



State of California
Edmund G. Brown Jr., Governor

Agenda Item 9
October 24, 2017

Ratification to Approve Continuing Education Providers

Purpose of the item

The Board will be asked to review and ratify the list of new continuing education (CE) providers.

Action(s) requested

The Board will be asked to ratify the following new CE providers:

CONTINUING EDUCATION PROVIDERS	DATE APPROVED
1. Matthew Smith, D.C.	10/24/17
2. Raj Jackson, D.C.	10/24/17
3. Total Motion Release (TMR) Seminars	10/24/17
4. Greg Lehman	10/24/17
5. Joshua Satterlee	10/24/17
6. Marc Moramarco, D.C.	10/24/17
7. Hendrickson Method Institute, Inc.	10/24/17
8. Healing Powers LLC	10/24/17
9. Moshe Daniel Block	10/24/17
10. Doccidents	10/24/17
11. Douglas M. Gillard, D.C.	10/24/17

Background

N/A

Recommendation(s)

Staff requests the Board approve the list of new continuing education providers.

Next Step

N/A

Attachment(s)

N/A



State of California
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Agenda Item 10
October 24, 2017

Ratification of Denied License Applications

Purpose of the item

The Board will review and ratify denied license applications in which an applicant did not appeal the Board's decision.

Action(s) requested

No action requested at this time.

Background

The Board of Chiropractic Examiners denies licensure to applicants who do not meet all statutory and regulatory requirements for a chiropractic license in California. Following a denial of licensure, an applicant has 60-days to appeal the Board's decision. If the applicant does not submit an appeal to the Board, the denial is upheld.

Recommendation(s)

During the period of July 1, 2017 to September 30, 2017, staff has reviewed and confirmed that one (1) applicant did not meet all statutory and regulatory requirements for licensure. The applicant has not yet appealed the decision but is still within the 60-day time period.

At this time, no ratification is necessary.

Next Step

N/A

Attachment(s)

N/A



State of California
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Agenda Item 11
October 24, 2017

Update on Licensing & Continuing Education Committee Meeting

Purpose of the item

The Committee Chair will provide the Board with an update on the recent Licensing & Continuing Education Committee meeting.

Action(s) requested

No action required

Background

The Licensing & Continuing Education Committee met on October 6, 2017, to discuss Strategic Plan Goal 1.1 with stakeholders: Interface with the Council on Chiropractic Education (CCE) to explore the possibility of revising entrance requirements at chiropractic colleges to enhance the quality and caliber of graduates.

Stakeholders present included the following:

Dr. Craig Little, D.C. – President/CEO, Council for Chiropractic Education (CCE)
Dr. David O’Byron, D.C. – President, Assoc. of Chiropractic Colleges
Dr. Kirk Shiltz – V.P., Federation of Chiropractic Licensing Boards (FCLB)
Jillian Hacker – California Chiropractic Association (CCA)
Laurie Isenberg – Life Chiropractic College West
Dr. Jonathon Egan, D.C. – Dean, Southern California University of Health Sciences
Deborah Mattos – Mattos & Associates

CCR Section 331(d)(3) requires students seeking admission to a Board approved chiropractic college to have satisfactorily completed at least 60 semester hours or an equivalent number of quarter hours in prechiropractic subjects at a college listed in the U.S. Dept. of Education “Education Directory—Higher Education”. The specific prechiropractic subjects and hour requirements shall be in accordance with the standards adopted by the Council on Chiropractic Education (CCE). Dr. Little gave a presentation outlining CCE’s requirements for entrance to chiropractic college. Students must meet one of the following criteria for entrance to a chiropractic college:

Admission Requirements (Policy 7)

- Must complete the equivalent of three academic years of undergraduate study (90 semester hours)
- The GPA for these 90 semester hours is not less than 3.0 on a 4.0 scale
- The 90 semester hours will include a minimum of 24 semester hours in life and physical science courses (At least half of these courses will have a substantive laboratory component.)

Alternative Admission Requirements

- A Doctor of Chiropractic Program (DPC) may admit students who do not meet the requirements of CCE Policy 7.
 1. Alternative criteria and processes used to determine acceptance of Alternative Admissions Track Plan (AATP) students, including rationales for establishing such criteria and delineation of the role of the faculty members in the process
 2. No student is to be admitted who has completed fewer than 90 semester hours and/or has a GPA for the 90 hours of less than 2.7/4.0.
 3. Academic support services to optimize the ability of the AATP students to succeed in the program (e.g. transitional studies, tutorials, academic advising, and study strategies.)
 4. Policies and procedures that dictate active interventions based on upon student needs.

Data collected on students who entered a chiropractic program under either of the above admission requirements have not shown a marked difference in their attrition or NBCE scores.

The Committee also discussed optimal CE requirements, the volume of the chiropractic population in each state and emerging issues. It was collectively agreed upon by stakeholders that granular requirements (such as those listed in the BCE curriculum regulations) are burdensome and costly to schools and students and may be a contributor to the shrinking chiropractic population. Studies by several national entities are being conducted to analyze this phenomenon further.

Recommendation(s)

None

Next Step

The Licensing and Continuing Education Committee (Committee) will review the input provided at this meeting and determine if changes to entrance requirements are warranted. The Committee will also solicit input from CCE, FCLB, NBCE and chiropractic colleges on ideas for changes to curriculum and CE regulations, which may be a deterrent to either the profession or professional licensure in California.

Attachment(s)

- Licensing & CE Committee Meeting Agenda
- CCE Presentation – Accreditation and Regulation

NOTICE OF TELECONFERENCE
LICENSING & CONTINUING EDUCATION COMMITTEE MEETING

October 6, 2017

11:00 a.m.

One or more Committee Members will participate in this meeting at the teleconference sites listed below. Each teleconference location is accessible to the public and the public will be given an opportunity to address the Licensing, Continuing Education and Public Relations Committee at each teleconference location. The public teleconference sites for this meeting are as follows:

Teleconference Meeting Locations:

901 P Street, Suite 142A
Sacramento, CA 95814
(Board Staff)

Dionne McClain, D.C.
6360 Wilshire Blvd., #410
Los Angeles, CA 90048
(323) 653-1014

Julie Elginer, Dr.PH
29901 Ladyface Circle
Agoura Hills, CA 91301
(818) 889-2278

Heather Dehn, D.C.
4616 El Camino Ave., #B
Sacramento, CA 95821
(916) 488-0202

AGENDA

- 1. Call to Order & Establishment of a Quorum**
- 2. Approval of May 1, 2017 Committee Meeting Minutes**
- 3. Discuss Advancements in Chiropractic Training, Education, and Regulation (Strategic Plan Goal 1.1)**
- 4. Review and Discussion on Possible Revisions to Sections 360-366 of Title 16 of the California Code of Regulations Regarding Continuing Education; Possible Recommendation to the Full Board**
- 5. Public Comment on Items Not on the Agenda**
Note: The Committee may not discuss or take action on any matter raised during this public comment section that is not included on this agenda, except to decide whether to place the matter on the agenda of a future meeting. [Government Code Sections 11125, 11125.7(a).] Public comment is encouraged; however, if time constraints mandate, comments may be limited at the discretion of the Chair.
- 6. Future Agenda Items**
Note: The Committee may not discuss or take action on any matter raised during this future agenda Items section that is not included on this agenda, except to decide whether to place the matter on the agenda of a future meeting. [Government Code Sections 11125.]

7. Adjournment

LICENSING & CONTINUING EDUCATION
COMMITTEE

Dionne McClain., D.C.
Julie Elginer, Dr. PH
Heather Dehn, D.C.

Meetings of the Board of Chiropractic Examiners' Committee are open to the public except when specifically noticed otherwise in accordance with the Open Meeting Act. Public comments will be taken on agenda items at the time the specific item is raised. The Board's Committee may take action on any item listed on the agenda, unless listed as informational only. All times are approximate and subject to change. Agenda items may be taken out of order to accommodate speakers and to maintain a quorum. The meeting may be cancelled without notice. For verification of the meeting, call (916) 263-5355 or access the Board's Web Site at www.chiro.ca.gov.

The meeting facilities are accessible to individuals with physical disabilities. A person who needs a disability-related accommodation or modification to participate in the meeting may make a request by contacting Marlene Valencia at (916) 263-5355 ext. 5329 or e-mail dixie.vanallen@dca.ca.gov or send a written request to the Board of Chiropractic Examiners, 901 P Street, Suite 142A, Sacramento, CA 95814. Providing your request at least five (5) business days before the meeting will help to ensure availability of the requested accommodation.



California State Board of Chiropractic Examiners

October 6, 2017, Presentation

Accreditation & Regulation

Role of Accreditation

CCE's Vision

*Promoting Excellence and Assuring Quality
in Chiropractic Education*

Leadership so the Public, the Government, and
the Profession value chiropractic education.



Council on Chiropractic Education (CCE)®

Purpose of Accreditation

CCE's Mission

To assure the quality and integrity of its accredited doctor of chiropractic degree and residency programs.

The purpose of accreditation is to provide assurance of quality and integrity to stakeholders including national governments, **state licensing authorities**, trade organizations, other academic institutions, other accrediting agencies, students, and the public
(“The Postsecondary”, 2016)



Council on Chiropractic Education (CCE)®

Values

The Council on Chiropractic Education is recognized by the United States Department of Education and the Council for Higher Education Accreditation as the accrediting body for chiropractic programs. In fulfilling its Mission and the requirements of these oversight agencies, the CCE is committed to the following values:

- Integrity as the foundation in all interactions
- Accountability to students and the public
- Collaboration in community of people with a culture of respect
- Quality as informed by the use of evidence
- Improvement to advance excellence



Council on Chiropractic Education (CCE)®

Providing Leadership so the Public, our Government and our Profession value chiropractic education

Recognized by the United States Department of Education (USDE)

Recognized by the Council for Higher Education Accreditation (CHEA)

One of only 15 agencies (out of 78) to be recognized by both

LCME, AOACOCA, ARCEPA not recognized by both; NANP not recognized by either.

Malcom Baldrige National Quality Awards Program Recipient

Arizona Performance Excellence Program Award for Site Team Academy Development

Member of the Assn of Specialized and Professional Accreditors (ASPA)

CCE endorses and complies with the ASPA Code of Good Practice



Council on Chiropractic Education (CCE)®

Rigor of CCE Processes

CCE Vision Context

Promoting through the accreditation process, excellence in chiropractic education and the safe and effective delivery of quality health care to patients

The CCE is focused on **student success** and **protection of the public:**

- Students intellectual, personal, and employment success
- The public deserves access to safe, effective, and ethical doctors of chiropractic

High expectations for DC education programs:

- Clearly defined
- Understood
- Shared.



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Rigor of CCE Processes

CCE Clinical Education Meta-Competencies

A graduate of a CCE accredited DCP is competent in the areas of:

- META-COMPETENCY 1 - ASSESSMENT & DIAGNOSIS**
- META-COMPETENCY 2 - MANAGEMENT PLAN**
- META-COMPETENCY 3 - HEALTH PROMOTION AND DISEASE PREVENTION**
- META-COMPETENCY 4 - COMMUNICATION AND RECORD KEEPING**
- META-COMPETENCY 5 - PROFESSIONAL ETHICS AND JURISPRUDENCE**
- META-COMPETENCY 6 - INFORMATION AND TECHNOLOGY LITERACY**
- META-COMPETENCY 7 - CHIROPRACTIC ADJUSTMENT/MANIPULATION**
- META-COMPETENCY 8 - INTER-PROFESSIONAL EDUCATION**



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META-COMPETENCY 7 – CHIROPRACTIC ADJUSTMENT/MANIPULATION (New-2018)

Doctors of chiropractic employ the adjustment/manipulation to address joint and neurophysiologic dysfunction. The adjustment/manipulation is a precise procedure requiring the discrimination and identification of dysfunction, interpretation and application of clinical knowledge; and, the use of cognitive and psychomotor skills.

CURRICULAR OBJECTIVE:

The program prepares students to –

- A. Assess normal and abnormal structural, neurological and functional articular relationships.
- B. Evaluate the clinical indications and rationale for selecting a particular chiropractic adjustment/manipulation.
- C. Determine, based on clinical indications and risk factors, the appropriateness of delivering chiropractic adjustment/manipulation.
- D. Demonstrate the knowledge, mechanical principles, and psychomotor skills necessary to safely perform chiropractic adjustment/manipulation.
- E. Assess the patient outcome(s) of the chiropractic adjustment/manipulation.

OUTCOMES:

Students will be able to -

- 1) Employ methods to identify subluxations/segmental dysfunction of the spine and/or other articulations.
- 2) Analyze and interpret findings indicating the need for chiropractic adjustment/manipulation.
- 3) Identify indications, contraindications, and risk factors for the chiropractic adjustment/manipulation; and, explain the anticipated benefits, potential complications and effects(s) to patients.
- 4) Apply chiropractic adjustment/manipulation to patients while ensuring patient safety.
- 5) Employ methods for identifying and documenting the effects following the chiropractic adjustment/manipulation.



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META-COMPETENCY 8 – INTERPROFESSIONAL EDUCATION (New-2018)

Students have the knowledge, skills and values necessary to function as part of an inter-professional team to provide patient-centered collaborative care. Inter-professional teamwork may be demonstrated in didactic, clinical or simulated learning environments.

CURRICULAR OBJECTIVE:

The program prepares students to –

- A. Work with other health professionals to maintain a climate of mutual respect and shared values, placing the interests of patients at the center of inter-professional health care delivery.
- B. Use the knowledge of one's own role and of other professions' roles to effectively interact with team members.
- C. Understand different models of inter-professional care, organizational and administrative structures, and the decision-making processes that accompany them.
- D. Understand the principles of team dynamics to perform effectively on an inter-professional team influencing patient centered care that is safe, timely, efficient, effective and equitable.
- E. Organize and communicate with patients, families, and healthcare team members to ensure common understanding of information, treatment and care decisions.

OUTCOMES:

Students will be able to -

- 1) Explain their own roles and responsibilities and those of other care providers and how the team works together to provide care.
- 2) Use appropriate team building and collaborative strategies with other members of the healthcare team to support a team approach to patient centered care.



Council on Chiropractic Education (CCE)®

Accreditation & Regulation: Role in Patient Safety

Deciding on the minimum level of quality

- Best programs and procedures
- How to assess & monitor success or failure
- How quickly to raise Standards



Accreditation:

- Observed to be more effective in Good Safety practices
- Best practice of creating **ACCOUNTABLE** and **MEASURABLE** Standards/Outcomes



Council on Chiropractic Education (CCE)®

FCLB's Most Recent Concerns & Suggestions for CCE Standards:

- Adding nomenclature for “laws” & “patient information” to Ethics & Integrity
 - ***Completed***, in Draft considered by the Council in January, 2016
- Adding nomenclature for informing students on legal requirements to practice in their intended state
 - ***Completed***, in Draft considered by the Council in January, 2016
- Change nomenclature regarding comparable to either similar or consistent
 - ***Completed***, in Draft 3 by SRTF and Council in July, 2016
- Considered 15 suggestions for changes to nomenclature in meta-competencies
 - ***Completed***, in Draft 3 by ACC Accreditation and Assessment workgroup to be considered by SRTF and Council in July, 2016



Council on Chiropractic Education (CCE)®

Chiropractic Student Admissions

- **Must** complete the equivalent of three academic years of undergraduate study (**90 semester hours**)
- The GPA for these 90 semester hours is **not less than 3.0 on a 4.0 scale**
- The 90 semester hours will include a **minimum of 24** semester hours in life and physical science courses
 - At least half of these courses will have a substantive laboratory component.
- The student’s undergraduate preparation also includes a well-rounded general education program in the humanities and social sciences



Council on Chiropractic Education (CCE)®

Chiropractic Student Admissions

- A DCP may admit students who do not meet the requirements stated above under the **terms and conditions** of CCE Policy 7.
 - Alternative criteria and processes used to determine acceptance of AATP students, including rationales for establishing such criteria and delineation of the role of the faculty members in the process.
 - **No student is to be admitted who has completed fewer than 90 semester hours and/or has a GPA for these 90 hours of less than 2.75/4.0.**
 - **Academic support services** to optimize the ability of AATP students to succeed in the program, e.g., transitional studies, tutorials, academic advising, and study strategies.
 - Policies and procedures that dictate **active interventions** based upon student needs.



Council on Chiropractic Education (CCE)®

Dental Admission Standards

CODA*

Commission on Dental Accreditation

Admission policies and procedures must be designed to include recruitment and admission of a diverse student population.



Council on Chiropractic Education (CCE)®

Medical School Admission Standards



LIAISON COMMITTEE ON
MEDICAL EDUCATION

A broad undergraduate education that includes the study of the humanities, natural sciences, and social sciences, and confines its specific premedical course requirements to those deemed essential preparation for successful completion of its medical curriculum.



Council on Chiropractic Education (CCE)®

Osteopathic Admission Standards



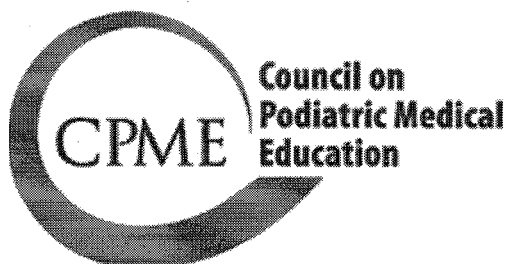
A COM must establish and publish, to the public, admission requirements for potential applicants to the osteopathic medical education program and must use effective policies and procedures for osteopathic medical student selection for admission and enrollment, including technical standards for admissions.

A COM must tie all admissions policies to the COM mission.



Council on Chiropractic Education (CCE)®

Podiatry Admission Standards



The college publishes admission policies that are designed to secure the most qualified students.



Council on Chiropractic Education (CCE)®

Admission Standards

Predicting success in graduate entry medical students undertaking a graduate entry medical program

THEA HALDANE, MANJEET SHEHMAR, COLIN FRANCIS MACDOUGALL, ALEC PRICE-FORBES, IAN FRASER, STUART PETERSEN & ED PEILE

- Good performance in a first degree is sufficient to select for success in medicine irrespective of grades achieved.
- Academic achievement at the end of school does not predict clinical performance.
- Those who excel at school also seem to excel at written assessments at medical school.
- Students' age does not influence performance in graduate medical school.



Council on Chiropractic Education (CCE)®

Accountability

- CCE-US undergoes a **rigorous** examination:
 - National Advisory Committee on Institutional Quality and Integrity (NACIQI)
 - Council on Higher Education Accreditation
- CCE is **examined** by independent USDE and CHEA examiners:
 - At its decision making **meetings**
 - During site team evaluation **visits** to programs
- The CCE must **demonstrate** comprehensive educational program competencies:
 - Specifically **measuring** and **assessing** success with respect to student achievement.



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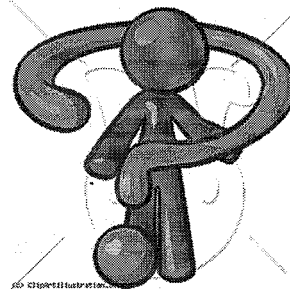
Accountability

- A primary interest of CCE-US is **to ensure** that a program accredited is:
 - in accordance with entrance requirements, curricula, services, and conditions that are applied appropriately and consistently.
- The Standards are drafted through a process that considers the **requirements** of:
 - Jurisdictional licensing authorities
 - The United States Department of Education
 - The Council on Higher Education Accreditation



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Questions...



Contact Information

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