuals. In an institution which has no academic integrity, the value of its degrees and the claims of its research achievements are bogus.

Texas Chiropractic College joins other universities in affirming that honesty, truthfulness, trust, fairness, respect, moral conduct, and individual responsibility form the pillars of academic integrity. These ideals guide the conduct of the institutional community. They are critical to a community that values academic achievement. Cultivating integrity in the academy aids the lifelong pursuit of integrity. Commitment to integrity develops in each of us the will to make difficult choices, to accept responsibility for our actions and their consequences, even at great personal cost.

Towards this end, each student will be required to sign and comply with the following statement, which will be attached as a cover page to each examination administered in this class. *To wit:*

“I pledge on my honor that I will not violate Texas Chiropractic College’s Rules and Regulations in connection with any examination or assignment in this class.”

Attendance p. 59 Student Handbook:

Regular and punctual attendance at all scheduled classes and laboratories is expected. A student is subject to academic penalty if absences exceed ten percent. Absences

exceeding twenty percent subject a student to dismissal from a course with a grade of WF. Three (3) incidences of tardiness may constitute an absence. If justifiable cause can be shown for the absenteeism, the student may be permitted to make up missed assignments and maintain enrollment in the class. The hours from these periods will be added to the student's clinic requirements. Students who register late will have the 10/20% rule calculated based upon the number of potential classes available AFTER the registration date.

Examinations:

Students must notify faculty before missing any examination. Students are expected to take intra-term examinations at their scheduled times. If an examination is missed for good and sufficient reason, documentation is provided, and the student has notified the faculty in advance, a make-up examination may be given subject to a fee of \$25. Such examinations must be made up prior to final examinations. Written make-up examinations will be administered in essay format. **If the student does not notify the professor BEFORE an examination, that the examination will be missed, s/he will receive a grade of '0' for the missed examination.**

Final exams are to be taken at the scheduled time. If an examination is missed for good and sufficient reason and the student notified the faculty in advance, a make-up examination may be given subject to a fee of \$25.00, which goes into a student scholarship fund. Make-up examinations must be completed with the first week of the next trimester.

Incompletes p. 59 Student Handbook:

Course assignments and examinations must be completed prior to the final examination in that course. Assignments and examinations not completed receive a grade of zero.

Cellular Phones and Pagers p.12 Student Handbook:

Electronic communication devices are to be turned off or placed in silent mode when entering the classroom. The use of cellular phones and pagers set to normal audible tones in the classroom is unacceptable. No student may accept any telephone call or page while in class, except for emergency situations as previously approved by the professor **before class begins**. This will benefit the learning environment for you, your fellow classmates, and instructors. If a call/page is accepted or an audible tone is heard by the professor, the student will be excused from class and counted absent on the first incident. Any further incidents will be reported to the Dean of Academic Affairs for disciplinary action.

Guidance and Counseling p.18 Student Handbook:

The Guidance and Counseling Department is prepared to confidentially assist students, faculty, and staff with personal, relationship, and academic mental health-related issues. With appropriate documentation, the Director of Guidance and Counseling coordinates academic-related special needs with instructors.

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

The author reserves the right to make changes to the syllabus for the good of the order.

LHW 12/2011

TEXAS CHIROPRACTIC COLLEGE
STUDENT HONOR CODE ACKNOWLEDGEMENT

Student Name: _____ Date: ____/____/____

Professor: Lawrence H. Wyatt, DC, DACBR, FICC

Class: Internal Diagnosis 1

“I pledge on my honor that I will not violate Texas Chiropractic College’s Rules and Regulations in connection with any examination or assignment in this class.”

Signature: _____