



# Journal of Chiropractic Humanities

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The *Journal of Chiropractic Humanities* is a peer-reviewed journal devoted to providing a forum for the chiropractic profession to disseminate information dedicated to chiropractic humanities. The primary purpose of this journal is to foster scholarly debate and interaction within the chiropractic profession regarding the humanities, which includes; history, philosophy, linguistics, literature, jurisprudence, ethics, theory, sociology, comparative religions, and aspects of social sciences that address historical or philosophical approaches. The journal's objective is to fulfill this purpose through careful editorial review and publication of expert work, by creating legitimate dialogue in a field where a diversity of opinion exists, and by providing a professional forum for interaction of these views.

## Journal of Chiropractic Humanities 2006 Volume 13, Number 1

### **Contemplation of Thinking and Learning in Chiropractic** Claire Johnson, MSEd, DC

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### **Applications of the Mind Map Learning Technique in Chiropractic Education: A Pilot Study and Literature Review**

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Anthony V. D'Antoni, DC, MS, Genevieve Pinto Zipp, PT, EdD

**Objective:** To present a review of the literature and survey results of student satisfaction after using the mind map learning technique.

**Methods:** Fourteen third-year physical therapy students enrolled in a doctoral neurorehabilitation course were required to create a mind map based upon the lecture presentation and assigned reading for 6 diagnoses. The students were asked to complete a post-course survey to assess their perceptions of the usefulness of the mind map learning technique in improving organization and integration of course material.

**Results:** Although the subject pool was limited to 14 students, 10 out of 14 agreed that the mind map learning technique enabled them to better organize/integrate material presented in the course, while only 2 disagreed. The final 2 students responded neutrally when asked if the mind map learning technique assisted them in organizing/integrating course material. However, these 2 students did agree the technique enabled them to recognize areas in which further study was necessary for them to adequately master the course material.

**Conclusion:** While the data obtained from this limited educational experience offers some support for the use of the mind map learning technique in promoting course material integration and learning in physical therapy education, further work is needed to explore its usefulness in chiropractic education.

### **A Treatise on Fundamental Principles of the Philosophy of Chiropractic and Related Topics in the Life Sciences**

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Michael T. Clusserath, DC

**Objective:** To review literature from the biological sciences and study its application to the philosophy of chiropractic.

**Discussion:** Fundamental principles of the philosophy of chiropractic may gain wider acceptance within the scientific community with a correlation of the philosophy to literature in biology. In particular, literature that articulates the complexity of living systems and the function of the nervous system as the primary organizing system of the body would seem to facilitate this acceptance. Stephenson elucidated the fundamental purpose of the nervous system as the matter that organizes and coordinates all the functional parts of the body. He did this with the level of understanding of biology of that time period. He explained the connection by describing the 5 signs of life: adaptation, assimilation, elimination, growth and reproduction. He described a normal complete cycle of adaptation with efferent and afferent paths from the brain to the body.

**Conclusion:** Recent articles in the biological and life sciences support, and provide examples of, the correlation between the overall organization of the body and the role of the nervous system.

### **“Iron Sharpens Iron...” Experiential Learning Strategies in Chiropractic Education** **21** William E. Morgan, DC, Clare P. Morgan, DC

**Objectives:** To discuss the imbalance of classroom and experiential education in chiropractic education and to uncover ways to enhance chiropractic education through increasing empirical learning.

**Discussion:** Experiential learning completes the task begun in the classroom. However, most chiropractic colleges have allowed the didactic portion of their curriculum to outpace the clinical/empirical portion of a student’s education. This has the potential to leave students with plenty of factual knowledge, but with limited experience in the practical application of this knowledge.

**Conclusion:** Clearly a more diverse clinical experience is needed, as well as more interactive learning processes to round out a chiropractor’s education. This can be accomplished by expanding the chiropractic clinical experience to include rotations in multidisciplinary healthcare facilities. Maximizing the exposure of chiropractic students to patients of varying backgrounds, ages, and states of health will broaden and deepen the chiropractor’s application of knowledge.

### **What Do Symptoms Mean to The Chiropractor?** **27** Mark A. Amos, DC, DACNB

**Objectives:** To clarify misconceptions surrounding the writings of DD Palmer, BJ Palmer, and Ralph Stephenson concerning patient’s symptoms and to describe the importance of understanding the patient's presentation in chiropractic care.

**Discussion:** The founders of the chiropractic wrote extensively about the need to understand the patient's symptomatic presentation. From this information the chiropractor understands the patient has lost the ability to properly adapt to the internal and external environment. The philosophical basis of chiropractic is that the body is self-regulating and self-maintaining, directed by a vitalistic force called Innate Intelligence. Lack of ability to adapt to the internal and external environment results in dysfunction. Therefore, if a person demonstrates physical signs and symptoms, it is due to lack of ability of Innate Intelligence to maintain the body in health. The founders of the profession believed that a patient's symptomology is an important indicator of the need for chiropractic care, though not the focus of that care.

**Conclusion:** To function in the present day health care world, it is essential for the doctor of chiropractic to understand the status of his patient’s health, how it relates to the care he renders, and just what care he is rendering. The chiropractic model of health acknowledges the importance of

understanding a patient's symptoms. What makes chiropractic unique is the meaning ascribed to the patient's symptomology, essentially, that the patient has lost the ability to self regulate body physiology.

**Chiropractic, Contemporary Culture, and Patient Education**  
Cynthia J. Lund, CT, ALCP

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**Objective:** This paper suggests that, because of the baby boomers' different perspective on health, chiropractors look at how patient education programs acknowledge and accommodate the differences and the demands of this generation.

**Discussion:** Looking at this requires setting aside differences in opinion about why people should come to the chiropractor, and focusing on what experts in marketing, business, and culture trends are writing about; establishing relevant, thoughtful, meaningful connections with patients that strengthen meaning and deepen the chiropractic experience.

**Conclusion:** As a profession, we may not have an agreed-upon identity or a large marketing budget, but, as individual chiropractors and educators, we have the strength of our intentions and the ability to review, revise, create and change quickly. We can learn about contemporary culture, anticipate the future, hear what our patients are saying and develop more meaningful ways to engage them.