



Required Clinical Competencies: Wellness

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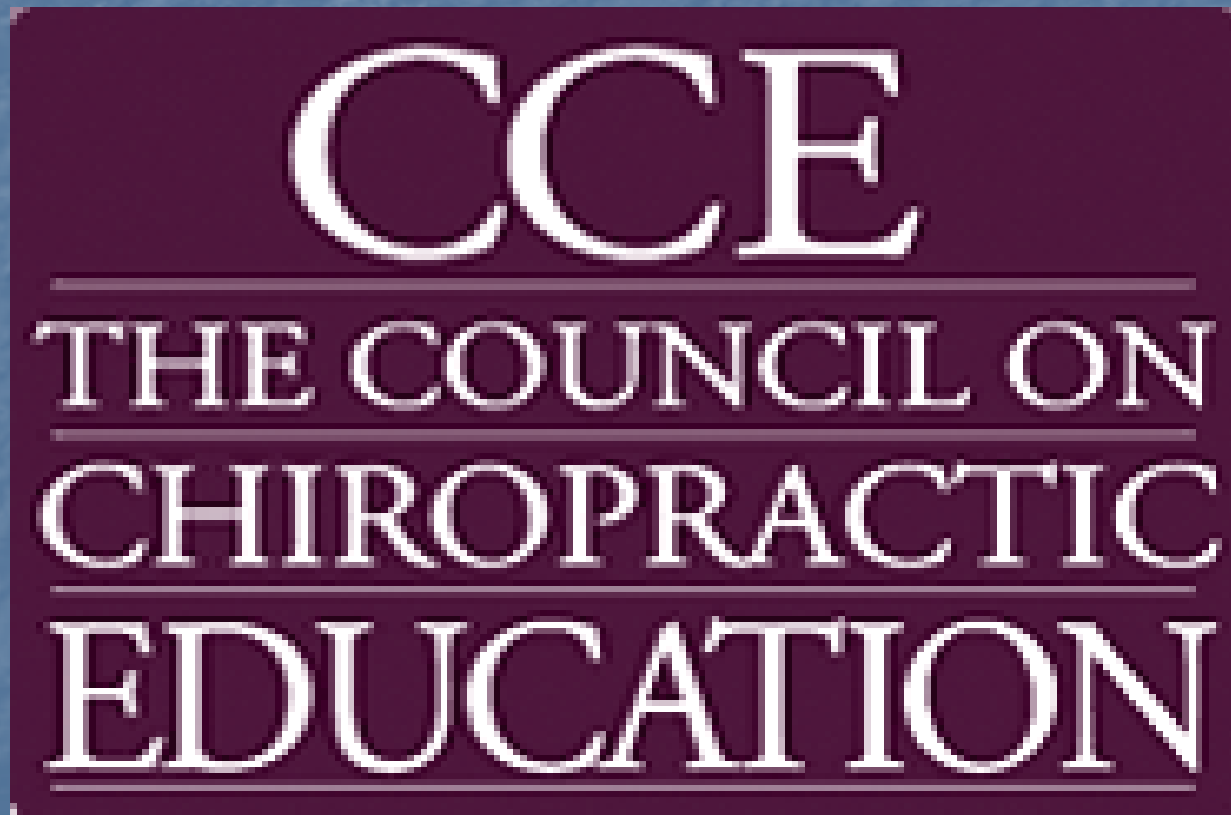
Wellness ...



“is a process of optimal functioning and creative adaptation involving all aspects of your life.”

Meridel I. Gatterman, DC, MEd, Chiropractic, Health Promotion and Wellness, (2007)

CCE Standards



Wellness Competency: Attitudes

- Appreciate impact of **lifestyle**, health status, behavior and psychological factors
- Appreciate **multidimensional character** of wellness
- Appreciate and accept **active patient** participation
- Emphasize benefits of **health promotion** measures
- Appreciate chiropractor's role in **community health care**
- Appreciate impact of **environmental influences**
- Appreciate broad **social determinants** of health

Wellness Competency: Knowledge

- Discuss principles of health promotion and **wellness**
- Describe the concepts of **health promotion** in the context of chiropractic health care
- Describe the components of health promotion appropriate for a **patient and the public**
- Describe the **role of the chiropractor** in health promotion
- Relate patient and public needs to **lifestyle changes** necessary for health promotion
- Identify health promotion **resource materials** to educate patients and the public
- Identify **screening activities** for health promotion
- Describe **trends**, health impacts and affected populations for leading health indicators*
- Describe issues related to the leading health indicators* and **quality of life** and elimination of health disparities

Leading Health Indicators*

- Physical activity
- Overweight and obesity
- Tobacco use
- Substance abuse
- Sexual behavior
- Mental health
- Injury and violence
- Environmental quality
- Immunization
- Access to health care



* Healthy People 2010: Understanding and Improving Health, 2nd edition, (2000).

Wellness Competency: Skills

- **Communicate** with patients about aspects of their health as part of history taking
- Encourage patient's to **share responsibility** for their health care
- Implement preventive **screening activities**
- Perform screening procedures and **wellness assessments**
- Provide **counseling** on health promotion to patients

Purpose



To determine whether, when, where and how LACC's Doctor of Chiropractic curriculum addresses the Wellness competency and its objectives

Methods

- Review course objectives in course syllabi
- Survey faculty
- Course content
- Teaching methods
- Evaluation instruments

Courses

- Anatomy and Physiology
- Biochemistry
- Nutrition
- Pharmacology
- Pathology
- Community Health
- Principles of Health Care
- Scientific Basis for Chiropractic
- Clinical Internship



Results: Attitudes

	Anat & Phys	Biochem	Nutrit	Pharm	Path	Comm Health	Princ HC	Sci Basis	Clinical Intern
Lifestyle									
Character									
Active patient									
Health promo									
Community									
Environment									
Social									

Results: Knowledge

	Anat & Phys	Biochem	Nutrit	Pharm	Path	Comm Health	Princ HC	Sci Basis	Clinical Intern
Wellness									
Promo									
Pt needs									
DC role									
Lifestyle									
Resource									
Screen									
Trends									
Quality									

Results: Skills

	Anat & Phys	Biochem	Nutrit	Pharm	Path	Comm Health	Princ HC	Sci Basis	Clinical Intern
Communi- cate									
Share									
Screen									
Assess									
Counsel									

Results: Combined

	Anat & Phys	Biochem	Nutrit	Pharm	Path	Comm Health	Princ HC	Sci Basis	Clin Intern
Attitudes									
Knowledge									
Skills									

Results: By trimester

	1	2	3	4	5	6	7	8	9	10
Attitudes	█	█	█	█	█	█	█	█	█	█
Knowledge	█	█	█	█	█	█	█	█	█	█
Skills	█	█	█	█	█	█	█	█	█	█

Teaching Methods

- Lectures
- Skills labs
- Case-based discussions
- Supervised patient care



Evaluation Instruments

- Multiple-choice exams
- Psychomotor skill evaluations
- Unfolding cases
- Simulated patients
- Clinical performance

Clinical Applications

- Health questionnaire
- Health promotion brochures
- Wellness plan

Conclusions

- DC curriculum addresses all of CCE Wellness competency objectives
- Faculty need to modify teaching methods and evaluation instruments to demonstrate student learning
- Clinical application is most underdeveloped

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