

# Annual License Renewal Seminar 2019

Topics in Clinical Chiropractic

**Using Facts, Evidence and Experience to Enhance Chiropractic Care**

Co-sponsored by UCERF and NWHSU

**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. The class will also provide two (2) CE hours of distance education in the area of acupuncture. 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 with high technology audience response systems, animated slides, video cases, and multiple presenters, this seminar will include a number of brief, concise, and clinically relevant topics.

**GENERAL:** This seminar will be 20 hours in length to include 3 Continuing Education Units (CEU) specific to X-ray and 2 CEU specific to boundaries/abuse reporting. Teaching methods employed will include prepared notes, PowerPoint slides, video, lecture and demonstration. All presenters meet qualifications for faculty appointment at an accredited chiropractic college.

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

**Friday, December 6, 2019 - 6 CEUs.**

**1:00 p.m. - 7:00 p.m.**

Start Time End Time CEU's	Topic Objectives	Speaker (Vitae on file) Topic Synopsis
1:00 pm 2:40 pm  <b>2 CEU</b>	<p><b><i>Subluxation: A Chiropractic Neurologists Perspective</i></b>  <b><u>Class Objectives:</u></b></p> <ol style="list-style-type: none"> <li>1. Define Subluxation, Adjustment &amp; Manipulation.</li> <li>2. Describe Maintland Mobilization Classifications.</li> <li>3. List and describe US Government requirements for proof of a subluxation.</li> <li>4. Recognize spinal joint anatomy and describe joint innervation.</li> <li>5. Explain the concept of reciprocal inhibition.</li> <li>6. Recite studies of subluxation effects in animal models.</li> <li>7. Define and describe clinical antalgia.</li> <li>8. Describe Hiltons' &amp; Davis' Laws.</li> <li>9. List the functional roles of muscles.</li> </ol>	<p><b>Joseph S. Ferezy, DC</b> – Subluxation and adjustment are terms which are widely used and widely misused. Differences in definitions between health professionals are not in the best interest of the patient. This class will completely discuss the concept of a “chiropractic subluxation” and explain it in terms that all professions will understand and recognize. This will allow the attendee to better understand and defend the concept in an interdisciplinary setting.</p>

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<p>2:40 pm 3:10 pm</p>	<p><b>Break in Foyer</b></p>	
<p>3:10 pm 4:50 pm</p> <p><b>2 CEU</b></p>	<p><b><i>Movement Tips for Workplace Safety</i></b> <b><u>Class Objectives:</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss principles of acute pain rehabilitation.</li> <li>2. Explain how to unload the pain generator and get your patient moving better immediately.</li> <li>3. Identify mobility from stability dysfunction.</li> <li>4. Gauge the best movement based on stages of neurological development.</li> <li>5. Use mid stage care stability and mobility movements and know when to apply which exercise.</li> <li>6. Perform advanced care stability and mobility movements.</li> <li>7. Discuss gait and balance training for patients of all levels.</li> <li>8. List which antiquated exercises and stretches are actually harming your patients and hindering progress.</li> </ol>	<p><b>Anthony Hall, DC</b> - Dr Hall is the founder of the Instinctive Movement System which is an onsite injury prevention program for industries across North America. Prior to this he worked for Health Partners at the Amery Regional Med Center. There he performed Chiropractic services, served on the sports medicine team, and was the physician adviser to the Physical Therapy Department and Spine Care Coordinator for the primary care physicians. He also had hospital privileges and saw patients in the Emergency room at the request of the attending physician. At the Med center, Dr. Hall performed many rehab services on patients including pre and post surgical patients referred by and under care by the surgeons from St Croix/Twin Cities Orthopedics.</p>
<p>4:50 pm 5:20 pm</p>	<p><b>Break in Foyer</b></p>	
<p>5:20 pm 7:00 pm</p> <p><b>2 CEU</b></p>	<p><b><i>Video Cases in Chiropractic Neurology</i></b> <b><u>Class Objectives:</u></b></p> <ol style="list-style-type: none"> <li>1. List the differential diagnoses that may accompany various symptoms.</li> <li>2. Describe various essential elements of the history taking process.</li> <li>3. List differential diagnoses for this and similar cases.</li> <li>4. Itemize and describe several tests of lower extremity motor and reflex function.</li> <li>5. Recognize a true extensor toe sign from an equivocal or false finding.</li> <li>6. Contrast and compare aspects of various disorders causing cervical spine myelopathy.</li> </ol>	<p><b>Joseph S. Ferezy, DC</b> – This class includes a complete discussion of a videotaped patient case. The patient was brought by the treating chiropractor to the neurology diplomate program classroom in order to videotape the examination. This class includes a review of the medical records prior to meeting the patient, the complete examination with discussion, and a report and discussion following the examination.</p>

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	<ol style="list-style-type: none"> <li>7. Use proper language and nomenclature when producing a report for referring physicians.</li> <li>8. Recognize aspects of spinal cord disease.</li> </ol>	
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**Saturday, December 7, 2019**

**8 CEUs including 3 CEU X-ray, 1 CEU Abuse Recognition, 1 CEU Professional Boundaries**

**9:00 a.m. - 6:00 p.m.**

Start Time End Time CEU's	Topic Objectives	Speaker (Vitae on file) Topic Synopsis
9:00 am 9:50 am  <b>1 CEU</b> Abuse Recognition	<p><b><i>Recognition of Child Abuse.</i></b>  <b><u>Class Objectives:</u></b></p> <ol style="list-style-type: none"> <li>1. Recognize physical signs of child abuse.</li> <li>2. Identify behaviors associated with abused children as well as their abuser(s), enablers and other victims.</li> <li>3. Recite basic methods to recognize child and dependant abuse;</li> <li>4. Understand and implement abuse reporting criteria relevant to the state that you practice chiropractic.</li> </ol>	<p><b>Joseph S. Ferezy, DC</b> –Join Dr. Ferezy leading a class discussion as you view excerpts of a video and discuss salient points and 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 of child abuse and the role of the Chiropractic Physician in these cases.</p>
9:50 am 10:40 am  <b>1 CEU</b> Boundaries	<p><b><i>Professional Boundaries: What would you do?</i></b>  <b><u>Class Objectives:</u></b></p> <ol style="list-style-type: none"> <li>1. Appreciate and articulate aspects of a proper doctor-patient relationship;</li> <li>2. Define various professional boundaries; and understand the need to respect them;</li> <li>3. Explore ethical issues pertaining to the practice of chiropractic.</li> </ol>	<p><b>Amy Horton, DC</b> – this is an interactive, presentation covering situations in professional boundaries. The class will consist of a series of slides which depict situations which might challenge professional boundaries. A discussion between the class and Dr. Horton will ensue.</p>

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10:40 am 11:10 am	<b>Break in Foyer</b>	
11:10 am 12:00 pm  <b>1 CEU</b> X-Ray	<p><b><i>Plain Films: Cases from Chiropractors.</i></b></p> <p><b><u>Class Objectives:</u></b></p> <ol style="list-style-type: none"> <li>1. List the most common plain film studies performed by doctors of chiropractic.</li> <li>2. Identify common normal anatomical structures and variant anatomy common on plain film radiography.</li> <li>3. Identify most common pathological findings likely to be seen by a doctor of chiropractic on plain film radiographs.</li> </ol>	<p><b>Michelle A. Mick (née Wessely), DC, DACBR, DipMEd.</b> - The majority of patients who seek the services of a doctor of chiropractic have a complaint of spinal pain. Plain film radiography has been used by the chiropractic profession since its very inception. This class will review the basics of plain film radiology by demonstrating unusual but non-pathologic common plain film findings, from those which are potentially pathological.</p>
12:00 pm 1:00 pm	<b>Catered Lunch in Cafeteria</b>	
1:00 pm 2:40 pm  <b>2 CEU</b> X-Ray	<p><b><i>Imaging: Cases from Chiropractors.</i></b></p> <p><b><u>Class Objectives:</u></b></p> <ol style="list-style-type: none"> <li>1. Recognize and identify anatomical and pathological findings on plain film and advanced imaging studies of chiropractic patients.</li> <li>2. List differential diagnoses associated with various advanced imaging studies of chiropractic patients.</li> <li>3. Categorize image types and options.</li> <li>4. Differentiate various non-pathologic advanced imaging findings from those which may be pathologic.</li> </ol>	<p><b>Michelle A. Mick (née Wessely), DC, DACBR, DipMEd.</b> – Many patients who seek the services of a doctor of chiropractic ultimately have imaging studies performed. This class will review imaging studies which ultimately contributed to the proper diagnosis of a chiropractic patient. Non-pathologic findings will be differentiated from those which are potentially pathological.</p>
2:40 pm 3:30 pm  <b>1 CEU</b>	<p><b><i>Stroke and chiropractic neck adjustments: A Brief Review.</i></b></p> <p><b><u>Class Objectives:</u></b></p> <ol style="list-style-type: none"> <li>1. Outline methods used and estimations as to the incidence of cervical spinal manipulative therapy and subsequent vertebrobasilar ischemia.</li> <li>2. List and describe the most common red flags for a patient “at risk” for suffering Vertebrobasilar Ischemia following cervical manipulation.</li> </ol>	<p><b>Joseph S. Ferezy, DC</b> – People have strokes following chiropractic neck adjustments. It happens. There is no profession which should have a greater depth and breadth of knowledge on all information related to this subject. Dr. Ferezy was the first chiropractor who published correct information in the chiropractic literature about this association (1988). This presentation begins with “Chiropractic in the news, and moves</p>

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	<ol style="list-style-type: none"> <li>3. Recite list of scientific studies relating to laboratory testing of plasma Homocystine levels and its relationship to Vertebrobasilar Ischemia from vertebral artery dissection.</li> <li>4. List examples of bias against chiropractic cited in both the popular media as well as in biomedical journals.</li> <li>5. Critically review landmark articles regarding the issue of cervical manipulation and vertebrobasilar distribution ischemia.</li> </ol>	<p>through anatomy and hemodynamics of the brain, patients at risk, recognition of stroke, a plan of action, perspective on the issue and thoughts on potential new ways to determine “at risk” patients.</p>
<p>3:30 pm 4:00 pm</p>	<p><b>Break in Foyer</b></p>	
<p>4:00 pm 6:00 pm</p> <p><b>2 CEU</b></p>	<p><b><i>Video Cases in Chiropractic Neurology</i></b> <u>Objectives</u></p> <ol style="list-style-type: none"> <li>1. List important aspects in patient’s entry forms.</li> <li>2. Recite main criterion of history process.</li> <li>3. Perform a basic neurological examination.</li> <li>4. Compare and contrast differential diagnoses.</li> <li>5. Discuss risk/cost/benefit ratios of various laboratory tests.</li> <li>6. Define proper patient record procedures.</li> <li>7. Categorize and discuss various treatment approaches.</li> </ol>	<p><b>Joseph S. Ferezy, DC</b> – This class includes a complete discussion of a videotaped patient case. The patient was brought by the treating chiropractor to the neurology diplomate program classroom in order to videotape the examination. This class includes a review of the medical records prior to meeting the patient, the complete examination with discussion, and a report and discussion following the examination.</p>

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**Sunday, December 8, 2019**

6 CE Hours

8:00 a.m. – 2:00 p.m.

Start Time End Time CEU's	Topic Objectives	Speaker (Vitae on file) Topic Synopsis
8:00 am 9:40 am  <b>2 CEU</b>	<p><b><u>Neurodegeneration, Intermittant fasting and Autophagy</u></b></p> <p><b><u>Class Objectives:</u></b></p> <ol style="list-style-type: none"> <li>1. Define autophagy and discuss its importance in cellular regulation.</li> <li>2. Discuss the role of autophagy in synaptic growth and plasticity.</li> <li>3. Recite rationale for intermittent fasting as related to autophagy.</li> <li>4. Employ methods for patient education and better health.</li> </ol>	<p><b>Lou Freedman DC</b> - Autophagy is emerging as a central regulator of cellular health and disease. In the central nervous system (CNS), it may influence synaptic growth and plasticity. This class will review evidence suggesting that dysregulation of autophagy may contribute to neurodegenerative diseases of the CNS. Evidence regarding intermittent fasting as a safe, simple, and inexpensive approach to proper regulation will be addressed.</p>
9:40 am 10:10 am	Break in Foyer	
10:10 am 11:50 am  <b>2 CEU</b>	<p><b><u>Stroke and hypertensive crisis.</u></b></p> <p><b><u>Class Objectives:</u></b></p> <ol style="list-style-type: none"> <li>1. The learner will come to recognize the looming epidemic of diagnosed and undiagnosed hypertension.</li> <li>2. Draw out cerebrovascular anatomy.</li> <li>3. Discuss cerebrovascular hemodynamics.</li> <li>4. Identify signs and symptoms of hypertension, hypertensive crisis and stroke.</li> <li>5. Compare and contrast various types of hypertension.</li> <li>6. List potential sequela to untreated hypertension.</li> <li>7. Itemize current conservative and heroic interventions for treating hypertension.</li> </ol>	<p><b>David Quist, DC</b> – Stroke, hypertension and cardiovascular disease are the number one killer of Americans. This discussion will include an in-depth look at clinical diagnosis and decision making in regard to hypertensive crisis. It will focus on real world cases seen in a chiropractic office.</p>

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11:50 pm 12:20 pm	<b>Break in Foyer</b>	
12:20 pm 2:00 pm  <b>2 CEU</b>	<p><b><i>Panel Discussion: Cases in Neurology</i></b></p> <p><b><u>Objectives:</u></b></p> <ol style="list-style-type: none"><li>1. Articulate the key components of a proper history and examination.</li><li>2. Gain insight into statements made by a patient during the history process.</li><li>3. List available diagnostic tests and discuss rational for the use of each.</li><li>4. Use deductive reasoning to properly weight possible diagnostic possibilities.</li><li>5. Itemize rational for performing and ordering diagnostic testing.</li><li>6. Consider various approaches to conservative therapy.</li></ol>	<p><b>Moderated by Joseph Ferezy, DC</b></p> <p><b>Panelists: David Quist, DC; Lou Freedman, DC.</b> An encounter with a chiropractic patient will be presented. A panel of practicing chiropractors will comment on the case as it unfolds. Class participation will be emphasized via the use of personal response devices "clickers".</p>