CLAEQ

CONSEJO LATINOAMERICANO
DE EDUCACIÓN QUIROPRÁCTICA

ACCREDITATION CRITERIA FOR THE ACADEMIC PROGRAM

Council of Chiropractic Education – Latin America

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STANDARDS OF ACCREDITATION CLAEQ

I. INTRODUCTION: ROLES AND RESPONSIBILITIES

a. THE INSTITUTION

1. The institution defines a curriculum and educational model that are consistent with and serve to fulfill the mission and purpose of the chiropractic program.
2. The institution works systematically and effectively with the chiropractic program to plan, provide, oversee, evaluate, improve, and ensure the quality and integrity of its academic program and degree awarded.
3. The institution works with the chiropractic program to set a standard of student achievement appropriate to the degree awarded and develops systematic means to understand how and what students are learning and to use that information to improve the academic program.

b. A GRADUATE OF THE CHIROPRACTIC PROGRAM

1. A graduate of the chiropractic program must possess successful, measurable educational knowledge to be able to care for the health needs of the public by acting as primary contact practitioner, and, in particular, by delivering chiropractic care in a safe and competent manner.
2. As a primary contact practitioner, the chiropractor must be able to diagnose, to prevent, and treat neuromusculoskeletal diseases, and to consult with, or refer to, other healthcare providers in the best interests of the patient.
3. The chiropractic program must promote the development of critical thinking skills among their students to continue mastering and keeping up to date knowledge after graduation.

II. CURRICULAR STRUCTURE AND ASSESSMENT

a. The chiropractic program demonstrates its clear and ongoing authority and administrative oversight of the academic elements of the entire course. These responsibilities include course content, the specification of required competencies, and the delivery of the instructional program; selection, approval, professional development, and evaluation of faculty; admission, registration, and retention of students; evaluation of prior learning; and evaluation of student progress, including the awarding and recording of hours.

b. Curriculum learning outcomes address all the relevant chiropractic competency standards through benchmarks. These must be attained prior to graduation.

c. The chiropractic program defines a document that includes courses' content, duration, and sequencing.

d. Graduation requirements are clearly stated in the appropriate publications and are consistently applied in the degree certification process. The degree awarded accurately reflects student attainments.

e. The institution offers a higher educational program in chiropractic consisting of a curriculum that requires at least four years to complete and leads to a chiropractic degree..

f. The higher educational programs in chiropractic have cohesive curricula and require scholarly and professional activities designed to bring students beyond the educational requirements of a degree program.

g. The institution ensures that all graduate students in a higher educational program in chiropractic complete at least the equivalent of 4200 semester hours with 1000 hours of supervised clinical training within the total hours (WHO guidelines p.9).
h. Credit awards are consistent with the values assigned by the Commission on Accreditation related to policy, didactics, and the course content, and reflect the level, extent of student learning, and hours conversion per university. The award of credit is based on content developed and overseen by the faculty and academic administration. There is demonstrable academic content for all academic experiences for which credit is awarded, including study abroad, internships, independent study, and service learning.
i. The institution publishes the learning goals and requirements of its program. Such goals include the knowledge, intellectual and academic skills, and competencies to be acquired. In addition, goals should include developing creative abilities and values and specific career-preparation practices to be learned.
j. The institution offers a curriculum transcript to each student, which shows credit-hour equivalencies of each course taken with its appropriate approval or not approval measure to facilitate the evaluation of their achievements by other academic institutions and outside entities.
k. The institution offers a course description documentation to appropriately define the objectives of courses and achieve easier evaluation processes between academic programs.
l. The program establishes a curriculum committee with designated faculty involved in the design and evaluation of the chiropractic curriculum offered. The committee must implement definite procedures to plan, evaluate and assess the curriculum to be consistent with the program's mission and goals. Additionally, the committee must determine periodic assessments comprising diverse members involved in the program.
m. Develop a curriculum and educational methods reflective of new evidence to facilitate the attainment of competencies.
n. Assessments should demonstrate effectiveness of the program and must influence strategic planning and evolution of the curriculum relevant to accepted national and international standards and program benchmarks.
o. Validated assessments methods are used and documented including direct observation/evaluation of clinical procedures, clinical reasoning, and professionalism in the clinical setting.
p. The chiropractic program regularly evaluates the assessment methods implemented and develops new assessment methods as appropriate and necessary.

III. CURRICULUM, COMPETENCIES, AND ASSESSMENT OUTCOMES

The institution maintains within its curricular chiropractic program at least the following contents listed:

a. Basic science components

1. Accredited programs either require essential basic science components as prerequisites or include necessary units of chemistry, physics, and biology within the first-year curriculum.

b. Preclinical science components

The preclinical science components within chiropractic programs should include:

- Anatomy,
- Physiology,
- Biochemistry,
- Pathology,
- Microbiology,
- Pharmacology and toxicology,
- Psychology,
- Dietetics and nutrition,
- Public health.

c. Clinical science components

- Clinical science components should include or cover:
- History-taking skills,
- General physical examination,
- Laboratory diagnosis,
- Differential diagnosis,
- Radiology,
- Neurology,
- Rheumatology,
- Eyes, ears, nose and throat,
- Orthopedics,
- Basic pediatrics,
- Basic geriatrics,
- Basic gynecology and obstetrics,
- Basic dermatology.

d. Chiropractic sciences and additional subjects

The following program components add value to the training and ensure the professionalization of the graduate;

1. Applied neurology and applied orthopedics;
2. Clinical biomechanics, including, specific chiropractic/biomechanical patient assessment by methods such as: gait and postural analysis; static and motion palpation of joints and bony structures.
3. Assessment of soft-tissue tone and function;
4. Diagnostic imaging and analysis;
5. History, principles and health care philosophy pertinent to chiropractic;
6. Ethics and jurisprudence pertaining to the practice of chiropractic;
7. Background studies of traditional medicine and complementary/alternative healthcare.

e. Patient management interventions

Including:

1. Manual procedures, particularly spinal adjustment, spinal manipulation, other joint manipulation, joint mobilization, soft-tissue and reflex techniques;
2. Exercise, rehabilitative programs and other forms of active care;
3. Psychosocial aspects of patient management;
4. Patient education on spinal health, posture, nutrition and other lifestyle modifications;
5. Emergency treatment and acute pain management procedures as indicated;
6. Other supportive measures, which may include the use of back supports and orthotics;
7. Recognition of contraindications and risk management procedures, the limitations of chiropractic care, and of the need for protocols relating to referral to other health professionals.

f. Documentation and clinical record-keeping

Including:

1. Recording of the primary complaints, health history, physical examination findings, assessment, diagnosis and treatment plan;
2. Accurate documentation of every patient encounter;
3. Re-examination findings and documentation of any modifications to care plans;
4. Appreciation of confidentiality and privacy issues;
5. Consent obligations;
6. Insurance and legal reporting.

g. Research

Including:

1. Basic research methodology and biostatistics.
2. Interpretation of evidence-based procedures/protocols and best-practice principles;
3. An epidemiological approach to clinical record-keeping, encouragement to document particular case-studies and participate in field research projects;
4. Development of a critical-thinking approach in clinical decision-making, the consideration of published papers and relevant clinical guidelines;

IV. COMPETENCIES

The institution certifies the attainment of competencies for students who have achieved the stated objectives and have appropriate threshold measures that qualify the successful student comprehension and skills.

The Council on Chiropractic Education of Latin America (CCE- La) has grouped competencies into six areas, which are described and discussed in this document:

1. COMPETENCY

1) CLINICAL ASSESSMENT

A graduate of the chiropractic program will be able to apply appropriate clinical skills for patient treatment, and to provide advice and resources for healthy lifestyles and wellness.

a) Obtains and records a history.

A graduate of the chiropractic program:

- Obtains and records history of patients' medical, social and health status.
- Evaluates individual patient risk factors.
- Maintains secure, accurate, consistent, legible and contemporaneous records of patient management—electronic and/or written.
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b) Performs a clinical examination.

A graduate of the chiropractic program:

- Explains the need for and process of examination.
- Performs examinations relevant to patients' presentation.
- Obtains consent and conducts physical examination with appropriate rapport, respect and preservation of modesty.

c) Obtains the results of clinical, laboratory and other diagnostic procedures necessary to inform care.

A graduate of the chiropractic program:

- Identifies existing investigation results and reports.
- Determines clinical, laboratory and other diagnostic procedures relevant to patients' presentation.
- Refers for or conducts imaging where clinically indicated.
- Makes referrals or obtains further information, where indicated.

d) Recognizes determinants of health.

A graduate of the chiropractic program:

- Identifies and considers determinants of health, including psychological, biological, social, cultural, environmental, educational, and economic determinants, as well as health-care system factors.
- Demonstrates knowledge of etiology, pathology, clinical features, natural history and prognosis for common and important presentations.
- Recognizes and responds to public health priorities.

e) Critically analyzes information available to generate a clinical impression.

A graduate of the chiropractic program:

- Demonstrates knowledge of diagnostic imaging techniques and procedures, including indications and limitations of available imaging modalities.
- Interprets and integrates results of clinical, laboratory and diagnostic procedures into care planning.
- Forms an understanding of patients' health status and/or identifies possible diagnoses.
- Identifies 'red flags' and manages and/or refers as appropriate.

2. COMPETENCY

2) MANAGEMENT PLAN

A graduate of the chiropractic program is able to develop a list of differential diagnosis based on patient's complaint considering abnormal findings. Includes patients in care decisions providing an evidence- informed care and establishing a management plan that is appropriate for the diagnosis and patient's health status.

a) Identifies possible care and management options.

A graduate of the chiropractic program:

- Integrates knowledge of chiropractic and other health sciences to inform decisions about care and management options.
- Obtains, interprets and applies current evidence and information to inform decisions about care and management options.
- Identifies care and management options likely to be therapeutically effective and safe for patients.
- Adapts practice according to varying patient needs across the human lifespan, including need for care and management options to be tailored for patients.
- Considers opportunities to enhance patients' care and management through the involvement of other health professionals.

b) Discusses care and management options.

A graduate of the chiropractic program:

- Explains and discusses the outcomes and implications of the clinical assessment with the patients.
- Discusses purpose, nature, benefits, risks and expected outcomes of care and management with patients and others.
- Discusses and seeks agreement with patients and others on patients' goals and priorities.
- Describes areas of practice of other health professions and explains interprofessional approaches to patients and others.

c) Formulates a care and management plan.

A graduate of the chiropractic program:

- Formulates care plans in collaboration with patients, recognizing personal and professional limitations.
- Reaches agreement on patient-centered, evidence-based care plans, including chiropractic care, co-management or referral.
- Establishes plans for review of care and management.

3. COMPETENCY

3) IMPLEMENTING, MONITORING AND EVALUATING CARE

A graduate of the chiropractic program is able to evaluate and develop a safe and effective management care plan with prognosis and goals appropriate to the patient's diagnosis. The graduate is able to provide appropriate and timely treatment to the patient, follows the progress and clinical status of the patient and modifies the diagnosis(es) and care plan as new clinical information becomes available.

a) Obtains and records patient-informed consent regarding care.

A graduate of the chiropractic program:

- Applies relevant legal requirements, professional standards and codes to obtain and record patients' consents.

b) Implements interventions safely and effectively.

A graduate of the chiropractic program:

- Performs safe and effective chiropractic adjusting, manipulative, manual technique and other procedures.
- Provides information and advice to patients for health promotion, self-management and lifestyle options for better health.
- Adapts interventions accounting for factors such as age, condition, health status, response to care and patients' preferences.

c) Monitors and evaluates progress of care and health outcomes.

A graduate of the chiropractic program:

- Recognizes possible complications/adverse events arising from patients' management and has appropriate procedures in place in order to be able to effectively manage these including referral for emergency care when appropriate.
- Monitors patients' progress towards achieving planned health outcomes using valid and reliable measures where available.
- Monitors management and care for adverse events and changes in patients' lives that may affect care.
- Consider alternative options when indicated.

d) Adapts plans based on monitoring and evaluation.

A graduate of the chiropractic program:

- Collaborates with patients and other health professionals, where indicated, to address issues arising from monitoring and evaluation.

4. COMPETENCY

4) PROFESSIONAL BEHAVIOR

A graduate in chiropractic program applies ethical values and behaviors when interacting with patients, office staff, peers, health care providers and others. Comply with the ethical and legal dimensions of clinical practice. Apply evidence-informed, safe and effective chiropractic practices.

a) Complies with legal and ethical requirements.

A graduate of the chiropractic program:

- Adheres to relevant legislation, common law, codes, standards and other policy regulating chiropractic conduct and practice.
- Applies the ethical principles of autonomy, beneficence, non-malfeasance and justice.
- Applies principles of confidentiality and privacy.
- Establishes and maintains professional relationships and boundaries.

b) Applies a patient-centered approach to practice.

A graduate of the chiropractic program:

- Recognizes and responds to diversity in the population, including but not limited to gender, age, religion, race, disability, socioeconomic status and sexual orientation.
- Recognizes and responds to the impact of culture, values, beliefs, education levels and life experiences on health status, health and help-seeking behaviors and maintenance of health.
- Recognizes and responds to a patient's emotional response to their health status.

c) Applies an evidence-based approach to practice.

A graduate of the chiropractic program:

- Uses an evidence-based approach in planning, delivering and evaluating care.
- Applies critical thinking and problem solving to all aspects of care.

d) Demonstrates professional integrity.

A graduate of the chiropractic program:

- Demonstrates commitment to continuing professional development and lifelong learning.
- Applies research skills to support professional development and lifelong learning.
- Works within the bounds of their professional expertise and competence and seeks professional support and peer review when necessary.

- Accepts responsibility and accountability as a professional and member of the chiropractic profession.
- Applies principles of risk management and quality improvement to practice.

e) Demonstrates capacity for self-reflection.

A graduate of the chiropractic program:

- Demonstrates skill in self-assessment and critical evaluation of personal knowledge, skills and expertise, including awareness of personal bias and beliefs and how these might influence patient care; has appropriate strategies in place to deal with this.
- Demonstrates awareness of factors affecting their health and wellbeing, including fatigue, stress management, infection control and disease prevention, to mitigate health risks of professional practice.

5. COMPETENCY

5) COMMUNICATION, COLLABORATION AND LEADERSHIP

A graduate of the chiropractic program maintains appropriate verbal and non-verbal communication in a timely manner with diverse audiences, with clear, accurate, and appropriate information.

a) Communicates effectively with patients and others.

A graduate of the chiropractic program:

- Communicates effectively – verbally, non-verbally and in writing – providing clarity for safe and agreed care and treatment.
- Meets language proficiency requirements established in regulation for the profession.
- Adapts communication style to acknowledge cultural safety, and cultural and linguistic diversity.
- Uses information and communications technology effectively to enhance communication.

b) Collaborates effectively with patients and others.

A graduate of the chiropractic program:

- Demonstrates rapport, active listening, mutual respect and trust in developing professional relationships with patients and others.
- Expresses professional opinions competently, confidently and respectfully, avoiding discipline-specific language when necessary.
- Gives timely, sensitive and instructive feedback to colleagues in the chiropractic profession and other professions, and responds professionally to feedback from these colleagues.
- Demonstrates ability to describe and respect the roles and expertise of other health care professionals.
- Demonstrates ability to learn and work effectively as a member of an inter-professional team or other professional group, including through delegation, supervision, consultation and referrals.

- Recognizes potential for disagreement and conflict in relation to care and management, and responds to resolve issues.

c) Implements health promotion and disease prevention strategies.

A graduate of the chiropractic program:

- Recognizes responsibility to protect and advance the health and wellbeing of individuals, communities and populations.
- Participates in evidence-based health education and risk reduction programs to meet identified needs within the community.
- Integrates prevention, early detection, health maintenance and chronic condition management, where relevant, into practice.
- Places the needs and safety of patients at the center of the care process, demonstrating safety skills including infection control, adverse event reporting and effective co-management and referral.

d) Manages information to meet legal obligations and professional standards.

A graduate of the chiropractic program:

- Creates, maintains and manages accurate and complete records that comply with legal requirements, accepted professional standards and confidentiality.

e) Supervises administrative and other staff.

A graduate of the chiropractic program:

- Defines activities that can be delegated to administrative or other staff.
- Explains responsibility for supervising and training administrative or other staff.

6. COMPETENCY

6) RESEARCH

A graduate of a chiropractic program uses relevant scientific literature to inform patient about their care.

a) Development of the necessary skills to keep abreast of the relevant current research and literature.

V. ENSURING ACADEMIC QUALITY

a. Through its system of academic and faculty participation, the chiropractic program demonstrates an effective system of academic oversight, ensuring the quality of the academic program wherever and however it is offered. This system is centered on clearly defined teaching methods, assessments and learning activities that contribute to core competencies as reflected in the chiropractic programs mission, within the framework of the program.

b. The chiropractic program develops, approves, administers, and regularly reviews its academic program under institutional policies that are implemented by the designated bodies with established channels of communication and control. A review of academic

programs includes evidence of student success and program effectiveness and incorporates an external perspective.

c. As part of its overall planning and evaluation, the institution undertakes academic planning and evaluation to enhance the achievement of the institutional mission and program objectives. These activities are realistic and take into account stated goals and available resources. Additions and deletions/suppression of programs are consistent with the institutional mission and capacity, faculty expertise, student needs, and the sufficient availability of resources required for the development and improvement of the academic program. The institution allocates resources on the basis of its academic planning, needs, and objectives.

   i. The chiropractic program establishes specific criteria and time-determined self-evaluations in order to sustain the quality of education and continuous improvement. Additionally, the self-assessment results allow the program to keep track of achieving goals and objectives that follow its mission and vision and to determine necessary changes in the program.
   ii. The chiropractic program must elaborate planning processes to set priorities and determine the correct distribution of resources to meet these priorities. The planning processes of the program must include time deadlines for the accomplishment of: specific goals and objectives, determined outcomes, and utilization of resources.
   iii. The chiropractic program's self-evaluations include representatives of its stakeholders and offer evidence of its effectiveness in pursuing ongoing improvement and excellence.
   iv. Program evaluation will include objective measures that provide data demonstrating the effectiveness of procedures in the program and will be used to determine strategic planning and future.

d. The chiropractic program develops, approves, administers, and regularly reviews its academic programs under institutional policies that are implemented by the designated bodies with established channels of communication and control. A review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective such as: a Latin American Qualifying Board, External Auditor, Alumni and other Chiropractors. Faculty considerations are essential in these matters.

e. If the institution depends on resources outside its direct control, a written agreement ensures the reasonable continued availability of those resources. Such resources may include classrooms, informational resources, information technology, and testing sites. Clear descriptions of the circumstances and procedures for the use of such resources are readily available to students who require them.

f. The institution offering certificates or other forms of academic recognition based on competencies or courses offered for credit ensures the coherence and level of academic quality are consistent with its degree program.

VI. CHIROPRACTIC DEGREE PROGRAM

a. The major in chiropractic as a primary contact practitioner affords the student the opportunity to develop knowledge and skills in a specific disciplinary or clearly articulated interdisciplinary area above the introductory level through properly sequenced course work or competencies. Graduates demonstrate an in-depth understanding of its area of knowledge and practice, its principal information resources, and its interrelatedness with other health professions.

b. The higher educational program in chiropractic is designed to give students mastery as primary contact practitioner. The program has appropriate rationale; their clarity and order are visible in stated requirements and in the learning outcomes of graduates. Learning objectives reflect the high level of complexity, specialization, and generalization inherent in advanced academic study.
c. The institution publishes requirements for continuation in, termination from, or re-admission to its academic programs that are compatible with its educational purposes. Decisions about the academic standing of enrolled students are based on clearly stated policies and applied by academic administrators and faculty.
d. Graduation requirements are clearly stated in the appropriate publications and are consistently applied in the degree certification process. The degrees awarded accurately reflect student attainments.

VII. STUDENTS

a. Students admitted in chiropractic degree programs are demonstrably qualified for advanced academic study.
b. Chiropractic programs are not offered unless the resources and expectations are at least those required for the World Health Organization (WHO) guidelines on basic training, clinical training, and safety in chiropractic.
c. Students who successfully complete chiropractic degree programs demonstrate that they have acquired the knowledge and developed the skills that are identified as the program's objectives in order to serve professionally and safely as primary contact practitioners.

d. The evaluation of student learning or achievement of competencies is based upon clearly stated criteria that reflect the learning objectives and are consistently and effectively applied. The chiropractic program defines and documents the methods used for assessment of its students. Assessment methods are regularly evaluated, and new assessment methods are developed as appropriate.

e. The institution that advances students through their academic programs through transfer or articulation agreements, prior learning assessments, credit recommendation services, or other extra-institutional arrangements evaluates the effectiveness of such arrangements to ensure student achievement in institutionally offered coursework and validates the suitability of the credit awards.
f. In accepting undergraduate transfer credit from other institutions, the institution applies policies and procedures that ensure the credit accepted reflects appropriate levels of academic quality and is applicable to the student's program. The institution protects the academic quality and integrity in accepting transfer credit and seeks to establish articulation agreements with institutions from which and to which there is a significant amount of student transfer.
g. In accepting transfer credit, the institution upholds the responsibility of ensuring that students have met the stated learning outcomes of the academic programs.
h. All students have sufficient opportunities to interact with faculty regarding course content and related academic matters.

VIII. FACULTY PROFILE

a. Faculty responsible for graduate programs have sufficient credentials, and experience, and are committed to the successful execution of the program objectives and strategic planning. The Chiropractic Higher Education Program includes faculty who are experienced professionals in their field and make academic contributions to the development in the curriculum, course development, delivery, assessment of learning activities, and monitoring the effectiveness of the program.
   The academic expectations of faculty are that all of them possess a college degree in what they teach with at least 50% of faculty possessing an advanced degree (Master's, Post-Graduate, PhD).
b. The chiropractic program maintains an adequate number of faculty according to the educational requirements. The proportion of full and part-time faculty is sufficient to satisfy the requirements of the students and to achieve the objectives and goals of the program.

IX. RESEARCH

a. Degree requirements of the institution's graduate programs take into account specific program purposes. While they need not require students to engage in original research, they do provide an understanding of research appropriate to the discipline and the manner in which it is conducted. They include a sequential development of research skills leading to the attainment of an independent research capacity.
b. The chiropractic program establishes research program goals and objectives that support its mission, develops a plan for achieving its research priorities, and facilitates the relationship between teaching and research.
c. The chiropractic program is designed to prepare primary contact practitioners in addition to providing instruction for the application or transmission of existing knowledge or the development of new applications of knowledge within the field. This program provides the student with a broad conceptual grasp of the field of professional practice through the understanding of its subject, scientific literature and databases, theory, practice, and methods.
d. The chiropractic program ensures the academic integrity of the award of grades and certification of competencies, where applicable, and credits for individual courses. The chiropractic program works systematically to maintain an environment supportive of academic integrity. Cheating and plagiarism are dealt with fairly and transparently with any instances if they should occur.
e. The chiropractic program designs policies that protect human and/or animal subjects when the faculty are participating in research and provides evidence on the faculty's contributions to the body of research and scholarship for the chiropractic profession.

X. PATIENT CARE

a. The chiropractic program provides leadership, sets priorities and strategic directions for safe and high-quality clinical care, and clearly defines responsibilities for the governing body, faculty, students and clinical staff.
b. The chiropractic program reviews compliance with legislation, regulation and jurisdictional requirements.
c. The chiropractic program ensures that roles and responsibilities are clearly defined for the governing body, faculty, students, and clinical staff.

d. The chiropractic program maintains continuous improvement of policies for the safety and quality of chiropractic care, focused on a patient-centered practice while ensuring safety and effectiveness.
e. The chiropractic program follows, documents, monitors, and reviews actions taken as a result of analyses of clinical incidents.
f. The chiropractic program conducts evaluation processes to ensure that students are competent clinicians before taking part in clinics and improves the effectiveness of those competencies. Students show mastery of competencies and have the right qualifications, skills, and supervision to provide safe, high quality chiropractic care to patients.
g. Faculty and students set up and use clinical guidance systems to improve the safety and quality of chiropractic care for patients.
h. Faculty set priorities and strategic directions for safe and high-quality clinical care and ensure that these are communicated effectively to the students and clinical community.
i. Faculty utilize valid and reliable performance review processes and identify needs for further training in safety and quality.
j. Faculty use training systems to assess the competency and training needs of students and implement a mandatory training program to meet the requirements of the academic program.
k. Faculty constantly evaluate the clinical performance of students, prioritizing the safety and quality of chiropractic care.
l. Faculty realize valid and reliable performance review processes and identify needs for training in safety and quality.
m. The institution has healthcare records to make \ available to faculty, students, and authorities at the clinic. The institution supports the students in maintaining accurate and complete healthcare records in accordance with legal security and privacy regulations and conducts systematic audits of clinical information.
n. Faculty and clinical authorities define the scope of clinical practice for students, considering the clinical service capacity of the institution and program objectives. They review students' clinical practices to ensure they are operating within their designated scope.
o. The institution provides students with ready access to best-practice guidelines, clinical pathways, and decision support tools relevant to chiropractic practice and support students in using the best available evidence.