

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

PT 6311

**Musculoskeletal I: Spine Rehabilitation
COURSE SYLLABUS**

Summer 2016

Credit Hours: 3

Contact Hours: 75 (9 weeks + exam)

Schedule:

Weekly Lecture/Lab

Tuesday Lecture Viewing Time: 1pm-5:00pm

Wednesday Labs (beginning June 15th): 9am-11am, Rm 113

Weekend Intensives: June 10-11, June 17-18, July 15-16, July 29-30

Fridays: Lecture 8:00am -9:50am, 1-5pm

Saturdays: Laboratory 8:00am -12:00pm, 1-4pm

Coordinator/Instructors:

Eric Robertson, PT, DPT, OCS, FAAOMPT

Office: Campbell 310 and virtual

Office hours: by appointment

E-mail: ekrdpt@gmail.com

Cell: 803-257-0070

Twitter: @ericrobertson

Other Instructors: David Middaugh, Bryan Boyea

Course Description: This course focuses on the examination, evaluation, and management of patients/clients with surgical and non-surgical orthopedic conditions of the cervical, thoracic, and lumbar spines, temporomandibular joint; pelvis, sacroiliac and pubis joints including the prescription and management of orthotics.

Course Objectives: Upon completion of this course, the student should be able to:

1. Analyze data from simulated patient case scenarios of common musculoskeletal conditions to formulate an assessment with a hypothesis, develop a problem list which correlates with objective and functional goals as well as correlates with a plan of care developed with selection of appropriate physical therapy interventions. (CC 5.19, 5.20, 5.23, 5.27, 5.31)
2. Summarize the physical therapy considerations for common traumatic and non-traumatic surgical interventions to develop appropriate examination strategies for tests and measures, assessment and plan of care. (CC 5.20, 5.22)
3. Perform and document an examination of a simulated patient/client with spine, pelvis/pubis/sacroiliac (SI), or temporomandibular joint (TMJ) orthopaedic musculoskeletal pathology selecting and performing appropriate tests and measures. (CC 5.20, 5.28, 5.29, 5.30 a-x)
4. Synthesize spine, pelvis/pubis/SI or TMJ examination data to complete the physical therapy evaluation and establish an appropriate differential diagnosis. (CC 5.31, 5.32)
5. Determine patient/client prognosis based on evaluation of results of spine, pelvis/pubis/SI or TMJ

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examination, medical and psychological information. (CC 5.33)

6. Establish and document goals, functional outcomes, and plan of care related to spine, pelvis/pubis/SI or TMJ orthopaedic problems. (CC 5.34, 5.35, 5.36, 5.37, 5.38)
7. Interpret examination data to identify and document appropriate physical therapy interventions to achieve goals that facilitate expected patient/client outcomes. (CC 5.39 a-i, 5.40, 5.41, 5.42)
8. Use results of various imaging procedures for the spine, SI, and TMJ in patient/client management. (CC 5.19, 5.20, 5.21, 5.28, 5.31)
9. Select, recommend and apply common orthotic devices appropriate for common surgical and non-surgical spinal conditions. (CC 5.19, 5.20, 5.30 o, 5.31, 5.38, 5.39e)
10. Describe training for patients in use of orthoses or prostheses. (CC 5.39b, e; 5.41, 5.42)
11. Interpret examination data to formulate an appropriate prognosis of simulated patient scenarios with common spine, pelvis, and TMJ musculoskeletal pathology. (CC 5.33)
12. Utilize peer-reviewed literature to identify evidence-based intervention strategies most appropriate based upon key information from the history and clinical examination during simulated patient scenarios. (CC-5.22, 5.23, 5.27, 5.31, 5.33)
13. Demonstrate professional behaviors that reflect integrity, self-assessment, compassion/caring, effective communication and listening skills, and develop professional rapport for mutual respect and confidence during simulated patient care. (CC 5.8, 5.10, 5.12, 5.17)

Required Texts:

1. Boucher B, Flynn T, Robertson E, Wainner R. Evidence in Motion, Musculoskeletal Learning Academy, Lumbopelvic Region. <http://mylearning.evidenceinmotion.com>
2. Spinal & Extremity Manipulation: The Basic Skill Set for Physical Therapists 2nd edition - Wainner, Flynn, and Whitman. ISBN #978-0-9714792-5-8.

Recommended Texts:

1. Evidence-based Orthopaedic Exam, Second Ed, by Chad Cook http://www.amazon.com/Orthopedic-Physical-Examination-Tests-Evidence-Based/dp/0132544784/ref=la_B001H6ND1Y_1_1?s=books&ie=UTF8&qid=1397481452&sr=1-1
2. Clinically Relevant Orthopaedic Exam (CORE) Physical Exam App (iOS and Android)
3. Clinically Relevant Mobile OMT Spine App (iOS and Android)
4. Pocket Orthopaedics by Michael Wong <http://www.amazon.com/Pocket-Orthopaedics-Evidence-Based-Survival-Guide/dp/0763750751>

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Methods of Instruction:

Online and in-class lecture, small groups/panel discussion, DVD and online video demonstration, case studies, laboratory demonstrations, assignments, and readings.

Methods of Evaluation:

Evaluation of course content will consist of exams, quizzes, lab practicals, assignments, and a comprehensive final exam

Student Assessments:

Exams (1)	25%
Quizzes	20%
Practicals (1)	20%
Informal Skill Checkoffs (1)	5%
Final Exam (Comprehensive)	30%
TOTAL	100%

UTEP PHYSICAL THERAPY PROGRAM GRADING SCALE: The following letter grade scale is used for the UTEP 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

Course Content: See Topic Outline document on Blackboard.

Blackboard Quiz Instructions: Each student **MUST** work independently on their quizzes but may use any ancillary “nonhuman” assistance available. Lecture notes, textbooks, and online resources are a few examples. Assistance from any human source (i.e. classmates) is NOT permitted.

If any Blackboard quizzes are missed, it will not be taken at a later date. It is the responsibility of the student to ensure that all Blackboard quizzes are completed on the assigned due date and time which will be clearly posted on Blackboard as well as in the topic outline. If a student does not submit a quiz by the designated due date, the student will be assessed a grade of zero (0) for that particular quiz. Technical issues are not uncommon when using Blackboard, and in order to keep them to a minimum, please plan ahead and make sure you have the time, space, equipment and consistent reliable internet access available to successfully complete your quiz in the time allotted. In other words, be sure to start the quiz early in the open time frame to allow for any technical issues.

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Course and Program Policy: See PT Program Handbook for all policies on exams, electronic device use, dress code, attendance, and scholastic dishonesty. Your instructors encourage you to periodically review all handbook policies, but in light of past experiences, **particularly direct you to review the policies on cheating, accumulated knowledge, generic abilities, attendance, and the disclaimer that the syllabus is subject to change.**

Special Accommodations (ADA):

“If you have or suspect a disability and need accommodations, you should contact the Disabled Student Services Office (DSSO) at 747-5148.” You can also e-mail the office at dss@utep.edu or go by Room 106, Union Building East. For additional information, visit the DSSO website at www.utep.edu/dsso

Attendance:

All students are expected to arrive promptly for class and to attend every class. Due to the nature and timing of each lecture/laboratory session, students should make every effort to attend every class.

Any student missing a class/laboratory session without prior notification and approval by the course instructor is considered UNEXCUSED and will result in a loss of 5% from the students' final course grade. Any assessments missed due to ANY absence will result in no points earned.

For consideration for an excused absence, students MUST immediately notify the course instructor when he/she expects to potentially miss either a class or laboratory session.

Scholastic Dishonesty:

Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “Scholastic dishonesty includes, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or material that are attributable in whole or part to another person, taking an examination for another person, any act signed to give unfair advantage to a student or the attempt to commit such acts.” Regents' Rules and Regulation, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

Generic Abilities:

All students in Physical Therapy curriculums are expected to comply with the student handbook and exhibit the generic abilities described therein. Cell phones should be turned off during class except in certain situations pre-approved by the instructor. This prohibition extends to text messaging. Please turn off and put away your cell phones during lecture.

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If at any time you have questions or concerns about the course content, expectations, or regulations, please feel free to set up an appointment with me. Course and Program Policy: See PT Program Handbook for all policies on exams, electronic device use, dress code, attendance, and scholastic dishonesty. Your instructors encourage you to periodically review all handbook policies, but in light of past experiences, **particularly direct you to review the policies on cheating, accumulated knowledge, generic abilities, attendance, and the disclaimer that the syllabus is subject to change.**

Statement of Responsibility for Physical Safety

You must protect yourself from harm in all classes where you practice patient evaluation and treatment techniques on each other. Speak up and let the instructor or classmate know that the activity would hurt you and don't do it - NEVER count on your instructors or classmates remembering what could cause you harm. If any instructor asks to demonstrate something on you – speak up if it has potential to hurt you!

Example: You have a history right shoulder subluxation or dislocation following a gymnastics injury in high school. The orthopedic lab will practice the apprehension test for shoulder subluxation. You tell the instructor who then may tell you to only allow student testing on your left shoulder.

Your safety is YOUR responsibility!

Through your attendance in this class, you agree to take responsibility for your own safety and well-being by always forewarning the instructors and classmates of any condition that may make you vulnerable to harm during specific techniques demonstrated and practiced in class. You can decline to participate in any activity that I think has potential to harm you without first discussing it with the instructor/expert. If you have any medical conditions you would like to bring to the instructor's attention that may impact your participation in this course, please do so immediately.