

## SYLLABUS

- Name of course:** Chiropractic History CPP-106
- Length of Course:** 1.5 units, 22 hours (2 hours per week)
- Course Description:** The purpose of this course is to introduce the student to the history of the Chiropractic profession. An emphasis is placed on the people and associated events which highlight the development of the profession. It will include Chiropractic terminology, professional organizations, techniques and significant events.
- Prerequisites:** None
- Course Offered by:** Chiropractic Philosophy and Principles Department
- Required Text:** Chiropractic History Notes (Available in the college Bookstore)
- Reference Texts:** Cooperstein R, Gleberzon B. Technique systems in chiropractic. Edinburgh: Churchill Livingstone; 2004.
- Gatterman M. Foundations of chiropractic subluxation. St. Louis, MO: Mosby; 2005.
- Koch D, et al. Philosophy in chiropractic education. Ft. Lauderdale, FL: Philosophy in higher education: 2000
- Peterson D, Wiese G. Chiropractic: an illustrated history. St. Louis, MO: Mosby; 1995.
- Redwood D, et al., editors. Fundamentals of chiropractic. St. Louis, MO: Mosby; 2003.
- Wolinsky H, Brune T. The serpent on the staff : the unhealthy politics of the American Medical Association. New York: G.P. Putnam's Sons; 1994.
- Videos:** Doctored. Jeff Hays films. 2012  
From simple beginnings: celebrating 100 years of chiropractic care. Chiropractic Centennial Foundation. 1996

**Evaluation:**

Assignments & quizzes	50 – 100 points
Final Exam	100 points

**Assignments and quizzes will be posted on the online learning management system, Canvas. Quizzes given on Canvas will be announced and there will be 1 week between the quiz opening and the deadline to complete the quiz. Quizzes must be completed by the deadline or the student will need to complete the make up assessment petition.**

A (4.0) Superior work	90-100%
B (3.0) Above average work	80-89%
C (2.0) Average work	70-79%
F (0.0) Failure - The student must repeat the entire course	00-69%

In order to maintain satisfactory Academic Progress, a student must maintain a 2.0 or better in each and every course. Any grade less than a C must be remedied by repeating the class.

**Extra Credit:** There will be no extra credit work required or accepted in this class.

Grades and the Grading System Final Grades are available online through the CAMS student portal. If there are any questions on grading procedures, computation of grade point average, or the accuracy of the grade report, please contact the Registrar's Office or the Office of Academic Affairs. Grades will be reported and evaluation will be based on the Academic Policies, Procedures, & Services. Please refer to Evaluation Policy (**Policy ID: OAA.0007**)

In order to maintain Satisfactory Academic Progress, a student must maintain a 2.0 or better in each and every course. **Any grade less than a C must be remedied by repeating the class.** Please refer to Satisfactory Academic Progress (**Policy ID: OAA.0006**)

**Attendance:** Please refer to Attendance Policy (**Policy ID: OAA.0002**)

**Conduct and Responsibilities:** Please refer to the Personal Conduct, Responsibility and Academic Responsibility Policy (**Policy ID: OAA.0003**)

**Make-up Exams:** Please refer to Make-up Assessment Policy (**Policy ID: OAA.0001**)

**Request for Special Testing:** Please refer to Request for Special Testing (**Policy ID: OAA.0004**)

**Accommodation for Students with Disabilities:**

If you have approved accommodations, please make an appointment to meet with your instructor as soon as possible. If you believe you require an accommodation, but do not have an approved accommodation letter, please see the Academic Counselor Lori Pino in the Office of Academic Affairs. Contact info: [Lpino@lifewest.edu](mailto:Lpino@lifewest.edu) or 510-780-4500 ext. 2061. Please refer to Service for Students with Disabilities Policy (**Policy ID: OAA.0005**)

**Electronic Course Management:**

**Canvas** is LCCW's Learning Management System (LMS). Canvas will be used throughout the quarter during this course. Lectures, reminders, and messages will be posted. In addition, documents such as the course syllabus and helpful information about the class project will be posted. Students are expected to check Canvas at least once a week in order to keep updated. The website address for Canvas is <https://lifewest.instructure.com/login/canvas> Please refer to the Educational Technologies Policy (**Policy ID: OAA.0009**)

**Course Objectives:**

Week 1: At the start of the quarter, The Paul Elder Model of Critical Thinking is explored and applied with a series of short lectures and in class activities. These skills are fundamental to developing clinical reasoning and problem solving as well as the ability to evaluate information and evidence. The model we've chosen is a reputable one with many

decades of application and use to support it. Students will be applying these standards throughout the rest of the course as well as the curriculum.

Application of critical thinking to a pivotal moment in chiropractic history.

- Week 2: Pre-test to assess students' prior knowledge of chiropractic history and techniques  
Film: From Simple Beginnings  
In class critical thinking assignment related to the film
- Week 3: History of Life West  
Chiropractic Terminology  
Explore the campus technique rooms
- Week 4: Pre-Chiropractic history, early chiropractic history and the development of chiropractic  
Healthcare and health perceptions of the early 1900s  
Evolution of chiropractic education
- Week 5: Film: Doctored
- Week 6: Legal challenges and the Wilk Antitrust Case  
Chiropractic professional associations
- Week 7: Technique discussions and activities
- Week 8: Thanksgiving – no class
- Week 9: Technique discussions and activities  
Development of chiropractic research
- Week 10: Review for final exam
- Week 11: Final Examination (Cumulative)**  
**Date, time and room available on the finals week schedule**

**Student Learning Outcomes (SLO):** At the completion of the CPP-106 course, a student should be able to:

1. Recall the key people and events in the history of Life Chiropractic College West and discuss the Vision, Values and Mission of the college. [PLO: 9]
2. Identify and discuss noteworthy people, events, and dates that led to the development of chiropractic. Compare and contrast the ways the culture of the 1900s facilitated and inhibited growth of the chiropractic profession. [PLO: 8, 10]
3. Describe the legal challenges faced by chiropractors and the path to full licensure in the U.S.. Discuss the role of professional organizations in developing state and federal licensing requirements and the chiropractor's ethical obligations. Defend their position about whether the organizations should promote a vitalistic or allopathic model of chiropractic. [PLO: 5, 8]
4. Evaluate the viewpoints of the AMA and the chiropractors before and during the Wilk lawsuit. Defend their opinion about the actions of each side and the outcome of the lawsuit. [PLO: 4, 8, 10]

5. Research commonly practiced chiropractic techniques including Diversified, Gonstead, Activator, Flexion-Distraction, Drop Table, CBP, NUCCA, and Toggle-Recoil. Create a study guide and give a presentation to the class highlighting key information about one of the techniques. [PLO: 4, 6, 8, 10]

**Program Learning Outcomes (PLO):** Students graduating with a Doctor of Chiropractic degree will be proficient in the following:

1. **ASSESSMENT AND DIAGNOSIS:** An assessment and diagnosis requires developed clinical reasoning skills. Clinical reasoning consists of data gathering and interpretation, hypothesis generation and testing, and critical evaluation of diagnostic strategies. It is a dynamic process that occurs before, during, and after the collection of data through history, physical examination, imaging, laboratory tests and case-related clinical services.
2. **MANAGEMENT PLAN:** Management involves the development, implementation and documentation of a patient care plan for positively impacting a patient's health and well-being, including specific therapeutic goals and prognoses. It may include case follow-up, referral, and/or collaborative care.
3. **HEALTH PROMOTION AND DISEASE PREVENTION:** Health promotion and disease prevention requires an understanding and application of epidemiological principles regarding the nature and identification of health issues in diverse populations and recognizes the impact of biological, chemical, behavioral, structural, psychosocial and environmental factors on general health.
4. **COMMUNICATION AND RECORD KEEPING:** Effective communication includes oral, written and nonverbal skills with appropriate sensitivity, clarity and control for a wide range of healthcare related activities, to include patient care, professional communication, health education, and record keeping and reporting.
5. **PROFESSIONAL ETHICS AND JURISPRUDENCE:** Professionals comply with the law and exhibit ethical behavior.
6. **INFORMATION AND TECHNOLOGY LITERACY:** Information literacy is a set of abilities, including the use of technology, to locate, evaluate and integrate research and other types of evidence to manage patient care.
7. **CHIROPRACTIC ADJUSTMENT/MANIPULATION:** Doctors of chiropractic employ the adjustment/manipulation to address joint and neurophysiologic dysfunction. The adjustment/manipulation is a precise procedure requiring the discrimination and identification of dysfunction, interpretation and application of clinical knowledge; and, the use of cognitive and psychomotor skills.
8. **INTERPROFESSIONAL EDUCATION:** Students have the knowledge, skills and values necessary to function as part of an inter-professional team to provide patient-centered collaborative care. Inter-professional teamwork may be demonstrated in didactic, clinical or simulated learning environments.
9. **BUSINESS:** Assessing personal skills and attributes, developing leadership skills, leveraging talents and strengths that provide an achievable expectation for graduate success. Adopting a systems-based approach to business operations. Networking with practitioners in associated fields with chiropractic, alternative medicine and allopathic medicine. Experiencing and acquiring the hard business skills required to open and operate an on-going business concern. Participating in practical, real time events that promote business building and quantifiable marketing research outcomes
10. **PHILOSOPHY:** Demonstrates an ability to incorporate a philosophically based Chiropractic paradigm in approach to patient care. Demonstrates an understanding of both traditional and contemporary Chiropractic philosophic concepts and principles. Demonstrates an understanding of the concepts of philosophy, science, and art in chiropractic principles and their importance to chiropractic practice.