



## 2017 Part B – MDT: The Cervical and Thoracic Spine Goals and Objectives

### THE MCKENZIE INSTITUTE® INTERNATIONAL

#### Course Goals

As the name implies, this course focuses on the application of the McKenzie Method® of Mechanical Diagnosis and Therapy® for the cervical and thoracic spine. Each major subdivision of the course has very specific educational objectives. In more general terms, the goals of this course are that you gain knowledge and skills that form the basis from which you may begin to develop your own abilities in applying these principles.

Following attentive participation in, and completion of, this course will provide participants with the introductory knowledge, basic skills and abilities to begin to:

1. Appropriately apply the McKenzie Method of Mechanical Diagnosis and Therapy to patients with cervical/thoracic symptoms.
  2. Distinguish between the McKenzie syndromes (Derangement, Dysfunction, Postural) and the subgroups of OTHER and provide appropriate management regimes for each of the syndromes.
  3. Identify when the application of clinician forces is required for the resolution of symptoms using McKenzie's "progression of forces" concept.
  4. Assist patients to design and apply the therapeutic processes required to achieve the goals of management.
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**NOTE: Modules 1-4 are completed in the pre-requisite online component before the three-day live course.**

#### ➔ **MODULE ONE INTRODUCTION AND EPIDEMIOLOGY**

##### OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Review the cardinal features of the McKenzie Method of Mechanical Diagnosis and Therapy and contrast it with other management approaches.
2. Describe the major epidemiological factors associated with pain of cervical origin.
3. Describe the risk and prognostic factors related to cervical pain.

#### ➔ **MODULE TWO MECHANICAL DIAGNOSIS: CLASSIFICATION AND DEFINITION OF TERMS**

##### OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Identify and discuss indications and contra-indications for MDT.
2. Describe the clinical characteristics of the Derangement Syndrome.
3. Describe the clinical characteristics of the Dysfunction Syndrome.
4. Describe the clinical characteristics of the Postural Syndrome.
5. Describe the clinical characteristics of Spinal OTHER.
6. Differentiate between Derangement, Dysfunction, Postural and OTHER.

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### **➔ MODULE THREE ANATOMICAL CONSIDERATIONS RELATED TO MECHANICAL DIAGNOSIS AND THERAPY**

#### OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Describe the relevant structure and function of the cervical spine.
2. Describe the key biomechanical features of the cervical spine.
3. Describe the features of aging and degeneration in the cervical spine and how they may relate to clinical presentations.

### **➔ MODULE FOUR HISTORY AND PHYSICAL EXAMINATION**

#### OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Describe the components of the history section of the McKenzie cervical assessment form and discuss the clinical relevance of each section.
2. Describe the components of the physical examination section of the McKenzie cervical assessment form and discuss the clinical relevance of each section.
3. Define and demonstrate the appropriate use of terms involved in completing the McKenzie cervical assessment form.
4. Accurately complete the McKenzie cervical assessment form.

### **➔ MODULE FIVE EVALUATION OF CLINICAL PRESENTATIONS**

#### OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Discuss the symptomatic and mechanical presentations obtained during the assessment.
2. Describe the symptomatic and mechanical presentations of Derangement, Dysfunction, and Postural Syndrome patients.
3. Discuss the symptomatic and mechanical presentations of subgroups of OTHER.
4. Discuss the management principles of the three McKenzie syndromes.

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### ➔ **MODULE SIX PROCEDURES OF MECHANICAL THERAPY – THEORY**

#### OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Describe and explain the “progression of forces” concept used in the McKenzie Method.
2. Describe and explain the “force alternatives” concept used in the McKenzie Method.
3. Discuss the differences between patient procedures and clinician procedures.
4. Describe and evaluate the results of patient and clinician procedures in the management of the three syndromes.

### ➔ **MODULE SEVEN PROCEDURES OF MECHANICAL THERAPY – PRACTICAL**

#### OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Assess posture and movement loss.
2. Perform the assessment procedures of repeated movements and static testing.
3. Perform and teach the patient procedures.
4. Perform the MDT clinician procedures for the cervical spine.
5. Understand the rationale for application of each procedure, and its place in the sequence of the Progression of Forces.

### ➔ **MODULE EIGHT MANAGEMENT OF DERANGEMENT SYNDROME**

#### OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Discuss the four stages of management of a Derangement.
2. Discuss the essential management principles used for each stage of the management of a Derangement.
3. Discuss the specific management pathways for three symptom locations – seen in Derangements: central or symmetrical, unilateral or asymmetrical to the elbow and unilateral or asymmetrical below the elbow.

### ➔ **MODULE NINE MANAGEMENT OF DYSFUNCTION SYNDROME**

#### OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Describe and explain the management of the Cervical Dysfunction syndrome.
2. Explain the essential principles of self-management and of patient responsibility in achieving appropriate management outcomes.
3. Describe a typical management programme for an Extension Dysfunction, which includes an educational component and an active mechanical component.
4. Describe the clinical features of Adherent Nerve Root and design a typical management programme for this type of Dysfunction.

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### ➔ **MODULE TEN MANAGEMENT OF POSTURAL SYNDROME**

#### OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Describe and explain the management of the Postural Syndrome.
2. Explain the essential principles of self-management and of patient responsibility in achieving appropriate management outcomes.
3. Design a typical management programme for Postural Syndrome focusing on education.

### ➔ **MODULE ELEVEN FOLLOW-UP EVALUATION**

#### OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Describe the indicators used to establish changes in the patient's symptomatic and mechanical presentation.
2. Describe the review process used to confirm that patient's provisional classification.
3. Assess and evaluate the response to the management provided, assess progress in view of the goals of management, and make appropriate modifications to ensure that the goals are achieved.

### ➔ **MODULE TWELVE RECURRENCES AND PROPHYLAXIS**

#### OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Discuss the factors that predispose patients to a recurrence of neck.
2. Discuss the role of self-management and patient responsibility in effective prophylaxis.
3. Design a specific prophylactic programme for each of the three McKenzie syndromes in the cervical spine.

### ➔ **MODULE THIRTEEN CERVICAL HEADACHES**

#### OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Discuss the possible cause of headaches.
2. Differentiate the clinical characteristics of headaches caused by Derangement, Dysfunction and Postural Syndrome.
3. Describe the assessment and management of headaches that fit the classification of Derangement, Dysfunction and Postural Syndrome.

➔ **MODULE FOURTEEN**  
**WHIPLASH ASSOCIATED DISORDERS**

OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Discuss the clinical features of Whiplash associated disorders.
2. Design and evaluate an appropriate management programme.

➔ **MODULE FIFTEEN**  
**THORACIC SPINE**

OBJECTIVES

With sufficient time to/for practice, participants will be able to meet/achieve the following objectives:

1. Describe the relevant structure, function and biomechanics of the thoracic spine.
2. Describe the features of aging and degeneration in the thoracic spine and how they may relate to clinical presentations.
3. Describe and differentiate Derangement, Dysfunction and Postural Syndromes.
4. Describe the subgroups of OTHERS that present in the thoracic spine.
5. Describe the components of the history and physical examination sections of the McKenzie assessment for the thoracic spine.
6. Describe and perform the patient and clinician procedures for the thoracic spine.
7. Describe the essential management principles and management pathways for Derangement, Dysfunction and Postural Syndromes in the thoracic spine.

ONLINE COMPONENT	Pre-Requisite	TOPICS	
		Module 1: <i>Introduction and Epidemiology</i> Module 2: <i>Mechanical Diagnosis: Classification and Definition of Terms</i> Module 3: <i>Anatomical Considerations Related to MDT</i> Module 4: <i>History and Physical Exam</i>	
<b>Day One hours:</b>		<b>5</b>	
Live Course	Times	# Minutes	TOPICS
<b>Day One</b>	7:30am-8:00am	<b>0</b>	- Day One Registration / Continental Breakfast
<b>Friday</b>	8:00a-9:30a	<b>90</b>	Introduction and Review of Online: History and Physical Exam (Module 4)
<b>8:00am to 5:30pm</b>	9:30a-9:45a	<b>0</b>	- Break - am
	9:45a-11:00a	<b>75</b>	Evaluation of Clinical Presentations (Module 5)
	11:00a-12:00p	<b>60</b>	Patient #1
	12:00p-1:00p	<b>0</b>	- Lunch -
	1:00p-2:00p	<b>60</b>	Patient #2
	2:00p-3:00p	<b>60</b>	Patient #3
	3:00p-3:15p	<b>0</b>	- Break - pm
	3:15p-3:45p	<b>30</b>	Procedures of Mechanical Therapy – Theory (Module 6)
	3:45p-5:30p	<b>105</b>	Procedures of Mechanical Therapy – Practical (Module 7)
<b>Day One hours:</b>		<b>8</b>	
<b>Day Two</b>	7:30am-8:00am	<b>0</b>	- Day Two sign-in/Continental Breakfast
<b>Saturday</b>	8:00a-8:15a	<b>15</b>	Q & A, Review and Discussion
<b>8:00am to 5:30pm</b>	8:15a-9:00a	<b>45</b>	Procedures of Mechanical Therapy - Practical Review
	9:00a-10:30a	<b>90</b>	Management of Derangement Syndrome (Module 8)
	10:30a-10:45a	<b>0</b>	- Break - am
	10:45a-12:00p	<b>75</b>	Return Patients
	12:00p-1:00p	<b>0</b>	- Lunch -
	1:00p-2:00p	<b>60</b>	Patient #4
	2:00p-3:00p	<b>60</b>	Patient #5
	3:00p-3:15p	<b>0</b>	- Break - pm
	3:15p-4:00p	<b>45</b>	Management of Dysfunction (Module 9)
	4:00p-4:30p	<b>30</b>	Management of Postural Syndrome (Module 10)
	4:30p-5:00p	<b>30</b>	Follow-Up Evaluation (Module 11)
	5:00p-5:30p	<b>30</b>	Recurrences and Prophylaxis (Module 12)
<b>Day Two hours:</b>		<b>8</b>	
<b>Day Three</b>			
<b>Sunday</b>	7:30am-8:00am	<b>0</b>	- Day Three sign-in/Continental Breakfast
<b>8:00am to 1:00pm</b>	8:00a-9:30a	<b>90</b>	Cervical Headaches (Module 13)
	9:30a-10:00am	<b>30</b>	Whiplash Associated Disorders (Module 14)
	10:00a-10:15a	<b>0</b>	- Break - am
	10:15a-12:00p	<b>105</b>	Return Patients
	12:00p-1:00p	<b>60</b>	Thoracic Spine (Module 15)
	1:00p-1:15p	<b>15</b>	Wrap Up/Conclusion
<b>Day Three hours:</b>		<b>5</b>	
<b>TOTAL course hrs.</b>		<b>26</b>	

**NOTE:** These are fairly typical timelines; however the actual order of topics and timeline may vary between individual instructors' activities and patient simulation scheduling. Each day incorporates one hour lunch break midday and a fifteen-minute break morning and afternoon except the final day. **It is mandated by the Institute that all faculty adjust accordingly to maintain the contact hour requirement.**