

**The University of Texas at El Paso  
College of Health Sciences  
Doctor of Physical Therapy Program**

**PT 6313**

**Musculoskeletal III: Upper Extremity**

**Spring 2021**

**COURSE SYLLABUS**

**Credit Hours: 3**

**Contact Hours: 75 hours**

Lecture: 30 hours; Lab: 45 hours; Clinic: 0 hours

**Schedule:**

<b>Tuesday</b>	<b>10:00 am – 12:00 pm</b>	<b>Lecture, Rm 113, All</b>
<b>Friday</b>	<b>8:30 am – 11:30 am</b>	<b>Lab A, Rm 113</b>
	11:30 am – 12:30 pm	Lab A, Rm 113 (optional)
	<b>1:00 pm – 4:00 pm</b>	<b>Lab B, Rm 113</b>
	4:00 pm – 5:00 pm	Lab B, Rm 113 (optional)

Additional optional labs or reviews: TBA based on class requests

**Coordinator/Instructor(s):**

Faculty: Bryan Boyea, PT, DPT, OCS  
Office location: Campbell Building, Rm # 310  
Phone #: (915) 346-9631 (cell)  
E-mail: blboyea@utep.edu  
Office Hours: Tue 12:15-4:00pm; Tue 6:30-7:30pm; Thu 10:00am-1:00pm  
Go to <https://calendly.com/dr-boyea> to schedule.

**Volunteer Lab Assistant(s):**

- Harry Koster, PT, MDT
- Dr James LaClede, DPT
- Dr Evelyn Villareal, DPT

**COVID-19 Notice:** This course has transitioned to a Hybrid/blended learning format with a mix of virtual lectures (online) and face-to-face lab (F2F) delivery. Further, assessments will be online (written tests) and F2F (skills check and practical).

**Blue text indicates syllabus modifications to align with this transition.**

**COVID-19 Student Responsibilities:** Refer to and PLEASE, PLEASE comply with UTEP DPT program's COVID-19 Policies and procedures in and out of class. Your health and the health of your peers, faculty, and patient's, as well as the ability to continue F2F labs depends on your vigilance! Thank You!

**Course Description:** This course focuses on the examination, evaluation, and management of patients/clients with surgical and non-surgical orthopedic conditions of the shoulder, elbow, or wrist/hand including the prescription of orthotics and prosthetics.

**Course Prerequisites for DPT Students:** The UTEP DPT Program curriculum is a lock-step curriculum. Therefore, students must pass all courses in the prior semester of the DPT Program in order to enroll in courses in the subsequent semester. Faculty may consider exceptions for PT 6116 PT Capstone Project I and PT 6117 PT Capstone Project II.

**Course Objectives:** Upon completion of this course, for patients/clients with common surgical and non-surgical upper extremity musculoskeletal conditions in direct access and referral-based patient care settings, the student should be able to:

- 1) Demonstrate professional behaviors that reflect integrity, positivity, confidence, mutual respect, and self-assessment. (7D4, 7D5) [Application]
- 2) Demonstrate communication that is effective, professional, and appropriate. (7B Communication; 7D7) [Application]
- 3) Demonstrate subjective examinations that are patient centered, relevant, and evidence-based using intake forms, focused questions, review of systems, medical records, medication history, diagnostic and ancillary studies, and other sources as needed. (7D17) [Application]
- 4) Demonstrate system reviews that are relevant and evidence-based to identify pain and dysfunction of musculoskeletal and non-musculoskeletal origin. (7D18) [Application]
- 5) Select tests and measures that are safe, relevant, and evidence-based including; [Evaluation]
  - a) Circulation (arterial, venous) (7D19e)
  - b) Peripheral nerve integrity (7D19g)
  - c) Joint integrity and mobility (7D19k)
  - d) Motor function (7D19n)
  - e) Muscle Performance (7D19o)
  - f) Pain (7D19q)
  - g) Range of motion (7D19s)
  - h) Reflex integrity (7D19t)
  - i) Sensory integrity (7D19u)
  - j) Skeletal integrity (7D19v)
  - k) Posture (7D19r)
- 6) Evaluate data from a patient/client examination to establish the need for further examination or consultation by a physical therapist or a referral to another health care professional. This is diagnostic clinical reasoning. (7A Diagnostic Imaging; 7B Clinical Reasoning, 7D16, 7D20, 7D22, 7D35) [Evaluation]
- 7) Evaluate data from a patient/client examination to establish a clinical diagnosis using hypothesis stratification to make clinical therapeutic decisions. This is therapeutic clinical reasoning. (7B Clinical Reasoning, 7C Musculoskeletal; 7D20, 7D22) [Evaluate]
- 8) Formulate relevant impairments in body structure and function that lead to patient/client activity limitations and/or participation restrictions. (7D21) [Synthesis]

- 9) Formulate rehabilitation goals that align relevant impairments, patient/client goals, contextual factors and prognosis to enhance the patient/client's functioning. (7D10, 7D11, 7D23) [Synthesis]
  - 10) Select interventions that are safe, evidence-based, and relevant to achieve the established goals, including; [Evaluation]
    - a) Assistive technology (orthoses or prostheses) (7D27b)
    - b) Functional training (7D27d)
    - c) Manual Therapy techniques (7D27f)
    - d) Motor function training (including gait) (7D27g)
    - e) Patient/client education (7D27h)
    - f) Therapeutic exercise (7D27i)
  - 11) List appropriate patient-reported health outcomes measures and standardized tests and measures that address impairments, functional status, and participation. (7D31) [Knowledge]
  - 12) Demonstrate documentation of components of the patient/client encounter in a manner that communicates clear, concise, and complete information. (7D32) [Application]
  - 13) List clinical criteria and indications for referral to other medical providers for patients/clients presenting with conditions outside the scope of physical therapy. (7D33) [Knowledge]
  - 14) Apply the lessons learned from your participation in an interprofessional educational experience that would contribute to effective interprofessional collaborative practice in your future physical therapist practice. (7D39) [Application]
  - 15) Establish a safe, evidence-based, and effective plan of care for patients/clients with common musculoskeletal conditions in collaboration with patients/clients, family members, and other healthcare professionals. (7B, 7D20, 7D24) [Synthesis]
- \*NOTE** "Patients/clients" refers most commonly to simulated patients/clients in written cases.

**Methods of Instruction:** Lecture, active learning exercises, team-based learning, problem-based learning, video tape self-analysis, self-reflections, hands-on laboratory demonstrations and practice, assignments and readings, simulated patient cases, role playing, and case studies.

**Methods of Evaluation:** Student competence and attainment of course objectives are assessed using a variety of methods. These methods and their contribution to the final grade are listed in the table below.

<b>Item</b>	<b>Grade Composition</b>
Quizzes	20%
Lab Assignments	10%
Midterm Skills Check	10%
Midterm Exam	15%
Final Practical Exam (Comprehensive)	20%
Final Exam (Comprehensive)	25%
Total	100%

**Grading Scale:** The following letter grade scale is used for the UTEP Doctor of Physical Therapy Program:

<u>Letter Grade Scale</u>	<u>Numerical Grade Scale</u>
A	90-100
B	80-89
C	75-79
F	Below 75

**Required Texts - Primary:**

**Note: These 4 resources will be used in MSK-I, II & III (semesters 4, 5, & 6).**

1. Magee DJ. *Orthopedic Physical Assessment*. 6th ed. St. Louis, MI: Elsevier Health Sciences; © 2014. ISBN: 9781455709779
2. Magee DJ, Quillen WS, Manske RC et al. *Pathology and Intervention in Musculoskeletal Rehabilitation*. 2<sup>nd</sup> ed. Elsevier Health Sciences; © 2016. ISBN: 9780323310727
3. Dutton M. eds. *Dutton's Orthopaedic Examination, Evaluation, and Intervention*. 4<sup>th</sup> ed. McGraw-Hill; © 2017. FREE Online at UTEP Library Accessphysiotherapy site ([link](#)) (be sure to use the 4<sup>th</sup> ed).
4. Interactive Application: PhysioU Clinical Reasoning and Pattern Recognition (computer software) by Michael Wong ([link](#))

**Required Texts - Foundational** (you have used these in other DPT coursework):

1. Biel A. *Trail Guide to the Body Workbook. Book of Discovery*. 5<sup>th</sup> ed; Parson; © 2014. ISBN: 9780982978665
2. Ciccone CD. *Pharmacology in Rehabilitation. 5E*. © 2016. ISBN: 9780803640290 FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
3. Goodman CC, Heick J, Lazaro R. *Differential Diagnosis for Physical Therapist*. 6<sup>th</sup> Ed. © 2018. ISBN: 9780323478496
4. Hislop HJ, Avers D, Brown M. *Daniels and Worthingham's Muscle Testing, Techniques of Manual Examination and Performance Testing*. 9<sup>th</sup> ed. Saunders; © 2014. ISBN: 9781455706150
5. Kisner C, Colby LA, Borstad J. *Therapeutic Exercise: Foundations and Techniques*. 7<sup>th</sup> ed; F.A. Davis Company; © 2018. ISBN: 9780803658509 FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
6. McKinnis, LN. *Fundamentals of Musculoskeletal Imaging*. 4<sup>th</sup> Ed. © 2014. ISBN: 9780803638211 FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
7. Neumann DA. *Kinesiology of the Musculoskeletal System: Foundations for Rehabilitation*. 3rd ed. Mosby (Elsevier); © 2017. ISBN: 9780323287531
8. Norkin CC, White DJ. *Measurement of Joint Motion, A Guide To Goniometry*. 5<sup>th</sup> ed. F.A. Davis; ©2017. ISBN: 9780803645660 FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
9. O'Sullivan S, Schmitz T. *Physical Rehabilitation*. 6<sup>th</sup> ed. Thomson Delmar Learning; © 2014. ISBN: 9780803625792

FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#)) (7<sup>th</sup> ed., © 2019 not yet available)

\*Note: There may be selected assignments from these textbooks but also, as they are foundational knowledge textbooks, you should refer to these to solidify prior knowledge as needed in the absence of specific assignments. Additionally, you should refer to journal articles and other peer-reviewed sources to develop your musculoskeletal acumen. Peer reviewed sources could include published clinical practice guidelines, systematic reviews on evaluative and interventional topics, and randomized controlled trials. When former sources are not available lower levels of evidence can be utilized.

### Recommended Texts and Resources:

1. Anatomy.TV online.  
FREE online at the UTEP Library ([link](#))
2. Brumitt J. *Physical Therapy Case Files: Orthopaedics*. McGraw Hill Professional; © 2013. ISBN: 9780071763776  
FREE online at UTEP library Accessphysiotherapy ([link](#))
3. Brumitt J, Jobst E. *Physical Therapy Case Files, Sports*. McGraw Hill Professional; © 2015. ISBN: 9780071821520  
FREE online at UTEP library Accessphysiotherapy ([link](#))
4. Boyles R, Flynn T, Whitmann J, Wainner R, Mintken P. *Spinal & Extremity Manipulation: The Basic Skill Set*. 2<sup>nd</sup> ed. © 2012. ISBN 978097147928 ([link](#))
5. Carp SJ. *Peripheral Nerve Injury*. FA Davis; © 2015. ISBN: 9780803625600  
FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
6. Shamus E. eds. *Quick Answers: Physiotherapy*. McGraw-Hill; © 2017. eISBN 9780071816113  
FREE online at UTEP library Accessphysiotherapy ([link](#))
7. Wise CH. *Orthopaedic Manual Physical Therapy: From Art to Evidence*. © 2015. ISBN: 9780803614970  
FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
8. APP: Clinically Relevant Technology Mobile Apps include clinical orthopedic exam, OMT for spine, lower extremity, or upper extremity (iOS and Android stores) ([link](#))

### Resources Available for Student Success:

#### Confidential Resources:

- **Center for Accommodations and Support Services (CASS):** If you have or suspect a disability and need accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148. You can also e-mail the office at [cass@utep.edu](mailto:cass@utep.edu) or go by their office in Union Building East, room 106 (next to the UTEP post-office). For additional information, visit the CASS website at <http://sa.utep.edu/cass>.
- **The UTEP Student Health Center:** Union East Suite 100; 915.747.5624; [www.utep.edu/chs/shc](http://www.utep.edu/chs/shc)

- **The UTEP Counseling and Psychological Services:** 202 Union West, 915.747.5302; [www.utep.edu/student-affairs/counsel](http://www.utep.edu/student-affairs/counsel)

**Additional Resources:**

- Division of Student Affairs. 915.747.5076, [www.utep.edu/student-affairs](http://www.utep.edu/student-affairs)
- DPT Library Research Guide: <http://libguides.utep.edu/pt>
- Writing Center: 915.747.5112. <https://uwc.utep.edu>
- Computer Labs: Independent Learning Center (ILC), 1<sup>st</sup> floor Campbell Building
- Military Student Success Center: 915.747.5342, [www.utep.edu/student-affairs/mssc](http://www.utep.edu/student-affairs/mssc)
- Student Wellness Program. 915.747.6738, [www.utep.edu/chs/wellness](http://www.utep.edu/chs/wellness)

**University Policies:** All students are responsible for following UTEP policies and procedures found in the Handbook of Operating Procedures at [www.utep.edu/vpba/hoop](http://www.utep.edu/vpba/hoop)

**Program Policies:** All DPT students are responsible for following all policies and procedures documented in the current DPT Student Handbook. Course policies found in the DPT Student Handbook apply to all courses in the DPT curriculum. The current DPT Student Handbook may be found on the DPT Student Resources site on Blackboard.

**Academic Integrity:** The UTEP DPT Program has a “zero tolerance policy” for scholastic dishonesty. DPT students must demonstrate academic integrity at all times. The current DPT Student Handbook outlines specific definitions, expectations, details, and consequences related to academic integrity and scholastic dishonesty. Additional information related to academic integrity is available through the UTEP Division of Student Affairs at [www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html](http://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html)

**Course-Specific Policies:**

1. **Attendance Policy - Absences:** Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for the DPT Program policy. Additional course-specific policy are as follows:
  - Congruent with life’s unpredictability, I permit ONE excused absence of a single class or lab period per course per semester for any reason. For your first absence to be considered excused, you must email me at [blboyea@utep.edu](mailto:blboyea@utep.edu) at least 2 hours in advance if you will not be attending class or lab. I do not require you to give me a reason. A phone call, text or message from one of your classmates is NOT acceptable.
  - If you miss a second (or more) class or lab for any reason, the additional missed time will be considered unexcused unless it is due to documented illness or emergency. In these cases, you must email me to arrange a meeting to discuss why you missed class. Documentation will be required for any additional absence (e.g., doctor’s note documenting illness or treatment). I will notify you after our meeting and review your documentation to determine if the absence will be considered excused or unexcused.

- Missing 50% or more of a class or lab will be considered an absence.
  - There will be NO accommodations offered for missed class/lab time. Specifically, I will NOT offer the opportunity to make up in-class quizzes or written examinations, either in advance or after the scheduled class, or provide individual tutoring for missed content. Additionally, late work caused by your absence will not be accepted. You should make prior arrangements with a classmate to find out what you missed, turn in any work, and/or pick up any hand-outs.
  - An exception may be considered for documented serious illness or emergency, or validated internet/computer malfunctions but the exception is not automatic and must be requested by student to the professor in writing within 24 hours of return to DPT class attendance. Due note, the quality of your internet experience can be monitored.
  - For each incident of an unexcused absence, 5% will be deducted from your final semester grade consistent with the UTEP DPT Handbook.
2. **Attendance Policy - Tardiness & Early Departures:** Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for DPT Program policy. Additional course-specific policy is as follows:
- Students are expected to be on time and prepared to begin class at the scheduled class start time; therefore, students who are tardy will be penalized as these actions can negatively impact the learning of peers and are considered unprofessional. I use the computer time display to determine actual time.
    - In the F2F learning environment, this means sitting at desks and self and class materials for day are out and ready for class.
    - In the online learning environment, this means you are fully “connected” to the virtual classroom prior to the start of class and self and class materials for day are out and ready for class.
  - Due to life uncertainties, weather, and traffic issues, 1 tardiness or early departure of up to 15 minutes will be reluctantly tolerated and considered excused (primarily for safety purposes). If you are running late and you can SAFELY due so, contact me directly via email or text.
  - Although discouraged, tardiness or early departure (for a Doctor’s appointment for example) could potentially be an excused absence provided prior approval is granted by the professor. To request approval, you must email and discuss the request with me at least 24 hours prior to event. More commonly, these are coordinated days or weeks in advance during non-class times.
  - It is the responsibility of the student to obtain any materials presented in class and to ensure assignments are turned in on time. Further, there will be NO accommodations offered for missed class/lab time (see attendance section above for specifics).
  - Each unexcused incidence of tardiness &/or early departure will result in 2% deduction from your final semester grade.
  - Note: I use the clock on the classroom computer to determine actual time.
3. **Electronic Devices:** Refer to current DPT Student Handbook “Electronic Devices” for DPT Program policy. Additional course-specific policy is as follows:



- Electronic devices are allowed in the classroom to perform educational related activities only.
  - Do not use electronic devices during class or lab for non-educational purposes (social media, texting, etc. are prime examples of non-approved usage).
  - Failure to comply will result in 1 verbal warning. Each incident beyond the initial verbal warning will result in written notification and a 1% grade point deduction from your final semester grade.
4. **Professional Behavior Policy:** See DPT Student Handbook “Attendance and Classroom Behavior”, “Professional Behaviors” and “Unprofessional Behavior:” for general program policy. Additional course-specific is as follows:
- As all program faculty do, I believe that doctoral students should demonstrate their commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all classes/labs, and arriving to class on time.
  - Failure to foster a positive learning environment, arrive to class prepared and on time, to participate actively, or interfering with the learning of peers are a few examples of unprofessional behavior.
  - Failure to comply will result in 1 verbal warning. Each incident beyond the initial verbal warning will result in written notification and a 1% grade point deduction from your final semester grade.
  - If the student’s actions negatively impact the classroom environment, the student will be warned one time and if the behavior continues the student will be excused from class for the day and the class session will be considered an unexcused absence.
  - All students are responsible for promoting an optimal learning environment. I expect students to be actively engaged and participate in class ([online or F2F](#)). This is demonstrated by
    - Completing assignments and objectives prior to lectures and labs.
    - Promptly responding to questions asked (via popsicle stick format)
    - Asking relevant, informed questions during lecture and labs.
    - Focus on the class content. Do not interact with external stimulators such as social media or chat sessions not directly related to class content.
  - [Additionally, for online lectures and labs:](#)
    - [Maintain postures and mannerisms that promote professionalism and active engagement. I expect students to be sitting or standing upright during class. Lying down would not be acceptable in a F2F classroom and portrays unprofessionalism, potential disinterest, and may add to somnolence and decreased participation.](#)
    - [Cameras are to be turned-on during class, labs and group breakout sessions to maximize engagement of all.](#)
    - [Microphones are to be muted when you are not actively contributing to the discussion in the virtual classroom to avoid being unnecessarily distractions \(such as dogs barking, roommate noise, outside noise, etc.\)](#)
    - [If you must “leave” briefly \(e.g., to go to the restroom\), please use the relevant online symbol to indicate to me that you have “stepped out” or send me a private message in the Chat box.](#)



- If your Internet bandwidth is too poor to allow consistent use of video, please contact me to discuss options. Due note, the quality of your internet experience can be monitored with BBCU.
5. **Late or Missed Assignments and Assessments Policy:** See current DPT Student Handbook "Written Examination Policy". Additional course-specific policy is as follows:
    - Late or missed submissions of assignments will result in a grade of zero for the assignment. Under rare, extenuating circumstances, partial credit may be awarded at the discretion of the faculty.
    - If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.
  6. **Skills Check Policy:**
    - Refer to the DPT Student Handbook "Skills Check Policy" for details.
    - Do not discuss details of your skills checks or practical examination with peers. This includes not discussing the cases, specific T&M, details about the examination process, feedback received, or other information that might give your peer a "heads-up" and unfair advantage. Sharing of this information is considered academic dishonesty by both the giver(s) and the receiver(s).
  7. **Practical Exam Policy:**
    - Refer to the DPT Student Handbook "Practical Exam Policy" for details.
    - Do not discuss details of your skills checks or practical examination with peers. This includes not discussing the cases, specific T&M, details about the examination process, feedback received, or other information that might give your peer a "heads-up" and unfair advantage. Sharing of this information is considered academic dishonesty by both the giver(s) and the receiver(s).
  8. **Expectations to promote Success**
    - Students attaining a grade below 80% on any quiz, exam, or assignment are expected to schedule a meeting with Dr. Boyea. The goal is to ensure comprehension of the material, identify strategies to improve student performance, and determine if alternative teaching methods may enhance learning. Our goal is for your success.
    - Students will practice orthopedic evaluation and intervention psychomotor skills on a variety of body types for at least 3-4 additional hours weekly outside of dedicated lab times. This is the minimal time required to attain basic competence and reliable/valid orthopedic physical exam testing. Repeatedly performing the MSK examination process on multiple body types is essential to develop the precision, efficiency and the mental adaptability that will be required during clinical rotations. Practice, practice, practice.
    - Additionally, it is essential to practice manual therapy intervention techniques on multiple body types to refine your palpation, joint mobility and soft-tissue assessment precision and efficiency. Students will not develop the required competency and efficiency if they only practice these skills in scheduled lab sessions.
  9. **Academic Integrity (continued):** In addition to the information presented above, additional course specific details follow.

- **Testing:** To accurately reflect the individual's knowledge contained within their grey matter and ensure a fair, unbiased and unassisted testing, I reserve the right to control the test environment. Controls may include (non-exhaustive list) assigned seating, issued blank paper, randomized questions, use of security software (such as Respondus Lock Down Browser) and ensuring all electronics and other materials that might contain or be able to record information is stowed away from student's access.
- **Recording:** Students' are not authorized to record and/or share graded testing materials. Recording and sharing includes but is not limited to any form of recording such as written notes, verbal notes, screen shots, pictures, video, etc. Do not record and/or share any assignments that are graded such as quizzes, examinations, skills checks, practical examinations and other assignments or testing scenarios. The recording and/or sharing of graded materials is considered cheating regardless of how obtained, distributed or used (or not used).
- **Recording:** Audio or Video recording of during classroom lectures, labs, or other activities is not authorized unless the material is non-graded and express verbal consent is provided by the instructor. Further, verbal authorization by student(s) being recorded must be attained. If approved, recordings are for local, UTEP student educational use only and will not be posted to public social media, YouTube (except UTEP secure site), or other electronic platforms external to UTEP. If recording is approved, the recordings are not to be shared with junior cohorts.
- **Labs:** Labs are generally divided into two groups to enhance professor to student ratio and student learning. Do not share answers, outcomes, cases or other materials used during the labs with the other lab group. Actively completing labs assignments (without the answers) from start to finish is essential to the active learning, retention, reflection, and clinical reasoning process.
- **Junior Cohorts:** NO COURSE CONTENT will be shared with junior cohorts to include but not limited to assignments, tests, notes, powerpoints, study guides created by individuals or classes, videos, etc. Creating and development of in-depth and retained knowledge, comprehension, and competence is derived from doing your own work. Sharing of such content is considered academic dishonesty by both the give and receiver.

#### 10. Discussion Boards.

- Written communication online can be challenging as it is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please follow these netiquette (network etiquette) guidelines.
- Failure to observe Netiquette guidance may result in disciplinary action.
- **Netiquette** – Online written communications require additional considerations.
- Students will be professional, courteous, and respectful with all written communications. Remember, written posts are for eternity – think before you hit the “enter” button.

- Always consider audience. This is a Doctoral-level course; therefore, all communication should reflect polite and professional consideration of other's ideas.
- Language. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, to remove any strong language.
- Be forgiving. When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation. If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
- Remember Your Place: A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
- Follow the Parameters/ Stick to The Point: Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.
- Read First, Write Later: Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
- Harassment or Inappropriate online activity will not be tolerated. Instances of perceived Cyber-Harassment, Cyberbullying, Cyberstalking and Flaming will be immediately forwarded to OSCCR for investigation and potential sanctions.
- Blackboard is not a public internet venue; all postings are considered private and confidential. Whatever is posted on/in these online spaces is intended for classmates and professor only. Do not copy documents, video's, or other content to a publicly accessible website, blog, or other space.
- Please refer to Netiquette Guide ([link](#)) for additional guidance

#### **11. Copyright Statement for Course Materials**

- All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

#### **12. Professor accountability - "Ouch"**

- My goal is to optimize the learning environment for all which requires I respect, support, and empower all students. If I say something that... makes you feel uncomfortable, you feel may have made others uncomfortable please send me an email with "OUCH" in the subject line, briefly state what I said that was of concern. This will help increase my awareness and create a better learning environment for all.

**Course Content and Schedule:** Comprehensive orthopedic-based examination of the upper extremity including the shoulder, elbow, forearm, wrist and hand in disease, injury and post-surgical conditions using evidence-based tests, measures and specialized evaluative techniques. Clinical reasoning developed to establish physical therapy diagnosis and evidence-based treatment interventions focusing on manual therapy and therapeutic exercise. (Note: Students will be notified of changes via Blackboard or email. Additional details may be available in supporting course documents provided by the course instructor).

**Additional Content:**

- **Interprofessional Education (IPE):** Opioid Case Discussion, date per schedule. This is a mandatory class experience. Non-attendance will result in a 2% deduction in course final grade. Grade for required reflection paper is a component of lab assignment grades.



**Course Outline:**

- Course outline/schedule subject to change
- See weekly assignments and objectives posted to BB.
- See course schedule document posted to BB.

Date	Activity	Topic / Assignments
<b>WK 1</b>	<b>Shldr Wk1</b>	<b>SHOULDER MODULE: WEEKS 1-6</b>
Jan18 Mon	All, Due By 10:00 pm	<b>Assignment Due:</b> List of 10 subjective question and with brief explanation of the clinical relevance. Submit to BB
Jan19 Tue	Lecture (All) Zoom (all semester anticipated)	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> (BB 15 min - time firm, Respondus LBD w/ webcam) <input type="checkbox"/> Review course syllabus, format, and expectations <input type="checkbox"/> Brief review shldr complex anatomy, kinesiology, biomechanics <input type="checkbox"/> Discuss Shoulder Hx Homework assignment <input type="checkbox"/> Introduction to shoulder complex conditions.
Jan 22 Fri	<b>Lab A &amp; B</b> <b>11:00-12:00</b> Zoom	<input type="checkbox"/> Introduction to shoulder complex Precip / examination <input type="checkbox"/> Overview of shoulder complex special tests
<b>Jan23</b> <b>Sat</b>	<b>1<sup>st</sup> F2F Labs</b> Lab, Group A 9:00-12:00	<input type="checkbox"/> Hands-on performance of shoulder special tests (up to labral tests) <input type="checkbox"/> Lab Assistants <input type="checkbox"/> Lab A: Harry Koster, Dr Bautista <input type="checkbox"/> Lab B: Dr Villareal, Dr Laclede

	Lab, Group B 1:00-4:00	
<b>WK 2 Shldr Wk2</b>		
Jan26 Tue	Lecture (All) 10:00-12:00 Zoom	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> and Review prior Quiz. <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Discuss assigned reading topics and objectives
Jan29 Fri	Lab, Group A <b>8:30</b> -11:30  Lab, Group B 1:00-4:00	<b><u>BRING TEXTS [Norkin (ROM) &amp; Hislop (MMT)]</u></b> <input type="checkbox"/> Complete special tests <input type="checkbox"/> Foundational T&M selected topics <input type="checkbox"/> <b><u>Optional Labs each Friday</u></b> (unless otherwise noted): <ul style="list-style-type: none"> <li>○ Lab A: 11:30-12:30</li> <li>○ Lab B: 4:00-5:00</li> </ul>
<b>WK 3 Shldr Wk3</b>		
Feb02 Tue	Lecture (All) 10:00-12:00 Zoom	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> and Review prior Quiz. <input type="checkbox"/> Student questions and reflections
Feb04 Thu	<b>ALL, DUE by</b> 10:00 pm	<b>Condition Summary (small group) submitted to BB-Assignments.</b> <input type="checkbox"/> See Assignments on BB for details
Feb05 Fri	Lab, Group A 8:30-11:30  Lab, Group B 1:00-4:00	<input type="checkbox"/> Shldr Precis Complete <input type="checkbox"/> Shoulder manual therapy <input type="checkbox"/> Shoulder Clinical Reasoning Case(s)
<b>WK 4 Shldr Wk4 <span style="color: red;">Combined Sections Meeting Week</span></b>		
Feb09 Tue	Lecture (All) 10:00-12:00 Zoom	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> and Review prior Quiz. <input type="checkbox"/> Remaining time used to consolidate CS (2 small groups CS into 1 CS) to share with class. Create supportive ppt.
Feb10 Wed	<b>ALL, DUE by</b> 10:00 pm	<b>Consolidated Condition Summaries to BB Discussion Board</b> <input type="checkbox"/> See Assignments on BB for details
Feb12 Fri	Lab, Group A 8:30-11:30  Lab, Group B 1:00-4:00	<input type="checkbox"/> Precis Round Robin and Questions <input type="checkbox"/> Accessory Mobility and Manual Therapy <input type="checkbox"/> Cases for Clinical Reasoning and Physical Examination


WK 5		Shldr Wk5
Feb16 Tue	Lecture (All) 10:00-12:00 Zoom	<p><b>Shoulder Condition Summary:</b> Present REVISED CSS</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> See “Weekly Assignments and Objectives” for details.</li> </ul> <p><u>In-Class Focus:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>No Quiz</b>, Review prior Quiz.</li> <li><input type="checkbox"/> Student questions and reflections</li> </ul>
Feb19 Fri	Lab, Group A 8:30-11:30  Lab, Group B 1:00-4:00	<p><b>Shoulder Case Interventions:</b> Present REVISED Case key impairments and discuss/demonstrate interventions during lab.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>SPANISH FOCUSED LAB</b> (I will need volunteers to lead)</li> <li><input type="checkbox"/> Focused History Questions</li> <li><input type="checkbox"/> Interventions Lab: Manual Therapy and Therapeutic Exercise</li> </ul>
WK 6		Shldr Wk6
Feb23 Tue	Lecture (All) 10:00-12:00 Zoom	<ul style="list-style-type: none"> <li><input type="checkbox"/> See “Weekly Assignments and Objectives” for details.</li> </ul> <p><u>In-Class Focus:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Quiz</b></li> <li><input type="checkbox"/> Student questions and reflections</li> </ul>
Feb26 Fri	Lab, Group A <b>(8:00-12:00)</b>  Lab, Group B <b>(12:30-4:30)</b>	<p><b>4 HOUR LAB</b> – Partial Make Up For Dead Day</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manual Therapy practice, Round Robbins 1<sup>st</sup> hour.</li> <li><input type="checkbox"/> <b>Complete Full Shoulder Eval</b> based on Precis Cases (45 min)</li> <li><input type="checkbox"/> <b>Videotape evaluation</b> for self-reflection on you cell phone or similar (we have tripods and mounts that work with cell phones)</li> <li><input type="checkbox"/> <b>Document evaluation findings in SOAP note format.</b> In assigned groups, write and submit SOAP note to BB based on the case you evaluated in today’s lab. See BB for details.</li> </ul>
Feb28 Sun	ALL, DUE by 10:00 pm	<p><b>“SHLDR SOAP Note due”:</b> Submit SOAP note to BB (assignments=&gt;”Shldr SOAP”) based on the lab case evaluated.</p>
Wk 7		ELBOW Wk1
Mar02 Tue	Lecture (All) 10:00-12:00 Zoom	<ul style="list-style-type: none"> <li><input type="checkbox"/> See “Weekly Assignments and Objectives” for details.</li> </ul> <p><u>In-Class Focus:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Quiz</b> and Review prior Quiz</li> <li><input type="checkbox"/> SOAP note small group reflections / feedback.</li> <li><input type="checkbox"/> Student questions and reflections</li> <li><input type="checkbox"/> Discuss elbow anatomy, kinesiology, biomechanics</li> <li><input type="checkbox"/> Introduction to diagnosis and conditions</li> </ul>
Mar05 Fri	Lab, Group A <b>(8:00-12:00)</b>  Lab, Group B <b>(12:30-4:30)</b>	<p><b>4 HOUR LAB</b> – Partial Make Up For Dead Day</p> <p><b>BRING TEXTS [Norkin (ROM) &amp; Hislop (MMT)]</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elbow Precis</li> <li><input type="checkbox"/> Elbow Palpation, ROM, MMT, Muscle Length</li> <li><input type="checkbox"/> Elbow Special Tests</li> </ul>

WK 8		Elbow Wk2
Mar09 Tue	<b>MID-TERM</b> 10:00-11:30	<input type="checkbox"/> <b>Mid-Term Online</b> via RLDB w/ webcam (No Lecture)
Mar12 Fri	Lab, Group A 8:30-11:30  Lab, Group B 1:00-4:00	<input type="checkbox"/> Elbow Precis <input type="checkbox"/> Special Test Round Robin <input type="checkbox"/> Q & A from students <input type="checkbox"/> Prep for Skills Check (depends on date)
Mar12 Fri	<b>Lab A + B</b> 9:00 – 12:00	<b>Combined Labs (Lab A Rm 113 &amp; Lab B Rm 115)</b> <input type="checkbox"/> Midterm Review <input type="checkbox"/> Skills Check overview <input type="checkbox"/> Elbow Lab & Cases, Prep for Skills Check
Mar12 Fri	<b>SKILLS CHECK</b> pm	<b>SKILLS CHECK: 1:45 pm – 4:15 pm, Rm 113 / 115</b> <input type="checkbox"/> Details and Time slots will be posted to BB
<b>SPRING BREAK</b>		
Mar15 thru Mar19	No Classes	<b>SAFE</b>  <b>RECHARGE</b>  <b>ENJOY!</b>   <small>© 2010 Kevin Spear kevin@spear.com www.kevinspear.com K.Spear</small>
WK 09		Elbow Wk3
Mar23 Tue	Lecture (All) 10:00-12:00 Zoom	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> and Review key Midterm Items <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Discuss assigned reading topics and objectives <input type="checkbox"/> Discuss Peripheral Nerve Injuries
Mar26 Fri	YES, see below	<b>HOLIDAY</b>  <b>César Chávez Day</b>   <b>CESAR CHAVEZ</b>
Mar26 Fri	Lab, Group A (9:00-12:00)  Lab, Group B (12:30-3:30)	<b>Lab Confirmed for Friday based on 97% positive responses</b> <input type="checkbox"/> Finish Elbow Precis / Potentially Start Wrist/Hand Precis <input type="checkbox"/> Elbow Accessory Mobility and Manual Therapy <input type="checkbox"/> Special Test Round Robin <input type="checkbox"/> Q & A from students



<b>W-K 10</b>		
	<b>W-H Wk1</b>	<b>WRIST-HAND MODULE: WEEKS 11-15</b>
Mar30 Tue	Lecture (All) 10:00-12:00 Zoom	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> and Review prior Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Discuss Wrist and Hand Anatomy, Kinesiology, Biomechanics
Apr02 Fri	Lab, Group A <b>(8:00-12:00)</b>  Lab, Group B <b>(12:30-4:30)</b>	<b>4 HOUR LAB</b> – Partial Make Up For Dead Day <b>BRING TEXTS [Norkin (ROM) &amp; Hislop (MMT)]</b> <input type="checkbox"/> Wrist-Hand Precs <input type="checkbox"/> Wrist-Hand Palpation, ROM, MMT, Muscle Length <input type="checkbox"/> Peripheral Nerve examination <input type="checkbox"/> Baylor Intern Case (Lab Support, see table at bottom of schedule)
<b>W-K 11</b>		
	<b>W-H Wk2</b>	
Apr06 Tue	Lecture (All) 10:00-12:00 Zoom	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> and Review prior Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Discuss assigned reading topics and objectives
Apr09 Fri	Lab, Group A 8:30-11:30  Lab, Group B 1:00-4:00	<input type="checkbox"/> Wrist-Hand Precs <input type="checkbox"/> Precs Round Robin and Questions <input type="checkbox"/> Manual Therapy and Ther Ex <input type="checkbox"/> Baylor Intern Case (Lab Support, see table at bottom of schedule)
Apr09 Fri	ALL DUE by 10:00 pm	<b>Critically Appraised Topic (CAT) individual assignment posted to BB.</b> See CAT instructions in BB under assignments.
<b>W-K 12</b>		
	<b>W-H Wk3</b>	
Apr13 Tue	Lecture (All) 10:00-12:00 Zoom	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> and Review prior Quiz <input type="checkbox"/> <b>Students present/discuss individual CAT assignments to peers</b> Student questions and reflections <input type="checkbox"/> Discuss assigned reading topics and objectives
Apr16 Fri	<b>LAB (A &amp; B)</b> 8:30-11:30  <b>NO PM LAB</b> <b>IPE instead</b>	<input type="checkbox"/> Wrist-Hand Precs Completion <input type="checkbox"/> Round Robin Special Tests <input type="checkbox"/> Manual Therapy and Ther Ex <b>IPE – Opioid Crisis (TTUHSC Med School, UTEP Pharmacy, Nursing, PT)</b> Online: 1 – 3 pm Zoom (details pending)
Apr18 Sun	10:00 pm	<input type="checkbox"/> <b>IPE reflection paper due to BB</b> , individual assignment <input type="checkbox"/> See blackboard for details

WK 13		W-H Wk4
Apr20 Tue	Lecture (All) 10:00-12:00 Zoom	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> and Review prior Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Discuss assigned reading topics and objectives
Apr22 Thu	DUE by 10:00 pm	<b>“Patient Education Handout To BB:</b> Submit assigned patient education handout to BB (assignments->”Pnt Ed Handout”).
Apr23 Fri	Lab, Group A 8:30-11:30  Lab, Group B 1:00-4:00	<input type="checkbox"/> Differential Dx group assignment <input type="checkbox"/> Interventions group assignment <input type="checkbox"/> Final E-W-H Case Clinical Reasoning
WK 14		W-H Wk5
Apr25 Sun	DUE by 10:00 pm	<input type="checkbox"/> <b>TEDx Condition Summary Interventions Assignment to BB</b> <input type="checkbox"/> See BB for details
Apr27 Tue	Lecture (All) 10:00-12:00 Zoom	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>No Quiz</b> <input type="checkbox"/> <b>TEDx Condition Summary Presentation</b> discussion’s
Apr30 Fri	Lab, Group A 8:30-11:30  Lab, Group B 1:00-4:00	<b>FINAL LAB - Practical Prep</b> <input type="checkbox"/> Discuss Shldr, Elbow, Wrist and/or Hand questions <input type="checkbox"/> Round robins, Complete Cases, <input type="checkbox"/> Baylor Intern Case (Lab Support, see table at bottom of schedule)
<b>May01 Sat</b>	<b>FINAL PRACTICAL</b>	<input type="checkbox"/> <b>MSK-III FINAL PRACTICAL</b> <input type="checkbox"/> 8:00-12:00, specific student times to be posted Friday, 4 pm. <input type="checkbox"/> Campbell Bldg, Rms 113, 115, 105/Commons area
WK 15		REVIEW WEEK
May04 Tue	Lecture (All) 10:00-12:00 Zoom	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> Wrap up UE topics <input type="checkbox"/> Review Spine & LE briefly <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Discuss assigned reading topics and objectives
<b>May05 Wed</b>	<b>Practical Retake</b>	<b>MSK-III PRACTICAL RETAKE</b> As needed, 10:00-12:00, Campbell Bdg, Room 113

May07 Fri	<b>No Labs</b>	DEAD DAY	
<b>WK 16</b>		<b>FINALS WEEK</b>	
May 11 Tue	10:00-12:00 Online	<b>MSK-III Final Written Exam (2 hours)</b> Online, Respondus Lock Down Browser with Webcam	