SYLLABUS

Name of Course: Network Spinal Analysis Basic Care Technique Elective
ACS -084-01

Length of Course: 30 hours 1.5 Units

Course Description: This elective course explores the theory, analysis and protocol of Network Spinal Analysis (NSA) Basic Care. Students will learn the introductory concepts of reorganizational healing, the clinical objectives of NSA patient care, the models of spinal and neural integrity, an introduction to somato-respiratory integration, the concepts of adverse mechanical cord tension, and the NSA phasing system.

Prerequisites: Tech 130-01 Diversified I

Course Offered By: Technique/Analysis Department
David Browning, DC
Department Chair

Department Objective: To give to our students, freely and out of abundance, the best of our knowledge and skills. To develop the most talented of chiropractors that they may with skill, both find and correct vertebral subluxations. To do this for the overall betterment, health, and well-being of their patients and the world.

Required Text: Class Notes

Recommended/Reference Texts:
• Epstein D. (2005) Theoretical Basis and Clinical Application of Network Spinal Analysis (NSA) and Evidence Based Document.
• Additional Network Spinal Analysis Published Research Articles available in the library.

Lab Attire Policy:
All students are required to follow the policy outlined in this section. Failure to wear proper attire or follow the guidelines may result in being counted as absent for that lab and / or not being allowed to participate. Please notify the instructor if you have any health concerns (skin conditions, injuries, etc.) or other issues that may hinder your ability to comply to these guidelines.

Keep in mind that everything we ask and expect of students is focused on clinical practice and providing a safe professional environment not only for the students in the lab, but eventually for the patients under your care.

Healthy clean hygiene is expected from all students. Common courtesy and mutual respect suggests you do not show up wearing the same gym clothes you wore during your daily workout. It is recommended that students bring a face cloth and / or towel to place on the table. Towels maintain sanitary standards and reduce the need for the use of chemical sanitation treatments on the adjusting tables. Plus, vinyl can be cold and uncomfortable to lie on at times.

• For Men: A crew neck T-shirt with sleeves, long pants / sweats or shorts kept at the waistline and covering all underwear (also required)

• For Women: A crew neck T-shirt with sleeves and a slit cut up the back (or patient gown) with a bra underneath (no sports bras, please), long pants / sweats or shorts kept at the waistline and covering all underwear (also required) NOTE: An instructor may waive the cut T-shirt or patient gown portion in any given course.
• To maintain modesty and a professional environment, no low cut or revealing attire is permitted.
• Covered shoes (sandals and flip flops do not qualify) are required for all participants.

The bottom line is we need to be able to easily palpate the spine for specific landmarks and structures. If you have any questions or concerns as to whether an article of clothing meets the criteria for lab attire check with the instructor before the lab begins.
Method of Instruction: Hands on, lecture presentations, handouts, online videos, adjusting technique presentation & participation, and supervised adjusting.

Technique Department Elective Policy:
NOTE: All electives at LCCW are pass / no pass. Any student who drops or does not pass an elective will not be eligible to take an elective the following quarter.

In accordance with technique department regulations Elective classes must be passed with at least 75% successful completion rate of the required assessments.

Assessments:

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<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm Written</td>
<td>35%</td>
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<tr>
<td>Final Written</td>
<td>30%</td>
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<tr>
<td>Final Practical</td>
<td>35%</td>
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<td>Total</td>
<td>100%</td>
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Evaluation: Evaluation shall be both written and practical. Material will be derived from lecture, handouts, and labs.

Attendance: College policy applies

Make-up Exams: College policy applies

Request for Special Testing: College policy applies

Accommodation for Students with Disabilities:
If you have approved accommodations, please make an appointment to meet with your instructor as soon as possible. If you believe you require an accommodation, but do not have an approved accommodation letter, please see the Academic Counselor Lori Pino in the Deans Office. Contact info: Lpino@lifewest.edu or 510-780-4500 ext. 2061.

Conduct and Responsibilities: College policy applies
It is the student’s responsibility to maintain professional standards of behavior and attire while on campus. Students are expected to be prepared for instructional activities. They must bring required supplies/equipment and dress appropriately in accordance with the instructor’s directions. Failure to do so can result in the student being marked absent for the class session. Any disruptive activity (e.g. use of cell phones, side conversations) in the classroom is prohibited. If the instructor requires a disruptive student to leave the classroom, the student remains responsible for all information and will be marked absent for the class session. The dean will impose sanctions for unprofessional behavior. Any form of deceit, fraud, plagiarism, unauthorized collaboration, or theft will result in failure of the course and referral to the dean for disciplinary sanctions. Please refer to the handouts titled “Ground Rules For Technique Classes” and “Respectful Touch” posted in all technique labs, for further tips and guidelines.

The use of electronic devices (e.g. cell phones, laptops) for non-course activities is unprofessional behavior. Students will be penalized for such activities which can include loss of attendance credit for the course hour. Course related use of electronic devices during class time requires prior instructor’s approval.
Independent Student Work:
All assignments and exams must be the product of the individual student’s original efforts for this class. Collaboration is prohibited.

Course Objectives:

1. Instructor will describe the clinical objectives of NSA care as well as the Epstein Model of Spinal and Neural Integrity.

2. Instructor will provide interns with an understanding of the NSA care phasing system and the ability to apply it in care delivery.

3. Instructor will describe and appreciate the physiologic effects of adverse cord tension and the role it plays in the NSA care system.

4. Instructor will allow students to be able to evaluate of a patient using NSA Basic care procedures and determine appropriate phase and care plan.

Course Outline – Network Spinal Analysis Basic Care Technique Elective

**Week 1:** Reorganizational Healing vs. Restorative Therapeutics
   Introduction to:
   - The Triad of Change
   - The Four Sacred Seasons
   - The Five Intelligences of the body

   Clinical Objectives of NSA Care

**Week 2:** Epstein model of Spinal and Neural Integrity
   Outcome assessments for spinal and neural integrity
   Physics and physiology of far from equilibrium system
   Introduction Phasing System for identification and classification of Spinal Cord Tension patterns

**Week 3:** Phasing System for identification and classification of Spinal Cord Tension patterns
   Palpation of Spinal and Neural Integrity subsystems (lecture and lab)
   Concepts of the Spinal Gateway

**Week 4:** Donny Epstein Video Lecture –The Road to Now: Foundations and Milestones in the Development of Network Spinal Analysis
   AMCT

**Week 5:** *Midterm Exam*

- Indicators (parameters) of Adverse Mechanical Cord Tension
- Spinal Gateway Concepts
- Introduction to Somato Respiratory Integration (lecture and lab)
- Introduction to Somato Respiratory Integration theory and concepts
- Demonstration Somato Respiratory Integration Stage 1 Exercise.
- Hands-on practice Somato Respiratory Integration Stage 1 Exercise

**Assignment - Online Videos - Reorganizational Healing**
- Restorative Therapeutics vs. Reorganizational Healing
- Seasons of Wellbeing
- Triad of Change
- Energetic Intelligences

**Week 6:** The Clinical Phasing System: (lecture and lab)

- Phase One: Occiput and Sacral Cord Tension Patterns
- Phase Two: First and Fifth cervical spinal Cord Tension Patterns


**Week 7:** The Clinical Phasing System: (lecture and lab)

- Phase Three: Lateral Pelvic and sacral Cord Tension Patterns
- Phase Four: Second and third cervical Cord Tension Pattern

**Assignment** – Conference call with Donny Epstein (available for replay online following call)

**Week 8:** The Clinical Phasing System: (lecture and lab)

- Phase Five: Flexion/Extension Cord Tension Pattern of C5 with Coccyx
- Hands-On practice and assessment of Five Phases

**Week 9:** Level One - Basic Care

- Physiologic Models
- Clinical objectives
- Clinical Outcomes assessment
- Basic Care Plan of Care and Outcomes
- The Clinical Phasing System: Review
Week 10:  Final Exam - Written and Practical

Student Learning Outcomes (SLO): At the completion of the ACS-084 course the student will be able to:
1. Define and demonstrate the clinical objectives of NSA care as well as the Epstein Model of Spinal and Neural Integrity. (PLO 1, 3)
2. Define the NSA care phasing system and demonstrate the ability to apply it in care delivery. (PLO 1, 3)
3. Describe and evaluate the physiologic effects of adverse cord tension and the role it plays in the NSA care system. (PLO 1, 2, 3)
4. Evaluate a patient using NSA Basic care procedures and determine appropriate phase and care plan. (PLO 1, 2, 3)

Program Learning Outcomes (PLO): Students graduating with a Doctor of Chiropractic degree will demonstrate proficiency in the following:

1. ASSESSMENT AND DIAGNOSIS: An assessment and diagnosis requires developed clinical reasoning skills. Clinical reasoning consists of data gathering and interpretation, hypothesis generation and testing, and critical evaluation of diagnostic strategies. It is a dynamic process that occurs before, during, and after the collection of data through history, physical examination, imaging, and laboratory tests.
2. MANAGEMENT PLAN: Management involves the development, implementation and documentation of a patient care plan for positively impacting a patient’s health and well-being, including specific therapeutic goals and prognoses. It may include case follow-up, referral, and/or collaborative care.
3. HEALTH PROMOTION AND DISEASE PREVENTION: Health promotion and disease prevention requires an understanding and application of epidemiological principles regarding the nature and identification of health issues in diverse populations and recognizes the impact of biological, chemical, behavioral, structural, psychosocial and environmental factors on general health.
4. COMMUNICATION AND RECORD KEEPING: Effective communication includes oral, written and nonverbal skills with appropriate sensitivity, clarity and control for a wide range of healthcare related activities, to include patient care, professional communication, health education, and record keeping and reporting.
5. PROFESSIONAL ETHICS AND JURISPRUDENCE: Professionals comply with the law and exhibit ethical behavior.
6. INFORMATION AND TECHNOLOGY LITERACY: Information and technology literacy are manifested in an ability to locate, evaluate and integrate research and other types of evidence, including clinical experience, to explain and manage health-related issues and use emerging technologies appropriately.
7. INTELLECTUAL AND PROFESSIONAL DEVELOPMENT: Intellectual and professional development is characterized by maturing values and skills in clinical practice; the seeking and application of new knowledge; and the ability to adapt to change.
8. BUSINESS: Assessing personal skills and attributes, developing leadership skills, leveraging talents and strengths that provide an achievable expectation for graduate success. Adopting a systems-based approach to business operations. Networking with practitioners in associated
fields with chiropractic, alternative medicine and allopathic medicine. Experiencing and acquiring the hard business skills required to open and operate an on-going business concern. Participating in practical, real time events that promote business building and quantifiable marketing research outcomes

9. **PHILOSOPHY:** Demonstrates an ability to incorporate a philosophically based Chiropractic paradigm in approach to patient care. Demonstrates an understanding of both traditional and contemporary Chiropractic philosophic concepts and principles. Demonstrates an understanding of the concepts of philosophy, science, and art in chiropractic principles and their importance to chiropractic practice.