



## MSIP COURSE DESCRIPTIONS AND COURSE LEARNING OUTCOMES

### PEDS510 – FUNDAMENTALS OF CHIROPRACTIC PEDIATRICS / 1 Credit Hour

**Course Description:** This course introduces students to the role of chiropractic care in pediatric health and wellness. Explorations include impact of pre-, peri-, and post-natal environment, unique characteristics of the pediatric patient, and implementation of chiropractic care within this population.

#### **Course Learning Outcomes and Enabling Objectives**

1. Incorporate the ethos of integrative, relationship-based chiropractic care into pediatric health and wellness to positively impact patient outcomes. (PLO1,2,4)
  - 1.1. Explain the role of chiropractic in pediatric healthcare.
  - 1.2. Implement empirical evidence related to pediatric chiropractic care within a clinical setting.
  - 1.3. Examine the impact of chiropractic care on pediatric patient outcomes.
2. Analyze the impact of the prenatal environment, birth process, and rapid growth and development on health to inform treatment choices and expectations. (PLO1)
  - 2.1. Use knowledge of environmental exposures, constraint, cranial molding, and maternal stress to inform immediate and long-term care of the pediatric patient.
  - 2.2. Distinguish the indications and effects of variations in the birth process.
  - 2.3. Examine the demands of rapid growth and development on the pediatric patient.
3. Apply understanding of the unique needs of pediatric patients and their caregivers to chiropractic care and management. (PLO1,2,4)
  - 3.1. Identify the unique needs of pediatric patients and their caregivers.
  - 3.2. Explain the principles of chiropractic management for the pediatric population.
  - 3.3. Examine red flags in pediatric chiropractic care.

Explain physiology and non-pharmacological management of pain in the pediatric patient.

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## PEDS520 – PEDIATRIC DEVELOPMENT / 2 Credit Hours

**Course Description:** This course follows the development of a child from embryo through late adolescence. Students learn where body systems develop and how children grow and change physically, cognitively, socially, and emotionally through each stage of infancy, childhood, and adolescence. Students explore models and theories of development, with a special focus on clinical impacts of normal and abnormal development. Students apply this knowledge to the clinical setting to examine the age-appropriate development of a child and identify delays or unexpected development.

### Course Learning Outcomes and Enabling Objectives

1. Use models of physical and cognitive development in combination with what is known of the patient to guide patient interactions, assessment, and management. (PLO4,1)
  - 1.1. Identify social and ecological factors that may impact the development of individual patients.
  - 1.2. Apply the models and theories of development to individual patients as part of the clinical evaluation of their growth.
2. Apply known patterns of normal and abnormal development to identify missed or delayed milestones in a clinical setting. (PLO1).
  - 2.1. Identify normal growth patterns and milestones in development relevant to various ages of pediatric patients.
  - 2.2. Identify unexpected growth patterns and delays in milestone development at various ages.
3. Articulate clinical findings regarding patient development to parents and healthcare colleagues when appropriate. (PLO4)
  - 3.1. Exhibit fluency in presenting clinical findings and recommendations to patients and their caregivers.
  - 3.2. Make appropriate referrals to other healthcare providers as needed to provide safe and efficient care.
  - 3.3. Communicate with other members of a patient's healthcare team regarding their growth and development when appropriate

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## PEDS530 – PEDIATRIC DIAGNOSTIC IMAGING / 3 Credit Hours

**Course Description:** After reviewing normal imaging anatomy for different pediatric age ranges, students in this course learn to recognize imaging signs for common and uncommon pathological pediatric health conditions. Also discussed are appropriate clinical indications for the use of diagnostic imaging in pediatric patients, as well as which imaging technologies should be employed.

### Course Learning Outcomes and Enabling Objectives

1. Explain the utility of diagnostic imaging in the clinical diagnosis and management of the pediatric patient. (PLO4,1,2)
  - 1.1. Compare imaging safety risks, and the appropriate reporting and consulting language used for imaging studies performed on pediatric patients.
  - 1.2. Identify elements in a patient health history and exam that indicate or contraindicate the need for diagnostic imaging, to inform care and management.
2. Distinguish the pathoanatomic findings of common and uncommon pediatric conditions encountered in the musculoskeletal system (PLO1).
  - 2.1. Employ a complete imaging search pattern when evaluating diagnostic imaging studies (ABCs, etc.).
  - 2.2. Apply the known developmental changes of the pediatric anatomic structures to arrive at more accurate differential diagnoses/assessments for various diagnostic imaging studies.
  - 2.3. Interpret abnormal imaging findings of the pediatric musculoskeletal system using a categorical approach to differential diagnosis, including traumatic injury, endocrine/metabolic/vascular disorders, congenital dysplasias, neoplasms, infections, and others.
3. Evaluate clinical and imaging cases demonstrating common and uncommon pathologies of the respiratory, cardiac, abdominal, and neurological systems in the pediatric population, to identify indications and contraindications of chiropractic management. (PLO1)
  - 3.1. Identify the normal anatomic structures of pediatric patients on imaging studies.
  - 3.2. Interpret common and uncommon pathologies of the pediatric cardiovascular and respiratory systems.
  - 3.3. Interpret common and uncommon pathologies of the pediatric abdominal structures.
  - 3.4. Interpret common and uncommon pathologies of the pediatric skull, brain, and spine

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## PEDS540 – PHYSICAL EXAMINATION OF THE PEDIATRIC PATIENT / 1 Credit Hour

**Course Description:** In this course, students learn to perform a general, full-systems physical examination, with emphasis on appropriate adaptations for patient age and development. Students learn to identify abnormal vs. normal physical examination findings according to systems and age.

### Course Learning Outcomes and Enabling Objectives

1. Demonstrate physical examination approaches according to various ages and levels of pediatric development. (PLO1,3,4)
  - 1.1. Compare developmental differences across pediatric age groups.
  - 1.2. Adapt steps of a general physical examination to suit the unique needs of each pediatric patient.
  - 1.3. Demonstrate a quiet-to-active approach to pediatric physical exam to maximize patient comfort with examination procedures.
2. Identify abnormal versus normal physical examination findings according to various ages and levels of development. (PLO1,3)
  - 2.1. Define the most common conditions children present across the age groups.
  - 2.2. Differentiate physiological and pathological heart, lung, and abdominal sounds in pediatric patients.
  - 2.3. Differentiate normal and abnormal inspection and palpatory exam findings.
3. Exhibit clear, inclusive, and respectful communication with patients and their caregivers. (PLO4)
  - 3.1. Communicate physical examination findings to patients and their caregivers in a professional and people-centered manner.
  - 3.2. Select developmentally appropriate approaches for communication and interaction with pediatric patients.

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## PEDS550 – PEDIATRIC TECHNIQUE 1 / 2 Credit Hours

**Course Description:** This course is a hybrid course with components online and a campus-based Pediatric Technique Review and Assessment session (PedTRA). This course is part one of a two-part series designed to deepen students' abilities to apply manual therapies to pediatric patients safely and effectively. In this course, students learn to modify and apply spinal and cranial adjustive techniques to pediatric patients of different ages and levels of development. Included are indications and contra-indications for the application of spinal and cranial techniques in children. Material in this course is included in the hands-on, campus-based PedTRA Session 1.

### Course Learning Outcomes and Enabling Objectives

1. Demonstrate safe and effective, age-appropriate spinal manipulation and cranial techniques. (PLO1,3)
  - 1.1. Identify indications and contra-indications for various pediatric spinal manipulation and cranial techniques.
  - 1.2. Adapt spinal manipulation and cranial techniques to suit the age, physiology, and development of each pediatric patient.
  - 1.3. Demonstrate specific techniques for different regions of the spine and cranium.
  - 1.4. Use clinical history and exam findings to inform spinal manipulation and cranial technique selection that is safe and effective for each patient.
2. Create a treatment environment that promotes open communication. (PLO4,3)
  - 2.1. Demonstrate fluency when communicating to patients regarding the rationale, indications, contra-indications, and alternatives to care.
  - 2.2. Use age and developmentally appropriate communication skills to explain technique application to patients and their caregivers.
  - 2.3. Factor in patient and their caregiver's preferences when selecting treatment techniques

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## PEDS560 – PEDIATRIC NEUROLOGY / 3 Credit Hours

**Course Description:** This course introduces students to the neurological profile of pediatric patients who seek chiropractic care. Explorations include the impact of prenatal through adolescent neurological development. Students will correlate how environment and unique characteristics of the pediatric patient result in normal and abnormal function of the nervous system. Implementation of neurological assessment tools and selected treatment techniques within this population are also highlighted.

### Course Learning Outcomes and Enabling Objectives

1. Analyze knowledge of embryological neurological development to inform assessment and management options. (PLO1)
  - 1.1. Describe the anatomy and neuroanatomy of normal and abnormal development of the child.
  - 1.2. Identify the neuroanatomical milestones of embryology.
  - 1.3. Describe how normal or abnormal neurological development impacts future health.
  - 1.4. Demonstrate assessment and management options based upon physical findings to correlate with abnormal embryological development.
2. Take a patient history focusing on identifying areas of neurological importance. (PLO1)
  - 2.1. Analyze case examples of pediatric patients with various neurologically-based health conditions.
  - 2.2. Formulate a list of differential diagnoses on which to base the physical examination.
3. Perform a neurological physical examination to evaluate the function and performance of the neuroaxis of pediatric patients. (PLO1,3)
  - 3.1. Apply a thorough neurological screening examination on pediatric patients of different ages.
  - 3.2. Identify normal and abnormal findings in focused assessment of neuroaxis.
4. Demonstrate management of common pediatric neurological conditions. (PLO1,3,4)
  - 4.1. Recognize and manage red and yellow flags encountered during the history and examination.
  - 4.2. Identify proper referral protocols for patients requiring further evaluation and/or specialized treatment.
  - 4.3. Apply applications for integrating persistent primitive reflexes throughout childhood and adolescence.
  - 4.4. Demonstrate fluency in communication with children, their caregivers, and other healthcare providers regarding performance of assessment and explanation of findings and management plan

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## PEDS570 – PEDIATRIC CASE MANAGEMENT 1 / 3 Credit Hours

**Course Description:** This course is the first of a four-part series designed to deepen students' abilities to manage the health concerns of pediatric patients of all ages and levels of development. After discussing key components of a thorough pediatric history, students apply critical thinking and differential diagnosis concepts to case management of children with common pediatric health conditions. Emphasis is placed on developing clinical reasoning skills through case discussions.

### Course Learning Outcomes and Enabling Objectives

1. Gather a pediatric patient history that elicits key information to inform creation of differential diagnoses and management plan. (PLO1,2)
  - 1.1. Use communication skills that are age and/or developmentally matched to pediatric patients and their guardian(s).
  - 1.2. Recognize unique aspects of a child's health history that contribute to synthesis of a pediatric management plan.
2. Formulate a diagnosis that utilizes all aspects of a patient's clinical presentation. (PLO1)
  - 2.1. Identify pediatric red flags and/or contraindications to in-office management using the history, clinical observation, and examination findings.
  - 2.2. Determine a list of differential diagnoses based upon the patient's clinical presentation.
  - 2.3. Evaluate when additional testing is clinically indicated to further refine working diagnosis and refer as appropriate.
3. Formulate a management plan including referral and co-management as appropriate (PLO1,4)
  - 3.1. Determine elements of chiropractic care best suited to the pediatric patient's age, physiology, development, and clinical presentation.
  - 3.2. Employ patient and their caregivers' preferences, practitioner/profession's clinical knowledge, and current best evidence to inform the management plan.
  - 3.3. Construct a plan of care to address the patient's healthcare needs.
  - 3.4. Apply appropriate referral and co-management strategies to support the patient's management plan when appropriate.
  - 3.5. Adapt management plan as needed based on patient response and change in clinical objective findings over time.

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4. Demonstrate fluency in communication with pediatric patients, their caregivers, and other providers (PLO4)
  - 4.1. Utilize age-appropriate language to explain the working diagnosis to patients and their guardian(s).
  - 4.2. Explain the management plan, including recommended manual therapies and recommendations for testing and referrals when appropriate.
  - 4.3. Discuss alternatives to care, risks, and expected outcomes with patients and their caregivers using appropriate, respectful, and people-centered communication strategies.

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## PEDS580 – EVIDENCE-INFORMED PEDIATRIC PRACTICE / 3 Credit Hours

**Course Description:** This course focuses on the knowledge and skills required to be an evidence-informed practitioner. After defining evidence-informed practice, students discuss practice evaluation and knowledge translation. Students review and build upon the skills required for scientific literacy to enable them to find, critically appraise, and assimilate evidence into a management plan for pediatric patients. The role of outcome measures is emphasized, with a focus on the incorporation of pediatric-centric outcome measures in chiropractic practice. Students are introduced to current scientific literature relevant to pediatric chiropractic practice through the critical appraisal process.

### Course Learning Outcomes and Enabling Objectives

1. Evaluate the process of maintaining an evidence-informed practice. (PLO2,1,4)
  - 1.1. Explain the role of evidence as it interrelates with patient preferences and clinical expertise in an evidence-informed practice model.
  - 1.2. Identify individual knowledge gaps through practice assessment.
  - 1.3. Develop research questions to effectively search current literature.
2. Exhibit the knowledge and skills necessary for scientific literacy and evidence assimilation. (PLO2,1)
  - 2.1. Apply search strategies to identify current literature.
  - 2.2. Demonstrate the critical appraisal skills required to gather relevant, high-quality information.
  - 2.3. Develop a plan for knowledge translation.
3. Examine the significance of measuring and reporting patient outcomes. (PLO2,1)
  - 3.1. Explain the role of outcomes in pediatric chiropractic practice.
  - 3.2. Analyze outcome measures best suited for use in pediatric chiropractic practice.
  - 3.3. Infer the impact of outcome measures usage on the quality of care delivered.
4. Examine the current state of evidence in chiropractic pediatrics including best practice guidelines. (PLO2,1)
  - 4.1. Describe the evidence pertaining to the safety of chiropractic care of the pediatric patient.
  - 4.2. Discuss the current evidence and knowledge gaps regarding chiropractic management of common pediatric health conditions from infancy through adolescence. Describe the role of practice guidelines and current best practice guidelines for chiropractic management of pediatric patients

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## PEDS610 – PEDIATRIC CASE MANAGEMENT 2 / 3 Credit Hours

**Course Description:** This course is the second of a four-part series designed to deepen students' abilities to manage the health concerns of pediatric patients of all ages and levels of development. In this course, the focus shifts to uncommon pediatric health conditions. Students learn the keys to recognizing the potential presence of such conditions, and learn appropriate referral, and co-management protocols.

### Course Learning Outcomes and Enabling Objectives

1. Identify patients that require co-management due to uncommon or complex pediatric health conditions. (PLO1)
  - 1.1 Determine the presentation of a pediatric patient that warrants consultation or referral.
  - 1.2 Identify abnormal development in a pediatric patient that warrants consultation or referral.
  - 1.3 Differentiate between findings that are worrisome, imminent, and urgent/emergent.
2. Analyze the role of chiropractic co-management in a patient with an uncommon or complex pediatric health condition. (PLO2)
  - 2.1 Explain the benefits, risks, and alternatives of chiropractic care.
  - 2.2 Describe care options for uncommon health conditions in the pediatric population.
  - 2.3 Identify appropriate community resources, caregiver and patient education, and home health options.
3. Manage a pediatric patient with an uncommon or complex health condition. (PLO1,2,4)
  - 3.1 Apply an evidence-informed approach to a pediatric management plan.
  - 3.2 Create an integrated pediatric management plan that employs best practices.
  - 3.3 Identify the impact of co-morbidities and contraindications.
  - 3.4 Communicate to patients and their caregivers the need for urgent or secondary management.

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## PEDS620 – PEDIATRIC NUTRITION / 3 Credit Hours

**Course Description:** In this course, students build on foundational biochemistry principles and best evidence to create individualized plans for therapeutic interventions and disease prevention specifically in pediatric patients. Students learn to counsel families on improving nutritional status, both for optimal childhood health and development, as well as in support of specific disease conditions that impact children. Nutritional needs are analyzed from infancy through adolescence, including special populations such as children with neurodevelopmental disorders, young athletes, and children with dietary restrictions.

### Course Learning Outcomes and Enabling Objectives

1. Discuss the foundational biochemical processes involved in healthy human physiology. (PLO2)
  - 1.1. Describe the pathway of ingested food through the digestive tract.
  - 1.2. Compare the function and metabolism of macronutrients (carbohydrates, proteins, lipids).
  - 1.3. Explain the function of key micronutrients on a child's health.
  - 1.4. Discuss key implications of and influences on the human microbiome.
2. Categorize the nutritional requirements for optimal health at various stages of development. (PLO1,2,4)
  - 2.1. Provide supportive information to both chest/breastfed and bottle-fed dyads.
  - 2.2. Counsel families through appropriate introduction of solid foods.
  - 2.3. Advise families on optimal childhood nutrition for thriving health.
  - 2.4. Formulate nutritional support plans specific to adolescents' unique nutritional needs.
3. Explain age-appropriate, evidence-informed nutritional support to address various health conditions in children. (PLO1,2,4)
  - 3.1. Identify which pediatric health conditions may be ameliorated with nutritional support.
  - 3.2. Create evidence-informed management plans for functional GI disorders of the infant, including colic, reflux, and constipation.
  - 3.3. Devise investigation and management plans to support children with allergies and other atopic disorders.
  - 3.4. Provide information to families on how to safely encourage appropriate weight management for children.
4. Describe the additional nutritional requirements of special pediatric populations using evidence-informed practices. (PLO1,2,4)
  - 4.1. Formulate recommendations for nutritional support for children with neurodevelopmental disorders, including AD/HD and autism spectrum disorders.
  - 4.2. Recommend nutritional therapeutic and dietary tools to support the needs of youth athletes.
  - 4.3. Design plans for nutritional support specific for sick children.

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### **PEDS620 Course Learning Outcomes and Enabling Objectives (con't)**

5. Formulate individualized therapeutic nutritional recommendations to complement the integrative care of pediatric patients, using evidence-informed practices. (PLO1,2,4)
  - 5.1. Recommend appropriate supplements for pediatric patients.
  - 5.2. Create specific food-based recommendations for pediatric patients.
  - 5.3. Utilize clear and understandable language when communicating nutritional recommendations to children and their families.

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## PEDS630 – PEDIATRIC CASE MANAGEMENT 3 / 3 Credit Hours

**Course Description:** This course is the third of a four-part series designed to deepen students' abilities to manage pediatric sports injuries at all ages and levels of development. Explorations include the recognition, evaluation, management and prevention of pediatric sports injuries, extremity conditions, and mild traumatic brain injury (aka concussion). Students will also learn movement assessment strategies and implement corrective exercise concepts, with a strong emphasis on case studies.

### Course Learning Outcomes and Enabling Objectives

1. Properly execute an extremity evaluation. (PLO1,3,4)
  - 1.1 Analyze the anatomical and physiological differences of the pediatric population as compared to adults.
  - 1.2 Develop an extremity examination process.
2. Formulate a diagnosis, utilizing history and evaluation findings. (PLO2,4)
  - 2.1 Apply a thorough history and examination process.
  - 2.2 Determine a list of differential diagnosis based upon the clinical findings.
3. Formulate and execute a management plan appropriate for the pediatric patient's age and development. (PLO1,2,4)
  - 3.1 Determine elements of chiropractic care suited to the condition.
  - 3.2 Construct a plan of care appropriate to each condition.
  - 3.3 Apply appropriate referral and co-management strategies to support the management of each condition and work within the scope of practice.
4. Apply rehabilitation concepts, movement analysis, and injury prevention strategies appropriate for the pediatric patient. (PLO1,2,3,4)
  - 4.1 Describe the neurodevelopmental sequence as it relates to injury rehabilitation.
  - 4.2 Explain the fascial lines and their clinical significance in pediatric sports injuries.
  - 4.3 Analyze normal and abnormal pediatric movement patterns.
  - 4.4 Correct movement dysfunction in pediatric patients.
  - 4.5 Employ appropriate prevention strategies for pediatric sports injuries.

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## PEDS640 – PEDIATRIC TECHNIQUE 2 / 3 Credit Hours

**Course Description:** Pediatric Technique 2 is a hybrid course with components online and a campus-based Pediatric Technique Review and Assessment session (PedTRA). This course is the second of a two-part series designed to deepen students' abilities to apply manual therapies to pediatric patients safely and effectively. In this course, students learn to identify indications and contraindications for the application of extremity manipulation techniques and active rehabilitation in the pediatric population. Students learn to adapt these skills for safe and effective application in pediatric patients of different ages and levels of development and ability. Material in this course is included in the hands-on, campus-based PedTRA Session 2.

### Course Learning Outcomes and Enabling Objectives

1. Demonstrate safe and effective, age-appropriate extremity manipulation techniques for pediatric patients. (PLO1,3)
  - 1.1. Identify indications and contraindications for various pediatric extremity manipulation techniques.
  - 1.2. Adapt extremity manipulation techniques to suit the age, physiology, and development of pediatric patients.
  - 1.3. Demonstrate specific adjustive techniques for extremity joints including shoulder, elbow, wrist, hand, hip, knee, ankle, and foot.
  - 1.4. Use clinical history and examination findings to ensure extremity manipulation technique selection is safe and effective for each patient.
2. Demonstrate safe and effective, age-appropriate active rehabilitation of extremity injuries for pediatric patients. (PLO 1,3)
  - 2.1. Identify indications and contraindications for pediatric active rehabilitation.
  - 2.2. Adapt active rehabilitation to suit the age, physiology, and development of pediatric patients.
  - 2.3. Demonstrate specific active rehabilitation for extremity joints including shoulder, elbow, wrist, hand, hip, knee, ankle, and foot.
  - 2.4. Use clinical history and examination findings to ensure active rehabilitation selection is appropriate, safe, and effective for each patient.
3. Create a healthcare environment that promotes open communication with pediatric patients and their caregivers. (PLO4,3)
  - 3.1. Demonstrate fluency when communicating with patients and their caregivers regarding the rationale, indications, contraindications, and alternatives to care.
  - 3.2. Use age and developmentally appropriate communication skills to explain technique application to patients and their caregivers.
  - 3.3. Factor in the patient's and their caregivers' preferences when selecting treatment techniques.

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## PEDS650 – PEDIATRIC PUBLIC HEALTH / 3 Credit Hours

**Course Description:** Through guided dialogue and evidence-based applications, students learn public health principles, which include the science and art of preventing disease, prolonging life, and promoting health through the efforts and choices of society, organizations, public and private communities, and individuals. Students apply health promotion and prevention concepts to infants, children, and adolescents. Students learn models that facilitate professional communication of public health concepts to patients, their caregivers, and other health care providers. Students build a learning portfolio that supports health advocacy, which contains tools that can be applied in clinical pediatric practice, and integrate determinants of health within a social-ecological model and biopsychosocial framework.

### Course Learning Outcomes and Enabling Objectives

1. Demonstrate knowledge and skills necessary to apply prevention and health promotion practices to pediatric patients safely and effectively using evidence-informed practices. (PLO1,2)
  - 1.1. Describe public health and health promotion, especially how these concepts relate to infants, children, and adolescents in clinical practice.
  - 1.2. Describe the biopsychosocial model and social ecologic model as they relate to pediatrics.
  - 1.3. Apply public health and health promotion principles to four primary concepts (accidental injuries, environmental exposures, mental health, and health behaviors) for infants, children, and adolescents, using evidence-based skills.
  - 1.4. Critically appraise information within four primary concepts of public health and health promotion (accidental injuries, environmental exposures, mental health, and health behaviors) for infants, children, and adolescents, using evidence-informed practices.
2. Apply people-centered care principles to pediatric public health and health promotion practices. (PLO1,4)
  - 2.1. Explain the five different types of prevention, especially how they relate to clinical pediatric practice.
  - 2.2. Apply the prevention spectrum to selected health issues or cases that are unique or relevant to infants, children, and adolescents.
  - 2.3. Describe the determinants of health and their relevance to clinical pediatric practice.
3. Demonstrate fluency in the communication of public health and health promotion practices in a pediatric practice setting. (PLO1,4)
  - 3.1. Demonstrate effective written communication relating to public health and health promotion in pediatric care.
  - 3.2. Critically analyze their own learning portfolio and make improvements based on feedback from self, peers, and instructor.
  - 3.3. Critically appraise other students' portfolio in a professional manner.
  - 3.4. Demonstrate collaborative communication skills in discussing integrative care of pediatric health promotion and public health.

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### **PEDS650 Course Learning Outcomes and Enabling Objectives (con't)**

4. Demonstrate professionalism in public health and health promotion practices in pediatric practice settings. (PLO #1,4)
  - 4.1. Apply the principles of ethics (beneficence, non-maleficence, autonomy, justice, and professionalism) to health promotion and public health in pediatric practices.
  - 4.2. Analyze how health care providers can be social justice advocates for public health.
  - 4.3. Describe lifelong professional learning strategies in the pediatric practice setting.

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## PEDS660 – ADVANCED PEDIATRIC CASE MANAGEMENT / 2 Credit Hours

**Course Description:** This course is the final part of a four-part series designed to deepen students' abilities to manage the health concerns of pediatric patients of all ages and levels of development. Students synthesize material learned earlier in the series to create an effective management plan. Students participate in virtual grand round as well as virtual on-site experiences. Students explore the journal submission process using their own manuscripts written in PEDS580 *Evidence-Informed Pediatric Practice*.

### Course Learning Outcomes and Enabling Objectives

1. Identify visual, motor, functional and cognitive patterns that could lead to higher level diagnoses. (PLO1,2,4)
  - 1.1 Identify appropriate path of referrals.
  - 1.2 Explain options and differential diagnoses to pediatric patients and their caregivers.
  - 1.3 Distinguish the role of chiropractic care in high level diagnoses.
2. Create an integrated care management plan for the pediatric patient. (PLO1,2,4)
  - 2.1 Demonstrate effective interprofessional communication skills.
  - 2.2 Apply an evidence-informed approach to integrated management plans.
  - 2.3 Exhibit appropriate documentation that is cohesive with a multidisciplinary model.
3. Develop an interprofessional provider network to manage pediatric patients of all ages and levels of development. (PLO2,4)
  - 3.1 Determine appropriate providers necessary to assemble a pediatric network using an evidence-informed approach.
  - 3.2 Explain how to build relationships with established providers to create an integrated pediatric healthcare network.
  - 3.3 Demonstrate a professional approach to interdisciplinary team building.
  - 3.4 Explain chiropractic management of conditions to other healthcare professionals.
4. Apply the standards and procedures used to submit a manuscript for publication to an appropriate peer-reviewed, PubMed-indexed journal. (PLO2)
  - 4.1 Determine journals that are appropriate candidates for publication of the manuscript.
  - 4.2 Analyze the submission requirements of an appropriate journal.
  - 4.3 Compile all elements required for submission to selected journal.

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## PEDS670 – ADVANCED PEDIATRIC PRACTICE / 1 Credit Hour

**Course Description:** In this course students explore a wide variety of topics relevant to experts in the field of pediatric chiropractic. Topics include effective communication skills with children of various ages and their caregivers; ethical practice standards and jurisprudence issues; modification of in-office environment and systems to accommodate and welcome pediatric patients; and career opportunities and work-life balance considerations for pediatric chiropractic specialists.

### Course Learning Outcomes and Enabling Objectives

1. Exhibit fluency in verbal and non-verbal communication with pediatric patients and their caregivers. (PLO4)
  - 1.1. Examine the intricacies of verbal and non-verbal communication for pediatric patients of various ages and stages of development.
  - 1.2. Utilize office design and decor to maximize patient safety and create a treatment environment that enables children to feel welcome and comfortable.
2. Discuss ethical standards and jurisprudence concerns in pediatric chiropractic practice. (PLO1)
  - 2.1. Examine unique legal considerations relative to the pediatric patient, including legal guardianship, consent to treat, and mandatory reporting issues.
  - 2.2. Differentiate ethical from unethical methods of practice management and marketing as relates to pediatric patients.
3. Examine work-life balance considerations and career opportunities in integrative pediatrics for the pediatric chiropractic specialist. (PLO1,4)
  - 3.1. Describe career pathways available in integrative pediatrics.
  - 3.2. Demonstrate stress-reduction and wellness techniques for self-care of healthcare providers using evidence-informed practices.
  - 3.3. Develop strategies to minimize the impacts of a professional career on home and family life and to achieve desired overall work-life balance.