

**Course Syllabus: Foundations of Chiropractic**

**Course Number: CHSC-5103**

**Trimester Credit Hours: 4**

**Total Contact Hours Per Trimester:60**

**Course Director: Dr. David Browning**

**Email Address:** dbrowning@parkercc.edu

**Phone number:** (214) 352-7332 ext. 7313  
(972) 438-6932 ext. 7313

**Class meeting times:**

Mon. & Tue: 9:00am – 9:50am

Thu: 8:00am – 9:50am

### **Section 1 – Chiropractic History & Philosophy**

**Instructor: Dr. David Browning**

**Office Hours:** *(subject to revision)*

Mon: 11:00 – 12:50

Tue: 12:00 – 12:50

Wed 12:00 – 12:50

Thu: 12:00 – 12:50

**Prerequisites:** enrollment in Parker College of Chiropractic

### **COURSE DESCRIPTION:**

This course will present various aspects of the foundational concepts necessary to become a successful chiropractor. In section one, the fundamental concepts of the profession and unique terminology are presented. We then explore chiropractic history with a focus on the pioneers and events that shaped the profession. The philosophy of chiropractic is introduced and discussed with a specific emphasis on concepts that apply to everyday life as well as the practice of chiropractic. In section two, we will explore and discuss basic practice concepts to develop the awareness of what happens in a chiropractic office. In addition, common sense financial management concepts are introduced to better prepare the student to manage their financial responsibilities while navigating the student lifestyle at Parker.

### **GENERAL APPROACH TO TEACHING:**

- The classroom will be an environment suitable for learning. This means that all of us need to respect each other's obligations and responsibilities.
- A lecture format is utilized with regular student interactivities mixed in. One of my primary goals is to get you to think about the material we are covering.
- PowerPoint presentations are used in every class, but I will not read slides to you.
- Course notes are not a replacement for the classroom process.
- You must learn to apply the principles and ideas not merely regurgitate them for an exam.
- We will have time for classroom discussions and I encourage questions throughout the course.
- Computer Usage (see the section listed below for general guidelines)

I consider myself an approachable instructor; however I do hold to my scheduled office hours when it comes to seeing students outside of class. You are welcome to e-mail me or approach me during breaks if you need to set up an appointment outside of my scheduled hours. Because I

am involved in a number of committees within the college that often meet during office hours, I occasionally extend my hours or allow for an extended time to come in and review exams.

**ESTIMATE OF STUDENT WORK LOAD:**

Students should expect to spend 20 – 30 minutes every day studying material for this class. It has been shown that studying new material presented in lectures and labs within 24 hours increases retention and I highly recommend this practice. “Study smarter not harder” is a phrase you will hear repeatedly in the classroom. I am a big believer in the study group. Accountability with others helps reinforce good study habits and increases self-confidence. It is essential to attend lecture and take additional notes as needed. Exams will take content from both printed material and in class discussion. When missing lecture it is important to follow up by learning the material, through the recorded presentations, accessible through iTunes files located on the course webpage.

**Chiropractic History & Philosophy**

**SECTION DESCRIPTION:**

In compliance with the mission of Parker University, College of Chiropractic, this course is structured to provide the freshman chiropractic student with an introduction and orientation to the philosophical basis of chiropractic. This course explores the history of chiropractic, the chiropractic adjustment, and the early pioneers of the profession. Fundamental differences between the chiropractic and allopathic models are addressed, stressing the differences between the mechanistic and vitalistic paradigms. The course also begins with a foundational series on establishing effective study habits, organizational planning, and common sense financial awareness to empower and encourage the student professional as he / she begins their chiropractic career.

**LEARNING OUTCOMES:**

At the completion of this course, the student should be able to:

1. Identify components of the various models of the vertebral subluxation complex and provide application of those components to what will present in practice situations
2. Develop a complete comprehension of the subluxation, the three causes of subluxation, the adjustment, and chiropractic
3. Create a practical understanding of the history of chiropractic; to include the people, the events, and the internal and external struggles of the profession
4. Apply basic philosophical tenets and principles of chiropractic and how they relate to the global health care view, the practice of chiropractic, and the national health care plan.

**ASSESSMENT:**

The above learning outcomes will be assessed by lecture exams. The exams may include a multiple choice, matching, true/false, short answer, and/or essay format(s).

**REQUIRED TEXTBOOKS:**

Fundamentals of Chiropractic - Cleveland & Redwood

Sinnott’s Textbook of Chiropractic Philosophy - Dr. Rob Sinnott

Course Handouts / Notes

**RECOMMENDED ADDITIONAL TEXTBOOKS:**

*Chiropractic History: A Primer – Keating, Cleveland, & Menke (available as a PDF file on the course webpage)*

The Chiropractic Textbook - R.W. Stephenson (*every chiropractor should own this book*)

Philosophy: Who Needs It – Ayn Rand

Chicken Soup for the Chiropractic Soul

- Jack Canfield, Mark Victor Hansen, Dr. Fabrizio Mancini

**Basic Principles of Chiropractic Practice**

**SECTION DESCRIPTION:**

This section will introduce chiropractic business, portions of healthcare law, and business issues such as defining a mission, creating a budget, and understanding personal credit.

**LEARNING OUTCOMES:**

At the completion of this course, the student should be able to:

1. Demonstrate understanding of portions of key elements of relevant health care laws, and other clinical considerations of practice.
2. Utilize simple personal and business budgeting, financial planning for obtaining a business loan, calculations for profit / loss, and the aspects of personal credit for improving credit and increasing chances of obtaining a business loan.
3. Develop an effective mission statement through study of personal purpose, benefits of service, behavioristics, and psychographics

**ASSESSMENT:**

The above learning outcomes will be assessed by lecture exams. The exams may include a multiple choice, matching, true/false, short answer, and/or essay format(s).

**REQUIRED TEXTBOOKS:**

The Parker System for Professional Success

**GRADING SYSTEM**

Evaluation is an integral part of the educational process and is used as an educational tool to help students identify problem areas, to recognize and reward achievement, and to identify students who are unable to meet the rigors of the curriculum. Final course grades and their interpretation are listed below

	Examinations Given	Weight of Exams
1.	Exam #1 (Matrix & History of Chiropractic)	<b>30%</b>
2.	Exam #2 (The 5 Branches of Philosophy)	<b>30%</b>
3.	Exam #3 (Basic Chiropractic Practices)	<b>20%</b>
4.	Final (Comprehensive)	<b>20%</b>
	<b>Total</b>	<b>100%</b>

## Course Grading Scale

Grade	Numerical Value	Grade Point Average	Interpretation of Academic Achievement
A	89.50 - 100	4.0	Excellent
B	79.50 - 89.49	3.0	Above Average
C	69.50 - 79.49	2.0	Satisfactory
F	Below 69.49	0.0	Unacceptable

### **EXTRA CREDIT**

There is no extra credit available in this course

### **STUDENTS WITH SPECIAL NEEDS:**

Parker University, College of Chiropractic in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 provides assistance to eligible students. Institutions of higher education are required to provide reasonable accommodations to qualified and eligible persons with disabilities that are logically associated with the type and level of impairment of the student. If you believe you are eligible for these services please contact the Student Assistance Program which is located in the Student Affairs office.

### **EXAMINATIONS:**

- Exams are scheduled well in advance.
- You must be on time for a written exam as no exams are passed out once the first student leaves the exam room.
- Failure to notify the course director or section instructor of an absence for any exam prior to the start of the exam will result in the student being given a zero for that exam.
- The course director *may* allow a make-up exam to be taken **if there is documented evidence** of unusual circumstances provided.
- Your final answers are marked on your scantron. **There will be no hand grading of scantrons or points awarded for correct answers on a test booklet that are incorrectly bubbled on the scantron**
- See the missed exam policy below for information on my make-up exam policy

*Exam dates can only be changed by the course director, under the direct guidance of the trimester faculty coordinator.*

## **COMMON ACADEMIC POLICIES**

A complete listing of all Academic policies is found on the MyParker webpage @ [https://my.parker.edu/ICS/Academics\\_-Coursework/Academics/Common\\_Policies/](https://my.parker.edu/ICS/Academics_-Coursework/Academics/Common_Policies/):

Absences for Religious Holidays  
Academic Dishonesty  
Academic Promotion, Probation and Dismissal Policy  
Appeals  
Attendance Policy  
Policy on Late Instructors  
Audio/Video Taping  
Cell Phones and Electronic Devices in Class  
Classroom Behavior  
Communications  
Computer Usage  
Examinations (Make up Exams/Lab Practicals & Altering Grades on Exams/Exam Review)  
Final examinations  
Grading system  
Missed Exam Policy  
Grade Appeal Process  
Professional Decorum  
Special Needs Considerations  
Student Bereavement Policy

### **DISCLAIMER:**

**Lecture or PowerPoint outlines that may be contained in lecture notes, manuals, handouts, or posted on the course webpage, are NOT intended to represent the entire content of the course. An outline is intended to be a guide to the lecture. The responsibility of the instructor is to follow the outline, expand the concepts and give explanation and illustrations to clarify content. The role of the student is to attend lecture and take notes over material presented by the lecturer that explains and illustrates the material listed in the outline. It is also the responsibility of the student to question the instructor if explanations and illustrations are not clearly presented or understood.**

**The instructors take no responsibility for the accuracy or completeness of old notes, quiz questions or exam questions that students may purchase or may be given by previous students in this class.**

### **IMPORTANT NOTE:**

The provisions contained in this syllabus do not constitute a binding contract between the student and the Parker College of Chiropractic. These provisions may be changed at any time and for any reason at the discretion of the Course Director. When it is necessary to make changes to this document, appropriate notice (at least one week, if possible) will be given to the student(s).