

## Course Syllabus – Fall 2011

**Course Number:** CHSC 6101

**Course Title:** Gonstead Chiropractic Technique

**Course Director:** James R. Fuller, B.A., B.S., D.C.

**Office Hours:**

Monday 12:00 pm - 12:50 pm  
Tuesday 12:00 pm - 12:50 pm (in Open Lab)  
Wednesday 11:00 am - 12:50 pm  
Friday 1:00 pm - 1:50 pm

**Trimester Credit Hours:** 3

**Total Contact Hours Per Trimester:** 75

**Lab Hours Per Week:** 4

**Lab Contact Hours/Trimester:** 60

**Lab Director/Instructors:**

Dr. J. R. Fuller (Director)

Dr. Nicole Lederman

Dr. Farshid Marzban

Dr. Celia Maguire

### COURSE DESCRIPTION:

This course supports the mission statement of Parker University, College of Chiropractic, of helping to create leaders who promote Chiropractic wellness through high standards of education, research and service. This course is designed to give the second year student a sound educational foundation in the Gonstead Chiropractic adjusting technique. This course introduces the student to the Full-Spine System of analyzing and adjusting spinal subluxations as developed by Dr. Clarence S. Gonstead. His system of X-ray analysis, philosophy and specific Chiropractic adjusting of the entire spine is presented. The student is introduced to the use of the cervical chair, knee chest table and pelvic bench.

### GENERAL APPROACH TO TEACHING:

My general approach to teaching is to present the information and then try to have the student apply the information in a practical sense. We try to do a lot of “hands-on”, and get the students involved in teaching each other when it is appropriate. I also like to get the students thinking by asking them questions that will require them to synthesize the information they have been given.

I try to use imagery, mnemonic devices and hands-on activity to get the information to the student. I also believe that students working together to try to review and retrieve information is much more effective than simple rote review.

I am open to questions and discussions – this promotes thinking and processing and helps with the learning process. I believe the student should be actively involved in the process, and not passively sitting and listening, hence my notes are not a line-by-line rehash of the PowerPoint slides. Rather, they are a collection of essential information that can be readily accessed later in the student’s career.

The student MUST put in *many* hands-on adjustments prior to developing a physical and mental understanding of the adjustment. The student will not be able to apply this technique unless they practice and try it many times before entering their clinical experience. I expect to see all of the students in open labs.

## **ESTIMATE OF STUDENT WORK LOAD:**

As a minimum estimate: The student should expect to spend one to two hours of practice time per hour of lab time and one to two hours per lecture hour practicing and learning the concepts and skills.

## **LEARNING OUTCOMES:**

At the completion of this course the student should be familiar with the Gonstead philosophy and system. The student should be able to apply this knowledge to an extent that they are able to

1. Understand and utilize the Gonstead listings
2. Understand and apply the Gonstead Principles
3. Utilize the Gonstead Radiographic Line analysis to recognize listings and guide patient care
4. Understand basic Gonstead radiographic procedures
5. Relate basic information regarding Gonstead patient management concepts including application of Gonstead to Pediatric and Pregnant patients.
6. Recall basic information regarding Dr. Gonstead's life and the development of his technique

## DETAILED OVERVIEW:

### **Lecture Objectives:**

1. Understand and utilize the Gonstead listings,
    - a. Demonstrate during practical examinations correct interpretation of the listings and/or
    - b. Apply the listings correctly to various regions of the spine in written exams
    - c. Correctly use the line analysis to select the appropriate listings for the patient
  2. Understand and apply the Gonstead Principles
    - a. Radiographic analysis of the spine and pelvis
    - b. The use (and avoidance) of heel lifts
    - c. Disk grading and how it affects the patient's progress
  3. Utilize the Gonstead Radiographic Line analysis to recognize the following
    - a. Line analysis to arrive at listing for the following:
      1. Occiput
      2. Atlas
      3. Spinal Segments from C2-L5
      4. Pelvis
      5. Sacrum
      6. Coccyx
      7. Assess femur head inequality
        - a. Measure "Measured Deficiency"
        - b. Calculate "Actual Deficiency"
    - ii. Classify inter-vertebral discs using D1-D6 rating scale
    - iii. Remember to conduct an overall visualization of the film
  - b. Interpret this analysis at an introductory level to arrive at a plan of action for the patient
4. Understand basic Gonstead radiographic procedures
5. Recall the principles of application of Gonstead to Pediatric and Pregnant patients
6. Relate basic information regarding Gonstead patient management concepts.

- a. Adjusting sympathetic versus parasympathetic regions
  - b. Miscellaneous patient management concepts may also be discussed as time permits
7. Recall basic information regarding Dr. Gonstead's life and the development of his technique

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

1. Demonstrate during practical exams that they can properly set up on any of the listings discussed, demonstrated and worked with during class and labs including
  - a. Selecting the proper Gonstead Apparatus for the adjustment,
  - b. Show proper patient positioning
  - c. Contact the correct side of the patient with the correct hand
  - d. Demonstrate the following during the setup
    - i. Proper Contact Point (CP) and Segmental Contact point (SCP)
    - ii. Proper Drive-hand and Stabilization-hand positioning and location
    - iii. Proper Drive-arm and Stabilization-arm positioning
  - e. Be prepared to verbalize during practical (or written) exams the appropriate lines of drive, segmental contacts, contacts, doctor position, patient position, drive hand position, stabilization hand position, drive arm position, stabilization arm position and correct contact hand.
  
2. Demonstrate during labs and lectures a knowledge of Gonstead Spinal Analysis, including:
  - a. Observation of the surface of the back
    - i. Point out on the patient
      1. Visible edema or hyperemia
      2. Findings that will affect the use of the Nervoscope
  - b. Use of the Nervoscope instrument
    - i. Proper reading of the scope
    - ii. Proper marking on the patient
    - iii. Proper interpretation of the instrument finding
  - c. Assess the patient's spine for
    - i. Palpable edema
    - ii. Pain on Pressure
  - d. Analyze the patient's spine using Motion Palpation
    - i. Interpret the motion findings in order to arrive at a listing for the appropriate regions of the spine

**ASSESSMENT:**

Diagnostic Practical	10%
Mid-term written exam	20%
Mid-term practical exam	15%
Final written exam	20%
Final practical	20%
Quiz Average	10%
Diagnostic Workups	5%

NOTE: Grades are rounded up from the nearest .5 %, so an 89.5% is rounded to 90% automatically. If you have an 89.4, I'm sorry, but it's an 89.

**PREREQUISITES:** Palpation / Skeletal Analysis; Diversified

**REQUIRED TEXTBOOKS:**

*Gonstead Technique Quick Reference* - Collection of notes by the instructor.

**A note regarding the above:** THESE ARE NOT A LECTURE OUTLINE, THESE ARE A QUICK REFERENCE.

They are designed for you to reference when you want particular information concerning a topic later on. They will be very useful when you want to recall information later.

Don't look for them to follow my lectures as I expect you to take your own notes as part of the learning process. If you want to know what's coming up next, check the online class schedule.

The material contained in the lecture booklet is NOT intended to represent the entire content of the course. The role of the student is to attend lecture and take notes over material presented by the lecturer that explains and illustrates the material. 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 Gonstead.

**RECOMMENDED ADDITIONAL TEXTBOOKS:**

*Gonstead Chiropractic Science and Art*, Herbst

*Textbook of Clinical Chiropractic - A Specific Biomechanical Approach*, Gregory Plaugher, ed.

*The Master's Touch*, Goble (in the Library)

*In the Footsteps of Dr. "G"*, by: John Cox

**SUPPLIES:**

You will be required to have a rolling ruler for your x-ray line analysis. It is not possible to properly perform the analysis if you do not have one, therefore their use is mandatory. If you do not have one at the time of quizzes or exams, you may not be permitted to take that quiz or exam.

It is also HIGHLY recommended that you have a Thuli board for lab. You will also use this in your Upper Cervical course, so you should go ahead and get it now. It is an invaluable tool for developing coordination, strength and speed for the Gonstead adjustments. We will drill a bit with the Thuli, primarily during the first half of the trimester.

**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:

Grade	Numerical Value	Grade Point Average	Interpretation of Academic Achievement
A	89.5 – 100	4.0	Excellent
B	79.5 - 89.49	3.0	Above Average
C	69.5 - 79.49	2.0	Satisfactory
F	69.49 or Below	0.0	Unacceptable

This grading scale is strictly adhered to. There are NO exceptions.

You will have 2 written major exams (Midterm and Final)

You will have 3 practical exams (Diagnostic, Midterm and Final)

You will have 2 scheduled quizzes

You need to turn in diagnostic forms for each lab

### **LABS:**

Diagnostic Workups :

All students will be required to complete diagnostic workup sheets during our labs together. These are worth a total of 100 points and that total will be averaged in as 5% of your grade. Most of your workups should be on different students to receive credit. I will accept up to 3 on the same student (depending on class size), and I will usually only accept 1 workup per lab. The total number is dependent on scheduling. We'll try for a total of 20, but if your lab only meets 18 times, you'll only be required to complete an amount appropriate to your schedule. As a backup to unforeseen absences, I will accept 2 workups for 2 labs only - that's for any 2 labs you choose, you can turn in 2 workups as makeup for a missed lab.

In order for all students to properly complete these workups and begin developing the diagnostic skills necessary for the Gonstead protocol, it is necessary that all students' backs be exposed during lab. All students will, therefore, be required to either have the shirt removed, or wear a gown or other appropriate clothing to allow access to the back for each lab. I find that a T-shirt with a simple slit down the back, leaving the collar and waist-band intact works quite well.

If you can't participate in lab due to physical limitations, please let me know.

### **OPEN LABS:**

Open labs meet at least once per tri. The schedule for this trimester is:

Tuesday 12 to 1

### **90/90 Rule:**

Does not apply to this course.

### **EXTRA CREDIT:**

Does not apply to this course.

## **A complete listing of all Academic policies is found on the MyParker Website/Academic Home Page/Common Policies:**

Absences for Religious Holidays

Academic Dishonesty

Academic Promotion, Probation and Dismissal Policy

Appeals

Assistance and Accommodations  
Attendance Policy  
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  
Late Instructors to Lecture/Lab  
Missed Exam Policy  
Professional Decorum  
Special Needs Consideration  
Student Bereavement Policy  
Excused Absences

## **DISCLAIMER**

The lecture outlines contained in the lecture booklet are NOT intended to represent the entire content of the course. A lecture 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, acquire from off of the internet or be given by previous students.

## **IMPORTANT NOTE:**

The provisions contained in this syllabus do not constitute a binding contract between the student and the Parker University, 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 at all possible) will be given to the student(s).