

## Syllabus

<b>Name of Course:</b>	Pregnancy and Pediatric Adjusting TECH- 192/892
<b>Length of Course:</b>	1.5 units, 32 hours (1 hour lecture/2 hour lab/week)
<b>Course Description:</b>	The students will have practical knowledge of how to modify adjusting techniques for the pregnant and pediatric populations.
<b>Prerequisites:</b>	TECH-222, TECH-233, TECH-238, TECH-325, DIAG-329
<b>Course Offered By:</b>	Technique Department
<b>Class Time:</b>	1 hour lecture, 2 hour lab – subject to variations
<b>Required Text:</b>	Course Notes, Class Handout
<b>Recommended Text:</b>	The Complete Thompson Textbook, The Activator Method, SOT Pediatrics Level One Manual
<b>Required Materials:</b>	Spring loaded instrument
<b>Method of Instruction:</b>	Lecture, lab demonstrations, “hands-on” adjusting only if all the proper school requirements are met per college policy

### **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.

### **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

• Bi-weekly quizzes:	50%
• Written Final:	30%
• Lab Final:	20%
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• TOTAL:	100%

**Extra Credit:** No extra credit currently offered

**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:** This course is designed to give the student an overview and background to the needs of a specific population to better prepare them for their clinic internship. It is recommended that students seeking greater depth in this area embrace a lifelong learning perspective and seek further training in approved postgraduate education

**NOTE: All tests will be taken from the student learning outcomes.** As a student professional it is *your* responsibility to know these objectives and be able to answer test questions based upon them. There is no guarantee or promise that we will be able to cover all these objectives during class time.

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**Weekly Calendar / Objectives**

**Week 1**

Chiropractic examination and analysis procedures for the pregnant and pediatric populations (Infant to 1 year and special considerations). Review of the pregnancy trimesters and the pelvis/spinal changes during pregnancy. Addressing patients with Downs Syndrome, Cerebral Palsy, physical disability- paraplegic or hemiplegic and or sensory disability. Students will have hands-on experience with each other for this portion.

**Week 2**

Chiropractic examination and analysis procedures for the pediatric populations (1 year to 12 years). Special considerations for the child with ADD/ADHD and children on the Autistic spectrum. Students will get hands on experience with each other for this portion.

**Week 3-4**

Modifications for Diversified adjusting of the pediatric and pregnant patient, including the Webster Technique and the Bagnell Technique. No children or pregnant patients necessary.

**Week 5-6**

SOT Protocol for infants and younger children, including cranial work.

**Week 7-8**

Activator/spring loaded instrument adjusting and Upper Cervical care modifications (including Toggle) for infants and younger children.

**Week 9**

Drop table technique modifications. Drop piece for pediatric cervical adjusting. Using your fingertips for adjusting. Common responses to pediatric adjusting. How to facilitate or avoid.

**Week 10**

Open Comprehensive Lab Practical

**Student Learning Outcomes (SLO):** At the completion of the TECH-192 course, a student should be able to:

1. Perform a basic pregnancy and pediatric analysis to determine subluxation and proper correction [PLO: 1]
2. Demonstrate a practical application of pregnancy and pediatric adjusting protocols [PLO: 1, 2]
3. Determine the indications and contraindications of pregnancy and pediatric adjusting and the procedure for referral and / or co-management with other health care providers [PLO: 1, 2, 8]

**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.