

## SYLLABUS

- Name of Course:** TOGGLE RECOIL TECH-233/733
- Length of Course:** 1.5 units, 31 hours (1 hour lecture/2 hours lab/week)
- Course Description:** In compliance with the mission of Life Chiropractic College West, this course is structured to provide the chiropractic student with a deeper exploration into the principles and practice of upper cervical chiropractic care. This course will teach the chiropractic student how to competently detect and correct the upper cervical subluxation complex using the side posture adjusting table. Other upper cervical techniques will also be introduced in an overview format to encourage the student to continue future study in specific techniques of chiropractic upper cervical care.
- Prerequisites:** ANAT-138, PHPA-131, TECH-130
- Course Offered By:** Technique Department
- Required Text:** *Toggle Recoil Course Notes, additional articles and supplemental reading online*
- Recommended Text:** Palmer, B.J. *Subluxation Specific – Adjustment Specific*. (Vol. XVIII) 1934  
  
Strazewski, J. *The Essentials of Toggle Recoil*. 2015 Edition.
- Reference Text:** Eriksen, K. *Upper Cervical Subluxation Complex, a Review of the Chiropractic and Medical Literature*. 1<sup>ST</sup> ed. 2004
- Materials:** Small T-Square (best) or a “rolling ruler”  
Protractor  
Transparent straight edge with mm. increments  
X-ray pencil & soft rubber eraser
- Method of Instruction:** Interactive classroom discussions and presentations, formative worksheets, lab demonstrations, in-class group assignments, “hands-on” adjusting only if all the proper school requirements are met {per college policy}

### Technique 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 requirement for 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.

### **Evaluation / Grading Distribution:**

Lab Assignments/Practicals:	60%
<u>Lecture Assignments/Quizzes/Exams:</u>	<u>40%</u>
TOTAL:	100%

Your respective Lab/Lecture instructor will have your specific Quarter's point distribution made available to you.

A – 4.0 Superior	93 – 100%
B – 3.0 Above Average	85 – 92%
C – 2.0 Average	75 – 84%
F – Unacceptable	< 75%

**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**)

- Extra Credit:** None available at this time – subject to revision
- 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](mailto: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**)

- Course Goals:** There are many refined adjustive techniques with unique equipment, protocols, and outcome assessments within the upper cervical chiropractic field. This course is designed to give the student doctor an introduction to the upper cervical clinical care with an emphasis on the pursuit of further study for the serious clinician. All assessments are taken from the student learning outcomes listed prior to the course schedule.

**General Approach to Teaching and Learning:**

**LECTURE**

- The classroom will be an environment suitable for learning. This means that all of us need to respect each other's obligations and responsibilities.
- A lecture format is utilized with regular student interactivities mixed in. One of my primary goals is to get you to think about the material being offered.
- PowerPoint presentations are used in class, but I promise I will not read slides to you. It is an expectation of you, to actively take notes during all lecture and lab meetings.

- Several videos on paraspinal thermography will be either presented or provided as links for self-study.
- Course notes are not a replacement for the classroom process.
- You must learn to apply the principles and ideas not merely regurgitate them for an exam.
- We will have time for classroom discussions and I encourage questions throughout the course.

## **LAB**

- Most of the hands on lab content is demonstrated in the lab. Keep in mind that all of the material is testable on the written examinations.
- Depending on equipment availability, we will be taking paraspinal thermographic readings from time to time.
- I consider myself an approachable instructor; however I do hold to my scheduled office hours when it comes to seeing students outside of class. You are welcome to e-mail me or approach me during breaks if you need to set up an appointment outside of my scheduled hours. Because I am involved in a number of college commitments that often meet during office hours, I occasionally extend my hours or allow for an extended time to review assignments, exams, or ask questions.

## **Toggle Recoil Course Schedule**

### **Lecture: Topical Guide (General)**

*See the Canvas course page for a specific week by week calendar with assignments and evaluation dates.*

<b>Week 1</b>	Syllabus; Course Introduction, Overview, & Expectations
<b>Week 2</b>	Historical Considerations, Begin Review of Upper Cervical Anatomy, Biomechanics, & Neurology
<b>Week 3</b>	Review of Upper Cervical Anatomy, Biomechanics, & Neurology (cont'd)
<b>Week 4</b>	X-ray Introduction; Anomalies; Lateral Cervical film line drawing
<b>Week 5</b>	X-ray marking APOM film line drawings for C1 listings
<b>Week 6</b>	X-ray marking Base Posterior film line drawings
<b>Week 7</b>	Instrumentation: Titronics & Neurology
<b>Week 8</b>	Instrumentation: Pattern Analysis
<b>Week 9</b>	Static Palpation / Pediatrics
<b>Week 10</b>	Review
<b>Week 11</b>	Final Written Assessment

## **Lab: Topical Guide (General)**

*Students are expected to be on time and ready to go when class begins. Most weeks will start with drills and a short Q & A session to address “gaps” in the process. Some labs may require a “ticket to enter” in order to participate (defined and announced in the lecture). Formative assessments will be utilized to ensure students are on track. Drills will encompass speed and patient set-ups for each method utilized. Students may be instructed and expected to view specific (online) videos prior to the lab.*

*See the Canvas course page for a specific week by week calendar with assignments and evaluation dates.*

<b>Week 1</b>	Introduction: the tables, the adjustment, drills defined
<b>Week 2</b>	Drills, patient set-up, C1 Formative Assessment worksheet introduced
<b>Week 3</b>	Drills, traditional method (C1 TVP) scp palpation, Dr. set-ups
<b>Week 4</b>	Drills, modified method (C1 Post Arch) scp palpation, Dr. set-ups
<b>Week 5</b>	Review: all listings & set-ups (mock practical)
<b>Week 6</b>	Midterm Practical Assessment / Egg Lab
<b>Week 7</b>	C2 pt. positioning & set-ups
<b>Week 8</b>	C2 pt. positioning & set-ups
<b>Week 9</b>	Review / Formative work completed
<b>Week 10</b>	Lab Practical Final Assessment

## **Student Learning Outcomes:**

At the completion of this course, the student should:

1. Be able to apply neurological and physiological principles of the upper cervical subluxation complex to patient care and the interpretation of clinical findings [PLO: 1, 2, 10]
2. Be able to identify, define, and describe every component of the x-ray marking system utilized including why and how the films are taken in a clinical setting as well as the method and details of the interpretation employed in the analysis of the upper cervical subluxation complex. [PLO: 1, 2]
3. Be able to mark, identify, analyze, and determine upper cervical subluxation listings utilized in the course from the templates or schematic examples presented. [PLO: 1, 2]
4. Be able to explain and analyze the findings found during the patient assessment methods presented in lecture (paraspinal and camera thermography) and demonstrate the methodology in lab (paraspinal thermography). [PLO: 1, 2, 6, 10]
5. Be able to define and / or demonstrate the correct set up of the adjusting table, the patient, and the doctor, for any of the subluxation listings presented as well as execute a competent thrust with appropriate speed and depth. [PLO: 1, 2, 10]

**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.