

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 hours, and it must be completed by the course start date.

The Schoology 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. 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 1-4 with a post-test passing score of 75% or higher
<p>WEEK 1 in Schoology/Zoom:</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 5-6 Podcasts (2 hrs), self-guided, reflective learning, and discussion board • Saturday (4 hrs)–Synchronous Session #1: Module 1-6 Q&A, Review Completion of Assessment Form, Patient Exams
<p>WEEK 2 in Schoology:</p> <ul style="list-style-type: none"> • Asynchronous assignments: Modules 8-9 Podcasts (1 hr, 30 min), self-guided, reflective learning, Quiz, discussion board
<p>WEEK 3 in Schoology/Zoom:</p> <ul style="list-style-type: none"> • Asynchronous assignments: Modules 10-14 Podcasts (2 hrs, 45min), self-guided, reflective learning, discussion board • Saturday (4 hrs)–Synchronous Session #2: Modules 8-14 Q&A and Patient Exams
<p>WEEK 4 in Schoology:</p> <ul style="list-style-type: none"> • Asynchronous assignments: Module 7: 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 <p>Groups will be designated with an assigned technique for each participant to record and post video for review.</p>
<p>WEEK 5 in Schoology/Zoom:</p> <ul style="list-style-type: none"> • Asynchronous assignments: Module 7: MDT Procedures continued review in manual and videos – <ul style="list-style-type: none"> ◦ Participants review other Group techniques and post critiques <p>Saturday (2 hrs)–Synchronous Session #3: Role Plays and Individualized Technique Critique</p>

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 in order 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 and posts to the discussion board.

REQUIRED TEXT: Part B 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
- Maintainance 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 B
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	Schooling 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 5-6 podcasts avail today. Student Intro Videos Posted by SAT midnight	
31	01	02	03 Module 5 due: Podcasts Manual Quizzes Discussion Board	04	05 Module 6 due: Podcasts Manual Quizzes Discussion Board	06 SYNCH SESSION #1 (4 hrs) 12:00pm-4:00pm EST Mod 8-9 podcasts avail 5am today	
07	08	09	10 Module 8 due: Podcasts Manual Quizzes Discussion Board	11 Mod 10-14 podcasts avail 5am Friday →	12 Module 9 due: Podcasts Discussion Board Manual and Self-Guided Quizzes	13	
14	15 Modules 10+11 due: Podcasts Manual Quizzes Discussion Board	16	17 Modules 12+13 due: Podcasts Manual Quizzes Discussion Board	18	19 Module 14 due: Podcasts Manual Quizzes Discussion Board	20 SYNCH SESSION #2 (4 hrs) 12:00pm-4:00pm EST	
21 Module 7 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 technique	24 Module 7 Discussion Board Q&A on techniques, if needed	25	26 Module 7 Part 1 due: Students Post Video of Group Technique Selections	27	
28	29	30	01 Module 7-Part 2 due: Students Post Critiques of Group Technique Selections	02	03	04 SYNCH SESSION #3 2 hrs x 2 groups Group 1: 10:00AM Group 2: 12:30PM	

The McKenzie Institute International
ONLINE Part B: Cervical and Thoracic Spine 26 hours

DETAILED SCHEDULE

PREREQ ONLINE COMPONENT: Asynchronous		TOPICS
Includes Pre- and Post-Exam		<u>Module 1:</u> Introduction and Epidemiology <u>Module 2:</u> MDT Classification and Definition of Terms <u>Module 3:</u> Biomechanics, Movement and Loading in the Cervical Spine <u>Module 4:</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 5:</u>
Podcasts (30 min) x 2 Post and Receive Feedback from Faculty	1	Evaluation of Clinical Presentations
Podcasts (30 min) x 2 Post and Receive Feedback from Faculty	1	<u>Module 6:</u> Procedures of MDT – Theory & Treatment Rationale
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 1-6 Completion of Assessment Form and Patient Exams
Asynchronous Sessions (Week 2):		<u>Module 8:</u>
Podcasts (30min) x 2 Post and Receive Feedback from Faculty	1	Management of Derangement Syndrome
Podcasts (30 min) x 3 Post and Receive Feedback from Faculty Self-Guided Quiz	1.5	<u>Modules 9:</u> Management of Dysfunction and Postural Syndromes
Asynchronous Sessions (Week 3):		<u>Module 10 + 11</u>
Podcasts (30 min) x 2 Post and Receive Feedback from Faculty	1	Follow-up Evaluations + Prevention of Recurrences
Podcasts (30 min) x 3 Post and Receive Feedback from Faculty	1.5	<u>Module 12 + 13:</u> Cervical Headaches + Whiplash Associated Disorders
Podcasts (30 min) x 1; (15 min) x 2 Post and Receive Feedback from Faculty	1	<u>Module 14</u> Thoracic Spine
Synchronous Session #2 (end of Week 3): Faculty-Guided LIVE Online Session Saturday 12:00pm - 4:00pmEST	4	Active Discussion, Q&A Modules 8-14 Group Work and Patient Exams
Asynchronous Sessions (Week 4):		<u>Module 7:</u>
MDT Procedures - Course Manual and Videos Review and Practice	3	Student Group Technique Work Submit Group Videos in Schoology
Asynchronous Sessions (Week 5):		
MDT Procedure Videos (Cont.)		Students post feedback to peers in alternate groups Time accounted for in 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

This course focuses on the application of the McKenzie Method® of Mechanical Diagnosis and Therapy® for the cervical and thoracic spine. Each section 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 will form the foundation from which you can develop your own abilities in applying these principles.

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

1. Appropriately apply the McKenzie Method of MDT to patients with cervical / thoracic symptoms in the context of the biopsychosocial model of care.
2. Distinguish between the McKenzie syndromes (Derangement, Dysfunction, Postural) and the subgroups of OTHER and provide appropriate management regimes for each of the classifications.
3. Identify when the application of clinician forces are 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 patient goals.

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** **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 therapy.
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 subgroups.
6. Differentiate between Derangement, Dysfunction, Postural and OTHER.

➔ **MODULE THREE** **BIOMECHANICS, MOVEMENT AND LOADING IN THE CERVICAL SPINE**

OBJECTIVES

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

1. Describe the relevant biomechanics of the cervical spine.
2. Describe how different movements affect the cervical spine structures and how these movements are performed in everyday activities.
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, including responses that may implicate Serious Pathology.
2. Identify and describe Drivers of pain and disability that may influence patient management.
3. Describe the components of the physical examination section of the McKenzie cervical assessment form and discuss the clinical relevance of each section.
4. Define and demonstrate the appropriate use of terms involved in completing the McKenzie cervical assessment form.
5. 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 patients with Derangement, Dysfunction, and Postural Syndrome.
3. Discuss the symptomatic and mechanical presentations of subgroups of OTHER.
4. Discuss the management principles of the three MDT syndromes.

➔ **MODULE SIX**

PROCEDURES OF MDT – 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 MDT.
2. Describe and explain the “force alternatives” concept used in MDT.
3. Discuss the differences between patient procedures and clinician procedures.
4. Describe and evaluate the result of patient procedures and clinician procedures in the management of the three syndromes.

➔ **MODULE SEVEN**

PROCEDURES OF MDT – 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 procedures for the cervical spine.
2. Perform the MDT clinician procedures for the cervical spine as described.
3. Understand the rationale for application of each procedure, and its place in the sequence of 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. Identify and explain 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 the three sub-classifications of Derangement.

➔ **MODULE NINE**
MANAGEMENT OF DYSFUNCTION AND POSTURAL SYNDROMES

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 and Postural Syndromes.
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 an Adherent Nerve Root and design a typical management programme for this type of Dysfunction.

➔ **MODULE TEN**
FOLLOW UP EVALUATIONS

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 the patient's provisional classification.
3. Assess and evaluate the response to the management provided, assess progress in relation to the patient's goals, and make appropriate modifications to ensure that the goals are achieved.

➔ **MODULE ELEVEN**
PREVENTION OF RECURRENCES

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 pain.
2. Discuss the role of self-management and patient responsibility in effective prevention.
3. Design a specific preventative programme for each of the three MDT syndromes in the cervical spine.



➔ **MODULE TWELVE**
CERVICAL HEADACHES

OBJECTIVES

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

1. Discuss the possible causes of headaches.
2. Discuss 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 THIRTEEN**
WHIPLASH ASSOCIATED DISORDERS – MDT CLASSIFICATION – ‘TRAUMA’

OBJECTIVES

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

1. Discuss the background and issues concerning Whiplash Associated Disorders.
2. Design and evaluate an appropriate management programme.

➔ **MODULE FOURTEEN**
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 OTHER 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 for Derangement, Dysfunction and Postural Syndromes in the thoracic spine.