

SYLLABUS

NAME OF COURSE: Advanced Gonstead Technique Elective: TECH-190

LENGTH OF COURSE: 30 Hours, 1.5 units

COURSE DESCRIPTION: This will be a participation course. By your active participation, the student will further develop their understanding and implementation of the Gonstead Analysis System and improve your adjusting and patient management skills. Students will establish a more advanced perspective, knowledge, and understanding of the Gonstead Technique in a clinical setting. Emphasizing patient management, history & physical examination, x-rays analysis, special testing, differential diagnosis, and advanced full spine Gonstead Adjustive Technique. Each week will have a Special Focus, i.e., Instrumentation, X-ray analysis, Adjusting Technique, Management.

PREREQUISITIES: TECH-222, TECH-130

COURSE OFFERED BY: Technique Department

DEPARTMENT OBJECTIVE: To give to our students, freely and out of abundance, the best of our knowledge and skills. To develop the most talented of chiropractors that they may with skill, both find and correct the vertebral subluxation. To do this for the overall betterment, health, and well-being of their patients and the world.

REQUIRED TEXT: Plaugher: *“Textbook of Clinical Chiropractic: A Specific Biomechanical Approach”*
Herbst: *“Gonstead Chiropractic Science & Art”*

RECOMMENDED/REFERENCE TEXTS:
Gray: *“Gray’s Anatomy”*
White & Panjabi: *“Clinical Biomechanics of the Spine, 2nd ed.”*

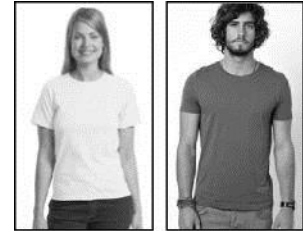
Materials & Technique Lab Attire Policy:

All students are required to follow the policy outlined in this section. Failure to wear proper attire or follow the guidelines may result in being counted as absent for that lab and / or not being allowed to participate. Please notify the instructor if you have any health concerns (skin conditions, injuries, etc.) or other issues that may hinder your ability to comply to these guidelines.

Keep in mind that everything we ask and expect of students is focused on clinical practice and providing a safe professional environment not only for the students in the lab, but eventually for the patients under your care.

Healthy clean hygiene is expected from all students. Common courtesy and mutual respect suggests you do not show up wearing the same gym clothes you wore during your daily workout. It is recommended that students bring a face cloth and / or towel to place on the table. Towels maintain sanitary standards and reduce the need for the use of chemical sanitation treatments on the adjusting tables. Plus, vinyl can be cold and uncomfortable to lie on at times.

- **For Men:** A crew neck T-shirt with sleeves, long pants / sweats or shorts kept at the waistline and covering all underwear (also required)
- **For Women:** A crew neck T-shirt with sleeves and a slit cut up the back (or patient gown) with a bra underneath (no sports bras, please), long pants / sweats or shorts kept at the waistline and covering all underwear (also required) **NOTE: an instructor may waive the cut T-shirt or patient gown requirement for any given course.**
- To maintain modesty and a professional environment, no low cut or revealing attire is permitted.
- **Covered shoes** (sandals and flip flops do not qualify) **are required for all participants.**



The bottom line is we need to be able to easily palpate the spine for specific landmarks and structures. If you have any questions or concerns as to whether an article of clothing meets the criteria for lab attire check with the instructor before the lab begins.

- Copies of your own x-rays with the DACBR report and *current* CMR from clinic. Copies may be requested from your intern

GRADES AND METHOD OF GRADING:

All technique electives are pass / no pass. NOTE: If a student drops an elective or does not pass the course, they will be ineligible to take another elective the following quarter.

Students with a cumulative completion rate of 75% of all the assessments will pass the course

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| • Class Participation & Formative Assessments: | 50% |
| • Final Case Presentation: | 25% |
| • Final Technique Presentation: | 25% |
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| • TOTAL: | 100% |

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 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**)

INDEPENDENT STUDENT WORK

All assignments and exams must be the product of the individual student's original efforts for this class. Collaboration is prohibited.

COURSE OBJECTIVES:

1. To provide a clear understanding of the Gonstead System in a clinical setting with emphasis on analysis, diagnosis, treatment and management.
2. To provide students with a road map to take a patient from their initial visit and navigate the patient through their recommended treatment plan, and establish a wellness program for their ongoing care.
3. Students will establish a protocol for categorizing cases and treatment associated with those cases. Emphasis will be acute versus chronic cases, especially the low back and Cervicothoracic spines.
4. Students will also receive instruction and guidance in how to manage difficult cases that are beyond straight forward management.
5. Students will learn some advanced Gonstead Technique for treatment of their patients and become prepared to decide which adjustments would be most beneficial to their patient based on the patient's presentation, examination and particulars of spine degeneration, anomalies and/or malformation.
6. Students will learn protocol for managing special cases such as the acute low back, whiplash injuries, geriatric and pediatric considerations, among others.
7. If time allows, students will learn fundamental principles and concepts to set up a successful Gonstead practice and fill their office with patients.

COURSE OUTLINE – Advanced Gonstead Elective

*Weekly Special Focus

WEEK ONE

Getting started with the New Patient. The Gonstead Analysis system in detail:

- History
- Visualization
- Instrumentation
- Static Palpation/Examination
- Motion Palpation
- X-ray

***Mastering History. Visualization & Instrumentation (Nervoscope and Delta T)**

***Case Study:** getting outside the box for non-straight forward cases. Introduction to student Case Presentations for the remainder of the quarter.

WEEK TWO

- “Find it so you can Fix it: the Low Back”
- Differential Diagnosis for Lower Back Pain
- Sacroiliac Joint Protocol
- Visualization
- Static & Motion Palpation for the Lumbar Spine
- Standing Gillet Test
- Leg length inequality, Determining heel lift appropriateness
- Making a Report of Findings, Gonstead patient management plan (general)

***Mastering X-ray & physical exam of Low Back, Motion Palpation of Lumbar’s, Standing Gillet**

***Case Study:** getting outside the box for non-straight forward cases.

WEEK THREE

- Routine patient visit procedure
- The Acute Low Back and Sciatica: examination, initial working diagnosis & treatment plan
- Management of the Acute Low Back with or without Sciatica: use of ice & heat, lumbar brace application, what the patient should expect, home and work instructions/limitations
- “Reverse Finger Push” Lumbar Adjustments

***Mastering the Low Back Pull Adjustments (Lumbar’s)**

***Student Case Presentations: 2-3 students’ participation**

WEEK FOUR

- Chronic Low Back management: deciding when to push, pull, and use knee chest or hilo adjustments.
- Long term strategy for chronic low back patients: exercise, heel lift application, sleep and other lifestyle modifications and considerations.

***Mastering the Low Back Push Adjustments (Lumbar’s)**

***Student Case Presentations: 2-3 students’ participation**

WEEK FOUR

- X-ray review of Lumbopelvic Subluxations
- Leg length inequality. Determining heel lift appropriateness.
- Ilium Push Adjustments: PI, PIEx, PIIn, AS, ASIn, ASEx
- Sacrum Push Adjustments: Base Posterior, Spondylolisthesis, P-R/P-L

***Mastering Sacroiliac Joint Adjustments: Ilium & Sacrum Push Adjustments**

***Student Case Presentations: 2-3 students' participation**

WEEK FIVE

- Ilium Pull Adjustments: Ex, PIEx, ASEx, In, PIIn
- Sacrum Pull Adjustments: P-R/P-L

***Mastering Sacroiliac Joint Adjustments: Ilium & Sacrum Pull Adjustments**

***Student Case Presentations: 2-3 students' participation**

WEEK SIX

- “Find it so you can Fix it: Acute Cervicothoracic problems”
- Special considerations for CAD injuries, torticollis, brachial neuralgia patients, etc..
- Introduction to the Cervical “Pull” adjustment and when to use it

***Mastering Lower Cervical Chair Adjustments**

***Student Case Presentations: 2-3 students' participation**

WEEK SEVEN

- Continuation of Lower Cervical Chair Adjustments
- Upper Cervical examination & Motion Palpation

***Mastering Upper Cervical Adjustments (atlas and occiput)**

***Student Case Presentations : 2-3 students' participation**

WEEK EIGHT

- Pediatrics – special considerations
- Examination and adjustments
- Treatment protocols
- Geriatrics – special considerations

***Mastering Knee Chest Adjustments**

***Student Case Presentations: 2-3 students' participation**

WEEK NINE

- Review
- Sympathetic & Parasympathetic Considerations
- Getting Started with a Gonstead Practice
- Determining your Capacity Factor and Filling your Office with Patients (practice building)

***Decision making protocol for management, choice of adjustments**

***Student Case Presentations: 2-3 students' participation**

WEEK TEN

***Student Case Presentations (Final students)**

***Lab Technique Presentations (Analysis/Evaluation and demonstrate Adjustments)**

Student Learning Outcomes (SLO): At the completion of the Gonstead Advanced Elective course, a student should be able to:

1. Demonstrate a practical knowledge of the Gonstead System in a clinical setting with emphasis on analysis, diagnosis, treatment, and management. [PLO: 1, 2,7,8,10]
2. Demonstrate how to take a patient from their initial visit, navigate through their recommended treatment plan, and establish a wellness program for their ongoing care. [PLO: 1,2,4,7,9,10]
3. Establish a protocol for the categorization and proper treatment protocols associated with acute and chronic conditions especially the low back and cervicothoracic spines, as well as geriatric and pediatric cases. [PLO: 1,2,3,4,7,10]

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.