Course Title: Screening for Medical Disorders

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I. BROAD PURPOSE OF COURSE

This course will explore the therapist’s role as an interdependent practitioner working within a collaborative medical model. Inherent in these responsibilities is the ability to effectively differentially diagnose patients including the recognition of clinical manifestations that suggest physician contact is warranted regarding a patient/client’s health status. Equally important is knowing what one can omit from the examination scheme on a given day, while placing the patient/client at minimal risk.

As part of the patient examination, a proposed screening scheme will provide the structure for our discussion. The patient screening components and the associated clinical reasoning processes necessary to more efficiently and effectively collect and evaluate the patient data, will be the focus of this material. Professional communication with the patient/client and health care professionals will also be a central theme. Patient cases are presented as the final part of this course, as a means of applying medical screening principles and promoting clinical decision-making.

II. COURSE OBJECTIVES

Upon successful completion of this course, the student will:

A. Comparing and contrasting the physical therapist’s medical screening role and responsibilities, with those of a physician.

B. Integrate medical screening principles in order to formulate an efficient and effective patient examination scheme.

C. Evaluate history and physical examination findings and decide whether communication with a physician is warranted regarding a patient’s health status.

D. Identify symptoms and signs, which warrant immediate communication with a physician.

E. Employ strategies to facilitate professional communication between therapist and physician and therapist and patient/client, including when, how and what to communicate regarding medical screening issues

F. Describe the risk factors, pathogenesis and clinical manifestations of selected medical conditions representing the various body systems.

G. Effectively pursue additional information associated with differential diagnosis by the physical therapist.
III. TEACHING METHODS

Lectures are delivered through an on-line learning management system. Connection to the web is required as it allows for students to access relevant abstracts/articles, clinical guidelines, and other materials. Lectures and readings are designed to set the stage for the assignments. A “discussion board” and email will allow student and faculty interaction.

- Read the Primary Care textbook chapters relevant to the segments listed below PRIOR to viewing the lectures
- View the Parts 1, 2, 3, and 4.
- Read the relevant articles noted below

IV. CLASS SCHEDULE

Distance education therefore no regular meeting times. Lecture outline is as follows:

- Part 1: Medical Screening Principles
  - Segment 1 - Introduction - PT Role/Responsibility 33:31 minutes
  - Segment 2 - Patient Health History Investigation 31:12 minutes
  - Segment 3 - Recognizing Atypical Symptoms/Signs 34:26 minutes
  - Segment 4 - Review of Systems 26:28 minutes
  - Segment 5 - Review of Systems 31:53 minutes
  - Segment 6 - Review of Systems 37:16 minutes
  - Segment 7 - Review of Systems 30:52 minutes
  - Segment 8 - Systems Review 20:04 minutes

- Part 2: Applying the Medical Screening Principles
  - Segment 1 – Prevalence of Pathological Origins of Back Pain 6:30 minutes
  - Segment 2 – Cancer and Back Pain 26:21 minutes
  - Segment 3 – Infection and Back Pain 15:04 minutes
  - Segment 4 –Ankylosing Spondylitis and Back Pain 20:01 minutes
  - Segment 5 – Abdominal Aortic Aneurysm and Back Pain 28:37 minutes
  - Segment 6 – NSAID-Related Adverse Events 22:23 minutes
  - Segment 7 – Clinical Guidelines (Fracture and DVT) 21:31 minutes

- Part 3: Physical Examination Videos
  - Segment 1 - Tuning Fork Assessment of Bone Fracture 11:40 minutes
  - Segment 2 - Reasons Not to Use a Tuning Fork 1:13 minutes
  - Segment 3 - LE Auscultation for Bone Fracture 7:24 minutes
  - Segment 4 - UE Auscultation for Bone Fracture 3:11 minutes
  - Segment 5 - Assessment of Abdominal Aortic Aneurysm 5:21 minutes
  - Segment 6 - Cranial Nerve Assessment 6:14 minutes
  - Segment 7 - Assessment of Lymph Nodes 9:46 minutes

- Part 4: Patient Cases
  - Segment 1: Patient Case #1 50:52 minutes
  - Segment 2: Patient Case #2 29:43 minutes
  - Segment 3: Patient Case #3 31:09 minutes
  - Segment 4: Patient Case #4 38:01 minutes

Total Time = 9 hours, 40 minutes
V. REQUIRED TEXTS

Boissonnault WG: Primary Care for the Physical Therapist: Examination and Triage, second edition. WB Saunders, St. Louis, MO, 2011

VI. SUGGESTED READINGS

- **PART 1 - SEGMENT 1**

- **PART 1 - SEGMENT 2**
  - Boissonnault Primary Care Chapter 8

- **PART 1 - SEGMENT 3**
  - Boissonnault Primary Care Chapters 6 and 7
  - Boissonnault W, DiFabio R. JOSPT. Pain profile of patients with low back pain referred to physical therapy.1996;24:180-191.

- **PART 1 - SEGMENTS 4, 5, 6, AND 7**
  - Boissonnault Primary Care Chapter 5, 9 and 10

- **PART 1 – SEGMENT 8**
  - Boissonnault Primary Care Chapter 11

- **PART 2 - SEGMENT 1**

- **PART 2 – SEGMENTS 2, 3, 4, 5**

- **PART 2 – SEGMENT 6**
  - Boissonnault Primary Care Chapter 4

- **PART 2 – SEGMENT 7**
  - Boissonnault Primary Care Chapter 14
VII. RECOMMENDED RESOURCES


VIII. AUDIOVISUAL MATERIALS

Streamed on-line so courses do have the capability to be viewed on either a Mac or PC. Either platform must have Abode Flash Player installed. Visit Adobe’s website for this free download.

Each system should be running an Intel dual core processor containing at least 2 GHz (or equivalent AMD processor). Along with the processors, computers should have:

- At least 1 GB of RAM
- A DVD-ROM drive to view the lectures (should you purchase a DVD copy)
- Microsoft Office Suite (Word, Powerpoint, and Excel)
- Latest internet browser (Chrome, Internet Explorer, etc)

The courses do run on mobile devices as long as the mobile device support flash. Additional web browsers may be needed for iPads or Android devices.