

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

PT 6311

Musculoskeletal I: Spine

Summer 2024

COURSE SYLLABUS

Credit Hours: 3

Contact Hours: 75

Lecture: 30; Lab: 45; Clinic: 0

Schedule (Week 1):

Tuesday	1:00 – 2:50 pm	Lecture All, Rm 126
	3:00 – 5:00 pm	Lab All (A+B), Rm 126
Thursday	1:00 – 2:50 pm	Lecture All, Rm 126
	3:00 – 5:00 pm	Lab All (A+B), Rm 126

Schedule (Week 2 onwards):

Monday	1:00 – 2:40 pm	Lecture All, Rm 126
Tuesday	2:00 – 3:50 pm	Lab B, Rm 126
Wednesday	1:00 – 2:40 pm	Lecture All, Rm 126
Thursday	2:00 – 3:50 pm	Lab A, Rm 126
Friday	9:00 – 12:00 pm	Lab A, Rm 126
	1:00 – 4:00 pm	Lab B, Rm 126

Coordinator/Instructor(s):

Faculty: Bryan Boyea, PT, DPT, OCS

Office: Rehab Sciences Complex, Rm # 115S

Phone: 915.346.9631 (cell)

E-mail: blboyea@utep.edu

Office Hours: Tue 11:00am-12:45pm; Thu 11:00am-12:45pm

To schedule, go to: <https://calendly.com/dr-boyea>

- *Options: Face-to-Face preferred but can be via Zoom*
- *I highly recommend adding the appointment to your calendar*
- *VERIFY your computer is set to correct time zone (to avoid missing meetings due to time zone issues).*
- *Email me directly if available times do not meet your needs.*

Additional Faculty Support

Levi Johnson, PT, DPT, OCS, ljohnson4@utep.edu

John Moreno, PT, DPT, Cert. MDT, Adjunct Faculty, Ortho Resident

Liliana De Castro, PT, DPT, Adjunct Faculty, Ortho Resident

Teaching Assistants:

Harry Koster, PT, MDT, Volunteer Lab Instructor

Volunteer community Physical Therapists prn

The following essential content is developed and presented by the associated guest lecturer. The guest lecture should receive CCU from their respective approving board

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credit based on student contact times listed below. Pending confirmation of guest lecturers.

- Sacroiliac Joint Dysfunction, Student Contact Lecture Time: 1 hour
 - Hector Rodriguez, PT, DPT, FAAOMPT, Dip. Osteopractic
- Introduction to Pelvic Floor Dysfunction and Urinary Incontinence. Student Lecture and Lab. Contact Time: 2.0 hours
 - Victoria Marie Nunez, PT, DPT, Cert DIN
- Cervicogenic Headaches, Student Contact Lecture Time: 1.3 hours
 - Hector Rodriguez, PT, DPT, FAAOMPT, Dip. Osteopractic
- Introduction to Temporomandibular Joint Dysfunction. Student Contact Lecture Time: 1 hour (asynchronous)
 - Kathy Roth, PT, DPT

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 management of orthotics.

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 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 spinal musculoskeletal conditions in direct access and referral-based patient care settings, the student should be able to:

Overarching Global Objectives for Course:

- Demonstrate a safe, evidence-based, and efficient patient-centered examination, diagnosis, goals, intervention prescription, and management plan of care including referral as indicated. [Application] (NOT in EXXAT)
- Evaluate (defend) the clinical reasoning supporting your examination, diagnosis, goals, interventions, management, and referral decisions accurately and consistent with evidence-based practice and The UTEP DPT Program Clinical Reasoning Framework. [Application] (NOT in EXXAT)

Course Objectives:

- 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 including review of systems that are patient centered, relevant, efficient, and evidence-based using intake forms, focused

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- questions, review of systems, medical records, medication history, diagnostic and ancillary studies, and other sources as needed. (7B-EBP, 7D17) [Application]
- 4) Demonstrate physical examinations including systems review that are patient centered, relevant, efficient, and evidence-based to identify pain and dysfunction of musculoskeletal and non-musculoskeletal origin. (7B-EBP, 7D18) [Application]
 - 5) Select tests and measures that are safe, relevant, and evidence-based including: [Evaluation]
 - a) Peripheral nerve integrity (7B-Clinical Reasoning (CR), 7B-EBP, 7D19g)
 - b) Gait and movement analysis (7B-CR, 7B-EBP, 7D19i)
 - c) Joint integrity and mobility (7B-CR, 7B-EBP, 7D19k)
 - d) Motor function and movement analysis (7B-CR, 7B-EBP, 7D19n)
 - e) Muscle Performance (7B-CR, 7B-EBP, 7D19o)
 - f) Pain (7B-CR, 7B-EBP, 7D19q)
 - g) Posture (7B-CR, 7B-EBP, 7D19r)
 - h) Range of motion (7B-CR, 7B-EBP, 7D19s)
 - i) Reflex integrity (7B-CR, 7B-EBP, 7D19t)
 - j) Sensory integrity (7B-CR, 7B-EBP, 7D19u)
 - k) Skeletal integrity (7B-CR, 7B-EBP, 7D19v)
 - 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-Dx Imaging, 7A-Pharmacology, 7A-Psychosocial Aspects, 7B-CR, 7C-DDX, 7C-Musculoskeletal, 7C-Nervous System, 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-Common Med-Surg Conditions, 7B-CR, 7C-DDX, 7C-Musculoskeletal, 7C-Nervous System, 7D20, 7D22) [Evaluate]
 - 8) Formulate relevant impairments in body structure and function that lead to patient/client activity limitations and/or participation restrictions. (7C-Musculoskeletal, 7D21) [Synthesis]
 - 9) Formulate rehabilitation goals that align relevant impairments, patient/client goals, contextual factors and prognosis to enhance the patient/client's functioning. (7C-Musculoskeletal, 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) (7B-CR, 7B-EBP, 7D27b)
 - b) Functional training (7B-CR, 7B-EBP, 7D27d)
 - c) Manual Therapy techniques (7B-CR, 7B-EBP, 7D27f)
 - d) Motor function training (including gait and the movement system) (7B-CR, 7B-EBP, 7D27g)
 - e) Patient/client education (7A-Neuroscience, 7B-CR, 7B-EBP, 7D27h)
 - f) Therapeutic exercise (7B-CR, 7B-EBP, 7D27i)
 - 11) List appropriate patient-reported health outcomes measures and standardized tests and measures that address impairments, functional status, and participation. (7D31) [Knowledge]

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- 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) 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]
- 15) 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]

***NOTE** *“Patients/clients” refers most commonly to simulated patients/clients in written cases.*

Curricular Threads:

- **Cultural / Linguistic Engagement and Competence:**
 - Students participate in a Refugee IPE where they discuss and better appreciate cultural differences and challenges.
- **Evidence-Based Practice and Research:**
 - Course prioritizes use of current published journal articles over textbooks to develop student clinical evaluation and treatment competence.
 - Key assignments: Students demonstrate their ability to research and use current literature to answer clinical questions in multiple assignments. Specific assignments include using current evidence to develop subjective and objective exam templates, answer integrative questions, and the synthesis of current evidence to develop condition summaries specific to select spinal conditions.
- **Clinical Reasoning:**
 - Clinical reasoning is consistently integrated within course lecture and lab sections. The UTEP Clinical Reasoning Framework is the foundational model used to develop student clinical reasoning and critical thinking.
 - Clinical reasoning is developed using a standardized template to present simulated clinical cases to develop student diagnostic and therapeutic reasoning. Template includes key decision points such as identifying patients outside the physical therapist scope, use of evidence supported evaluation tests and measures, hypothesis generation, development of evidence supported management plan of care, and referral or consultation with other health care providers.
 - Key assignment: Create an evidence-based condition summary to develop and demonstrate therapeutic clinical reasoning of select spinal conditions. Review a clinical case and submit written STG and interventions prioritized to case to demonstrate therapeutic clinical reasoning.
- **Interprofessional Collaborative Practice:**
 - Students collaboratively engage with students in other disciplines to discuss Refugee based case studies. This IPE is hosted by UTEP. 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 assignments grade.

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Methods of Instruction: A wide variety of instructional methods are utilized to facilitate acquisition of course objectives. Both synchronous (all students together at the same time) and asynchronous approaches (complete lectures and activities on your own time by assigned due dates) are utilized. Methods include Lecture, assignments and readings, active and experiential learning activities, team-based learning, video tape self-analysis, self-reflection, virtual (video) skill demonstrations and F2F hands-on practice of psychomotor skills, role playing, and use of simulated patient cases.

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.

Item	Grade Composition
Quizzes	20%
Assignments	10%
Midterm Skills Check	10%
Midterm Exam	15%
Final Practical Exam (Comprehensive)	20%
Final Exam (Comprehensive)	25%
Total	100%
Course Evaluation Assignment (<i>Extra Credit</i>)	1%

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*. 7th ed. St. Louis, MI: Elsevier Health Sciences; © 2021. ISBN: 9780323522991
2. Magee DJ, Quillen WS, Manske RC et al. *Pathology and Intervention in Musculoskeletal Rehabilitation*. 2nd ed. Elsevier Health Sciences; © 2016. ISBN: 9780323310727
3. Dutton M. eds. *Dutton's Orthopaedic Examination, Evaluation, and Intervention*. 6th ed. McGraw-Hill; © 2023. ISBN: 9781264259076 FREE Online at UTEP Library Accessphysiotherapy, [McGraw-Hill](#) site ([link](#)).
4. Interactive Application: PhysioU Clinical Reasoning and Pattern Recognition (computer software) by Michael Wong ([link](#))

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

1. Biel A. *Trail Guide to the Body Workbook. Book of Discovery.* 6th ed; Parson; © 2019. ISBN: 9780998785066
2. Ciccone CD. *Pharmacology in Rehabilitation. 5E.* © 2016. ISBN: 9780803640290
FREE online at UTEP library Accessphysiotherapy, F.A. Davis Collection ([link](#))
3. Goodman CC, Heick J, Lazaro R. *Differential Diagnosis for Physical Therapist.* 6th Ed. © 2018. ISBN: 9780323478496
4. Avers D, Brown M. *Daniels and Worthingham's Muscle Testing, Techniques of Manual Examination and Performance Testing.* 10th ed. Saunders; © 2019. ISBN: 9780323569149
5. Kisner C, Colby LA, Borstad J. *Therapeutic Exercise: Foundations and Techniques.* 7th ed; F.A. Davis Company; © 2018. ISBN: 9780803658509
FREE online at UTEP library Accessphysiotherapy, F.A. Davis Collection ([link](#))
6. McKinnis, LN. *Fundamentals of Musculoskeletal Imaging.* 4th Ed. © 2014. ISBN: 9780803638211, FREE online at UTEP library Accessphysiotherapy, F.A. Davis Collection ([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.* 5th ed. F.A. Davis; ©2017. ISBN: 9780803645660, FREE online at UTEP library Accessphysiotherapy, F.A. Davis Collection ([link](#))
9. O'Sullivan S, Schmitz T. *Physical Rehabilitation.* 8th ed. F.A. Davis; © 2024. ISBN: 978-1719646918, FREE online at UTEP library Accessphysiotherapy, F.A. Davis Collection ([link](#))

*Note: There may be selected assignments from these textbooks but importantly, refer to these textbooks and associated foundational course notes to solidify this prior knowledge that will be integrated and synthesized in this course. 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.

Recommended Texts and Resources – FREE thru UTEP library or Online options:

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, [McGraw-Hill site](#) ([link](#))
3. [Brumitt J, Jobst E. *Physical Therapy Case Files, Sports.* McGraw Hill Professional; © 2015. ISBN: 9780071821520](#), FREE online at UTEP library Accessphysiotherapy, [McGraw-Hill site](#) ([link](#))
4. Carp SJ. *Peripheral Nerve Injury.* FA Davis; © 2015. ISBN: 9780803625600
FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))

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5. [Shamus E. eds. Quick Answers: Physiotherapy. McGraw-Hill; © 2017. eISBN 9780071816113, FREE online at UTEP library Accessphysiotherapy, McGraw-Hill site \(link\)](#)
6. Wise CH. *Orthopaedic Manual Physical Therapy: From Art to Evidence*. © 2015. ISBN: 9780803614970, FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
7. APP: Clinically Relevant Technology Mobile Apps include Clinical Orthopedic Exam (CORE); OMT for spine, lower extremity, or upper extremity; Therapeutic Exercise Rx (available for iOS and Android) ([link](#))
8. Vald Telehab (Free) Exercise Prescription Platform ([link](#)) for practitioners, guided exercise for patients. (Web based, create account as a 'clinician').

Online Resources Statement:

- Utilize online resources with caution as many are not peer reviewed and may contain bias or inaccuracies (particularly .com websites) and you currently do not have the experience to differentiate the “good” from the “not-so-good”.
- Similarly, artificial intelligence (AI) searches must also be used with caution for similar reasons and have several pitfalls including the potential to provide incorrect information. As medical AI technology is refined, this will become a more valuable (valid and reliable) resource.
- Online sources such as .gov commonly are more trustworthy. When former sources are not available lower levels of evidence can be utilized.

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 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>.

Additional Resources:

- DPT Library Research Guide: <http://libguides.utep.edu/pt>
- UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.



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University Policies: All students are responsible for following UTEP policies and procedures found in the Handbook of Operating Procedures at <https://www.utep.edu/hoop/index.html>

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

Technology Requirements

1. Computing device with video camera is required. The computer device must be able to support Respondus Lock Down Browser used to enhance the integrity of quizzes and exam completed online. Note: Tablets and cell phones are poorly suited to accomplish most doctoral level readings, assignments, activities, and research requirements of the program.
2. Reliable internet connection and data access.
3. Cloud Storage. Students will need to establish and become proficient with Microsoft OneDrive for Business ([link](#)). This cloud service works like google drive as it allows multiple users to share and work simultaneously on a document. The benefit of OneDrive for Business over google drive and others is document formatting is retained (this formatting is often lost when you export your google doc to a word document).
4. If you encounter technical difficulties of any kind, contact the technology support.
 - UTEP technology Support (Help Desk): Available via phone call, email and chat sessions. (915)747-4357, helpdesk@utep.edu, www.utep.edu/technologysupport

Course-Specific Policies:

1. Accountability - “Ouch”

- My goal is to optimize the learning environment for all. This requires I respect, support, and empower all students. If I say or do something that makes you feel uncomfortable or you feel may have made others uncomfortable PLEASE, PLEASE let me know. This can be taking talking with me after class or sending me an email with “OUCH” in the subject line, and note the concern in the body of the email. This will help increase my awareness and create a better learning environment for all. The same accountability applies to students as well. www.diversityinclusioncenter.com/ouch-series/ouch-stereotype-hurts

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2. Expectations to promote Success

- Students attaining a grade below 80% on any quiz, exam, or assignment are expected to meet 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 practice at least 5-6 additional hours weekly outside of dedicated lab times orthopedic evaluation and intervention psychomotor skills (palpation, T&M, manual therapy) on a variety of body types. 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. You will not develop the required competency and efficiency if they only practice these skills in scheduled lab sessions. Practice, practice, practice.

3. 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.
- Further, to promote optimal learning, 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 or other format)
 - Asking relevant, informed questions during lecture and labs.
- **Failure to comply**
 - Will result in 1 verbal warning (or warning via the chat function in the online environment). Each incident beyond the initial verbal warning will result in written notification and a 1% deduction in your final semester grade.
 - Further, if the student’s actions negatively impact the classroom environment, the student will be warned one time. If the behavior continues the student will be excused from class for the day and the class session will be considered an unexcused absence.
- Additionally, for online lectures and labs (if we resort to this):
 - 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.

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- 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 via online platforms.
4. **Academic Integrity (continued): In addition to information presented above, additional course specific details follow.**
- **Testing:** No outside assistance permitted. This means you are not allowed to use a) any information from peers, b) any written materials including textbooks, notes, etc. or c) use any electronic devices including cell phones, smart watches, wireless headsets that can receive information, etc. When testing on an electronic device, additional restrictions apply which include NOT accessing any materials on the device other than the test.
 - **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 with webcam) 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 any testing activities (quizzes, exams, skills checks, practical exams, or other testing scenarios). Recording” includes but not limited to any method used to retain information for future use to include but not limited to audio or video capture, screen shots, pictures, etc. The recording and/or sharing of graded materials is considered cheating regardless of how obtained, distributed or used (or not used).
 - **Graded assignments and activities.** These items will NOT be shared unless assignment directions specifically state the activity can or will be shared.
 - **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

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from doing your own work. Sharing of such content is considered academic dishonesty by both the give and receiver.

- **Plagiarism Detecting Software:** Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.
 - **Group Assignments:** If all group members are not substantively contributing to each assignment, students are ethically obligated to report this lack of professional behavior to me immediately so that we may correct this behavior. Submitting each assignment with all team members' names on the title page is your promise to me that each team member has substantively contributed to the assignment. Submitting assignments with all team members' names when one or more of them did not contribute is considered scholastic dishonesty by me and will be treated as such.
5. **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:
- Each incident of an **unexcused absence, 2.5%** will be deducted from your final semester grade consistent with the UTEP DPT Handbook.
 - Missing 50% or more of a class or lab will be considered an absence.
 - Special one time consideration for classes and labs: 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 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.
 - 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, 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.

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- Policy exception may be considered for documentable internet failure and connectivity issues.
 - Due note, the quality of your internet experience can be monitored with online platforms.
6. **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:
- Each incident of **unexcused tardiness &/or early departure will result in 1% deduction** from your final semester grade.
 - During classes and labs: Students are expected to be on time and prepared to begin class at the scheduled class start time (seated, needed items out, ready to start class); therefore, students who are tardy will be penalized as these actions can negatively impact the learning of peers and are considered unprofessional.
 - Special one time consideration for classes and labs Due to life uncertainties, weather, and traffic issues, 1 tardiness or early departure of up to 15 minutes will be 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).
 - Note: I use the clock on the classroom computer to determine actual time.
7. **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 or make-up work may be awarded at the discretion of the faculty.
8. **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 cheating by both the giver(s) and the receiver(s).
9. **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

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process, feedback received, or other information that might give your peer a "heads-up" and unfair advantage. Sharing of this information is considered cheating by both the giver(s) and the receiver(s).

10. **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% deduction from your final semester grade.

11. **Recordings:** The use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy and is applies to both the faculty and the student.

- **Faculty Classroom Recordings:** The instructor (not student) may record lectures and labs to the extent possible (online or F2F) to enhance learning. Recordings are generally reserved for to meet student needs based on illness or other extenuating circumstance. Records are stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not replicate or share class recordings outside of this course. Doing so may result in disciplinary action.
- **Student Recording:** Student recording of classroom lectures, labs, or other activities is not authorized. If you feel recording of a specific non-graded class or lab activity is needed, students must attain instructor approval PRIOR TO recording. Further, 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 unsecure, public social media sites. The acceptable site is Microsoft OneDrive (not personal email accounts or personal cloud services such as Google Drive or Dropbox).

12. **Discussion Boards (TIPS from UTEP's Center for Instructional Design):**

- 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 activities and communications require additional considerations.
 - 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.

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- 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.
- Please refer to Netiquette Guide ([link](#)) for additional guidance.

13. Technology Requirements

- Computing device with video camera is required. The computer device must be able to support Respondus Lock Down Browser used to enhance the integrity of quizzes and exam completed online. Note: Tablets and cell phones are poorly suited to accomplish most doctoral level readings, assignments, activities, and research requirements of the program.
- Reliable internet connection and data access.
- Cloud Storage. Students will need to establish and become proficient with Microsoft OneDrive for Business ([link](#)). This cloud service works like google

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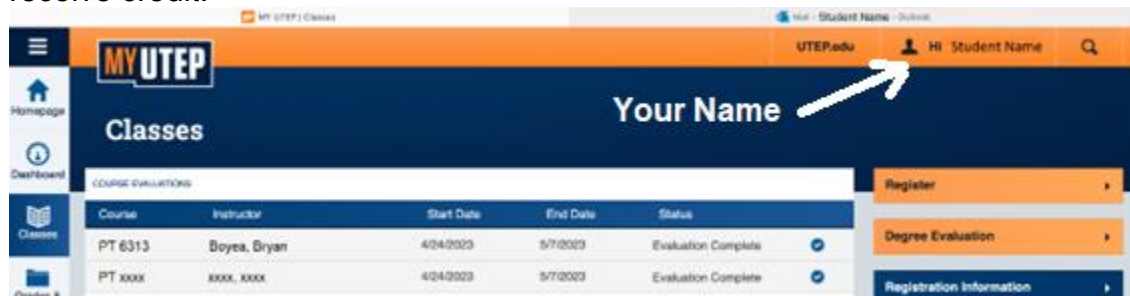
drive as it allows multiple users to share and work simultaneously on a document. The benefit of OneDrive for Business over google drive and others is document formatting is retained (this formatting is often lost when you export your google doc to a word document).

14. Video-Audio Recording (an additional need during COVID-19 virtual labs):

- Ability to record video and audio and share video performance of psychomotor skills (tests & measures and interventions). The preferred method is the ability to “live stream”.
- Many methods exist including webcams, cell phones, and Go Pro type video devices. A relatively low-cost (~\$20) option is to purchase a cell phone holder (head, chest, or tripod mounted). Alternatively, if you have extra hands available, another person can hold the recording device. The goal is to free up your hands so you can demonstrate various psychomotor skills.
- If you encounter technical difficulties of any kind, contact the Help Desk.

15. Student Course Evaluation:

- The expectation is that each student will complete the online course evaluations distributed by UTEP at the end of the semester.
- Your professional and constructive feedback is used by instructors to enhance their teaching, improve students’ learning, and are an important part of the Department’s DPT curriculum assessment plan. Completing course evaluations is a professional expectation as a clinician. For example, when you attend a continuing competency (CC) education, you will be asked to give course feedback to be eligible for CC units (CCUs).
- The Department depends on and is grateful for your valuable feedback. To demonstrate compliance, you will need to upload a screenshot of your completed course evaluation, from your ‘myutep’ course evaluations confirmation page, the week before the final exam (example below) to the “course evaluation” assignment on blackboard. This screenshot will be proof that you submitted your course evaluation and, in part, serves as evidence of your professionalism and commitment to the success of the DPT curriculum (a component of course objective number one).
- Important: Screenshot must contain your name and the this course name to receive credit.



Copyright Statement for Course Materials

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- 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.

Course Content and Schedule:

- Comprehensive orthopedic-based examination of the cervical, thoracic, and lumbar spine 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).

Course Schedule:

- Course outline/schedule subject to change.
- See Blackboard for most current course outline/schedule.
- See Blackboard for Weekly assignments and objectives details.

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PT 6311

MUSCULOSKELETAL I: SPINE

SUMMER 2024

COURSE OUTLINE / SCHEDULE (May 18, 2024; Rev June 26):


- Course outline/schedule subject to change
- See weekly “Assignments and Objectives” posted to BB for the content to be covered in each lecture and lab.

WEEK 1	LECTURES	LABS	
May 27, Mon 10:00 pm	Assignment Due: Objective Exam outline (See BB for details)		
May 27, Mon	Memorial Day - No Lecture or Lab - Remember & Reflect 		
May 28, Tue All Students 1:00-2:50 pm	DAY 1 – WELCOME ALL QUIZ 1 (we have 1 quiz each week): <ul style="list-style-type: none"> ○ 15 min, ~10 questions including 2 short answer ○ Wk1 questions based on this lecture’s Assignments and Objectives (A&Os). ○ Quiz will start ~30 minutes into lecture via Respondus, take break, then return to lecture. <u>Class Focus</u> <ul style="list-style-type: none"> • Weekly A&Os, Student Questions • Intro MSK Series (syllabus, format, expectations) • UTEP Clinical Reasoning (CR) Algorithm • Intro to Treatment-based Classification (TBC) 	May 28, Tue 3:00-5:00 Lab A + Lab B	<u>Lab 1 Instructions:</u> <ul style="list-style-type: none"> • Complete Lab A&Os (do this for all labs) <u>Lab Focus</u> <ul style="list-style-type: none"> • Assignment Discuss: Objective Exam assignment in randomized small groups • Lab Safety • Lumbar Precis (not available until lab) • Observation-Posture • Functional Exam • ROM Package •
May 29, Wed	Assignment Due: LQ Neuro Screen Video Quiz Assignment Due: Subjective Exam outline NO Lecture (moved to Thursday)		
May 30, Thu All Students 1:00-2:50 pm	<u>Class Focus</u> <ul style="list-style-type: none"> • Quiz Review & Study Guidance • Quiz Review: LQ neuro screen • LBP TBC Symptom Modulation Category Assignment Discuss: Sub exam & intake form	May 30, Thu 3:00-5:00 Lab A + Lab B	<u>Lab 2 Instructions:</u> <ul style="list-style-type: none"> • Complete Lab A&Os (do this for all labs) <u>Lab Focus</u> <ul style="list-style-type: none"> • Round Robins <ul style="list-style-type: none"> ○ ROM package • Accessory Mobility Assessment (PA glides)


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			<ul style="list-style-type: none"> • Functional Assessment • Screening/Clearing Tests
		May 31, Fri Lab A <ul style="list-style-type: none"> • 9:00-12:00 Lab B <ul style="list-style-type: none"> • 1:00-4:00 	<u>Lab Focus</u> <ul style="list-style-type: none"> • Round Robins: <ul style="list-style-type: none"> ◦ Access. Mobility Assessment (PA glides) ◦ Screening/Clearing Tests • Special Tests
WEEK 2	LECTURES	LABS	
June 03, Mon 1:00-2:40 (=normal time)	QUIZ (at start of class x 15 minutes) (cover A&Os for Monday <u>plus prior</u> Wed lecture & Wed-Thu lab content) <u>Class Focus:</u> <ul style="list-style-type: none"> • Diagnostic Triage, Red Flags, Yellow Flags 	Tue=Lab B <ul style="list-style-type: none"> • 2:00-3:50 Thu=Lab A <ul style="list-style-type: none"> • 2:00-3:50 	<u>Lab 1:</u> <ul style="list-style-type: none"> • Round Robins: <ul style="list-style-type: none"> ◦ Special Tests • MSRP Exam & Neurodynamic testing • Palpation (focused review)
June 04, Tue	Assignment Due: LBP TBC Case Integ. Questions		
June 05, Wed 1:00-2:40	<ul style="list-style-type: none"> • Quiz Review <u>Class Focus</u> <ul style="list-style-type: none"> • LBP, Imaging, Pain, SINSS, VS, PA, HOM • Assignment Discuss: Case Integrative Questions 	Fri=Lab A <ul style="list-style-type: none"> • 9:00-12:00 Fri=Lab B <ul style="list-style-type: none"> • 1:00-4:00 	<u>Lab 2:</u> <ul style="list-style-type: none"> • Round Robin <ul style="list-style-type: none"> ◦ MSRP-ND Testing • MMT, MM Length • Finish up Lumbar Exam • Manual Therapy (start)
WEEK 3	LECTURES	LABS	
June 09, Sun	Assignment Due: LBP TBC MC Chart		
June 10, Mon -Normal time	QUIZ <u>Class Focus</u> <ul style="list-style-type: none"> • TBC – Movement Control Category • Assignment Discuss: LBP TBC MC Chart • Pending Assignment: Discuss LBP TBC Synthesis Case Development expectations 	Tue Labs - Normal Time Thu Labs - Normal Time	<u>Lab 1:</u> <ul style="list-style-type: none"> • Round Robins <ul style="list-style-type: none"> ◦ MMT ◦ OMT • Manual Therapy (finish) • <i>Précis mental imagery</i> practice
June 12, Wed -Normal time	<ul style="list-style-type: none"> • Quiz Review <u>Class Focus</u> <ul style="list-style-type: none"> • Student Q & A • Orthopaedic Manual Therapy (OMT) Lecture • Walk through Case Clinical Reasoning Template 	Friday Labs - Normal Time	<u>Lab 2:</u> <ul style="list-style-type: none"> • Round Robins: OMT • <u>Précis Practice</u> – “get the flow” <ul style="list-style-type: none"> ◦ Complete Full Précis in 30 min. (no case) ◦ Synthesize T&M into Précis sequence

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WEEK 4	LECTURES	LABS	
June 16, Sun	Assignment Due: LBP TBC Synthesis Case Development		
June 17, Mon -Normal time	Quiz <u>Class Focus</u> <ul style="list-style-type: none"> • TBC: McKenzie Diagnosis and Treatment • TBC: Traction • Assignment Review: LBP TBC Case <u>Self-Study</u> <ul style="list-style-type: none"> • Asynchronous SIJ Lecture and Pnt Demo 	Tue Labs - Normal Time Thu Labs - Normal Time	Lab 2: <ul style="list-style-type: none"> • Boyea to overview Skills Check format • Therapeutic Exercise <ul style="list-style-type: none"> ◦ Clinical Reasoning linked to TBC ◦ PhysioU Explore (esp. SIMS modules) • <u>Putting It All Together:</u> <u>Prior to next lab</u>, complete subjective case on BB. During lab, complete objective exam and treat accordingly.
June 19, Wed 10:00 pm	Assignment Due: SIJ Lecture Video Quiz (on own) (Quiz in SIJ Folder)		
June 19, Wed -Normal time	Emancipation Day <ul style="list-style-type: none"> - No Lecture - Celebrate & Reflect 		link
June 21, Fri	Refugee IPE (Graded in MSK) Details Pending <ul style="list-style-type: none"> • Lab _: 12:30-2:30 Zoom • Lab _: 2:45-4:45 Zoom • Dr B. or Dr J. cover IPE? (Res=Elbow Wk4 POP) 	Friday Labs Combined am labs 8:30-11:30	Lab 2 (REVISIONS) <ul style="list-style-type: none"> • <u>Prior to Lab</u> - complete subjective Clinical Reasoning portion of following 2 cases. Cased located on BB under “Cases” on left. <ul style="list-style-type: none"> ◦ Case 1 by Fagan ◦ Case 2 by Tan • Finish / Clear up any T&M
WEEK 5	LECTURES	LABS	
June 23, Sun	Assignment Due: IPE Reflection Paper due		
June 24, Mon -Normal time	QUIZ <u>Class Focus</u> <ul style="list-style-type: none"> • LBP Schemas, Opioids, Early PT, Adherent Care and therapeutic Alliance • Chronic Pain 	Tue Labs - Normal Time Thu Labs - Normal Time	Lab 1 (REVISIONS): <ul style="list-style-type: none"> • <u>Prior to Lab</u> - complete subjective Clinical Reasoning portion of following 2 cases. Cased located on BB under “Cases” on left. • Clinical Reasoning Cases <ul style="list-style-type: none"> ◦ Case Hierholzer ◦ Case Campbell
June 26, Wed -Normal time	<ul style="list-style-type: none"> • Quiz Review <u>Class Focus</u>	Friday Labs Combined A+B	Lab 2 (REVISIONS): <ul style="list-style-type: none"> • <u>Prior to Lab</u> – Review subjective Clinical

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	<ul style="list-style-type: none"> • Chronic Pain (finish) • TBC Functional Optimization & Tactical Athlete 	1:00 - 4:00	Reasoning portion of prior labs cases (<i>if we didn't complete prior lab</i>) <ul style="list-style-type: none"> • Prep for Skills Check <ul style="list-style-type: none"> ○ Any T&M or Precise questions? ○ Any clinical reasoning, Ho questions? • Release skills check T&M Friday after labs.
WEEK 6	LECTURES -- CERVICAL SPINE STARTS	LABS	
June 30, Sun	Assignment Due: C-spine Integrative Questions.		
July 01, Mon -Normal time	QUIZ <u>Class Focus</u> <ul style="list-style-type: none"> • C-Spine Introduction • C-Spine CPG (start) • Assignment: Discuss integrative questions in small groups. 	Tue Lab B -Normal Time Thu Lab A <ul style="list-style-type: none"> • Moved to Wed after midterm • 2:50-4:50 	<u>Lab 1:</u> <ul style="list-style-type: none"> • Cervical Precis • C-Spine Observation • UQ Clearing • ROM Package • Cervical Accessory Mobility OMT • Palpation (self-review)
Jul 03, Wed -Normal time	MIDTERM via Respondus (No lecture) <ul style="list-style-type: none"> • Lumbar Spine content only (90 minutes). • Includes all prior assignments, objectives, lectures, lab content and discussions. 		Lab A: Lab 2:50-4:50 (d/t July 4 th)
Jul 04, Thu	Independence Day 		Lab A: Lab moved to July 03.
Jul 05 Fri - see right <small>Jul 06, Sat ?? 8:30-11:30 (alternative)</small>	MSK-I SKILLS CHECK (times vary) <ul style="list-style-type: none"> • Lumbar Spine content only 	Friday Labs Combined A+B 8:00 - 12:00	Lab 2: Skills Check Prep for Skills Checks <ul style="list-style-type: none"> • Lumbar Spine Content Only (clinical reasoning, hypothesis, T&M, etc.)
WEEK 7	LECTURES	LABS	
Jul 8, Mon -Normal time	NO QUIZ (moved to Wed IF SC on Saturday) <u>Class Focus</u> <ul style="list-style-type: none"> • Cervical Spine Red Flags • Midterm Exam Review (key questions) 	Tue Labs - Normal Time Thu Labs <ul style="list-style-type: none"> • - Normal Time 	Lab 1: <ul style="list-style-type: none"> • Round Robins <ul style="list-style-type: none"> ○ Cervical Accessory Mobility • Special Tests

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July 10, Wed <u>Lecture</u> 1:00-2:40	QUIZ (covers Monday A&Os, prior Cspine lab T&M) <u>Class Focus</u> <ul style="list-style-type: none"> • Cervical Spine Red Flags (finish) • Orthopaedic Manual Therapy (OMT) 	Friday Labs Combined A+B 1:00 - 4:00	Lab 2: <ul style="list-style-type: none"> • Round Robins <ul style="list-style-type: none"> ○ Special Tests • Special Tests (finish prn) • Orthopaedic Manual Therapy (start)
WEEK 8	LECTURES	LABS	
July 14, Sun	Assignment: Cspine Case Imp-STG-Int.		
July 15, Mon -Normal time	QUIZ <u>Class Focus</u> <ul style="list-style-type: none"> • MCI/WAD, JPSE, TBC-Rad, Interventions • MMT and MSRP lab overview 	Tue Labs - Normal Time	Lab 1: <ul style="list-style-type: none"> • Review Practical Format • Orthopaedic Manual Therapy (finish) • MMT & Muscle Length • MSRP Additional Components
		Thu Labs - Normal Time	
July 17, Wed -Normal time	<ul style="list-style-type: none"> • Quiz Review <u>Class Focus</u> <ul style="list-style-type: none"> • Cervicogenic HA • Assignment: Discuss Imp-STG-Int in class • Case discussion - start in class (time permitting) <u>Self-Study:</u> <ul style="list-style-type: none"> • Asynchronous: Topic: CGHA 	Friday Labs Combined A+B 1:00 - 4:00 <u>(as of July 10th)</u>	<ul style="list-style-type: none"> • T&M – Questions, Finish T&M prn • Clinical Reasoning Full Precis <ul style="list-style-type: none"> ○ Case 1 (located in cases on BB) ○ Case 2 (located in cases on BB)
WEEK 9	LECTURES	LABS	
July 21, Sun	Assignment: Cspine CPG Synthesis		
July 22, Mon <u>Lecture</u> Normal time	NO QUIZ <u>Class Focus</u> <ul style="list-style-type: none"> • Assignment: Cspine CPG Synthesis Presentation • Case discussion. Start in class (time permitting) 	Tue Labs - Normal Time	Lab 1: <ul style="list-style-type: none"> • Clinical Reasoning Full Precis <ul style="list-style-type: none"> ○ Case 3 (located in cases on BB) ○ Case 4 (located in cases on BB) Optional: 1-hr lab after Tu/Th labs this week
		Thu Labs - Normal Time	
July 24, Wed <u>Lecture</u> Normal time	<ul style="list-style-type: none"> • Quiz Review <u>Class Focus</u> <ul style="list-style-type: none"> • Clinical Reasoning White Board • Questions leading into Practical Exam <u>Self-Study:</u> <ul style="list-style-type: none"> • Asynchronous: Topic: TMD-TMJ 	Friday Labs Combined A+B 1:30-4:30	Lab 2: <ul style="list-style-type: none"> • Prep for Final Practical • Outstanding questions <ul style="list-style-type: none"> ○ Clinical reasoning and T&M ○ Lumbar or Cervical
July 27, Sat 8:00 – 12:00	MSK-I Final Practical (Time varies per student)		

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WEEK 10	LECTURES	LABS	
July 29, Mon Lecture + Lab All 1:00 – 3:30	No QUIZ (moved to Wed d/t Practical Saturday) <u>Class Focus</u> <ul style="list-style-type: none"> • Pelvic Floor Dysfunction, Dr. Victoria Nunez • (switched from Wed to Mon, Surg move to Wed) 	No lab Tue No Lab Thu	
July 31, Wed Lecture + Lab All: 1:00-4:30	QUIZ (covers prior Wed, this Mon & Wed Object.) <u>Class Lecture Focus</u> <ul style="list-style-type: none"> • Post-Surgical (C-T-L Spine) • Bracing <u>Lab Focus</u> <ul style="list-style-type: none"> • Final practical feedback • Post-Surg Case // Overview MSK-II 	Aug 01, Thu prn 1:00-3:00	Practical Retake prn May need later time for Lab A SPTs (based on clinical rotation status)
		Aug 02, Fri	No Lab
WEEK 11	FINALS WEEK		
Aug 05, Mon	No Lecture		
Aug 07, Wed 10:30-12:00am Rm 126	MSK-I Final Written Exam (comprehensive) <ul style="list-style-type: none"> • ~65% Cervical • ~35% Lumbar 		