

SYLLABUS

<u>Name of Course:</u>	CPP 318 – Patient Education Systems
<u>Length of Course:</u>	0.5 units, 11 hours
<u>Course Description:</u>	This course will provide the student with the skills and tools necessary to efficiently and effectively communicate to patients in a way which helps them choose lifelong Chiropractic care as part of their lifestyle. The course will give students a complete view of protocols used in highly successful Chiropractic offices.
<u>Prerequisites:</u>	CPP 113, DAIG-215
<u>Course Offered by:</u>	Chiropractic Philosophy and Principles Department
<u>Required Text:</u>	None
<u>Recommended Text:</u>	None
<u>Reference Texts:</u>	Various handouts and scripts.
<u>Materials:</u>	Binder
<u>Method of Instruction:</u>	Lecture, homework, role playing, and group discussion.
<u>Evaluation/Grading Criteria:</u>	Students will be given regular homework assignments, present a final Patient Education procedural manual for review and submit a video recorded Report of Findings.
<u>Assignments:</u>	Each student must present a video recorded ROF that meets the standards of the assessment rubric to be outlined in class. (See rubric below)
<p><u>Grades and the Grading System Final Grades</u> 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 (<u>Policy ID: OAA.0007</u>)</p>	
<p>In order to maintain <u>Satisfactory Academic Progress</u>, 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 (<u>Policy ID: OAA.0006</u>)</p>	
<u>Attendance:</u>	Please refer to Attendance Policy (<u>Policy ID: OAA.0002</u>)

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 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 Goals:

The goal of this course is to provide a system of patient education protocols that may be used in LCCW's Health Center and in their future practice. Using this system will enhance the student's knowledge and abilities to perform key portions of the patient education process.

Course Objectives:

The instructor will provide lecture and role playing activities to enhance the student's knowledge and skills of a patient education system. This system applied properly will enhance clinic revenue, patient visits and new patients.

Week 1

No class due to clinical testing requirements.

Week 2

Students in this session will be able to differentiate personality and behavioral styles in order to best communicate with them. This session will be based on Merrill and Reid's work with Driver, Expressive, Amiable, and Analytical behavior styles.

Week 3

Participants in this session will strategize a protocol of educational experiences using the clinical protocols established by the Health Center and their future practice. Students will begin to formulate scripts and education protocols for the prospective patient. Students will also engage in the concept of selling Chiropractic. Students will also learn effect strategies for converting prospective patients into new patients via a screening or phone call.

Week 4

Students in this session will engage in the pre-consultation and the importance of management by agreement. Learners will engage in role playing and setting the stage for the patient to better understand Chiropractic.

Week 5

Participants in this session will discuss the history and examination procedure and strategize the key points during which educational components can and should be added. Discussion will center on creating value and significance of life events vs. pain during the history and exam.

Week 6

Students in this period will be introduced to the Report of Findings and its significance in the educational and clinical process of the patient.

Week 7

Students in this period will learn the sales cycle from the E-Myth perspective.

Week 8

Students in this class will begin to draft an outline for their final report of findings project and begin to discuss the nuances of presenting the ROF. Participants will also learn strategies to overcoming objections most patients have regarding chiropractic care.

Week 9

Students will role play their ROF.

Week 10

Students in this session will discuss the day to day visit procedures and how to make them impactful for building lifetime wellness family care and referrals. **Students will submit their video ROF.**

Student Learning Outcomes (SLO): At the completion of the CPP-318 course, a student should be able to:

1. Create a system to educate the public and patients about the benefits of chiropractic care [PLO: 4,6,9,10]
2. Deliver a report of findings [PLO: 4,9]
3. Understand behavior and communication techniques to more effectively communicate [PLO: 4,8,9]
- 4.

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.