

COURSE SYLLABUS**Credit Hours: 3****Contact Hours: 75**
Lecture: 30; Lab: 45; Clinic: 0**Schedule:**

Wednesday 1:00 pm – 3:30 pm Lecture
Friday 9:00 am – 12:00 pm Lab A, Rm 126
1:00 pm – 4:00 pm Lab B, Rm 126

Optional Labs and reviews: Per schedule outline and based on student request.

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: Wednesday 3:30 pm – 4:00 pm
Thursday 11:00 am – 1:00 pm
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, lajohnson4@utep.edu
Pending, Adjunct Faculty, Ortho Resident
Pending, Adjunct Faculty, Ortho Resident

Teaching Assistants:

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

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 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 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 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) Balance (7D19d)
 - b) Circulation (arterial, venous) (7D19e)
 - c) Peripheral nerve integrity (7B-Clinical Reasoning (CR), 7B-EBP, 7D19g)
 - d) Gait and movement analysis (7B-CR, 7B-EBP, 7D19i)
 - e) Joint integrity and mobility (7B-CR, 7B-EBP, 7D19k)
 - f) Motor function and movement analysis (7B-CR, 7B-EBP, 7D19n)
 - g) Muscle Performance (7B-CR, 7B-EBP, 7D19o)
 - h) Pain (7B-CR, 7B-EBP, 7D19q)
 - i) Range of motion (7B-CR, 7B-EBP, 7D19s)
 - j) Reflex integrity (7B-CR, 7B-EBP, 7D19t)
 - k) Sensory integrity (7B-CR, 7B-EBP, 7D19u)
 - l) 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) (7B-CR, 7B-EBP, 7D27g)
 - e) Patient/client education (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]
 - 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]
- *NOTE** "Patients/clients" refers most commonly to simulated patients/clients in written cases.

Curricular Threads:

- **Cultural / Linguistic Engagement and Competence:**
 - Students are expected to attend and actively participate in faculty lead Spanish 'Almuerzo y Aprenda' (Lunch and Learn) sessions held during the semester. There will not be a grade for this experience; however, students attending two musculoskeletal specific sessions receive a 1.0% 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.
 - Peer-lead Spanish competence is integrated into week 6 lab focusing on history taking language.
- **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 exam questions and the synthesis of current evidence to develop condition specific clinical summaries for the hip, knee and ankle.
- **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 assignments: Creation of evidence-based hip, knee, and ankle/foot condition summaries that develop and demonstrate therapeutic clinical reasoning. Students submit a SOAP note based on an evaluated simulated case to demonstrate therapeutic clinical reasoning. Further, students develop a clinical case to develop and demonstrate diagnostic and therapeutic clinical reasoning.
- **Interprofessional Collaborative Practice:**
 - There is an optional volunteer activity on Applied Ergonomics in Dentistry where UTEP DPT students collaborate and train Dental Students onsite at the TTUHSC Woody L. Hunt School of Dental Medicine.
 - There is not a specific graded event integrated into course this semester.

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.

<u>Item</u>	<u>Grade Composition</u>
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](#))

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](#))
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').

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.



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

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.
 - 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 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.
- 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 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.
 - 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

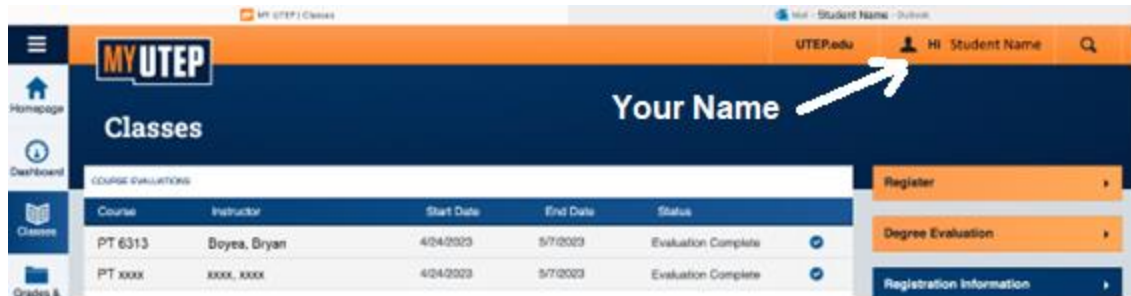
- Computing device with video camera is required. The computer device must be able to support Respondus Lock Down Browser used to enhance the integrity of quizzes and exam completed online. Note: Tablets and cell phones are poorly suited to accomplish most doctoral level readings, assignments, activities, 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 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

- 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:

- See Blackboard for Weekly assignments and objectives details.

PT 6312	TOPIC / ASSIGNMENT OUTLINE	Fall 2024
	Musculoskeletal II: Lower Quarter Rehab	


Date	Activity	Topic / Assignments
WK #1	Hip Wk1	HIP MODULE: WEEKS 1-4
Aug28 Wed	Lecture (All) (1:00-3:30)	<input type="checkbox"/> See "Weekly Assignments and Objectives" for details. <u>In-Class Focus:</u> Quiz at class start <input type="checkbox"/> Overview of course syllabus, format, schedule, and expectations <input type="checkbox"/> Hip and Pelvis Anatomy, Kinesiology, Biomechanics
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>

Fri	Lab, Group A (9:00-12:00) Lab, Group B (1:00-4:00)	<input type="checkbox"/> Discuss Assignment: Hip S/O exam construct small group project <input type="checkbox"/> Hip Precis: Introduction <input type="checkbox"/> Hip Precis: Function, LQ Clearing, Special Tests <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: Review expectations
WK #2 Hip Wk2		
Sep04	Monday	Labor Day -- ENJOY!
Sep04 Wed	Lecture (All) (1:00-3:30)	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> Quiz <input type="checkbox"/> Wk 1 Quiz Review <input type="checkbox"/> Dental Ergonomic – Recruit Volunteers <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives
Thu	DUE by 10:00 pm	“HIP INITIAL CONDITION SUMMARY” (ICS) DUE TO BB <i>Details on BB (Assignments => “Hip Case”)</i>
Fri	Lab, Group A (8:00-12:00) Lab, Group B (1:00-5:00)	4 HOUR LAB (1 of 4) (Due to Thanksgiving and “Dead Day”) <input type="checkbox"/> Quiz Review <input type="checkbox"/> Round Robins: Special Tests <input type="checkbox"/> Hip Precis: <ul style="list-style-type: none"> ○ Special tests (complete prn) ○ Accessory Mobility & OMT ○ Palpation (focus on groin pain section) <input type="checkbox"/> Time Permitting: Hip other palpation, ROM, MMT, Muscle Length
Sep 8 th Annually	All Day	World Physical Therapy Day. The theme for 2024 is LBP and the role of Physical Therapists. <u>World-Physio</u> , <u>National Today</u>
WK #3 Hip Wk3		
Sep11 Wed	Lecture (All) (1:00-3:30)	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives
Sep 11 Wed	3:15-3:40 pm Rm 126	<input type="checkbox"/> Meeting for Dental Ergonomic Volunteers <input type="checkbox"/> Immediately following Class <input type="checkbox"/> Discuss event, responsibilities, review materials, parking passes
Thu	DUE by 10:00 pm	“HIP CONSOLIDATED CONDITION SUMMARY” (CCS) DUE TO BB <input type="checkbox"/> <i>Details on BB (Assignments => “Hip Case”)</i>


Fri	Lab, Group A (9:00-12:00) Lab, Group B (1:00-4:00)	BRING TEXTS [Biel (Palpation), Norkin (ROM), Hislop (MMT)] <input type="checkbox"/> Quiz Review <input type="checkbox"/> Hip Precis: Complete outstanding items prn <input type="checkbox"/> Interventions: Manual Therapy & TherEx <input type="checkbox"/> Time Permitting: Hip ROM, MMT, Muscle Length <input type="checkbox"/> Hip Cases: Complete CR based on simulated cases
WK #4	Hip Wk4	
Sep 16 Mon	Due by 10:00 pm	<input type="checkbox"/> Hip CCS: Interventions Presentation <input type="checkbox"/> upload ppt to BB per assignment instructions.
Sep 18 Wed	8:00-10:00 am	<input type="checkbox"/> Dental Ergonomics at TTUHSC School of Dental Medicine (link) <input type="checkbox"/> Need >20 SPTs to support ~65 dental students. NOTE: Law & Ethics Change: 10:30 am to 12:30 pm
Sep 18 Wed	Lecture (All) (1:30-3:30)	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> Quiz (No Quiz) <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives ➤ HIP CCS: Larger group (combined Lab A & B) jointly present revised-CCS from their word document.
Fri, Feb 20	Lab, Group A (8:00-11:30) Lab, Group B (1:00-4:30) (Faculty Mtg)	<input type="checkbox"/> 4 HOUR LAB (2 of 4) <input type="checkbox"/> Quiz Review <input type="checkbox"/> Round Robins: Manual Therapy & TherEx ➤ HIP CCS: Individual Lab groups present & physically demonstrate revised evidence-based priority interventions for their condition via powerpoint. ➤ “HIP SOAP NOTE” ASSIGNMENT ○ 2 Hip Cases <ul style="list-style-type: none"> – PRIOR TO LAB: Read subjective & complete Clinical Reasoning. – During Lab: Complete full Precis (physical exam) <input type="checkbox"/> After Lab: Submit SOAP note based on the case you evaluated in today’s lab. Submit Sunday.
Sep 24 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
Sep 25 Wed	Lecture (All) (1:00-3:30)	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Knee and Leg Anatomy, Kinesiology, Biomechanics

Thu	DUE by 10:00 pm	<p>"KNEE SUBJECTIVE SPECIAL QUESTIONS (not objective exam)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Details on BB (Assignments => "Hip Exam")</i>
Fri	Lab, Group A (9:00-12:00) Lab, Group B (1:00-4:00)	<p>BRING TEXTS [Biel (Palpation), Norkin (ROM), Hislop (MMT)]</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz Review <input type="checkbox"/> Discuss assignment: 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 <input type="checkbox"/> <u>On Own</u>: Practice Palpation, ROM, MMT, Muscle Length <input type="checkbox"/> <u>On Own</u>: Practice Lower Quarter Neuro Screen (peripheral n. focus) ➤ Knee condition summary: Assign groups, Review expectations
WK #6 Knee Wk2		
Oct02 Wed	Lecture (All) (1:00-3:30)	<ul style="list-style-type: none"> <input type="checkbox"/> See "Weekly Assignments and Objectives" for details. <p><u>In-Class Focus:</u></p> <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
Wed	Optional (3:45-5:00)	<ul style="list-style-type: none"> <input type="checkbox"/> Optional lab / Review based on Student Requests (Lab A & B) <input type="checkbox"/> Room 126
Thu	DUE by 10:00 pm	<p>"KNEE <u>INITIAL</u> CONDITION SUMMARY" (ICS) DUE TO BB</p> <p><i>Details on BB (Assignments => "Knee Case")</i></p>
Fri	Lab, Group A (8:00-12:00) Lab, Group B (1:00-5:00)	<ul style="list-style-type: none"> <input type="checkbox"/> 4 HOUR LAB (3 of 4) <input type="checkbox"/> SPANISH LAB – NEED STUDENT VOLUNTEERS TO COORDINATE <input type="checkbox"/> Quiz Review <input type="checkbox"/> Round Robins: Knee Special Tests <input type="checkbox"/> Knee Precis: Completion <input type="checkbox"/> OMT: Knee Ext and Flx, PFJ <input type="checkbox"/> Time Permitting: Hip ROM, MMT, Muscle Length <input type="checkbox"/> Time Permitting: Lower Quarter Neuro Screen (peripheral n. focus)
Sun	DUE by 10:00 pm	<p>"KNEE <u>CONSOLIDATED</u> CONDITION SUMMARY" (CCS) DUE TO BB</p> <p><i>Details on BB (Assignments => "Knee Case")</i></p>
WK #7 Knee Wk3		
Oct09 Wed	MID-TERM (1:00-2:30)	<p>MID-TERM EXAM (90 minutes, No Lecture today)</p> <p>Location: Rm 126 via Computer & Respondus LDB w/ webcam</p>
Wed	Optional (3:00-5:00)	<ul style="list-style-type: none"> <input type="checkbox"/> Optional lab / Review based on Student Requests (Lab A & B) <input type="checkbox"/> Room 126
Thu	Mid-Term Review	<p>Mid-Term Review, 12:35-12:50</p> <p>Location: 126</p>

Fri	Lab, Group A (9:00-12:00) Lab, Group B (1:00-4:00)	Hip and Knee Skills Check Prep <input type="checkbox"/> Questions from SPTs <input type="checkbox"/> Round Robin: student requested Special Tests & Key Precise T&M <input type="checkbox"/> Interventions: Manual Therapy & TherEx <input type="checkbox"/> 1 of the 3 hours is self-paced lab
Fri	Optional (4:00-5:00 pm)	<input type="checkbox"/> Optional lab to prep for Skills Check (Labs A & B) <input type="checkbox"/> Room 126
Oct12 Sat	SKILLS CHECK	<input type="checkbox"/> SKILLS CHECK (individual times vary) <input type="checkbox"/> 8:00 – 11:00 am, Rm 126/120 <input type="checkbox"/> Details on BB, Schedule with names will be posted to BB Fri at 5 pm
Oct13 Sun	6:00am - 11:00am	<input type="checkbox"/> 32nd Annual GEPD Physical Therapy Run, Walk & Roll 2024 <input type="checkbox"/> Volunteer Needed , Location: Ascarate Park In-person -and- Virtual
WK #8	Knee Wk4	
Oct16 Wed	Lecture (All) (1:00-3:30)	<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"/> KNEE CCS Presentations: Larger group (combined Lab A & B) jointly present CCS-Revised from their word document.
Thu	Due by 10:00 pm	<input type="checkbox"/> Knee CCS: Interventions Presentation <input type="checkbox"/> upload ppt to BB per assignment instructions.
Fri	Lab, Group A (9:00-12:00) Lab, Group B (1:00-4:00)	<input type="checkbox"/> Quiz Review <input type="checkbox"/> KNEE CCS Lab Presentations: Individual Lab groups present ppt and physically demonstrate revised interventions. <input type="checkbox"/> Round Robins: Manual Therapy and TherEx Interventions <input type="checkbox"/> 2 Knee Cases – PRIOR TO LAB: Read subjective & complete Clinical Reasoning. – During Lab: Complete full Precis (physical exam)
Fri	12:30-4:45	<input type="checkbox"/> IPE “Homelessness” activity via zoom <input type="checkbox"/> Details for Lab A & Lab B start times pending from Dr Solis.
WK #9	Ankle Wk1 ANKLE-FOOT MODULE: WEEKS 9-12	
Oct23 Wed	Lecture (All) (1:00-3:30)	<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)

Fri, Oct 25	Lab, Group A (8:30-12:00) Lab, Group B (1:00-4:00) (Faculty Mtg)	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 Precip 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 <input checked="" type="checkbox"/> ANKLE CASE and CONDITION SUMMARY: Assign groups, Review expectations
Oct 25–26	Fri-Sat	<input type="checkbox"/> TPTA Annual Conference. (link) <input type="checkbox"/> Irving, TX 
WK #10 Ankle Wk2		
Oct30 Wed	Lecture (All) (1:00-3:30)	<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
Thu	DUE by 10:00 pm	“ANKLE INITIAL CASE & CONDITION SUMMARY” (IC&CS) DUE TO BB <i>Details on BB (Assignments => “Ankle Case”)</i>
Nov01 Fri	Lab, Group A (8:00-12:00) Lab, Group B (1:00-5:00)	<input type="checkbox"/> 4-hour lab (due to early out Oct20 IPE) <input type="checkbox"/> Quiz Review <input type="checkbox"/> Round Robins: Special Tests, Local MSK Screen, Key Palpation <input type="checkbox"/> Ankle Precip: Functional Assessment, Complete prn <input type="checkbox"/> Ankle Manual Therapy (OMT) <input type="checkbox"/> 1 Hour Ankle CCS Group Work – Synthesis <input type="checkbox"/> Time Permitting: Ankle ROM, MMT, Muscle Length <input type="checkbox"/> Time Permitting: Lower Quarter Neurologic Screen
WK #11 Ankle Wk3		
Nov06 Wed	Lecture (All) (1:00-3:30)	<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
Thu	DUE by 10:00 pm	“ANKLE CONSOLIDATED CONDITION SUMMARY & CASE” (CCS&CC) TO BB. <i>Details on BB (Assignments => “Ankle Case”)</i>

Fri	Lab, Group A (9:00-12:00) Lab, Group B (1:00-4:00)	<input type="checkbox"/> Quiz Review <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		
Nov13 Wed	Lecture (All) (1:00-3:30)	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> No Quiz <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives <input type="checkbox"/> ANKLE CCS: Larger group (combined Lab A & B) jointly present revised Consolidated Condition Summary and leads clinical reasoning discussion of subjective portion of their case.
Wed	Optional (3:45-5:00)	<input type="checkbox"/> Optional lab / Review based on Student Requests (Lab A & B) <input type="checkbox"/> Room 126
Fri, Nov 15	Lab, Group A (8:00-11:30) Lab, Group B (1:00-4:30) (Faculty Mtg)	4 HOUR LAB (4 of 4) <input type="checkbox"/> Precis Round Robins and questions <input type="checkbox"/> Ankle Clinical reasoning cases and Interventions <input type="checkbox"/> ANKLE CONSOLIDATED CASE (CC): Individual Lab groups present ppt and physically demonstrate revised interventions.
WK #13 RETURN TO SPORT MODULE		
Nov20 Wed	Lecture (All) (1:00-3:30)	<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
Wed	Optional (3:45-5:00)	<input type="checkbox"/> Optional lab / Review based on Student Requests (Lab A & B) <input type="checkbox"/> Room 126
Fri	Lab, Group A (9:00-12:00) Lab, Group B (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
Fri	Optional (4:00-5:00)	<input type="checkbox"/> Optional lab to prep for practical (Labs A & B) <input type="checkbox"/> Room 126
Nov23 Sat	FINAL PRACTICAL	FINAL PRACTICAL – details posted in blackboard <input type="checkbox"/> 8:00 am - 1:00 pm, specific student times posted Friday at 5 pm. <input type="checkbox"/> Location: Rms 126, 120, Multi-purpose room

Wk#14		POST-SURGICAL MODULE
Nov27 Wed	Lecture (All) (1:00-3:30)	<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
Nov29 Fri	NO LAB	Happy Thanksgiving !! <input type="checkbox"/> (University Closed Thu-Fri)
		
Wk#15		LOWER EXTREMITY LIMB LOSS (AMPUTATION)
Dec04 Wed	Lecture (All) (12:30-3:30)	<input type="checkbox"/> 3 HOUR LECTURE (Starts at 12:30) (1 of 1 hr make up from IPE lab) <input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> Quiz <input type="checkbox"/> Review Quiz (prior week) <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Assigned reading topics and objectives
Thu	DUE by 10:00 pm	<input type="checkbox"/> Critically Assessed Topic (CAT) <input type="checkbox"/> Details in BB under assignments => “CAT”
Dec06 Fri	10:30-12:00	<input type="checkbox"/> Practical Retake (as needed) <input type="checkbox"/> Room 126
Dec06 Fri	No lab	<input type="checkbox"/> UTEP “Dead Day”
Wk#16		FINALS WEEK
Dec 10 Tue	FINAL EXAM (10:30-12:00)	<input type="checkbox"/> MSK-II FINAL WRITTEN EXAM (90 minutes) <input type="checkbox"/> Room 126. Computer & Respondus LDB w/ webcam