

Differential Diagnosis: Screening for Medical Disorders

Course Fact Sheet

Course Description:

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.

In addition, this course focuses on the collection and interpretation of patient history and physical examination data in order to recognize clinical symptoms and signs, "red flags", that suggest medical doctor contact is warranted. A proposed medical screening framework will provide the structure for our discussion. The components of medical screening, and the associated clinical reasoning processes, as part of the differential diagnosis process, necessary to more efficiently and effectively collect and evaluate patient data, will be explored in detail. Paramount to effectively referring patients to medical practitioners is professional communication, communication both with the patient (and/or a family member) and with practitioners working in the medical clinic. The art and science supporting such communication will be a central theme of this course. Patient cases are presented as the final part of this course, as a means of applying medical screening principles and promoting appropriate clinical decision-making.

Recorded Course Hours: 10 hrs 36 min

Instructor(s):

William Boissonnault, PT, DPT, DHSc, FAAOMPT, FAPTA



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Course Resources:

- Outline including description, overall learning objectives, and segment level order, objectives, and length of time
- Assessment exam questions or activities
- Instructional design activities
- Transcripts

Delivery Method

Lectures are asynchronous and delivered through the Rehab Essentials online learning management system (LMS). Students can move through the course at a pace that best meets of your faculty. Each Part/Segment will have knowledge checks embedded to support students self assessment in relation to the learning objectives for the segment.

2024 REVISED CAPTE Standards and Required Elements Mapping

Course Learning Objectives	CAPTE Standard(s)
Compare and contrast the physical therapist's medical screening role and responsibilities, with those of a medical doctor.	7D1A, 7D1B, 7D1D, 7D1E, 7D4
Integrate medical screening principles in order to formulate an efficient and effective patient examination scheme.	7D1A, 7D1B, 7D1C, 7D1D, 7D2
Evaluate history and physical examination findings and decide whether communication with a medical doctor is warranted regarding a patient's health status.	7D1D, 7D2, 7D4
Identify symptoms and signs which warrant immediate communication with a medical doctor.	7D1D, 7D6, 7D11, 7D14
Employ strategies to facilitate professional communication between therapist and medical doctor, and between therapist and patient, including when, how and what to communicate regarding medical screening issues.	7B1, 7C2, 7D18
Describe the risk factors, pathogenesis and clinical manifestations of selected medical conditions representing the various body systems.	7A, 7C3, 7D2, 7D3
Effectively pursue additional information associated with medical screening and differential diagnosis by the physical therapist.	7C1, 7C3, 7D1D, 7D2, 7D3, 7D4