

# Incorporating Policy into Public Health Practice

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# CCE Standards for Chiropractic Programs and Institutions

## January 2000

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### Section 3. The Criteria for Accreditation

"Courses offered in the curriculum must be taught in sufficient depth to fulfill the concept of the doctor of chiropractic as set forth in the first four paragraphs of the "Foreword" of these *Standards* (p.51)

(p. V Foreword) "and related health subjects sufficient for the doctor of chiropractic to **perform the professional obligations of a primary care clinician.....** the doctor of chiropractic's responsibilities **as a primary care clinician include wellness promotion.....**"

# CCE Standards for Chiropractic Programs and Institutions

February 2001

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## Section 2. Requirements for Accreditation

E. Promote wellness by assessing health risk and providing problem-related, general and public health information, and lifestyle counseling. (p. 27)

# Public Health Course in DC Program

## March, 2005 Fourth Trimester

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Public Health was a three hour course

45 class periods, 50 minutes

- Parasitology (13 class periods)
- Virology (13 class periods)
- Public Health (10 class periods)
  - health agencies
  - environmental health
  - sanitation

# Bridging the Gap

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CCE 2001 "Promote wellness... assessing health risk... public health information, and lifestyle counseling"

McKenzie J., Pinger, R. and Kotecki, J., *An Introduction to Community Health*, (5th ed), 2005, Jones & Bartlett Publishers.

# Public Health Course in DC Program

## July, 2005 Fourth Trimester

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### Class is divided into discussion sections

- 50% of the course grade is based on participation
- 50% equally distributed between a midterm and final exam over the reading material

### There is more

- Student must also find an article which relates to that week's reading assignment and the competencies
- Student must write a short narrative as to why that article was selected

# Wellness Competency

## (2) Knowledge (Cited from CCE 2007 Standards)

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- discuss the basic principles and perspectives of health promotion and wellness
- describe the essential components of health promotion appropriate for the needs of the patient and the public
- relate the specific needs of patients and the public to the lifestyle changes necessary for their health promotion
- describe **principal trends** evolving in the **implementation of**, and **health impact** and affected population **for each** of the leading health indicators

# Knowledge Competencies

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- identify the resources materials available to help educate patients and the public about health promotion and wellness
- describe the goals, issues, trends and disparities in the focus areas of increased quality and years of healthy life



# Measuring the Outcome

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CCE Wellness Knowledge Competency  
II.H.5.n.2.h (February, 2007)

(h) describe principal trends evolving in the implementation of, and health impact and affected population for each of the leading health indicators (**physical activity, overweight and obesity, tobacco use, substance abuse, responsible sexual behavior, mental health, injury and violence, environmental quality, immunization,** and access to health care)

# Pilot Study

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## Did classroom information incorporate into clinical practice?

Wellness items addressed on patient intake forms

- vitamins/supplements
- smoking
- alcohol
- high stress level
- weight
- sexually active/STD concern
- victim of domestic or sexual abuse

(5/16/05)

# Survey of Ninth Trimester Students

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During the previous week how many non-repeat patients did you see?

Keeping these patients in mind please indicate the following.

If you talked to your patient about any of the following wellness topics please **indicate how many patients** you spoke to regarding the topic. Please **indicate a number**.

It does not matter who initiated the conversation, you or the patient.

# Results

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February 2007 N = 86

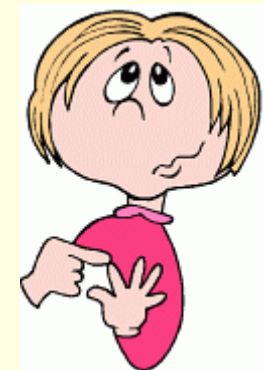
Average patient visits 6.13

June 2007 N = 93

Average patient visits 7.16

October 2007 N = 83

Average patient visits 7.27



# Preliminary Outcomes

	February 07	June 07	October 07
Nutrition healthy eating supplements water	80 %	90 %	94 %
Exercise physical activity	91 %	86 %	98 %
Weight loss	47 %	61 %	49 %
Mental Health depression stress anxiety	31 %	63 %	59 %
Illicit drug use	0 %	8 %	10 %

# Outcomes

Tobacco cessation	19 %	28 %	28 %
Alcohol consumption	18 %	23 %	20 %
Responsible sexual behavior	0 %	11 %	6 %
Environmental concerns	11 %	24 %	16 %
Violence domestic abuse gun shot, beat up	0 %	8 %	9 %
Immunizations	11 %	18 %	18 %

# Summary

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- expect students (adult learners) to share responsibility for their learning
- build a foundation of knowledge/resources
- create a participatory environment which empowers the student and encourages learning

Preliminary results indicate that this method of teaching has produced a transfer of classroom information into clinical practice.