

MDT HYBRID COURSE DESCRIPTION: TEACHING METHODS AND LEARNING EXPERIENCES:

The hybrid delivery format is designed to provide high quality learning with the flexibility of considerable work that can be managed on your time, and it includes the following SEQUENTIAL components:

- 1) A Prerequisite Online Component (asynchronous – on your own time);
- 2) A Faculty-Guided Online Component (with both synchronous and asynchronous sessions); and
- 3) A weekend Onsite Lab Immersion which takes place face to face.

Students must first complete the [Prerequisite Online Component](#) through The McKenzie Institute USA website portal (and achieve a 75% pass on the post-test) prior to entering Schoology, the online learning platform for the Faculty-Guided Online Component of the course. The Faculty-Guided Online Component consists of students viewing of asynchronous video podcasts, posting answers to quizzes and faculty questions to a discussion board and receiving feedback on posts. Faculty will give individualized and group feedback on the discussion board and during live online synchronous sessions which will take place on Saturdays using ZOOM. Active participation in the Faculty-Guided online component will be monitored and must be evidenced to be eligible to attend the next component onsite.

Successful completion of the entire Hybrid Online component will allow the student to progress to the Onsite Lab Immersion which takes place at a later date and will include live patient demonstrations, practice of and feedback on manual procedures, and clinical problem solving group work.

COURSE FEES (*No discounts will apply*): \$325 Online Components / \$325 Onsite Lab Immersion

CEUs: All standard courses have been approved as [detailed on our website](#). You will not receive a course completion certificate until the entirety of the Part A curriculum has been met by attending either the Onsite Lab Immersion or standard onsite course. This Hybrid Course still meets the full 26 hours – online components worth 13 contact hours and the weekend Onsite Lab Immersion weekend will be 13 contact hours.

OUTLINE OF HYBRID COURSE CONTENT (See Calendar example on page 2):

<p>Online Week 1: Sunday – Prerequisite online component opens: Modules 1-6 Wednesday – Prerequisite online component completion with a post-test passing score of 75% or higher Friday – Students/Faculty post Intro Video in Schoology Saturday – Faculty-Guided Online component begins – Synchronous Session #1 12:00pm – 1:30pmEST</p>
<p>Online Week 2: Module 7-8, 10 Asynchronous podcasts and discussion board Saturday – Synchronous session #2 12:00pm – 1:30pmEST</p>
<p>Online Week 3: Modules 11-14 Asynchronous podcasts and discussion board Saturday – Faculty-Guided Online component concludes with Faculty Video wrap-up and preparation for the Onsite Lab Immersion.</p>
<p>Onsite Lab Immersion Session (Face to face): Module 9 Lab Practical, group work and Patient Demonstrations – Dates/Venues TBD</p>

EVALUATION OF STUDENT LEARNING

Although formal grades will not be given for the course, participation and active engagement of the student throughout all three components of the Hybrid Course – **both Online and Onsite Lab Immersion sessions** – will be required in order to earn continuing education credits (CEUs) and a Certificate of Completion.

Student engagement online will be monitored by the faculty member(s), but it remains the responsibility of the student to meet course expectations by particular due dates. Specifically, this will involve:

- Prerequisite Online Component completion with a post-test passing score of 75% or higher.
- Attendance and active participation in all synchronous sessions.
- Completion of quizzes, Derangement Exam, and posts to the discussion board.

Note: Faculty will pose questions to groups or individuals on the discussion board and during synchronous sessions, making it imperative for the students to complete all assignments and quizzes prior to the due dates found on the course calendar that will be posted in Schoology at the top of the Event listings.

REQUIRED TEXT: Part A Course Manual

This will be provided digitally via The McKenzie Institute USA website during the Prerequisite Online Component.

SCHOOLGY

<https://www.schoology.com>

Instructions to access and navigate Schoology will be provided with confirmation details of your course registration. You will be given an ACCESS CODE. Be sure to have this available when you first visit Schoology to create your login. The basics you will need –

- Strong Wi-fi/Internet connectivity
- Up-to-date Web Browser with Javascript and Cookies enabled
- A Webcam and microphone (for synchronous sessions)
- To review all specific technology requirements, visit:
<https://support.schoology.com/hc/en-us/articles/201002153-System-Requirements>

ZOOM

<https://www.zoom.us/>

We will use Zoom for the Synchronous sessions. [Download the Zoom app or appropriate plugin](#) to your PC or device you plan to use for the Sync sessions. Links to Join and passwords for each Sync session will be posted in the Schoology Materials and Calendar.

PROFESSIONALISM

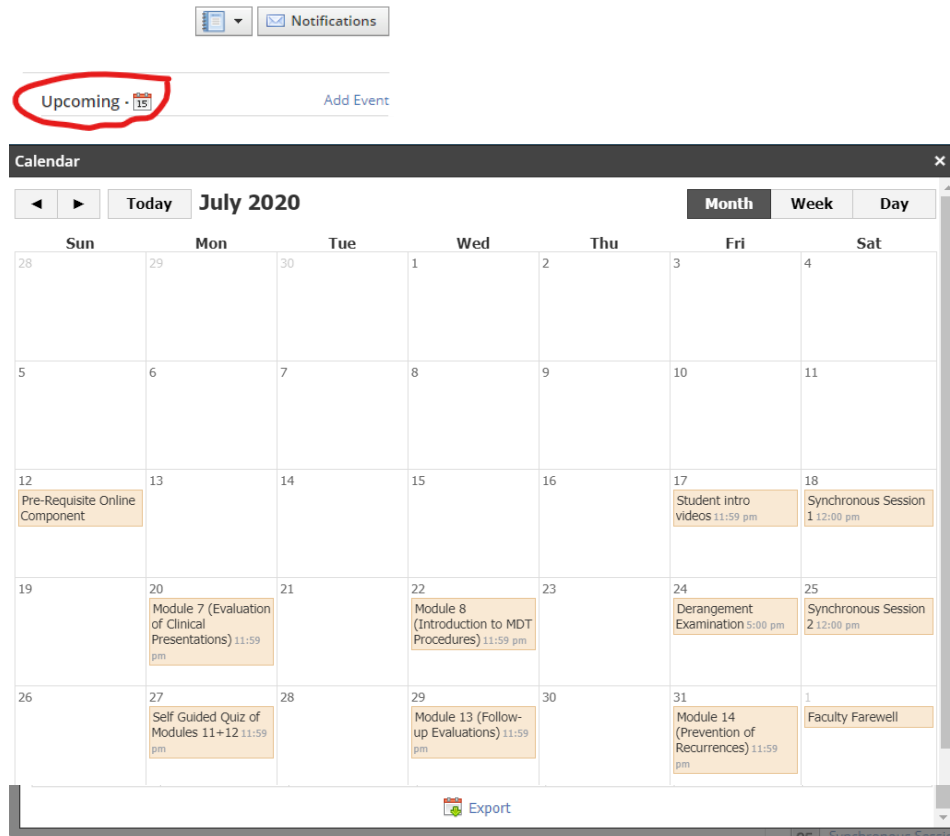
Professionalism is an expectation of the course. In addition to appropriate interaction in face to face (Onsite Lab Immersion sessions), this also includes netiquette. Netiquette is the correct or acceptable way of communicating on the internet. Examples of netiquette include but are not limited to the following:

- Appropriate use of language and tone
- Expectation of proper grammar, punctuation, text fonts and colors
- Respect and consideration for other students
- Avoidance of sarcasm and posting of jokes
- Maintenance of privacy and information sharing (when appropriate)

COURSE CALENDAR

The course calendar can be accessed in Schoology by selecting the calendar icon beside ‘Upcoming’ at the top of the Event listing menu on the right. You will be able to export the Schoology calendar into other calendars i.e., Outlook to help keep track of assignment due dates.

EXAMPLE:



The screenshot shows the Schoology interface. At the top, there are icons for a calendar and 'Notifications'. Below these is the 'Upcoming' menu item, which is circled in red. To its right is an 'Add Event' link. Below the menu is a 'Calendar' window for July 2020. The calendar is in 'Month' view and shows events for various dates:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12 Pre-Requisite Online Component	13	14	15	16	17 Student intro videos 11:59 pm	18 Synchronous Session 1 12:00 pm
19	20 Module 7 (Evaluation of Clinical Presentations) 11:59 pm	21	22 Module 8 (Introduction to MDT Procedures) 11:59 pm	23	24 Derangement Examination 5:00 pm	25 Synchronous Session 2 12:00 pm
26	27 Self Guided Quiz of Modules 11+12 11:59 pm	28	29 Module 13 (Follow-up Evaluations) 11:59 pm	30	31 Module 14 (Prevention of Recurrences) 11:59 pm	1 Faculty Farewell

At the bottom of the calendar window, there is an 'Export' button.

COURSE GOALS

As the name implies, this course focuses on the application of the McKenzie Method of Mechanical Diagnosis and Therapy for the Lumbar Spine. The Hybrid Course delivery is a format that includes the following: 1) a Prerequisite online component (asynchronous); 2) a Faculty-Guided online component (with both synchronous and asynchronous sessions); and 3) a weekend Onsite Lab Immersion which takes place face to face. Each major subdivision of the course has very specific educational objectives. In 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 lumbar spine 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.

NOTE: Modules 1-6 are completed in the Prerequisite Online Component before the Faculty Guided Components of the course.

➔ MODULE ONE **INTRODUCTION AND EPIDEMIOLOGY**

OBJECTIVES

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

1. Describe and discuss the cardinal features of MDT and contrast it with other management approaches.
2. Describe and discuss the major epidemiological factors associated with low back pain.
3. Describe and discuss the risk and prognostic factors of low back pain.
4. Describe and discuss the low back pain first-line management strategies that are recommended in the literature and those that are not recommended.
5. Describe and discuss two lifestyle factors affecting low back pain.

➔ MODULE TWO **EVIDENCE FOR MDT IN THE LUMBAR SPINE**

OBJECTIVES

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

1. Describe and discuss the current evidence on the reliability of the MDT classification for the lumbar spine.
2. Describe and discuss the current evidence on the prevalence of Centralisation, Directional Preference (DP) and the MDT classifications in the lumbar spine.
3. Describe and discuss the current evidence on Centralisation and DP as prognostic indicators.
4. Describe and discuss the current evidence on the potential of MDT to reduce surgery rates and reduce healthcare costs.
5. Describe and discuss the current evidence on the efficacy of the MDT management of the lumbar spine.
6. Describe and discuss the current evidence on the association of MDT and psychosocial outcomes.

➔ **MODULE THREE**

MDT 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 Dysfunction Syndrome.
4. Describe the clinical characteristics of the Postural Syndrome.
5. Describe the clinical characteristics of Subgroups of Spinal OTHER.
6. Differentiate between Derangement, Dysfunction, Postural and OTHER.

➔ **MODULE FOUR**

UNDERSTANDING PAIN AND DISABILITY DRIVERS AND THEIR RELATIONSHIP TO MDT CLASSIFICATION

OBJECTIVES

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

1. Describe and discuss the definition and clinical understanding of pain and how this may affect patient outcomes in the context of the ICF framework.
2. Identify and determine how the drivers of pain may influence the differential diagnostic process and classification.
3. Recognise and discuss how drivers of pain and / or disability manifest and how they may be relevant to the patient management and outcomes

➔ **MODULE FIVE**

PATHOANATOMICAL CONSIDERATIONS, MOVEMENT AND LOADING IN THE LUMBAR SPINE FOR MDT

OBJECTIVES

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

1. Describe and discuss why MDT does not use pathoanatomical based diagnosis.
2. Describe how different movements affect the lumbar spine and how these movements and loading are reflected in daily activities.
3. Describe the typical balance of flexion and extension on a daily basis and some of the associated research.

➔ **MODULE SIX**

HISTORY AND PHYSICAL EXAMINATION

OBJECTIVES

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

1. Identify the aims of the history taking and describe the clinical relevance of each component of the McKenzie lumbar spine assessment form.
2. Describe the components of the history section of the McKenzie lumbar assessment form and discuss the interpretation and clinical relevance of each section, including responses that may implicate Serious Pathology.
3. Discuss the use of effective communication strategies and the interpretation of the patient's responses to the history questions.
4. Identify and discuss the aims of the physical examination.
5. Describe the components of the physical examination section of the McKenzie lumbar assessment form and discuss the clinical relevance of each section.
6. Define and demonstrate the appropriate use of terms involved in completing the McKenzie lumbar spine assessment form.
7. Accurately complete a McKenzie lumbar spine assessment form.

➔ **MODULE SEVEN**

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

➔ **MODULE EIGHT**

INTRODUCTION TO MDT PROCEDURES

OBJECTIVES

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

1. Describe and explain the use of the “force progressions” concept in MDT.
2. Describe and explain the use of the “force alternatives” concept in MDT.
3. Discuss the differences between patient procedures and clinician procedures.
4. Understand and apply the clinical reasoning needed to achieve clinical benefits of patient procedures and clinician procedures in the management of the three MDT syndromes.

NOTE: Module 9 and patient demonstrations will be completed in the Onsite Lab Immersion Session which occurs at a later date following the successful completion of the Hybrid Online Components (Prerequisite and Faculty Guided) of the course.

➔ **MODULE NINE**

MDT PROCEDURES – PRACTICAL

OBJECTIVES

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

1. Perform and teach the MDT patient and clinician procedures for the lumbar spine.
2. Understand the rationale for the application of each procedure, and its place within the sequence of Progression of Forces.

➔ **MODULE TEN**

MANAGEMENT OF DERANGEMENT SYNDROME

OBJECTIVES

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

1. Identify and explain the four stages of management of a Derangement.
2. Understand and apply the clinical reasoning and the indications for the progression of forces required in the management of the Derangement Syndrome.
3. Discuss the specific management pathways for the three sub-classifications of Derangement – central or symmetrical symptoms, unilateral or asymmetrical above the knee and unilateral or asymmetrical below the knee.

➔ **MODULE ELEVEN**

MANAGEMENT OF DYSFUNCTION SYNDROME

OBJECTIVES

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

1. Describe and apply the clinical reasoning used in the management of patients with lumbar Dysfunction Syndrome.
2. Explain the essential principles of self-management and of patient responsibility necessary to achieve optimal outcomes.
3. Describe the clinical features of an Adherent Nerve Root and discuss a typical management programme for this type of Dysfunction.

➔ **MODULE TWELVE**
MANAGEMENT OF POSTURAL SYNDROME

OBJECTIVES

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

1. Describe and apply the clinical reasoning used in the management of patients with Postural Syndrome.
2. Explain the essential principles of self-management and of patient responsibility necessary to achieve optimal outcomes.

➔ **MODULE THIRTEEN**
FOLLOW UP EVALUATIONS

OBJECTIVES

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

2. Describe the indicators used to establish changes in the patient's symptomatic and mechanical presentation.
3. Describe the review process and clinical reasoning used to confirm that patient's classification.
4. Assess, evaluate and apply clinical reasoning to the response to the management provided **for a patient with a provisional classification of Derangement**. Assess progress in relation to the patient's goals and make appropriate modifications to ensure that the goals are achieved.

➔ **MODULE FOURTEEN**
PREVENTION OF RECURRENCES

OBJECTIVES

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

1. Explain the concept of prevention.
2. Discuss the role of self-management and patient responsibility in effective prevention.