

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

PT 6312

Musculoskeletal II: Lower Extremity

Fall 2021

COURSE SYLLABUS

Credit Hours: 3

Contact Hours: 75
Lecture: 30; Lab: 45; Clinic: 0

Schedule:

Wednesday	9:30 am – 11:30 am	Lecture (Face-To-Face Projected)
Friday	9:00 am – 12:00 pm	Lab B, Rm 113
	1:00 pm – 4:00 pm	Lab A, Rm 113

Optional Labs:

Dates: Thursday: Sep 16, Oct 07, Oct 14, Nov 11, Nov 18

Time: 2:45 pm – 3:45 PM (both Lab A & Lab B concurrently)

Additional Labs: Based on request, additional Thursday or Saturday mornings

COVID-19 Notice:

This course has returned to a primarily face-to-face (F2F) format. To maximize student safety, the course could revert to blended learning with a mix of virtual (online) and face-to-face (F2F) based on available guidance from the CDC, Texas, UTEP, DPT, and faculty COVID-19 policies. Blue text within this syllabus aligns mostly with blended learning but is still applicable as some content is expected to be delivered online. These policies may change, depending on local, state, and national conditions. Failure to follow safety policies will be treated as unprofessional behavior.

Coordinator/Instructor(s):

Faculty: Bryan Boyea, PT, DPT, OCS
Office: Campbell Building, Rm # 310
Phone #: 915.346.9631 (cell)
E-mail: blboyea@utep.edu
Office Hours: Schedule at <https://calendly.com/dr-boyea>
Zoom Tuesday 11:15 am – 12:45 pm
F2F Thursday 11:00 am – 12:45 pm
F2F v Zoom Thu 2:45 pm – 4:00 pm

Email if request to meet at other times.

Teaching Assistants:

Harry Koster, PT, MDT, Volunteer Lab Assistant
Volunteer community Physical Therapists

Course Description: This course focuses on the examination, evaluation, and management of patients/clients with surgical and non-surgical orthopedic conditions of the hip, knee, or foot/ankle, including the management 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 lower extremity musculoskeletal conditions in direct access and referral-based patient care settings, the student should be able to:

Overarching Objectives:

- Demonstrate a safe, evidence-based, and efficient patient-centered examination, diagnosis, goals establishment, 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)

Composite 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. (7D7) [Application]
- 3) Demonstrate subjective examinations that are patient centered, relevant, and evidenced-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) Balance (7D19d)
 - b) Circulation (arterial, venous) (7D19e)
 - c) Peripheral nerve integrity (7D19g)
 - d) Gait (7D19i)
 - e) Joint integrity and mobility (7D19k)
 - f) Motor function (7D19n)
 - g) Muscle Performance (7D19o)
 - h) Pain (7D19q)
 - i) Range of motion (7D19s)

- j) Reflex integrity (7D19t)
 - k) Sensory integrity (7D19u)
 - l) Skeletal integrity (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 Diagnostic Imaging; 7B Clinical reasoning; 7C Musculoskeletal; 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. (7C Differential Diagnosis, 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]

***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.

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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%
Lab Assignments	10%
Midterm Skills Check (F2F)	10%
Midterm Exam	15%
Final Practical Exam (Comprehensive) (F2F)	20%
Final Exam (Comprehensive)	25%
Total	100%

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

Letter Grade Scale	Numerical Grade Scale
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*. 2nd ed. Elsevier Health Sciences; © 2016. ISBN: 9780323310727
3. Dutton M. eds. *Dutton's Orthopaedic Examination, Evaluation, and Intervention*. 4th ed. McGraw-Hill; © 2017. FREE Online at the UTEP Library Accessphysiotherapy site ([link](#)) (be sure to use the 4th ed).
4. *PhysioU Clinical Pattern Recognition* [Computer software]. Version 2.8.19. Claremont, CA:Michael Wong, Clinical Pattern Recognition, LLC; 2021 ([link](#))

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

1. Biel A. *Trail Guide to the Body Workbook. Book of Discovery*. 5th ed; Parson; © 2014. ISBN: 9780982978665
2. Ciccone CD. *Pharmacology in Rehabilitation. 5E*. © 2016. ISBN: 9780803640290 FREE online at the UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
3. Goodman CC, Heick J, Lazaro R. *Differential Diagnosis for Physical Therapist*. 6th Ed. © 2018. ISBN: 9780323478496
4. Hislop HJ, Avers D, Brown M. *Daniels and Worthingham's Muscle Testing, Techniques of Manual Examination and Performance Testing*. 9th ed. Saunders; © 2014. ISBN: 9781455706150

5. Kisner C, Colby LA, Borstad J. *Therapeutic Exercise: Foundations and Techniques*. 7th ed; F.A. Davis Company; © 2018. ISBN: 9780803658509
FREE online at the UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
6. McKinnis, LN. *Fundamentals of Musculoskeletal Imaging*. 4th Ed. © 2014. ISBN: 9780803638211
FREE online at the 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*. 5th ed. F.A. Davis; ©2017. ISBN: 9780803645660
FREE online at the UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
9. O'Sullivan S, Schmitz T. *Physical Rehabilitation*. 6th ed. Thomson Delmar Learning; © 2014. ISBN: 9780803625792
FREE online at the UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#)) (7th 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 ([link](#))
2. Brumitt J. *Physical Therapy Case Files: Orthopaedics*. McGraw Hill Professional; © 2013. ISBN: 9780071763776 ([link](#))
3. Boyles R, Flynn T, Whitmann J, Wainner R, Mintken P. *Spinal & Extremity Manipulation: The Basic Skill Set*. 2nd ed. © 2012. ISBN 978097147928 ([link](#))
4. Brumitt J, Jobst E. *Physical Therapy Case Files, Sports*. McGraw Hill Professional; © 2015. ISBN: 9780071821520 ([link](#))
5. Carp SJ. *Peripheral Nerve Injury*. FA Davis; © 2015. ISBN: 9780803625600
FREE online at the UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
6. Shamus E. eds. *Quick Answers: Physiotherapy*. McGraw-Hill; © 2017. eISBN 9780071816113 ([link](#))
7. Wise CH. *Orthopaedic Manual Physical Therapy: From Art to Evidence*. © 2015. ISBN: 9780803614970 ([link](#))
8. Vald Telehab (Free) Exercise Prescription Platform ([link](#)) for practitioners, guided exercise for patients. (Web based, not fully developed for mobile phones or tablets).

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>.
- **The UTEP Student Health Center:** Union East Suite 100; 915.747.5624; www.utep.edu/chs/shc
- **The UTEP Counseling and Psychological Services:** 202 Union West, 915.747.5302; www.utep.edu/student-affairs/counsel

Additional Resources:

- UTEP technology Support (Help Desk): Available via phone call, email and chat sessions. (915)747-4357, helpdesk@utep.edu, www.utep.edu/technologysupport
- Division of Student Affairs. 915.747.5076, 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), 1st floor Campbell Building
- Military Student Success Center: 915.747.5342, www.utep.edu/student-affairs/mssc
- Student Wellness Program. 915.747.6738, 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

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

Course-Specific Policies:**1. 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.

2. 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 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.
- 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 format)
 - Asking relevant, informed questions during lecture and labs.
- 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 (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.
- If the student’s disruptive, unprofessional actions continue despite the warning, the student will be excused from class for the day and the class session will be considered an unexcused absence.
- The online learning environment is generally not optimally conducive to promoting a professional environment. Dogs bark and kids scream, and most of us have “offices” in bedrooms. I understand that flexibility is necessary. However, I expect students to be sitting or standing upright during class – as opposed to lying down. Lying down would not be acceptable in a face-to-face classroom. Additionally, I expect your cameras to be turned on so that we may maximize our engagement with each other; I consider having your camera on to be a component of active participation. Mute your microphone when you are not contributing to the discussion in the virtual classroom to avoid being unnecessarily disruptive. If you must “leave” briefly (eg, to go to the toilet), then 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 it.
- Note, the quality of your internet experience can be monitored remotely.
- **Netiquette** – Online communications require additional considerations.
 - As we know, sometimes communication online can be challenging. 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 keep these netiquette (network etiquette) guidelines in mind.
 - Failure to observe Netiquette guidance may result in disciplinary action.
 - 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.
 - When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.
 - 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
- 3. **COVID-19 Pandemic**
 - **General Course Policy**. All students are expected to follow the safety policies of the DPT Program. These policies may change, depending on local, state, and national conditions. Failure to follow safety policies will be treated as unprofessional behavior.
 - As of Aug 14, 2021, mask wear is not required. However, if you are not comfortable sitting with or working in close proximity with a student(s), faculty member, or guest speaker who chooses to not wear a mask, you have the right to ask them (in a non-confrontational manner) to don a mask. If they still choose not to wear a mask (which is their right), please notify me so that I may make alternate arrangements.
 - Course faculty and guest speakers have the right to request non-mask wearing students to don a mask if close interactions are required for teaching-learning purposes. Students are encouraged to respect their request. If the student(s) chooses not to don a mask, then the faculty and/or guest speakers have the right to avoid close contact – even if avoiding close interactions may compromise teaching-learning.

- Mask wear will be expected during skills checks/practical examinations when close contact cannot be avoided – similar to use of masks in clinical sites.
- **Dr Boyea's Pandemic Special Requests (as of Aug 14, 2021):**
 - ***Wear a facemask*** when in lecture and lab as social distancing is not possible. In light of new COVID-19 delta variant and unknown emerging variants, I request each student make the personal choice to wear a properly fitted/worn facemask to 1) minimize transmission risk to yourself, your family, your UTEP family (peers, faculty, staff), and the community at large, 2) minimize risk of potential barrier to learning imparted by quarantine, and 3) minimize risk of educational delays. Mask wear is an effective, scientifically supported measure to reduce COVID transmission and is the standard of care in clinical environments regardless of vaccination status.
 - ***Continue vigilance*** in and out of the classroom with maintaining: 1) your personal health and wellness to maximize your immune system 2) hand hygiene, 3) surface sanitization protocols, and 4), apply social distancing when able.
 - ***Vaccination***. Importantly, I also encourage vaccination but recognize this is a personal choice with many nuanced personal concerns.
 - ***Weekly COVID Testing***. The Student Health Center is equipped to provide COVID-19 testing. For details go to <https://www.utep.edu/chs/covid-testing>
- **Student Responsibilities** (based on UTEP COVID-19 PRECAUTION STATEMENT August 11, 2021)
 - **Comply** with UTEP approved infection control policies are required to maximize safety. This plan parallels current, contemporary infection control practices seen in physical therapy educational and clinical settings.
 - **Contact course instructor** as soon as possible so that we can work on appropriate response and accommodations if 1) you are feeling unwell, 2) have been diagnosed with COVID-19, 3) are experiencing COVID-19 symptoms, or 4) have had recent contact with a person who received a positive coronavirus test.
 - **Stay at home** if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms.
 - **Report:** If you have tested positive for COVID-19, notify:
 - 1) Dr Gurovich (to assess appropriate program response),
 - 2) course instructor (so temporary accommodations can be coordinated if needed), and
 - 3) covidaction@utep.edu (so that the Dean of Students Office can provide you with support and help with communication with your professors).
 - The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on

campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

4. Academic Integrity (continued): In addition to the information presented above, additional course specific details follow.

- **Junior Cohorts:** NO COURSE content will be shared with junior cohorts to include but not limited to assignments, tests, notes, powerpoints, study guides, videos, etc. Why: Greater comprehension, depth of knowledge and retention are derived from self synthesizing information and doing your own work. Sharing of such content is considered academic dishonesty by both the give and receiver.
- **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. No notes or textbook materials are permitted during tests unless specifically authorized.
- **Recording:** Students' are not authorized to record and/or share any testing activities (quizzes, exams, skills checks, practical exams, or other testing scenarios). Further, graded assignments and activities will not be shared unless assignment directions specifically state the activity will be shared. "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).
- **Skills Check & Practical Examination Policy:** Refer to the DPT Student Handbook 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).
- **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.
- **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.

5. Recordings:

- The use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy for both faculty and students.
- Classroom recordings will not be shared outside the participants in this course. Doing so may result in disciplinary action.
- **Faculty Classroom Recordings:**
 - The instructor (not the student) may record class lectures, labs, group discussions and so on to enable you to have access in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. A recording of class sessions will be kept and 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 share recordings outside of this course. Doing so may result in disciplinary action.
- **Student Recording:**
 - Student are not authorized to record classroom lectures, labs, or other activities without prior approval. If you feel recording of a specific activity is needed, students must attain instructor approval PRIOR TO recording. Further, authorization by student(s) being recorded must also be attained.
 - If approved, the recordings created are governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy which include that you may not share the recordings outside of participants in this course. The recordings will not be posted to unsecure, public social media sites. Acceptable platforms to share recordings are limited to student's UTEP Microsoft OneDrive or UTEP email (not personal email accounts or personal cloud services such as Google Drive or Dropbox).

6. Attendance Policy - Absences:

- Refer to current DPT Student Handbook "Attendance and Classroom Behavior" for the DPT Program policy. The following additional course-specific policies apply to **both online or F2F** lectures 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.

- 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.
- Each unexcused absence will result in a 2.5% deduction in your final semester grade.

7. 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:
- During synchronous classes and labs: Students are expected to be prepared to begin class at the scheduled class start time*. Therefore, students who are tardy will be penalized as these actions demonstrate unprofessionalism and can negatively impact the learning of peers.
 - 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.
 - * I use the clock on the classroom computer to determine actual time.
- 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 a 1% deduction in your final semester grade.

8. Late or Missed Assignments and Assessments Policy:

- See current DPT Student Handbook “Written Examination Policy”. Additional course-specific policy is as follows:
- A zero is issued for late submissions or missed assignments and the reason is not considered excusable.
- Under rare, extenuating circumstances, partial credit or make-up work may be assigned at the discretion of the faculty. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

9. Alternative Means of Submitting Work in Case of Technical Issues:

- I strongly suggest that you submit your work with plenty of time to spare in the event you have a technical issue with the course website, network, and/or your computer.
- 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.

10. Technology Requirements

- This is a hybrid/blended learning course with most lecture content and some lab content being delivered via the internet through the Blackboard learning management system or Zoom conferencing platform. The majority lab content is projected to be F2F.
- Access to a computing device with video camera and microphone is required.
- Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.
- You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, Java, and Zoom. Check that your computer hardware and software are up-to-date and able to access all parts of the course.
- The computer device must support Respondus Lock Down Browser which is used to enhance the integrity of quizzes and exam, all of which are completed online. Note: Tablets and cell phones are poorly suited to accomplish most doctoral level readings, assignments, activities, and research requirements of the program.
- If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.
- 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).

- Video-Audio Recording such as a Cell Phone or GoPro device (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”.
 - Stand to hold recording device: 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.
 - See “Student Recording” section for details on required pre-approvals and security of video content.
- **IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you! Reliable internet connection and data access.

11. Electronic Devices:

- Refer to current DPT Student Handbook “Electronic Devices” for DPT Program policy. Additional course-specific policies apply to [online and F2F](#) lecture and labs.
- The use of electronic devices (such as cell phones, smart watches, etc.) 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 ([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.

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

- In addition to Netiquette guidance above, also consider:
- Language: Given the absence of F2F clues, written text can easily be misinterpreted. 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: 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.
- This is Permanent: Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

- **Test for Clarity:** Messages may often appear perfectly clear to you as you compose them but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
- **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.

13. 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.

Course Content and Schedule: Comprehensive orthopedic-based examination of the lower extremity including the hips, knees, leg, ankle and foot 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:

- **Spanish 'Almuerce y Aprenda' (Lunch and Learn):** Dr Gurovich will be leading Spanish lunch and learn sessions this semester. All students are expected to attend and actively participate in two musculoskeletal specific sessions over the course of the semester. There will not be a grade for this experience; however, those attending two musculoskeletal specific sessions will receive a one-point increase in their final musculoskeletal semester grade. You must sign the attendance form and be present the entire session to receive credit.
 - Details on dates and times will be provided by Dr. Gurovich.
- **Interprofessional Education (IPE):** No IPE content is directly linked to the MSK grade this semester. There is an IPE event that is mandatory to attend that impacts one MSK lab (results in combined am lab). See course outline for details.

Course Outline:

- Course outline/schedule is below.
- Course outline/schedule subject to change
- See weekly assignments and objectives posted to BB.
- **NOTE:** All Quizzes, Tests, and written examinations are F2F in lab using Respondus Lock Down Browser unless otherwise noted. Be sure to bring your computer to lab and are using the most recent version of RLDB. Home based examinations also require RLDB with webcam.

Date	Activity	Topic / Assignments
WK #1	Hip Wk1	HIP MODULE: WEEKS 1-4
Aug25 Wed	Lecture (All) (9:30-11:30)	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> Quiz (online via Respondus, BRING computer all semester) <input type="checkbox"/> Course syllabus, format, and expectations <input type="checkbox"/> Hip and Pelvis Anatomy, Kinesiology, Biomechanics
Aug26 Thu	DUE by 10:00 pm	“HIP SUBJECTIVE AND OBJECTIVE EXAM DUE TO BB <input type="checkbox"/> <i>Details on BB (Assignments => “Hip Exam”)</i>
Aug27 Fri	Lab, Group B (8:00-12:00) Lab, Group A (1:00-5:00)	<input type="checkbox"/> 4 HOUR LAB (1 of 4) BRING TEXTS [Biel (Palpation), Norkin (ROM), Hislop (MMT)] <input type="checkbox"/> Quiz Review <input type="checkbox"/> Hip S/O exam construct small group project <input type="checkbox"/> Hip Precis: Introduction <input type="checkbox"/> Hip Precis: Special Tests, LQ MSK Screen, Key Palpation <input type="checkbox"/> <u>On Own:</u> Practice palpation, ROM, MMT, Muscle Length <input type="checkbox"/> <u>On Own:</u> Practice Lower Quarter Neurologic Screen <input checked="" type="checkbox"/> HIP CONDITION SUMMARY: Assign groups, Review expectations
WK #2	Hip Wk2	
Sep01 Wed	Lecture (All) (9:30-11:30)	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives
Sep01 Wed	Prog. Hours 3:00-5:00 pm	<input type="checkbox"/> Dental Ergonomics at TTUHSC School of Dental Medicine (link) <input type="checkbox"/> Contact Dr Boyea if interested, 1:1 support 40 dental students
Sep03 Fri	Lab, Group B (9:00-12:00) Lab, Group A (1:00-4:00)	BRING TEXTS [Biel (Palpation), Norkin (ROM), Hislop (MMT)] <input type="checkbox"/> Quiz Review <input type="checkbox"/> SPT Questions/Points of clarification (Do this for every lab) <input type="checkbox"/> Round Robins: Special Tests, LQ MSK Screen, Key Palpation


		<input type="checkbox"/> Hip Precis: Functional Assessment, Complete prn <input type="checkbox"/> Time Permitting: Hip ROM, MMT, Muscle Length <input type="checkbox"/> Time Permitting: Lower Quarter Neurologic Screen
Sep03 Fri	DUE by 10:00 pm	"HIP INITIAL CONDITION SUMMARY" (ICS) DUE TO BB <i>Details on BB (Assignments => "Hip Case")</i>
Sep03 Fri	Lab A & Lab B 12:30-12:45	MSK-I Final Review , 12:30-12:45 (Lab A & Lab B concurrently) <input type="checkbox"/> Location: Rm 113
WK #3	Hip Wk3	
Sep06	Monday	Labor Day -- ENJOY!
Sep08 Wed	All Day	<input type="checkbox"/> World Physical Therapy Day https://world.physio/wptday
Sep08 Wed	Lecture (All) (9:30-11:30)	<input type="checkbox"/> See "Weekly Assignments and Objectives" for details. <u>In-Class Focus:</u> <input type="checkbox"/> Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives
Sep10 Fri	Lab, Group B (9:00-12:00) Lab, Group A (1:00-4:00)	<input type="checkbox"/> Quiz Review <input type="checkbox"/> Hip Precis: Complete any outstanding items <input type="checkbox"/> Hip Precis: Questions and requested Round Robins <input type="checkbox"/> Interventions: Manual Therapy & TherEx <input type="checkbox"/> Complete Full Hip Precis based on Clinical Reasoning Case
Sep10 Fri	DUE by 10:00 pm	"HIP CONSOLIDATED CONDITION SUMMARY" (CCS) DUE TO BB <input type="checkbox"/> <i>Details on BB (Assignments => "Hip Case")</i>
WK #4	Hip Wk4	
Sep15 Wed	Lecture (All) (9:30-11:30)	<input type="checkbox"/> See "Weekly Assignments and Objectives" for details. <u>In-Class Focus:</u> <input type="checkbox"/> Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives <input checked="" type="checkbox"/> HIP CCS: Group (A&B) jointly presents revised-consolidated case (up to common interventions) (based on Dr Boyea/Peer feedback).
Sep16 Thu	Optional Lab (2:45-3:45)	<input type="checkbox"/> Optional lab (both labs concurrently) <input type="checkbox"/> Rooms 113 and 115
Sep17 Fri	Lab, Group B (8:00 -12:00) Lab, Group A (1:00- 5:00)	<input type="checkbox"/> 4 HOUR LAB (2 of 4) <input type="checkbox"/> Quiz Review <input type="checkbox"/> Interventions: Manual Therapy & TherEx (wrap up) <input type="checkbox"/> Hip case clinical reasoning (time permitting)

		<ul style="list-style-type: none"> ➤ HIP CCS: Each lab group present ppt and physically demonstrate revised interventions (based on Dr Boyea/Peer feedback). ➤ "HIP SOAP NOTE": Review expectations. Develop a SOAP note based on the case you evaluated in today's lab. Submit Sunday.
Sep19 Sun	DUE by 10:00 pm	"HIP SOAP NOTE" DUE TO BB Upload to assignments => "Hip Note".
WK #5	Knee Wk1	KNEE-LEG MODULE: WEEKS 5-8
Sep22 Wed	Lecture (All) (9:30-11:30)	<input type="checkbox"/> See "Weekly Assignments and Objectives" for details. <u>In-Class Focus:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Knee and Leg Anatomy, Kinesiology, Biomechanics
Sep32 Thu	DUE by 10:00 pm	"HIP SUBJECTIVE QUESTIONS AND OBJECTIVE EXAM DUE TO BB" <input type="checkbox"/> <i>Details on BB (Assignments => "Hip Exam")</i>
Sep24 Fri	Lab, Group B (9:00-12:00) Lab, Group A (1:00-4:00)	BRING TEXTS [Biel (Palpation), Norkin (ROM), Hislop (MMT)] <input type="checkbox"/> Quiz Review <input type="checkbox"/> Knee S/O exam small group project <input type="checkbox"/> Review Skills Check Format and expectations <input type="checkbox"/> Knee Precis: Introduction <input type="checkbox"/> Knee Precis: Special Tests (start), LQ MSK Screen, Key Palpation <input type="checkbox"/> <u>On Own</u> : Practice Palpation, ROM, MMT, Muscle Length <input type="checkbox"/> <u>On Own</u> : Practice Lower Quarter Neurologic Screen <ul style="list-style-type: none"> ➤ KNEE CONDITION SUMMARY: Assign groups, Review expectations
WK #6	Knee Wk2	
Sep29 Wed	Lecture (All) (9:30-11:30)	<input type="checkbox"/> See "Weekly Assignments and Objectives" for details. <u>In-Class Focus:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives
Oct01 Fri	Lab, Group B (8:00-12:00) Lab, Group A (1:00-5:00)	<input type="checkbox"/> 4 HOUR LAB (3 of 4) <input type="checkbox"/> Quiz Review <input type="checkbox"/> SPANISH LAB – NEED VOLUNTEERS TO COORDINATE <input type="checkbox"/> Round Robins: Knee Special Tests <input type="checkbox"/> Knee Precis: Completion <input type="checkbox"/> Time Permitting: Hip ROM, MMT, Muscle Length <input type="checkbox"/> Time Permitting: Lower Quarter Neurologic Screen
Oct01 Fri	DUE by 10:00 pm	"KNEE INITIAL CONDITION SUMMARY" (ICS) DUE TO BB <i>Details on BB (Assignments => "Knee Case")</i>

WK #7 Knee Wk3		
Oct06 Wed	MID-TERM (10:00-11:30)	Mid-Term Exam – 90 minutes for exam (No Lecture today) Location: Rm 113 via personal computer/Respondus
Oct07 Thu	DUE by 10:00 pm	"KNEE CONSOLIDATED CONDITION SUMMARY" (CCS) DUE TO BB <i>Details on BB (Assignments => "Knee Case")</i>
Oct07 Thu	Optional Lab (2:45-3:45)	<input type="checkbox"/> Optional lab (both labs concurrently) <input type="checkbox"/> Rooms 113 and 115
Oct08 Fri	Lab, Group B (9:00-12:00) Lab, Group A (1:00-4:00)	Hip and Knee Skills Check Prep <input type="checkbox"/> Questions/Clarifications from SPTs <input type="checkbox"/> Round Robin: Special Tests & Key Precise T&M <input type="checkbox"/> Interventions: Manual Therapy & TherEx <input type="checkbox"/> 1 hour of self-paced lab.
Oct09 Sat	SKILLS CHECK	<input type="checkbox"/> 8:00 – 11:00 am, Rm 113/115 <input type="checkbox"/> Details on BB, Schedule with names will be posted to BB Fri at 5 pm
WK #8 Knee Wk4		
Oct13 Wed	Lecture (All) (9:30-11:30)	<input type="checkbox"/> See "Weekly Assignments and Objectives" for details. <u>In-Class Focus:</u> <input type="checkbox"/> Quiz <input type="checkbox"/> KNEE CCS : Group presents their revised-consolidated case (up to common interventions) (based on Dr Boyea/Peer feedback). <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives
Oct14 Thu	Optional Lab (2:45-3:45)	<input type="checkbox"/> Optional lab (both labs concurrently) <input type="checkbox"/> Rooms 113 and 115
Oct15 Fri	Mid-Term Review	Actually, performed during lab....took too much time Mid-Term Review, 12:35-12:50 (all students MUST be present) Location: ILC
Oct15 Fri	Lab, Group B (9:00-12:00) Lab, Group A (1:00-4:00)	<input type="checkbox"/> Quiz Review <input checked="" type="checkbox"/> KNEE CASE : Groups present ppt and physically demonstrate revised interventions (based on Dr Boyea/Peer feedback). <input type="checkbox"/> Manual Therapy and TherEx Interventions (wrap up) <input type="checkbox"/> Complete Full Hip Precise based on Clinical Reasoning Case (prn)
WK #9 Ankle Wk1 ANKLE-FOOT MODULE: WEEKS 9-12		
Oct20 Wed	Lecture (All) (9:30-11:30)	<input type="checkbox"/> See "Weekly Assignments and Objectives" for details. <u>In-Class Focus:</u> <input type="checkbox"/> Quiz <input type="checkbox"/> Ankle and Foot Intro, Anatomy, Kinesiology, Biomechanics <input type="checkbox"/> Lower Extremity Peripheral Nerve Injuries (PNI)

Oct22 Fri	Lab, Group B (9:00-12:00) Lab, Group A (moved to Sat) (IPE in pm for both labs)	BRING TEXTS [Biel (Palpation), Norkin (ROM), Hislop (MMT)] <input type="checkbox"/> Quiz Review <input type="checkbox"/> Ankle S/O exam construct small group project <input type="checkbox"/> Ankle-Foot Precis Introduction <input type="checkbox"/> Ankle-Foot Special Tests, LQ MSK Screen, Key Palpation <input type="checkbox"/> <u>On Own</u> : Practice ROM, MMT, Muscle Length <input type="checkbox"/> <u>On Own</u> : Practice Neurologic Exam to differentiate n. Root vs PNI ➤ ANKLE CASE and CONDITION SUMMARY: Assign groups, Review expectations
Oct22 Fri	A:11:45-2pm B:2:15-4:30pm	<input type="checkbox"/> IPE Event in afternoon (Both Labs Must Attend) <input type="checkbox"/> Dr. Pechak will provide details
Oct23 Sat	LAB, Group A 9:00-12:00	<input type="checkbox"/> See Friday lab details above.
Oct 23 & 30	Sat	<input type="checkbox"/> TPTA Annual Conference Virtual in 2021 (link)
Oct24 Sun	6:30-11:00 am	<input type="checkbox"/> 29th Annual GEPD Run, Walk & Roll Ascarate Park In-person -and- Virtual
WK #10 Ankle Wk2		
Oct27 Wed	Lecture (All) (9:30-11:30)	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives <input type="checkbox"/> Gait cycle, deviations, assessment
Oct28 Thu	DUE by 10:00 pm	“ANKLE INITIAL CASE AND CONDITION SUMMARY” DUE TO BB <i>Details on BB (Assignments => “Ankle Case”)</i>
Oct29 Fri	Lab, Group B (9:00-12:00) Lab, Group A (1:00-4:00)	<input type="checkbox"/> Quiz Review <input type="checkbox"/> Round Robins: Special Tests, LQ MSK Screen, Key Palpation <input type="checkbox"/> Knee Precis: Functional Assessment, Complete prn <input type="checkbox"/> Time Permitting: Hip ROM, MMT, Muscle Length <input type="checkbox"/> Time Permitting: Lower Quarter Neurologic Screen
Oct 30	Sat	TPTA Annual Conference, October 23 & 30 Virtual in 2021 (link)
WK #11 Ankle Wk3		
Nov03 Wed	Lecture (All) (9:30-11:30)	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> Quiz <input type="checkbox"/> Student questions and reflections

		<input type="checkbox"/> Assigned reading topics and objectives
Nov04 Thu	DUE by 10:00 pm	"ANKLE CONSOLIDATED CASE & CONDITION SUMMARY" (CC&CS) TO BB <i>Details on BB (Assignments => "Ankle Case")</i>
Nov05 Fri	Lab, Group B (9:00-12:00) Lab, Group A (1:00-4:00)	<input type="checkbox"/> 4 HOUR LAB (4 of 4) <input type="checkbox"/> Quiz Review <input type="checkbox"/> ANKLE CASE: Groups presents ppt and physically demonstrate revised interventions (based on Dr Boyea/Peer feedback). <input type="checkbox"/> Round Robins <input type="checkbox"/> Ankle Mini CR cases => Manual Therapy and Ther Ex Interventions <input type="checkbox"/> Functional Assessment and Exe Prescription
WK #12 Ankle Wk4		
Nov10 Wed	Lecture (All) (9:30-11:30)	<input type="checkbox"/> See "Weekly Assignments and Objectives" for details. <u>In-Class Focus:</u> <input type="checkbox"/> Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives <input type="checkbox"/> ANKLE C&CCS: Group uses ppt to present key condition information, present and demonstrate interventions lead clinical reasoning discussion of subjective portion of their case. (based on Dr Boyea/Peer feedback)
Nov11 Thu	Optional Lab (2:45-3:45)	<input type="checkbox"/> Optional lab (both labs concurrently) <input type="checkbox"/> Rooms 113 and 115
Nov12 Fri	Lab, Group B (9:00-12:00) Lab, Group A (1:00-4:00)	<input type="checkbox"/> Quiz Review <input type="checkbox"/> Precis Round Robins and questions <input type="checkbox"/> Ankle Clinical reasoning cases and Interventions <input type="checkbox"/> ANKLE CASE: Groups presents ppt and physically demonstrate revised interventions (based on Dr Boyea/Peer feedback).
WK #13		
Nov17 Wed	Lecture (All) (9:30-11:30)	<input type="checkbox"/> See "Weekly Assignments and Objectives" for details. <u>In-Class Focus:</u> <input type="checkbox"/> Quiz <input type="checkbox"/> Practical Case discussions <input type="checkbox"/> Assigned reading topics and objectives <input type="checkbox"/> Potentially include content on running (or a optional Sat Lab)
Nov18 Thu	Optional Lab (2:45-3:45)	<input type="checkbox"/> Optional lab (both labs concurrently) <input type="checkbox"/> Rooms 113 and 115

Nov Fri19	Lab, Group B (9:00-12:00) Lab, Group A (1:00-4:00)	Pre-Practical Final Preparations <input type="checkbox"/> Quiz Review <input type="checkbox"/> Questions, Round Robins <input type="checkbox"/> Hip, Ankle, or Knee Clinical reasoning cases or interventions
Nov20 Sat	FINAL PRACTICAL	<input type="checkbox"/> 8:00 am - 1:00 pm, specific student times posted Friday at 5 pm. <input type="checkbox"/> Location: Campbell Bldg, Rms 113, 115, 105
WK #14		
Nov24 Wed	Lecture (All) (9:30-11:30)	POST-SURGICAL MODULE <input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives
Nov26 Fri	NO LAB	Happy Thanksgiving !! (University Closed Thu-Fri) 
WK #15		
Dec01 Wed	Lecture (All) (8:30-11:30)	LOWER EXTREMITY LIMB LOSS (AMPUTATION) <input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> Quiz & Review Quiz (prior week and today) <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives
Dec02 Thu	PRACTICAL RETAKE	<input type="checkbox"/> Practical Retake, 3:30-5:30 pm as needed <input type="checkbox"/> Campbell Bldg, Room 113
Dec02 <i>May Change</i>	DUE by 10:00 pm	<input checked="" type="checkbox"/> Critically Assessed Topic (CAT) <input type="checkbox"/> Dual Credit Assignment (PT6304 EBP and PT6312 MSK-II) <input type="checkbox"/> Details in BB under assignments => “CAT”
Dec03 Fri	No lab	<input type="checkbox"/> UTEP “Dead Day”
WK #16		
FINALS WEEK		
Dec07 Tue	FINAL EXAM	<input checked="" type="checkbox"/> MSK-II Final Written Exam (90 minutes) <input type="checkbox"/> 10:00-12:00, Room 113