

MDT ONLINE COURSE DESCRIPTION: TEACHING METHODS AND LEARNING EXPERIENCES:

Please read this document carefully to understand the expectations for this online course experience.

The fully online delivery format is designed to provide high quality learning with the flexibility of considerable work that can be managed on your time. **However, it is a fully participatory course with mandatory assignments throughout the five weeks that includes the following SEQUENTIAL components:**

- 1) A Prerequisite Online Component (asynchronous – on your own time – **due Wednesday before course start date**);
- 2) Schoology Faculty-Guided Online Component (with both synchronous and asynchronous sessions)

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. Approximate completion time is five (5) hours, and it must be completed on Wednesday before the course start date.

The Schoology Faculty-Guided Online Component consists of students viewing of asynchronous video podcasts, posting answers to manual 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. Patient evaluations, group work on procedures and individual critique of procedures will also be managed in the Synchronous sessions.

PLEASE NOTE: *Deadlines for assignments are established to keep work on track and active participation in all online activity will be monitored for completion and **must be evidenced to be eligible to receive a certificate of completion for the course.***

COURSE FEES: \$650 (*audits not applicable at this time*)

CEUs: All standard courses have been approved as [detailed on our website](#). You will be issued a course completion certificate verifying the full 26 hours upon successful fulfillment of all assignments in the online course.

OUTLINE OF ONLINE COURSE CONTENT (See Calendar EXAMPLE on page 2):

<p>Prerequisite Online Component:</p> <ul style="list-style-type: none"> • Due Wednesday prior to course start date – Modules 1-6 with a post-test passing score of 75% or higher
<p>WEEK 1 in Schoology/Zoom: The Saturday start date begins with work on your own.</p> <ul style="list-style-type: none"> • Personal Introduction Videos / Access to MDT Procedure Videos for review/preparation for activities in weeks 4-5 • Asynchronous assignments: Modules 7-8 Podcasts (2 hrs, 10 min), self-guided, reflective learning, discussion board • Saturday (4 hrs)–Synchronous Session #1: Modules 1-8 Q&A, Review Completion of Assessment Form, Patient Exams
<p>WEEK 2 in Schoology:</p> <ul style="list-style-type: none"> • Asynchronous assignments: Module 10 Podcasts (2 hrs), self-guided, reflective learning, discussion board • Derangement Exam
<p>WEEK 3 in Schoology/Zoom:</p> <ul style="list-style-type: none"> • Asynchronous assignments: Modules 11-14 Podcasts (1 hr, 45 min), self-guided, reflective learning, discussion board • Saturday (4 hrs)–Synchronous Session #2: Modules 10-14 Q&A, Review of Derangement Exam, and Patient Exams
<p>WEEK 4 in Schoology:</p> <ul style="list-style-type: none"> • Asynchronous assignments: Module 9: MDT Procedures – <ul style="list-style-type: none"> ○ Review and practice all techniques in course manual and in the online MDT Procedure Videos library to prepare for Group work and final Sync session assignments ○ Groups will be designated with an assigned technique for each participant to record and post video for review.
<p>WEEK 5 in Schoology/Zoom:</p> <ul style="list-style-type: none"> • Asynchronous assignments: Module 9: MDT Procedures continued review in manual and videos – <ul style="list-style-type: none"> ○ Participants review other Group techniques and post critiques • Saturday (2 hrs)–Synchronous Session #3: Role Plays and Individualized Technique Critique

EVALUATION OF STUDENT LEARNING

Although formal grades will not be given for the course, participation and active engagement of the student throughout all components of the Online Course will be required to earn 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.

REQUIRED TEXT: Part A Course Manual

The complete course manual will be provided digitally via The McKenzie Institute USA website during the Prerequisite Online Component. Students are encouraged to download one of the following apps to allow for note taking, highlighting, etc. within the secure course manual PDF document:

- [Notability \(Apple\)](#)
- [Microsoft One Note](#)
- [Draw Board](#)
- [PDF Annotator](#)
- [PDF Element](#)

**** Note: Additional fees may apply to app downloads.**

SCHOOLGY

<https://www.schoology.com>

Extensive instructions to access and navigate Schoology will be provided the Monday before the course starts. You will be given a secure ACCESS CODE that you must have 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/passwords for each Sync session will be posted in Schoology.

PROFESSIONALISM

Professionalism is an expectation of the online courses. 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
- Maintinance of privacy and information sharing (when appropriate)

CALENDAR VIEW EXAMPLE – Use a current calendar to map out your specific course dates. The dates of your 3 Live Synchronous Sessions can be found on our website in the Course List Location: **Online** detail; also in Schoology.**

2021		November		SCHEDULE EXAMPLE	Assignments due by midnight. Days listed below. All times EST		PART A
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	Schoolgy access emailed the MON prior Students informed of immediate access to Procedure Videos		Prerequisite Online Component Completed by WED prior		Official Course Start Date →	Mod 7-8 podcasts avail 5am today. Student Intro Videos Posted by SAT midnight	
31	01	02	03 Module 7 due: Podcasts Manual Quizzes Discussion Board	04	05 Module 8 due: Podcasts Manual Quizzes Discussion Board	06 SYNC SESSION #1 (4 hrs) 12:00pm-4:00pm EST Mod 10 podcasts avail 5am today	
07	08	09	10 Module 10 due: Podcasts Manual Quiz Discussion Board	11	12 Mod 11-14 podcasts avail 5am Friday	13 Derangement Examination Due	
14	15	16	17 Module 11 + 12 Posture/Dysfunction Self-Guided Quiz	18	19 Module 13 + 14 Discussion Board	20 SYNC SESSION #2 (4 hrs) 12:00pm-4:00pm EST	
21 Module 9 MDT Procedures Review & Practice	22 Review all techniques in Course Manual. Follow bullet points for EACH technique; and then watch the Videos - practice, practice, practice	23 Pay attention to: patient position, your position, and the force application (incl hand position & line of drive). Each bullet point reinforces accurate execution of the	24 Module 9 Discussion Board Q&A on techniques, if needed	25	26 Module 9 Students Post Video of Group Technique Selections	27	
28	29	30	01 Module 9 Students Post Critiques of Group Technique Selections	02	03	04 SYNC SESSION #3 2 hrs x 2 groups Group 1: 10:00 AM Group 2: 12:30PM	

**The McKenzie Institute International
ONLINE Part A: The Lumbar Spine**

26 hours

DETAILED SCHEDULE

PREREQ ONLINE COMPONENT: Asynchronous		TOPICS
<i>includes Pre- and Post-Exam</i>		<u>Module 1:</u> Introduction and Epidemiology <u>Module 2:</u> Evidence for MDT in the Spine <u>Module 3:</u> MDT Classification and Definition of Terms <u>Module 4:</u> Understanding Pain & Disability Drivers & Relation to MDT Classification <u>Module 5:</u> Pathoanatomical Considerations, Movement & Loading for MDT in the LS <u>Module 6:</u> History and Physical Examination
Prereq Online hours:		5
Be sure to review dates of the 3 Live Sync Sessions for your specific course on our website in the Course List Location: Online** detail		
FACULTY GUIDED ONLINE	Hours	TOPICS
Asynchronous Sessions (Week 1-Saturday Start Date):		<u>Module 7:</u>
Podcasts (30 min) x 2	1	Evaluation of Clinical Presentations
Post and Receive Feedback from Faculty		Derangement, Dysfunction, Postural and OTHER
		<u>Module 8:</u>
Podcast (30 min) Intro to Procedures	0.5	Introduction to MDT Procedures
Podcast (30min) x 2 Treatment procedures with rationale	1	Extension, Lateral and Flexion Principles
Post and Receive Feedback from Faculty		
Synchronous Session #1 (end of Week 1): Faculty-Guided LIVE Online Session via ZOOM Saturday 12:00pm - 4:00pmEST	4	Active Discussion, Group Work, Q&A Modules 1-8 Completion of Assessment Form and Patient Exams
Asynchronous Sessions (Week 2):		<u>Module 10:</u>
Podcasts (30min) x 6	3	Management of Derangement Syndrome
Derangement Examination completed online		Module 10: Derangement
Asynchronous Sessions (Week 3):		<u>Modules 11 & 12:</u>
Podcast (30 min) x 2	1	Management of Dysfunction Syndrome / Postural Syndrome
Self-Guided Quiz		
Post and Receive Feedback from Faculty		
		<u>Module 13:</u>
Podcast (30 min)	0.5	Follow-up Evaluations
Post and Receive Feedback from Faculty		
	0.5	<u>Module 14:</u>
Podcast (30 min)		Prevention of Recurrences
Post and Receive Feedback from Faculty		
Synchronous Session #2 (end of Week 3): Faculty-Guided LIVE Online Session Saturday 12:00pm - 4:00pmEST	4	Modules 10-14 Q&A, Review and Q&A of Derangement Exam Group Work and Patient Exams
Asynchronous Sessions (Week 4):		<u>Module 9:</u>
MDT Procedures - Course Manual and Videos	3.5	Student Group Technique Work
Review and Practice		Submit Group Videos in Schoology
Asynchronous Sessions (Week 5):		
MDT Procedure Videos (Cont.)		Students post feedback to peers in alternate groups
	Time accounted for wk 4	Review all group videos - self reflection
Synchronous Session #3 (end of Week 5): Faculty-Guided LIVE Online Session Times will be assigned (EST): Saturday 10:00am-12:00pm / 12:30-2:30pm	2	<u>Module 9:</u> MDT Procedures - Virtual Lab Practicals Student:Faculty Ratio 10:1
		Times will be assigned: Group 1 (10:00 AM EST) Group 2 (12:30 PM EST)
Faculty Guided Online hours:		21
TOTAL ONLINE hours:		26

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 Online Course delivery is a format that includes a Prerequisite Online Component (asynchronous) and the Schoology Faculty-Guided Online Component (with both synchronous and asynchronous sessions). 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.