

SYLLABUS

Name of Course: Network Spinal Analysis Basic Care Technique Elective TECH 084

Length of Course: 1.5 units, 30 hours

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

Course Offered By: Clinical Sciences Department

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:

- Blanks RH et al. (1997) A Retrospective Assessment of Network Care Using a Survey of Self-Rated Health, Wellness and Quality of Life. *Journal of Vertebral Subluxation Research*, 1997; 1(4): 15-31
- Blanks RH. (2009) Editorial: Reorganizational Healing: A Health Change Model Whose Time Has Come. *Journal of Alternative and Complimentary Medicine*. May 2009;15(5):461-64
- Epstein, D. (1994) The 12 Stages of Healing: A Network Approach to Wholeness
- Epstein, D. (1996) Network Spinal Analysis: A System of Health Care Delivery within the Subluxation-Based Chiropractic Model. *Journal of Vertebral Subluxation Research*, August 1996; 1(1): 51-59
- Epstein, D. (2000) Healing Myths, Healing Magic: Breaking the Spell of Old Illusions; Reclaiming Our Power to Heal
- Epstein D. (2004) The Transition of Network Spinal Analysis Care: Hallmarks of a Client-Centered Wellness Education Multi-Component System of Health Care Delivery. *Journal of Vertebral Subluxation Research*, April 5, 2004; 1-7
- Epstein D. (2005) Theoretical Basis and Clinical Application of Network Spinal Analysis (NSA) and Evidence Based Document.
- Epstein, D. (2009). Somato Respiratory Integration Workbook.

- Epstein D, Senzon SA, Lemberger D. (2009) Reorganizational Healing: A Paradigm for the Advancement of Wellness, Behavior Change, Holistic Practice, and Healing. Journal of Alternative and Complimentary Medicine. May 2009; 15(5):461-64.
- Senzon S, Epstein D, Lemberger D. (2011) Reorganizational Healing as an Integrally Informed Framework for Integral Medicine. Journal of Integral Theory and Practice, 2011 6(4), 113-133.
- Schuster et al. (2004) Wellness lifestyles II: Modeling the dynamic of wellness, health lifestyle practices, and Network Spinal Analysis. Journal of Alternative and Complimentary Medicine. April 2004; 10(2):357-67.
- 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:	Midterm Written	35%
	Final Written	30%
	<u>Final Practical</u>	<u>35%</u>
	Total	100%

Evaluation/Grading: Evaluation shall be both written and practical. Material will be derived from lecture, handouts, and labs.

Grades and the Grading System Final Grades are available online through the CAMS student portal. If there are any questions on grading procedures, computation of grade point average, or the accuracy of the grade report, please contact the Registrar's Office or the Office of Academic Affairs. Grades will be reported and evaluation will be based on the Academic Policies, Procedures, & Services. Please refer to Evaluation Policy (**Policy ID: OAA.0007**)

In order to maintain **Satisfactory Academic Progress**, a student must maintain a 2.0 or better in each and every course. **Any grade less than a C must be remedied by repeating the class.** Please refer to Satisfactory Academic Progress (**Policy ID: OAA.0006**)

Attendance: Please refer to Attendance Policy (**Policy ID: OAA.0002**)

Conduct and Responsibilities: Please refer to the Personal Conduct, Responsibility and Academic Responsibility Policy (**Policy ID: OAA.0003**)

Make-up Exams: Please refer to Make-up Assessment Policy (**Policy ID: OAA.0001**)

Request for Special Testing: Please refer to Request for Special Testing (**Policy ID: OAA.0004**)

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 Office of Academic Affairs. Contact info: Lpino@lifewest.edu or 510-780-4500 ext. 2061. Please refer to Service for Students with Disabilities Policy (**Policy ID: OAA.0005**)

Electronic Course Management:

Canvas is LCCW's Learning Management System (LMS). Canvas will be used throughout the quarter during this course. Lectures, reminders, and messages will be posted. In addition, documents such as the course syllabus and helpful information about the class project will be posted. Students are expected to check Canvas at least once a week in order to keep updated. The website address for Canvas is <https://lifewest.instructure.com/login/canvas> Please refer to the Educational Technologies Policy (**Policy ID: OAA.0009**)

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

Reading Assignment - Editorial: Reorganizational Healing: A Health Change Model Whose Time Has Come. Journal of Alternative and Complimentary Medicine. JACM May 2009 Article.

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
- Reading Assignment** - The Transition of Network Spinal Analysis Care: Hallmarks of a Client-Centered Wellness Education Multi-Component System of Health Care Delivery. Journal of Vertebral Subluxation Research 2004 Article.
- 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
- Reading Assignment** - Reorganizational Healing: A Paradigm for the Advancement of Wellness, Behavior Change, Holistic Practice, and Healing. Journal of Alternative and Complimentary Medicine. JACM May 2009 Article.
- 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;
Define and demonstrate the clinical objectives of NSA care as well as the Epstein Model of Spinal and Neural Integrity. (PLO 1, 3)

1. Define the NSA care phasing system and demonstrate the ability to apply it in care delivery. (PLO 1, 3)
2. Describe and evaluate the physiologic effects of adverse cord tension and the role it plays in the NSA care system. (PLO 1, 2, 3)
3. 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 be proficient 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, laboratory tests and case-related clinical services.
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 literacy is a set of abilities, including the use of technology, to locate, evaluate and integrate research and other types of evidence to manage patient care.
7. **CHIROPRACTIC ADJUSTMENT/MANIPULATION:** Doctors of chiropractic employ the adjustment/manipulation to address joint and neurophysiologic dysfunction. The adjustment/manipulation is a precise procedure requiring the discrimination and identification of dysfunction, interpretation and application of clinical knowledge; and, the use of cognitive and psychomotor skills.
8. **INTERPROFESSIONAL EDUCATION:** Students have the knowledge, skills and values necessary to function as part of an inter-professional team to provide patient-centered collaborative care. Inter-professional teamwork may be demonstrated in didactic, clinical or simulated learning environments.
9. **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
10. **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.