

## SYLLABUS

**Name of Course:** Blair Upper Cervical - TECH-181  
**Length of Course:** 1.5 units, 30 hours (3 hour lab/week)

### Course Description:

This elective course introduces the Blair Upper Cervical Technique. Students will be introduced to the nuances and intricacies of the Blair system of analysis and adjusting of the upper cervical subluxation complex. Specific topics include the theory of asymmetry of the cervical spine and how it affects the analysis and adjustment of the upper cervical subluxation, radiographic marking, analysis and interpretation, as well as the variables involved in the proper set-up and procedures for effective patient care.

**Prerequisites:** TECH-130

**Course Offered By:** Technique 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 the vertebral subluxation. To do this for the overall betterment, health, and well-being of their patients and the world.

**Required Text:** *Blair Upper Cervical Technique*, T. Hubbard, D.C., 2006

**Materials:**

1. Plastic spine
2. Atlas /Axis or cervical spine model
3. 90° & Straight-arm Protractors
4. Copies of your own x-rays and the DACBR report and **current** CMR from the L Health Center

**Method of Instruction:** Lecture/Hands on Lab

### 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.

**Evaluation:** Overall grade percentage: Lecture 33.3% & Lab 66.6%

Lecture-Midterm	50
Midterm Practical	100
Cumulative Final Practical	150
Cumulative Final Written Test	<u>75</u>
Total points	375

Examinations will be objective and subjective. Examination material will be derived from the printed notes, materials handed out throughout the course, lectures and labs. Come prepared to **look, listen & take notes**.

### **Technique Lab Attire Policy:**

**Healthy clean hygiene is expected from all students.** It is recommended that students bring a face cloth and/or towel to place on the table. Towels reduce the need for the use of chemical sanitation treatments on the adjusting tables.

#### **Accessibility to the Spine and Spinal Structures:**

- Patient gown - In an effort to recreate a clinical setting and to appropriately facilitate the realistic use of skills relative to professionalism and personal boundaries, “gowns” made of torn or altered t- shirts/garments are not acceptable for this course.
- To maintain modesty and a professional environment, no revealing attire is permitted.
- Covered shoes (sandals and flip flops do not qualify) are required for all participants.

#### **Materials Required:**

Patient Gown (preferably waist length)  
Skin Marking Pencil

Please check with your instructor for more specific attire needs for this course or if you have any concerns about the appropriateness of specific articles of clothing.

If you have questions or concerns as to whether an article of clothing meets the criteria for lab attire check with the instructor before the lab begins. **Alternate Option:** Students may wear approved Health Center attire in this class instead of lab attire listed above.

**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](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 Objectives:**

1. Instructor will discuss and demonstrate patient placement, Dr. stance, adjustic hand contact point, segmental contact point, tissue pull, stabilization, line of correction, and torque utilizing, the Blair Upper Cervical Specific technique.

2. Instructor will discuss and perform the different set-ups.
3. Instructor will demonstrate Modified Derefield-Thompson Leg Checks, Modified Prill Leg Checks and as well as static palpation.
4. Instructor will demonstrate how to find Spinal Landmarks.
5. Instructor will discuss and demonstrate the "Basics" of Blair Upper Cervical Specific technique X-rays (patient positioning, marking patient, and tube placement).
6. Instructor will discuss restriction of motion with each "listing"/subluxation
7. Instructor will discuss "Putting it all together" - finding the subluxation and correcting it. Pre and Post evaluations.

**Participation Protocol:** This is a “hands-on” class.

You are expected to participate by palpating, setting-up, positioning, or any other requirements as stated in the course syllabus, in turn, you are expected to be palpated, set-up on, positioned or be the recipient of such practice methods as set forth in the course syllabus.

## **Course Calendar**

### **Weekend Life West Blair Technique Elective Class**

Four 9am-5pm Saturday Modules with six hours online homework

#### **MODULE 1**

Hour 1 (9:00-10:00) (Why Blair UC technique? PowerPoint)

1. Those who have studied Blair.
2. Deficiencies in care. health
3. Conditions responding to UC care.
4. B.J. Palmer & Dr. Mayo
5. Lyle Sherman & Dr. Blair  
Morphed C-sp & L.sp

(Slides, Life West, Module 1, hr. 1)

Hour 2 (10:00-11:00)

1. Symmetry is abnormal
2. % of malformation detected by Dr. Blair
3. Three adaptations to a short condyles
4. CT's of C-sp
5. UC neurology and soft tissue repair
6. What is a normal neck curve?

7. Osseous malformation and BJ specimens
8. USE CUPPED HANDS TO SHOW C-1 MOTION
9. C-1 listings and video of C-1 motion
10. Tracking and sliding
11. Why x-ray?

(Slides Life West Module 1 hr2)

#### Hour 3 (11:00-12:00)

1. Overview of Upper Cervical concepts
  - (a) Concept of atlas motion
  - (b) Animation of C-1 movements and convergence angles.
  - (c) Locking mechanism of condyles.
  - (d) Tracking and Sliding.
  - (e) Why precision x-rays are needed to determine listings.

(Slides Life West Module 1, hr. 3)

Materials: laptop, large atlas/axis

(Examples: (1) Dystonia (2) Thalidamide (3) C-2 Cancer (4) Kirby –Tarzan yell (5)

BioPhysics bilat sciatica and decreased cerv. Curve.)

#### LUNCH (12:00-1:00)

#### Hour 4 (1:00-2:00)

- (1) UC malformation affecting listings
- (2) UC x-ray set-ups and central ray
- (3) HAND OUT BP ILLUSTRATIONS, RULERS AND PROTRACTORS
- (4) Show students how to r/o head tilt, mark pt. 1 & 2, lateral mass,...
- (5) Mark base posterior for Blair films
- (6) Show Dr. Blair's marked BP

(Slides 1-100 Life West Module 2, hr 1) (Dr. Campbell)

#### Hour 5 (2:00-3:00)

- (1) Take students to x-ray viewing room to mark at least 2 separate base posterior films, ruling out head tilt, marking convergences angles, quadrants,
- (2) Return to lecture room and overview PV's, view CT slides, and how to take Blair x-rays (Slides 1-31 Module 2, hr3)
- (3) Play UC and blood pressure video.

Materials: laptop, large atlas/axis, BP illustrations, rulers, protractors, BP x-rays. (Dr.

Hubbard ADHD)

Hour 6 (3:00-4:00)

- (1) Show video of marking the skin, palpating landmarks and taking digital Blair x-rays

Optional, take students to UC x-ray suite and show taking films

Materials: Skin marking pencils

Hour 7 (4:00-5:00) Show Blair questions video

Hand out internet pv x-ray homework

## **MODULE 2**

Hour 1 (9:00-10:00)

- (1) Classroom Review viewing PV's, including:

- Position of film in view box
- ID markers on films
- Tips for viewing PV's
- 90 degree rule
- Slope and convexity angles

(Slides 1-60 Life West Module 3, hr 1)

Hour 2 (10:00-11:00)

- (1) Take students to X-ray viewing room and show them 14X17 PV's
- (2) Include Cat's eye, elongated mastoids, large styloids,
- (3) Hand out numbered sheet for students to place answers on C-1 listings
- (4) Have students view 40 + sets of protractoviews and mark unilateral listings

Hour 3 (11:00-12:00)

- (1) Part 1 and Part 2
- (2) Various conditions responding to care (e.g. glaucoma)
- (3) Neurological explanations of infrared scanning
- (4) Safety of Upper Cervical adjusting
- (5) Troubleshooting reading Blair films
- (6) LEVERAGE FACTOR-have students mark the LV on BP illustrations
- (7) Axis of torque
- (8) Pre and Post PV's and lateral x-rays

(slides 0-93, Life West Module 3, hr. 3)

Materials: laptop, large atlas/axis, PV x-rays, 14X17 PV's, marked BP for leverage factor, rulers, Sharpies, protractors, magnifying glasses.

Break for Lunch (12:00-1:00)

Hour 4 (1:00-2:00)

- (1) SHOW NEW VIDEO OF PALPATION, PATIENT PLACEMENT, AND LEG CHECK. Show leg check tests including Derifield, Cervical Syndrome Test, and Modified Prill Tests
- (2) Show toggle exercises
- (3) Demonstrate proper patient placement
- (4) General rules of adjusting set-up  
(slides 1-59 Life West Module 4 hr. 1)  
Skin marking pencils

Hour 5 (2:00-2:30)

Take students to technique room and have them demonstrate all phases of leg check, being careful with patient placement, amount of pressure applied, and show how leg check must correlate with scanning to show correct subluxation presentation.

Hour 6 (2:30-3:30)

- (1) Cover proper protocol for AS atlas side of laterality correction. And take students to technique room
- (2) Cover Blair exercises again
- (3) Have student set up on ASR and ASL Blair corrections  
(slides 1-36 Module 4 hr. 3)  
Materials: laptop, large atlas/axis, DVD of taking Blair films, protractors, string.

Hour 7 (3:30-4:30)

Cover slides of PI atlas side of laterality

- (1) Be assured students are correctly setting up on atlas and can make both posterior arch and transverse contact. (Slides 1-40 Module 5, hr. 2)

Hour 8 (4:30-5:00)

- (1) Have students now set up on both AS and PI atlas corrections utilizing angle arm protractors  
Materials: laptop, large atlas/axis, scans copies, protractors, string.

**MODULE 3**

Hour 1 (9:00-10:00)

- (1) HAND OUT PICS OF BP's, AND PROTRACTOVIEWS, LISTING SHEETS
- (2) Have students mark the BP, including convergence angles, quadrants, leverage factor, head tilt evaluation, (Life West Module 2, hr. 1)

- (3) Students should then mark the PV's, including transverse access, unilateral C-1 listing, slope and convexity angles, (slide 0-82 Life West Module 8 hour 3.5 & leverage factor Module 8, hr. 4)

Hour 2 (10:00-11:00)

- (1) Show videos of Drs. Blair and Muncy adjusting. Bring students to technique room and have them set up on listing they have marked using all angles they have drawn on the illustrations. Review all atlas single sides AS and PI adjustments.

Hour 3 (11:00-12:00)

- (1) Cover scanning protocol and hand out scans.
- (2) Discuss some factors that falsify scans

LUNCH (12:00-1:00)

Hour 4 (1:00-2:30)

- (1) Axis mechanism of misalignment (slides 2-9)
- (2) Axis neurology (Slides 10-11)
- (3) Cover four C-2 misalignment listings(use hand motions to designate A-P and P-A sliding motion) (Slides 12-22)
- (4) Axis displacement (use cardboard to show George's line –slides 23-29)
- (5) HAND OUT A-P PIC TO MARK ODONTIOD SPINOUS SPACE
- (6) Review troubleshooting axis listings
- (7) Show taking Blair lateral stereos with and without stereo shift mechanism
- (8) (slides 0-114 Module 7, hr. 1)

Hour 5 (2:30-3:00)

- (1) Have student mark listings & angles of axis subluxations on listing sheet.
- (2) Students will now view stereo x-rays on the 3-D viewboxes and demonstrate skills of separating right from left side.

Hour 6 (3:00-4:00)

Blair axis adjusting (technique room)

1. ARS C-2 palpation and set-ups (slides 1-24 Module 9, hr 2)

Hour 7 (4:00-5:00)

Hour 3 (technique room)

- (1)PRI (LLC) & PLI (RLC) C-2 (slides #1-21 Module 9, hr 3)



(2)PRI (RSC) & PLI (LSC) C-2 (slides 22-33 Module 9, hr. 3)  
Materials: laptop, large C-sp, 3 cardboard placards, A-P illustration, stereo x-rays, stereo viewboxes, DVD of taking stereo x-rays, string, protractors, listing sheets.

## **MODULE 4**

Hour 1 (9:00-10:00),

1. Atlas review (Module 10, hour 2)
2. Finish hour in technique room reviewing C-1 & 2 adjustments.

Hour 2 (10:00- 11:00)

- 1) Concepts of side opposite adjustments
- 2) Reasons for choosing side-opposite  
(Module 10, hour 3 & 4)

Hour 3 (11:00-12:00)(Module 10, hr. 5)

1. Side opposite PI atlas adjustments shown in technique room
2. Review of usage of side opposite needs.

**BREAK FOR LUNCH**

Hour 4 (1:00-2:00)

1. Review leg check (Module 4, hr 1.5)
2. Patient protocol, office visits of pediatric gymnast

Hour 5- (2:00-3:00)

1. Cover listing templates
2. Option, pediatric care

Hour 6 (3:00-4:00)

### **Final Exam**

(1) 50 QUESTION WRITTEN TEST INCLUDING 5 SETS OF PROTRACTOVIEWS FOR C-1LISTINGS.

Hour 7 (4:00-5:00)

### **Final Lab Practical**

(2) STUDENTS SHOWING SET-UPS ON MINIMUM FIVE BLAIR ATLAS AND AXIS ADJUSTMENTS

**Student Learning Outcomes (SLO):** At the completion of the TECH-181 course, a student should be able to:

1. Demonstrate and perform the different Blair Upper Cervical Specific Technique set-ups including patient placement, doctor stance, doctor contact point, segmental contact point, tissue pull, stabilization, line of correction, and torque.
2. Demonstrate the Modified Derefield-Thompson and Modified Prill Leg Checks, the restriction of motion in the upper cervical complex associated with specific listings, static palpation, and how to find spinal landmarks
3. Demonstrate the "Basics" of Blair Upper Cervical Specific technique X-rays (patient positioning, marking patient, and tube placement).
4. Discuss finding the subluxation and correcting it, including pre and post evaluations.

The following PLO's are mapped to this course: [PLO: 1, 2, 7]

**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.