

2021 ChiroClasses License Renewal Seminar

Topics in Clinical Chiropractic

Using Facts, Evidence and Experience to Enhance Chiropractic Care

PURPOSE: The purpose of this seminar is to provide a total of 20 hours of continuing education (CE) in a number of topics relative to the clinical practice of chiropractic. Included will be the need for and methods to objectify the necessity for care. Evidence-based diagnostic and management considerations related to documentation, neurology, orthopedics, pediatrics, manipulation, ethics, professional boundaries, diagnostic imaging, electromyography and rehabilitation will be presented. Using a symposia format slides, video cases, and multiple presenters, this seminar will include a number of brief, concise, and clinically relevant topics.

GENERAL: The class will provide One (1) CE hour of distance education in the area of Iowa Administrative Code, Two (2) CE of distance education in the area of Ethics and Boundaries, Four (4) CE of distance education in the area of Radiology, resulting in Nineteen (17) CE of Clinical Case Management (Iowa Administrative Code & Ethics/Boundaries are **Not** counted as Clinical Case Management CE). Teaching methods employed will include prepared notes, PowerPoint slides, video, lecture and demonstration. All presenters meet the qualifications for faculty appointment at an accredited chiropractic college.

OUTLINE: The following pages identify the topics, who will be presenting them, and the time apportioned to each topic:

CE	Topic Objectives	Speaker (Vitae on file) Topic Synopsis
2 CE Hours	<p>Neck adjustment and stroke: Update</p> <p><u>Class Objectives:</u></p> <ol style="list-style-type: none"> 1. Outline methods used and estimations as to the incidence of cervical spinal manipulative therapy and subsequent vertebrobasilar ischemia. 2. List and describe the most common red flags for a patient “at risk” for suffering Vertebrobasilar Ischemia following cervical manipulation. 3. Recite list of scientific studies relating to laboratory testing of plasma Homocystine levels and its relationship to Vertebrobasilar Ischemia from vertebral artery dissection. 4. List examples of bias against chiropractic cited in both the popular media as well as in biomedical journals. 5. Critically review landmark articles regarding the issue of cervical manipulation and vertebrobasilar distribution ischemia. 	<p>Joseph S. Ferezy, DC – People suffer strokes following chiropractic neck adjustments. There is no profession that should require a greater depth and breadth of knowledge on all information related to this subject. Dr. Ferezy was the first chiropractor to publish correct information about this association (1988). The presentation includes:</p> <ul style="list-style-type: none"> ✓ Neck adjustment and stroke portrayed in today’s media. ✓ Anatomy and hemodynamics of the brain. ✓ The syndrome of vertebrobasilar ischemia (VBI). ✓ Patients that may be at risk for VBI. ✓ Testing VBI. ✓ Recognition of post-adjustment stroke. ✓ Having a plan of action. ✓ New ways to potentially

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		determine “at risk” patients.
2 CE Hours	<p>Emergency and Urgent Conditions Encountered in the Chiropractic Office</p> <p><u>Class Objectives:</u></p> <ol style="list-style-type: none"> 1. Recognize urgent conditions encountered in the chiropractic office. 2. Care for, manage and/or refer as appropriate. 3. Be prepared for an emergency. 4. Recognize and respond to a patient in shock. 5. Recognize and respond to cardiac emergencies. 6. Recognize and respond to respiratory emergencies. 7. Recognize and respond to seizures. 8. Recognize and respond to the acute abdomen. 9. Recognize and respond to diabetic emergencies. 10. Recognize and respond to environmental emergencies (Heat and cold). 11. Recognize and respond to stroke and hypertensive emergencies. 12. Recognize and respond to head injuries. 	<p>David Quist, DC - Dr. Quist is also a registered Emergency Medical Technician (EMT). Do you feel prepared to deal with a sudden, potentially life or death situations in your office? Dr. Quist will review, in detail, a number of urgent and emergency situations that may arise in chiropractic practice. A little knowledge here may save a patient’s life. As licensed physicians, we owe it to our patients, and our profession to keep current in this area.</p>

2 CE	<p>Covid-19 – Up to date and clinically relevant information, every DC should know.</p> <p><u>Class Objectives:</u></p> <ol style="list-style-type: none"> 1. Recite essential features about other Corona Viruses as well as the Covid-19 (AKA SARS-COV-2) virus, including category, particle size and other basic science facts. 2. List methods and mechanisms of Covid-19 virus spread, and itemize less likely ways of virus spread. 	<p>Joseph S. Ferezy, DC – The viral infection that changed the world, has also had an enormous impact on the delivery of chiropractic care. This class reviews up-to-date relevant clinical information, much of which is not readily available with erroneous information running rampant. Information presented is tailored specifically to the competent practice of chiropractic in and around the times of this pandemic.</p>
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	<ol style="list-style-type: none"> 3. Compare and contrast the signs and symptoms of Covid-19 infection from seasonal allergies, colds and flu virus infections. 4. Itemize methods for protecting oneself from Covid-19 viral infection and discuss strategies for maintaining a chiropractic practice amid the pandemic. 5. Itemize aspects of governmental response, available treatments and protective measures. 6. Prepare an effective do-it-yourself protective face mask. 7. List positive facts, items and actions regarding the pandemic. 	
<p>4 CE X-Ray</p>	<p><i>Imaging: Cases from Chiropractors.</i></p> <p><u>Class Objectives:</u></p> <ol style="list-style-type: none"> 1. List the most common plain film studies performed by doctors of chiropractic. 2. Identify common normal anatomical structures and variant anatomy common on plain film radiography. 3. Identify most commonly seen pathological findings on plain film radiographs. 	<p>Michelle A. Mick (née Wessely), DC, DACBR, DipMEd. - The majority of patients who seek the services of a doctor of chiropractic have a complaint of spinal pain. This class will review the basics of plain film radiology by demonstrating unusual but non-pathologic common plain film findings, from those that are potentially pathological.</p>
	<p><i>Imaging: Cases from Chiropractors.</i></p> <p><u>Class Objectives:</u></p> <ol style="list-style-type: none"> 1. Recognize and identify anatomical and pathological findings on plain film and advanced imaging studies of chiropractic patients. 2. List differential diagnoses associated with various advanced imaging studies of chiropractic patients. 3. Categorize image types and options. 4. Differentiate various non-pathologic advanced imaging findings from those that may be pathologic. 	<p>Michelle A. Mick (née Wessely), DC, DACBR, DipMEd. – Many patients who seek the services of a doctor of chiropractic ultimately have imaging studies performed. This class will review imaging studies that ultimately contributed to the proper diagnosis of a chiropractic patient. Non-pathologic findings will be differentiated from those that are potentially pathological.</p>
<p>1 CE Boundaries</p>	<p><i>Professional Boundaries: What would you do?</i></p> <p><u>Class Objectives:</u></p>	<p>Amy Horton, DC – this is an interactive, presentation covering situations in professional boundaries. The class will consist of a series of</p>

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	<ol style="list-style-type: none"> 1. Appreciate and articulate aspects of a proper doctor-patient relationship; 2. Define various professional boundaries; and understand the need to respect them; 5. Explore ethical issues pertaining to the practice of chiropractic. 	<p>slides that depict situations that might challenge professional boundaries. An open discussion between the class and Dr. Horton is encouraged.</p>
1 CE	<p>Autophagy & Intermittent Fasting</p> <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Define autophagy and discuss its importance in cellular regulation. 2. Discuss the role of autophagy in synaptic growth and plasticity. 3. Recite rationale for intermittent fasting as related to autophagy. Employ methods for patient education and better health. 	<p>Lou Freedman, DC – Understand the link between intermittent fasting and autophagy. The evolutionary conserved process that all eukaryotic cells use to destroy and recycle cellular components has received growing attention since Yoshinori Ohsumi was awarded the 2016 Nobel Prize in Physiology/Medicine for his work on the mechanism of cellular autophagy in baker's yeast. How this process may be important in thwarting cancer and neuronal degenerative diseases will be discussed.</p>
1 CE	<p>Review of Cardiopulmonary Resuscitation (CPR)</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize the need to proceed with CPR. 2. Act properly to alert EMT's 3. Perform CPR on an adult. 4. Perform CPR on a child. 5. Properly operate an Automatic Electronic Defibrillator (AED). 	<p>David Quist, DC; EMT – Every doctor should be familiar with the performance of CPR. This procedure has saved thousands of lives, and some state chiropractic boards require you to have a current certificate with the AHA, Red Cross or other authority. This class reviews all aspects of CPR from recognition, taking charge, to administration of CPR and use of an AED.</p>
1 CE	<p>The Immune system – What's new</p>	<p>Lou Freedman, DC - A brief review of the immune system including the innate and adaptive immune responses. The function of the major players including macrophages, neutrophils, B and T cells and antibodies, with a special emphasis on COVID 19. The vagal</p>

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		cholinergic inflammatory reflex will be reviewed.
2 CE	<p><i>Panel Discussion: Cases in Neurology</i></p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1 Articulate the key components of a proper history and examination. 2 Gain insight into statements made by a patient during the history process. 3 List available diagnostic tests and discuss rational for the use of each. 4 Use deductive reasoning to properly weigh possible diagnostic possibilities. 5 Itemize rational for performing and ordering diagnostic testing. 6 Consider various approaches to conservative therapy. 	<p>Moderated by Joseph Ferezy, DC</p> <p>Panelists: David Quist, DC; Lou Freedman, DC. Real, hypothetical and attendee encounters with chiropractic patients will be presented. A panel of practicing and academic chiropractors will comment on the cases as they unfold. Class participation will be emphasized.</p>
2 CE	<p><i>Case 126: Cases in Neurology</i> - Subtitle: Video case: Sudden onset of lower extremity paralysis in an elderly woman.</p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1. Evaluate an unrehearsed, real doctor/patient encounter involving an elderly women presenting with a sudden onset of lower extremity paralysis. 2. Develop improved skills in obtaining an accurate case history and performing an examination of a patient presenting with a sudden onset of lower extremity paralysis. 3. Improve interpretation of relevant clinical findings of patient's presenting with a sudden onset of lower extremity paralysis. 4. List the clinical presentations of various complaints and the approach to diagnosis of patient's presenting with a sudden onset of lower extremity paralysis. 5. Consider the differential diagnoses of presenting with a sudden onset of lower extremity paralysis. 	<p>Joseph S. Ferezy, D.C.</p> <p>A real encounter with a chiropractic patient will be presented. This video class is a case study. A 78 year old female presented with a sudden onset of right lower extremity paralysis. Following the detailed history of this patient, the examination is seen on the video. The examination shows clear evidence of upper motor neuron disease. Emphasis is given to the differential diagnosis of paralysis. A discussion, case summary and conclusions are given at the end of the case.</p>

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1 CE IA Code	<p>Title: Iowa Code for the DC UPDATE 2020</p> <p><u>Objectives:</u></p> <ol style="list-style-type: none">1. Recite chiropractic continuing education biennial requirements for the 2018-2020 biennium, including dates, total required hours and subject categories.2. List required standards for acceptable chiropractic continuing education.3. Itemize specific criteria for acceptable chiropractic continuing education.4. Document specific criteria requirements for presenters of acceptable chiropractic continuing education.5. Verify and articulate changes to the 2018-2020 and 2020-2022 requirements for allowable amount of distance education for the associated bienniums.	<p>Joseph S. Ferezy, DC - This class is a required CEU for IA doctors. The class includes information about recent changes regarding acceptance of mandatory reporting as "Clinical" CEU, mandatory reporting requirements and Distance Education (online) that have been set forth by the Iowa Department of Public Health, as well as the Iowa board of Chiropractic.</p>
1 CE Ethics	<p>Title: Ethical issues for doctors of chiropractic</p> <p><u>Objectives:</u></p> <ol style="list-style-type: none">1. Define professional ethics and morals.2. Sensitize the D.C. to issues related to common ethical dilemma in chiropractic practice.3. Discuss specific ethical considerations in situations and scenarios related to patients, former patients and society.	<p>Joseph S. Ferezy, DC - This class is designed as an overview of ethical considerations that commonly arise in the office of the doctor of chiropractic. This class is primarily exclusive of behaviors where a sexual connotation may be reasonably inferred. Emphasis will be placed on situation sensitivity and avoidance. The class includes a discussion of common ethical situations procedures and recording methods. It will be presented as a video-taped lecture, and augmented by audiovisual aids and supplementary class notes.</p>