

2024 Annual License Renewal Seminar
Topics in Clinical Chiropractic: Using Facts, Evidence and Experience to Enhance Care

Cervical Adjustments and Stroke – Dr. Joseph Ferezy

Fri, Dec. 6, 2024, 1pm-7pm

Course Description: 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). This class is an in-depth discussion of all salient aspects of this unfortunate, but very real, outcome of cervical adjustments.

Course Objectives:

1. Recognize signs and symptoms of vertebrobasilar stroke in advance of, as well as after a stroke occurs.
2. Recite mechanisms and literature examples of the mechanism and risk of post-adjustment stroke.
3. List tests that may be useful in recognizing patients at risk, including the use of laboratory testing.
4. Maintain a plan of action in the event of a stroke in your office.

Hour by Hour Outline

Hour 1

1. Neck adjustment and stroke portrayed in today's media.
2. Review surveys of class participants regarding stroke following cervical manipulation.
3. Discuss temporal association vs causation.

Hour 2

1. Discuss the issue of "Informed Consent"
2. Review older literature regarding stroke following cervical manipulation.
3. Summarize the latest thoughts on the issue of stroke following cervical manipulation.
4. Share data regarding the probability of stroke following cervical manipulation.

Hour 3

1. Review the anatomy and hemodynamics of the posterior circulation of the brain.
2. Watch a dissection of the upper cervical spine.
3. Discuss proposed patho-physiological mechanisms believed responsible for subsequent vertebrobasilar ischemia.

Hour 4

1. Identify radiographic signs of a vertebral artery dissection.
2. Explore issues and examination procedures related to patient assessment as well as vertebrobasilar ischemia recognition and proper diagnosis.
3. List and discuss the uses, pros and cons of current examination tools as they apply to vertebral artery dissection.

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Hour 5

1. Review and discuss past and present scientific literature to explore the evolution of what we think we know about the process of cervical spinal manipulative therapy and subsequent vertebrobasilar ischemia.
2. Critically review landmark articles regarding the issue of cervical manipulation and vertebrobasilar distribution ischemia.
3. List and describe the most common red flags for a patient “at risk” for suffering Vertebrobasilar Ischemia following cervical manipulation.
4. Explore various perspectives and reveal bias in both public media and biomedical journals.

Hour 6

1. Review recognition of stroke in your office.
2. Define and contrast currently suggested procedures and develop a vertebrobasilar ischemia plan of action.
3. Discuss new ways to potentially determine “at risk” patients.
4. Identify and define new theoretical concepts and prophylactic therapies.
5. Cite studies suggesting that increasing folic acid intake can reduce plasma Homocystine levels.
6. Identify laboratory tests that may be useful in helping calculate an individual’s risk of suffering vertebrobasilar stroke following cervical manipulation.
7. List of scientific studies relating to laboratory testing of plasma Homocystine levels and its relationship to Vertebrobasilar Ischemia from vertebral artery dissection.

Course Title: Recognition of Child Abuse – Dr. Joseph Ferezy

Sat, Dec. 7, 2024, 9:00am – 9:50 am

Course Description: Review specific state reporting requirements and procedures regarding the recognition of child abuse. This class covers physical and radiographic evidence of injury to children, social and psychological aspects of child abuse, and a discussion of hypothetical and real situations regarding child abuse. Also discussed are legal implications for abusers, and for mandatory reporters. This class is a concise, yet broad-based discussion of the horrors and frustrations of child abuse and your role, as a Doctor of Chiropractic, in these sad cases.

Course Objectives:

1. Recognize physical signs of child abuse.
2. Identify behaviors associated with abused children as well as their abuser(s), enablers and other victims.
3. Recite basic methods to recognize child and dependent abuse.
4. Understand and implement abuse reporting criteria relevant to the state that you practice chiropractic.

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Hour by Hour Outline

Hour 1

1. Definition of child abuse and recognition of mandatory reporter status as a Doctor of Chiropractic.
 2. When to make a report
 3. Recognition of child abuse.
 4. Dependent adult abuse.
 5. State reporting requirements.
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Course Title: Diagnostic Imaging of the Spine and Extremities – Dr. Michelle Mick

Sat, Dec. 7, 2024, 10:00am – 12pm (lunch 12-1pm) and 1pm-3pm (4 X-ray Hours)

Course Description: Attendees will be presented with a wide variety of diagnostic imaging case studies, with discussion including information related to clinical-imaging correlations, as well as specific imaging findings. There will also be discussion of important factors regarding imaging decision-making, technical factors/quality assurance and related topics.

Class Objectives:

1. Understand the role of diagnostic imaging and available options for imaging in clinical practice.
2. Review frequently encountered clinical presentations of disorders encountered in clinical practice that may warrant imaging.
3. Refresh knowledge on the imaging appearance of the variety of commonly encountered abnormalities.
4. Recognize the clinical significance of certain imaging findings as pertaining to clinical practice.

Hour by Hour Outline

Hour 1

1. Introduction.
2. Overview of diagnostic imaging options/breadth of conditions presenting to the clinician with discussion of the advantages/disadvantages of each, including accessibility, cost.
3. Case studies:
4. Commonly encountered disorders using imaging, in the spine and extremities presenting to the clinician, taken from clinical practice in the USA and Europe.
5. Less common abnormalities presenting to the clinician, taken from clinical practice in the USA and Europe, using radiography as well as further imaging where applicable.

Hour 2

1. Case studies:

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2. Commonly encountered disorders using imaging, in the spine and extremities presenting to the clinician, taken from clinical practice in the USA and Europe with discussion as to the pertinent findings, relevance, management and prognosis.
3. Less common abnormalities presenting to the clinician, taken from clinical practice in the USA and Europe, using radiography as well as further imaging where applicable, as to the pertinent findings, relevance, management and prognosis

Hour 3

1. Case studies:
2. Commonly encountered disorders using imaging, in the spine and extremities presenting to the clinician, taken from clinical practice in the USA and Europe with identification of pertinent imaging findings affecting the outcome/prognosis.

Hour 4

1. Case studies:
 2. Less common abnormalities presenting to the clinician, taken from clinical practice in the USA and Europe, using radiography as well as further imaging where applicable with identification of pertinent imaging findings affecting the outcome/prognosis.
 3. Q&A
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Course Title: Professional Boundaries: What Would You Do? – Dr. Amy Horton

Sat, Dec. 7, 2024, 3:00pm-4:00pm (1 Professional boundaries hour)

Course Description: This is an interactive presentation covering situations in professional boundaries. The class will consist of a series of slides that depict situations that might challenge professional boundaries and cover different common doctor-patient scenarios. A discussion of options for handling various types of professional boundaries will be discussed.

Course Objectives:

1. Define and articulate boundaries in terms of a proper doctor-patient relationship
2. Compare and contrast circumstances where boundaries may be more fluid vs non-negotiable.
3. Navigate various doctor-patient boundaries situations in a professional manner.

Hour by Hour Outline:

Hour 1

1. Define boundaries in terms of a proper doctor-patient relationship.
2. Circumstances where boundaries may be more fluid vs non-negotiable.
3. Various case scenarios of boundary issues.

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Course title: Strengthening the Immune System in a Challenging Environment and a World of Disinformation. – Dr. Fred Clary.

Sat, Dec. 7, 2024, 4:00pm-6:00pm

Course Description: Recent world history has shown us that a strong robust immune system of the individual can have societal impact, including social, economic, political and practical. This lecture will be designed to bring real science-based information on strengthening the immune system for ourselves first and then disseminate that information for our patients next. A brief modern look into the inside of the immune system will be presented. What is Th1 vs Th2 dominance caused by natural and unnatural means. How to balance between the friendly bouncers and the SWAT team in our Active and Passive Immune Systems. Understanding that the first line of defense is important. Why vaccination is never going to work for a single stranded RNA virus with multiple species of hosts. And then how to recognize and why we are seeing post Covid/Vac Sequel.

Course Objectives:

1. For the student to have a foundational understanding of Nutritional Supplements that positively and negatively impact the immune system.
2. For the student to understand an immune boosting diet. To gain insight into the Research, Theories and Folk Stories associated with immune system biohacking.
3. To have a brief understanding of vaccine design and the known pros and cons to certain vehicles.
4. To be able to understand research, read research articles with authority and clear the clutter of popular 'faux science',
5. For the student to understand the roles of Blue Zones, Genetics, Diet and Sub-clinical food sensitivities and sleep hygiene.

Hour by Hour Outline

Hour 1

1. Foundational understanding of Nutritional Supplements that positively and negatively impact the immune system.
2. The immune boosting diet.
3. Research, Theories and Folk Stories associated with immune system biohacking.

Hour 2

1. Vaccine design and the pros and cons to certain vehicles.
 2. Understanding research articles and the clutter of popular 'faux science'.
 3. The roles of Blue Zones, Genetics, Diet and Sub-clinical food sensitivities and sleep hygiene.
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Course Title: Spinal cord and Cauda Equina Clinical Syndromes.

Dr. Robert Gustafson

Sun, Dec. 8, 2024, 8:00am-10:00am

Course Description: Dr. Gustafson will present clinical cases and focus the discussion on the recognition of medical emergency situations regarding the spinal cord and cauda equina. "Sometimes it is more important to know when not to adjust."

Course Objectives:

1. Perform an examination with a focus on spinal cord and cauda equina disease.
2. Recognize medical emergencies regarding the spinal cord and cauda equina.
3. Devise a strategy for referral of urgent and emergent cases.
4. Prepare a medical report of a patient with a diagnosis of spinal cord or cauda equina disease.

Hour by Hour Outline

Hour 1

1. Perform a case history with a focus on urgent and emergency presentations of spinal cord and cauda equina disease.
2. Compare and contrast the signs and symptoms associated with spinal cord and cauda equina disease.
3. List all in-office physical and neurological tests that may be useful in determining a diagnosis of dystonia.

Hour 2

1. Perform an in-office exam of the motor, sensory, reflex, coordination systems and other tests that may be useful in determining a diagnosis of spinal cord or cauda equina disease.
2. Articulate a strategy for transport (if necessary), referral and/or treatment for patients with spinal cord or cauda equina disease.
3. Write a report describing the history, examination, diagnosis, and prognosis of a patient with a diagnosis of spinal cord or cauda equina disease.

Course Title: Ethics: Have You Got It Right? – Dr. John Wolfe

Sun, Dec. 7, 2024, 10:00am-12:00pm

Course Description: This program focuses on five of the fourteen Rules of the ACA Code of Ethics, their application in everyday practice, how following these Rules can improve your practice, and the potential consequences of violating them.

Course Objectives:

Define professional ethics. List examples of conflicts of interest and describe ways to avoid them. Give examples of proper ways to terminate patients, and manage referrals, risk, and fraud.

Hour by Hour Outline:

Hour 1

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1. Utilize parameters to help select which patients a Doctor of Chiropractic wishes to serve while not illegally discriminating).
2. List examples of 'red flag' patients.
3. Cite specific rules to govern how to terminate a patient relationship, and list reasons why a Doctor of Chiropractic may wish to do so.
4. Define a conflict of interest and explain how conflicts be avoided or minimized.
5. List reasons why a Doctor of Chiropractic should be concerned about conflicts.
6. List multiple circumstances when a Doctor of Chiropractic is required to report another Doctor of Chiropractic.

Hour 2

1. Compare and contrast the ACA Ethics rule from the (Minnesota) statute.
2. Explain the relationship between ethical rules and Fifth Amendment?
3. Discuss how to manage referrals with emphasis on practice management, case management, risk management, fraud, and abuse considerations.
4. Discuss the importance of informed consent, including listing the consequences of failing to obtain informed consent and documenting the process.
5. Explain how a Doctor of Chiropractic may help a colleague or themselves stay in practice, if possible, while dealing with substance abuse or other impairment that may affect competence.

Course Title: - Taking on POTS! A Chiropractic Neurologists insight on treating Postural orthostatic tachycardia syndrome - Dr. Fred Clary
Sun, Dec. 8, 2024, 12:00pm-2:00pm

Course Description: Postural orthostatic tachycardia syndrome (POTS) is a common form of autonomic dysregulation characterized as an excessive tachycardia upon standing in the presence of orthostatic intolerance. POTS can have many causes and expressions of the symptomatic picture. There are many non-pharmaceutical approaches to its treatment. The chiropractor can play a key role in its amelioration.

Course Objectives:

1. For the student to understand the multitude of pathophysiologic mechanisms that can lead to POTS including but not limited to disproportionate sympathoexcitation, volume depletion, autoimmune dysfunction, cardiac and physical deconditioning.
2. For the student to understand the role of visceral hypersensitivity syndrome.
3. For the student to understand the roles of visceral and diaphragm manipulation. The role of modified cranial sacral adjusting.
4. The key role of visceral affectation must be understood and its adjustments.

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Hour by Hour Outline

Hour 1

1. The multitude of pathophysiologic mechanisms that can lead to POTS.
2. Disproportionate sympathoexcitation.
3. Volume depletion.
4. Autoimmune dysfunction.
5. Cardiac and physical deconditioning.

Hour 2

1. The role of visceral hypersensitivity syndrome.
2. The roles of visceral and diaphragm manipulation.
3. The role of modified cranial sacral adjusting.
4. The key role of visceral affectation.