

Syllabus ACS-305/805

Name of course: Adjunctive Care I: The Spine ACS-305/805 (lec/lab)

Length of course: 2.5 units, 42 hours (2 hours of lecture and lab/week)

Course Description: This course is an introduction into the basics of fundamental rehabilitation. The primary focus of this course is dedicated to spinal rehabilitation in accordance with a chiropractic care plan. The course emphasizes postural and functional assessment necessary to develop an effective rehabilitation plan. Students will learn how to perform a functional movement screen and correlate findings to posture and assessment tests. Students will learn to create rehabilitation protocols which will include exercise, soft tissue management, active and passive stretching and functional taping methods. Instructor reserves the right to revise any or all of the above syllabus prior to the first day of class.

Prerequisites: TECH-216, DIAG-239 Co-requisites: DIAG-226

Course offered by: Clinical Sciences Department

Required Text:

Liebenson: Rehabilitation of the Spine: A Practitioner's Manual 2 nd ed. 2007.
and DVD.

Recommended Texts:

Brotzman, B., Manske, R.: Clinical Orthopedic; An evidenceBased Approach 3 rd
ed. 2011.

Frank and Lardner: Assessment and Treatment of Muscle Imbalance: The Janda
Approach.

Method of Instruction:

Lecture with PowerPoint presentations, class notes, discussions and
demonstrations using clinical cases.

Method of Grading:

Quizzes	40%
Final Practical	30%
Final Written	30%

Written Assignments will be weighted as quiz grades

Note: All students are required to participate in labs as mock patients. Exceptions will only be allowed with specific documentation.

Lab Attire Policy: All students are required to follow the policy outlined in this section for each lab setting outlined. 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 with these guidelines such as chemical sensitivities, the interference with a practice of faith, wearing articles of faith, gender transition considerations, or modesty concerns.

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. Please be mindful of wearing clean clothes in the lab. In courses where bare skin will come in contact with the tables, it is recommended that students bring a towel to place on the table to lie on. Towels maintain sanitary standards and reduce the need for the use of chemical sanitation treatments on the adjusting tables.

A loose-fitting t-shirt or tank top, loose-fitting, opaque pants or shorts and athletic shoes are required to perform the exercises and movements required in this course.

To maintain modesty and a professional environment, no revealing attire is permitted.

Closed-toe shoes are required for your safety.

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.

Grading Scale:

100-90% A - superior work
89-80% B - above average work
79-70% C - average work
69% < F – must repeat course

Remake Exams: College policy applies.

Special Testing: College policy applies.

Incompletes: College policy applies.

Attendance: College policy applies.

Conduct and Responsibilities: College policy applies.

Course Goal: The purpose of this course is to give the student a basic understanding of the goals of rehabilitation, functional assessment, rehab protocols and development of rehab plans applicable to chiropractic practice.

Course Topics:

Introduction of adjunctive care as it relates to enhancing the chiropractic treatment plan.

Introduction on exercise physiology and explain cardiovascular rehabilitation.

Review the phases of rehabilitation and identify proper management occurring during each phase.

Introduction and discussion of core rehabilitation as it relates to various aspects of spinal stability. Introduce effects of delayed core activation on upper and lower extremity stability.

Introduction to posture assessment as it relates to upper and lower crossed postures. Discussion on the importance of proper breathing mechanics as it relates to core stability. Discussion on additional testing to assess the engagement and stability of the neck and core musculature.

Introduction of sensory motor training and the effects on motor control and functional movement patterns. Introduction and demonstration of varying soft tissue mobilization techniques.

Introduction to Functional taping for posture and improving movement patterns

Discussion on case management with regards to special conditions such as Lumbar Instability (high riding L5, spondy), SI instability and Scoliosis.

Discussion of the importance of proper assessment for a patient. Overview and application of Liebenson's Functional Movement Screen.

Course topics are not listed in any particular order

Lab Topics:

Respiration assessment and rehabilitation, additional core assessment

(Introduction to core exercises- McGill's Big 3, planks

Advanced core exercise-rotational components, cross-crawl patterning and gluteal activation

Introduction to stretching, foam-rolling, PIR, PNF

Sensory motor training, MRT, TPT

Kinesiology Taping.

Functional Movement Screen

Lab topics are not listed in any particular order

Learning Objectives: After completion of this course, the student will be able to complete the following:

The following student learning outcomes map to program learning outcomes 1 and 2.

1. Discuss the general principles and goals of therapeutic exercise and common exercise protocols in the chiropractic practice.
2. Perform and explain the concepts of a functional assessment including posture distortion, functional movements and physical capacity evaluation.
3. Demonstrate and explain low-tech rehabilitative exercises for the neck and back, including: muscle strengthening, core stabilization, balance and posture control and functional movements.
4. Create an active care plan appropriate for functional deficits throughout the stages of healing.
5. Demonstrate various soft tissue manual therapy techniques and facilitated stretching and explain their role in a comprehensive care plan.
6. Explain the basic use and application of supports and braces.

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, and laboratory tests.

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 and technology literacy are manifested in an ability to locate, evaluate and integrate research and other types of evidence, including clinical experience, to explain and manage health-related issues and use emerging technologies appropriately.

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. INTELLECTUAL AND PROFESSIONAL DEVELOPMENT: Intellectual and professional development is characterized by maturing values and skills in clinical practice; the seeking and application of new knowledge; and the ability to adapt to change.

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.