



OREGON COLLEGE *of* ORIENTAL MEDICINE

Course Number and Title: IM650 Structural Diagnosis

Department and Department Chair: Integrative Medicine, Heidi Clark

Section: 1, 2

Credits and Hours: 3 credits

Term: Fall 2020

Class Time and Location:

Section 1: Thursdays, 10:00am-12:50pm, Room 114/117

Section 2: Thursdays, 2:00pm-4:40pm, Room 214

Faculty: David Darter-Saunders, DC MACM

Office hours: Thurs 1pm-2pm or by Appointment

Contact Information:

david.dartersaunders@ocom.edu 503-309-8805 (cell) for emergencies.

Teaching Assistant(s):

Section 1: Brian Lee brian.lee@ocom.com & Xiang Ji xiang.ji@ocom.edu

Section 2: Kapua Samuels kapua.samuels@ocom.edu

Course Description:

Utilizing lecture and hands-on practice, students continue the work begun in Living Anatomy I-III by focusing on differentiating musculoskeletal and neurological disorders using orthopedic and other evaluative procedures. This course provides the student with assessment approaches for musculoskeletal and neurological disorders, which are among the most common conditions seen in acupuncture and Chinese medical practices.

Prerequisites: 3rd year of 4 or final year of program

MAcOM Program Learning Outcomes:

Upon graduation, OCOM students will be able to:

1. Demonstrate a thorough knowledge of Chinese medical theory and practice in the areas of acupuncture, Chinese herbal medicine, qi cultivation and Asian bodywork;
2. Apply their knowledge of Chinese medicine to the safe and effective treatment of patients in a clinical setting.
3. Graduates will be able to:
 - a. interview and obtain the necessary information from their patients, utilizing traditional diagnostic methods;
 - organize and analyze information to formulate a diagnosis;
 - create a treatment plan;
 - b. provide effective treatment by choosing appropriate modalities and techniques;
 - c. modify treatments according to changes in the patient's presentation;
4. Be able to apply biomedical knowledge of the human body in health and disease to better evaluate and understand their patients' conditions;
5. Be able to communicate with other health care providers and appreciate potential needs for additional approaches to patient care and treatment. They will recognize situations requiring referral or emergency interventions and will respond appropriately;
6. Be able to communicate effectively with patients, demonstrating the ability to listen, empathize, and guide a patient. They will be able to incorporate patient education and lifestyle counseling into their patient care;
7. Be able to work with a wide range of patient populations and health conditions and will be aware of the many issues that influence health, including (but not limited to) addictions, socio-economics, culture/ethnicity and family/community;
8. Recognize their limitations and seek assistance and information to solve or approach complex situations presented by patients. They will be able to utilize such resources as texts, research data, continuing education seminars, journals, professional consultations and other medical information sources to investigate challenging clinical cases;
9. Develop their awareness of qi — in themselves and in their patients. They will understand the importance of continuing to develop this awareness in their personal and professional lives;
10. Practice within established ethical, legal and professional guidelines;
11. Be aware of various options for establishing a practice and will know how to establish and manage a private practice, work in clinics with other health care providers, and create or pursue opportunities in community health.

Course Learning Outcomes: Upon completing this course, students will be able to:
[Numbers in brackets indicate the program learning outcome(s) each course learning outcome supports]

1. Understand the fundamental elements of conducting a thorough and systematic physical exam. [3,4,5,6,9]
2. Be able to differentiate potential pathologies based on exam findings. [3,4,5,6,9]
3. Practice methods of grading and charting exam findings. [3,4,5,6,9]
4. Be able to properly perform, understand positive elicitations and determine diagnostic indications of orthopedic tests. [3,4,5,6,9]

Course Requirements: Lecture and explanation will precede hands-on practice. Students are expected to participate in all practical sessions, and be cautious not to injure their partner. Special care should be exercised if a pre-existing condition exists. Practice sessions are not a substitute for proper diagnosis and treatment of any condition. Any injury sustained in class must be brought to the attention of the instructor immediately.

Definitions of credits:

- **Didactic courses:** 12 classroom hours + 24 hours of outside study = 1 credit

Therefore, for this course you are in class 3 hours per week and expected to do 6 hours of outside study.

Required reading:

- Evidence Informed Orthopedic Assessment (Vizniak, 7th ed.)

Recommended reading:

- Travell and Simons (1983,1990) Vol. 1 and 2 Myofascial Pain and Dysfunction: Trigger point manual, Baltimore, Maryland
- Williams & Wilkins Legge, D. (1997). Close to the bone-The treatment of musculo- skeletal disorders with acupuncture and other traditional Chinese medicine (2nd ed.). Sydney:Sydney College Press.
- Hoppenfeld, S. (1976). Physical examination of the spine and extremities.
- Norwalk, Connecticut: Prentice-Hall.
- Magee, D.J. (2006). Orthopedic physical assessment. Philadelphia, PA: Elsevier.

- Cipriano, J.J. (2003). Photographic manual of regional orthopaedic and neurological tests. Philadelphia, PA: Lippincott Williams & Wilkins.
- Biel, A.R. (2001). Trail Guide to the Body. Boulder, CO: Books of Discovery.
- Callison, M. (2007). Motor Point Index. San Diego, CA: www.acusporthealth.com
- Callison, M. (2000). Treatment of orthopedic disorders-A class manual. San Diego, CA: Energetics of Structural Balance.
- Kendall, F.P. (2005). Muscles: Testing and Function with Posture and Pain. Baltimore, MD: Lippincott Williams & Wilkins.

Supplies and Equipment:

Required Clinical Assessment Tools: Each student should bring the following tools to each class meeting:

Skin Marking Pens (washable)

Goniometer (12")

<https://www.amazon.com/Ever-Ready-Plastic-Goniometer-Quality/dp/B01G9AR62O/>

Babinski Hammer

<https://www.amazon.com/ADC-Neurological-Instrument-Concealed-Stainless/dp/B009F6YUFQ/>

Measuring Tape

<https://www.amazon.com/American-Diagnostic-396-Tape-Measure/dp/B000QV1L1U/>

128hz tuning fork

<https://www.amazon.com/Medical-Grade-Instrument-Weights-Non-Magnetic-Aluminum/dp/B072C67K48/>

Medipens: single-use sharp-dulls.

https://www.usneurologicals.com/Item/ST_MEDIPIN These ½ the price as Amazon, it's easy to share a box among several students.

Towels and Draping: Every student is required to bring a bath-sized towel to class every day. This towel will be utilized on the student for draping purposes to insure an appropriate level of privacy in the classroom setting. Students are responsible for laundering their own towel.

Methods of Instruction: Each class will be a combination of didactic presentation and practical application. Partial undress will be necessary to locate and perform many of the physical exams covered in class. Students should always bring shorts, combination shorts and a sports bra, or bathing. This is a class with emphasis on the practical aspects of physical assessment, therefore, participation in all practical exercises is needed in most cases. This includes the giving and receiving of palpation and orthopedic exam techniques. All material and information presented in this class is cumulative!

Evaluation and Grading:

Two practical quizzes @ 100 points each (200 pts).

Practical competence and Final @ 100 points during which students will demonstrate and interpret orthopedic exams with a partner. Total Points Possible = 300 points.

Students must complete all quizzes and final exams and achieve 75% (225 points) to pass.

Grading Policy

- H (Honors) – Final grade of 95 percent or above. Honors is not granted in OCOM clinical courses.
- P (Pass) – Final grade of 75%- 94%.
- F (Fail) – Final grade less than 70%. Failed classes must be repeated and passed to receive credit. Students who fail a course on the second attempt may be subject to dismissal from their program.
- FR (Fail Remediate) – If the final grade is 70-74%, the instructor may give the student the opportunity to demonstrate competency by re-examination or by another assignment deemed appropriate by the instructor and apply an “FR” at the end of the term. Students will have three weeks into the next term to address the remediation requirements. Failure of such make-up exams or remedial work will result in a grade of “F.” Students who successfully complete the remediation requirements will receive a grade of “P.”
- IP (In Progress) – “In progress” indicates a course for which the student is currently enrolled.
- W (Withdraw) – The “W” designation is assigned when a student withdraws from a course after the normal Add/Drop period.
- I (Incomplete) – An “Incomplete” indicates that further work in a didactic class or clinic shift must be completed before a grade is given (See Incomplete Policy below).

*****New this year*****

Incomplete policy: A student who cannot complete course work by the published last day of the course for pedagogical or medical reasons may petition for a grade of incomplete by submitting to their instructor. Any student receiving an FR grade may also petition to complete work assigned by the instructor to earn a passing grade. Instructors will not automatically extend the grading period without the submission of an [Incomplete or Fail Remediate Grade Form](#). Failure to submit required coursework for an Incomplete by the specified deadline will result in a Fail “F” grade. A failed Incomplete in a didactic series class in a prior quarter will result in withdrawal of the student in the respective next series course in the current quarter. If the Incomplete was in a clinic, the student will lose all accumulated patient contacts and hours for that shift and will have to repeat the shift. Students are ineligible to graduate with an “I” grade, even for an elective course. Students who receive two or more Incompletes, two or more grades of “FR” or one Incomplete and one “FR” in any one quarter are subject to academic probation.

Attendance policy: In a professional medical program such as OCOM’s, attendance is essential for acquiring knowledge and skills needed for safe and effective practice. As such, students are expected to attend all their classes and clinic shifts.

Faculty may require students who miss instructional time, either due to absenteeism, tardiness, or early departure from class, to do additional work. This may involve additional projects, examinations, meeting with tutors, teaching assistants, or the faculty themselves. Students are responsible for any additional costs associated with these requirements.

Any student who misses more than 25 percent of a class will receive a failing grade for the course (“F”). While faculty have the discretion to consider exceptions to this policy, any student requesting an exception must submit a written petition to the faculty member who will review the petition in consultation with the Dean of Graduate Studies. The student may be required to submit additional documentation to process the petition, the nature of which will be determined by the faculty member and Dean.

While disability accommodations cannot be given retroactively, any student who has missed more than 25% of the attendance requirement due to a medical condition that will continue to create functional limitations will be referred to the Disability Access Services and Tutoring Programs Coordinator to engage in the interactive process for requesting accommodations under the ADA and Section 504 of the 1973 Rehabilitation Act.

Students who fail a class because of excessive absences will need to repeat the class or clinic shift. In certain circumstances, this may require adding an additional year to the program of study.

Camera Policy: The following policy is in effect for courses taught over Zoom: Students should have their camera ON throughout the entire class as a general rule. We also recognize this can be difficult and not always possible. Students may have, in certain situations and at limited times, very good reasons for needing their camera off. However, as it is a requirement of the Department of Education, as well as all Accrediting Bodies who oversee the college as a whole, each department and each instructor must verify and certify the attendance of every student for the entire class period who is marked present. To this end, it is essential cameras remain on during the entire class time with the exception of breaks. Faculty have discretion to modify this policy within the context of each class meeting.

If students need to have their camera off, due to any number of legitimate reasons, it is important you notify your faculty. The faculty understand that occasionally, for limited amounts of time, cameras may be off. We ask all students to have cameras turned on unless they have a specific need for them to be off and that need has been communicated to the faculty. Most faculty in our departments prefer to teach to actual faces and this helps insure the best education possible.

Americans with Disabilities Act (ADA) Services and ADA Accommodations: *Oregon College of Oriental Medicine will provide reasonable accommodations for students with known disabilities in accordance with the definitions provided by the Americans with Disabilities Act and Section 504 of the 1973 Rehabilitation Act. Individuals with disabilities must formally request accommodation under the ADA in order for OCOM to provide reasonable accommodations. Students shall make their request to the Disability Access Services and Tutoring Programs Coordinator, who will verify the disability and collaborate with the student in identifying reasonable accommodations and ways to implement these accommodations. Please see the current Student Handbook for more information.*

Professionalism Statement: *As OCOM faculty, we commit to modeling professionalism in the classroom, in the clinic, and in the larger community. We ask that OCOM students (training to be health care practitioners) also demonstrate professionalism in these same domains.*

As classroom and clinic instructors, we will:

1. Come to class and clinic prepared to teach.
2. Share our knowledge freely.
3. Start and end class, class breaks, and clinic shifts on time.
4. Treat all students with impartiality, courtesy and respect.
5. Provide fair, timely and thorough feedback on exams, assignments, and clinic performance.
6. Be available and accessible to students to answer questions or discuss concerns and respond to student emails promptly.
7. Strive to improve the quality of our classroom and clinic instruction and be receptive to constructive input from students.
8. Ensure that opportunities to participate in class and clinic activities and benefit from faculty interaction are provided equitably to all students.

As classroom and clinic instructors, we ask that students:

1. *Come to class and clinic prepared to learn, receptive to information and experiences, and open to feedback.*
2. *Remain attentive and engaged throughout each class period or clinic shift.*
3. *Arrive to class and clinic shifts on time, return from class breaks on time, and remain to the end of the class or clinic shift.*
4. *Submit assignments and paperwork on or before the due date or on a mutually agreed upon date with the faculty member.*
5. *Maintain respectful interactions with instructors, teaching assistants, staff, fellow students, and patients.*
6. *Provide constructive feedback to faculty on course evaluations and to peers as appropriate for class activities.*
7. *Communicate with faculty about issues that are affecting classroom or clinic.*
8. *Use electronics/technology in the classroom or clinic only for classroom or clinic related activities.*
9. *Communicate with faculty beforehand (when an absence is anticipated) or -in the case of an unanticipated illness or emergency - by the end of the day if they are absent on the day of a scheduled quiz or exam.*
10. *Complete any makeup exams or quizzes within one week of the scheduled quiz or exam date unless other arrangements are made with the instructor.*

Classroom Recording for Personal Use (Hands-on Class): Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart

phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students, models or teaching assistants in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course. Recordings of manual techniques should focus on the techniques and avoid capturing faces and names, if possible.

Exceptions will be made for students who present a signed letter of accommodations from Disability Access Services See the OCOM Master's Student Handbook for details on accommodations and the Disability Access Services process.

To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed, sold, or posted on social media outlets without the written permission of faculty. Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of OCOM's Code of Professional Conduct and subject to disciplinary action.

Camera Policy

Syllabus Language: Camera Policy for Online Learning

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COURSE OUTLINE - IM650 Section 1 2 and 3

Week	Date Fall 2022	Topic	Readings/Assignments/ Other Studying
1	9/15	Intro Pain patterns Posture and observation	pp i-viii, 1-33, 42-43,48-58 101-127 Review Key Concepts wk 1 Review Relevant Images & Anatomy wk 1 Review Orthopedic tests wk1
2	9/22	Cervical-thoracic spine	pp 149-162, 279-297; Review Key Concepts wk 2 Review Relevant Anatomy wk 2 Review Orthopedic tests wk2
3	9/29	Cervical-thoracic spine (cont) Shoulder	pp 185-197 Review Key Concepts wk 3 Review Relevant Anatomy wk 3 Review Orthopedic tests wk 3
4	10/6	**Quiz 1** Shoulder (cont) Elbow	pp 232-341 Review Key Concepts wk 4 Review Relevant Anatomy wk 4 Review Orthopedic tests wk4
5	10/13	Wrist & Hand	pp 341-449 Review Key Concepts wk 5 Review Relevant Images & Anatomy wk 5 Review Orthopedic tests wk5

6	10/20	<i>REVIEW & PRACTICE</i>	
7	10/27	Lumbar Spine	pp 207-227 Review Key Concepts wk 7 Review Relevant Anatomy 7 Review Orthopedic tests 7
8	11/3	Lumbar Spine (cont) Hip	pp 249-260 Review Key Concepts 8 Review Relevant Anatomy 8 Review Orthopedic tests 8
9	11/10	**Quiz 2** Knee	pp 399-413 Review Key Concepts wk 9 Review Relevant Anatomy wk 9 Review Orthopedic tests wk 9
10	11/17	Ankle Foot	pp 435-453 Review Key Concepts wk 10 Review Relevant Anatomy wk 10 Review Orthopedic tests wk 10
	11/24	<i>November break</i>	Rest
11	12/1	<i>Review and Practice</i>	Review Key Concepts wk 11 Review Relevant Anatomy wk 11 Review Orthopedic tests wk 11
12	12/8	<i>FINAL EXAM</i>	