

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

**PT 6313**

**Musculoskeletal III: Upper Extremity**

**Spring 2022**

**COURSE SYLLABUS**

**Credit Hours: 3**

**Contact Hours: 75 hours**

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

**Schedule:**

Tuesday 10:00 am – 12:00 pm Lecture, Rm 113, All  
Friday 9:00 am – 12:00 pm Lab A, Rm 113  
1:00 pm – 4:00 pm Lab B, Rm 113

**Optional Labs:** Feb 10, Feb 24, Mar 10, Apr 07, Apr 20, Apr 28

**Additional Labs:** Based on student request

**Coordinator/Instructor(s):**

Faculty: Bryan Boyea, PT, DPT, OCS  
Office: Campbell Building, Rm # 310  
Phone: 915.346.9631 (cell)  
E-mail: [blboyea@utep.edu](mailto:blboyea@utep.edu)  
Office Hours: Tue 12:15pm-4:00pm; Thu 12:00pm-2:00pm  
Go to <https://calendly.com/dr-boyea> to schedule.

**Volunteer Lab Assistant(s):**

- Harry Koster, PT, MDT

**COVID-19 Notice:**

This course is primarily to a face-to-face (F2F) format. This course could revert to a more blended learning environment based on available guidance from the CDC, Texas, UTEP, DPT COVID-19 policies to maximize student safety and learning. The blue text within this syllabus primarily applies to situations when the class or an individual must return to a blended/online learning. Failure to follow safety policies will be treated as unprofessional behavior.

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

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

**Curricular Threads:**

- **Cultural / Linguistic Engagement and Competence:**
  - Peer-lead Spanish competence is integrated into week 5 lab that focuses on history taking and treatment 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 shoulder, wrist and hand. Submission of the critical review of an article using the Critically Appraised Topic (CAT) format.
- **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 shoulder, wrist and hand condition summaries that develop and demonstrate therapeutic clinical reasoning. Further, students submit a SOAP note based on an evaluated simulated case to demonstrate therapeutic clinical reasoning.
- **Interprofessional Collaborative Practice:**
  - DPT students collaboratively engage with students in other disciplines to discuss Opioid epidemic based case studies and medical ethics. This IPE is hosted by the Texas Tech University Health Sciences Center medical department. This is a mandatory class experience. Non-attendance will result in a 2% deduction in course final grade. Grade for required reflection paper is a component of lab assignments grade.

**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.

**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)

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

- 1) Demonstrate professional behaviors that reflect integrity, positivity, confidence, mutual respect, and self-assessment. (7D4, 7D5) [Application]
- 2) Demonstrate communication that is effective, professional, and appropriate. (7B-Communication, 7D7) [Application]
- 3) Demonstrate subjective examinations 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) Circulation (arterial, venous) (7D19e)
  - b) Peripheral nerve integrity (7B-Clinical Reasoning (CR), 7B-EBP, 7D19g)
  - c) Joint integrity and mobility (7B-CR, 7B-EBP, 7D19k)
  - d) Motor function (7B-CR, 7B-EBP, 7D19n)
  - e) Muscle Performance (7B-CR, 7B-EBP, 7D19o)
  - f) Pain (7B-CR, 7B-EBP, 7D19q)
  - g) Posture (7B-CR, 7B-EBP, 7D19r)
  - h) Range of motion (7B-CR, 7B-EBP, 7D19s)
  - i) Reflex integrity (7B-CR, 7B-EBP, 7D19t)
  - j) Sensory integrity (7B-CR, 7B-EBP, 7D19u)
  - k) Skeletal integrity (7B-CR, 7B-EBP, 7D19v)
- 6) Evaluate data from a patient/client examination to establish the need for further examination or consultation by a physical therapist or a referral to another health care professional. This is diagnostic Clinical Reasoning. (7A-Dx Imaging, 7A-Pharmacology, 7A-Psychosocial Aspects, 7B-CR, 7C-DDX, 7C-Musculoskeletal, 7C-Nervous System, 7D16, 7D20, 7D22, 7D35) [Evaluation]
- 7) Evaluate data from a patient/client examination to establish a clinical diagnosis using hypothesis stratification to make clinical therapeutic decisions. This is therapeutic Clinical Reasoning. (7B-Common Med-Surg Conditions, 7B-CR, 7C-DDX, 7C-Musculoskeletal, 7C-Nervous System, 7D20, 7D22) [Evaluate]

- 8) Formulate relevant impairments in body structure and function that lead to patient/client activity limitations and/or participation restrictions. (7C-Musculoskeletal, 7D21) [Synthesis]
- 9) Formulate rehabilitation goals that align relevant impairments, patient/client goals, contextual factors and prognosis to enhance the patient/client's functioning. (7C-Musculoskeletal, 7D10, 7D11, 7D23) [Synthesis]
- 10) Select interventions that are safe, evidence-based, and relevant to achieve the established goals, including: [Evaluation]
  - a) Assistive technology (orthoses or prostheses) (7B-CR, 7B-EBP, 7D27b)
  - b) Functional training (7B-CR, 7B-EBP, 7D27d)
  - c) Manual Therapy techniques (7B-CR, 7B-EBP, 7D27f)
  - d) Motor function training (including gait) (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) List appropriate patient-reported health outcomes measures and standardized tests and measures that address impairments, functional status, and participation. (7D31) [Knowledge]
- 13) Demonstrate documentation of components of the patient/client encounter in a manner that communicates clear, concise, and complete information. (7D32) [Application]
- 14) 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]
- 15) Establish a safe, evidence-based, and effective plan of care for patients/clients with common musculoskeletal conditions in collaboration with patients/clients, family members, and other healthcare professionals. (7B, 7D20, 7D24) [Synthesis]
- 16) Apply the lessons learned from your participation in an interprofessional educational experience that would contribute to effective interprofessional collaborative practice in your future physical therapist practice. (7D39) [Application]

**\*NOTE** "Patients/clients" refers most commonly to simulated patients/clients in written cases.

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

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

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

**Required Texts - Primary:**

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

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

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

1. Biel A. *Trail Guide to the Body Workbook. Book of Discovery*. 5<sup>th</sup> ed; Parson; © 2014. ISBN: 9780982978665
2. Ciccone CD. *Pharmacology in Rehabilitation. 5E*. © 2016. ISBN: 9780803640290 FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
3. Goodman CC, Heick J, Lazaro R. *Differential Diagnosis for Physical Therapist*. 6<sup>th</sup> Ed. © 2018. ISBN: 9780323478496
4. Hislop HJ, Avers D, Brown M. *Daniels and Worthingham's Muscle Testing, Techniques of Manual Examination and Performance Testing*. 9<sup>th</sup> ed. Saunders; © 2014. ISBN: 9781455706150
5. Kisner C, Colby LA, Borstad J. *Therapeutic Exercise: Foundations and Techniques*. 7<sup>th</sup> ed; F.A. Davis Company; © 2018. ISBN: 9780803658509 FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))

6. McKinnis, LN. *Fundamentals of Musculoskeletal Imaging*. 4<sup>th</sup> Ed. © 2014. ISBN: 9780803638211  
FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
7. Neumann DA. *Kinesiology of the Musculoskeletal System: Foundations for Rehabilitation*. 3rd ed. Mosby (Elsevier); © 2017. ISBN: 9780323287531
8. Norkin CC, White DJ. *Measurement of Joint Motion, A Guide To Goniometry*. 5<sup>th</sup> ed. F.A. Davis; ©2017. ISBN: 9780803645660  
FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#))
9. O'Sullivan S, Schmitz T. *Physical Rehabilitation*. 6<sup>th</sup> ed. Thomson Delmar Learning; © 2014. ISBN: 9780803625792  
FREE online at UTEP library Accessphysiotherapy, F.A. Davis Site ([link](#)) (7<sup>th</sup> ed., © 2019 not yet available)

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

#### **Additional Optional Textbooks and Resources:**

1. Anatomy.TV online.  
FREE online at the UTEP Library ([link](#))
2. Brumitt J. *Physical Therapy Case Files: Orthopaedics*. McGraw Hill Professional; © 2013. ISBN: 9780071763776  
FREE online at UTEP library Accessphysiotherapy, 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, 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](mailto:cass@utep.edu) or go by their office in Union Building East, room 106 (next to the UTEP post-office). For additional information, visit the CASS website at <https://www.utep.edu/student-affairs/cass>
- **The UTEP Student Health Center:** Union East Suite 100; 915.747.5624; [www.utep.edu/chs/shc](http://www.utep.edu/chs/shc)
- **The UTEP Counseling and Psychological Services:** 202 Union West, 915.747.5302; [www.utep.edu/student-affairs/counsel](http://www.utep.edu/student-affairs/counsel)

### Additional Resources:

- Division of Student Affairs. 915.747.5076, [www.utep.edu/student-affairs](http://www.utep.edu/student-affairs)
- DPT Library Research Guide: <http://libguides.utep.edu/pt>
- University Writing Center: 915.747.5112. <https://uwc.utep.edu>
- Computer Labs: Independent Learning Center (ILC), 1<sup>st</sup> floor Campbell Building
- Military Student Success Center: 915.747.5342, [www.utep.edu/student-affairs/mssc](http://www.utep.edu/student-affairs/mssc)
- Student Wellness Program. 915.747.6738, [www.utep.edu/chs/wellness](http://www.utep.edu/chs/wellness)
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide. [www.refworks.com/refworks2/?groupcode=RWUTEIPaso](http://www.refworks.com/refworks2/?groupcode=RWUTEIPaso)

**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](http://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html)

### Technology Requirements

5. 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.

6. Reliable internet connection and data access.
7. 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).
8. 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](mailto:helpdesk@utep.edu), [www.utep.edu/technologysupport](http://www.utep.edu/technologysupport)

### **Course-Specific Policies:**

#### **1. Accountability - "Ouch"**

- My goal is to optimize the learning environment for all which 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, briefly state the concern. This will help increase my awareness and create a better learning environment for all. Accountability applies to students as well.  
[www.diversityinclusioncenter.com/ouch-series/ouch-stereotype-hurts](http://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 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 practice orthopedic evaluation and intervention psychomotor skills on a variety of body types 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.

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 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.
- If the student's actions negatively impact the classroom environment, the student will be warned one time and if the behavior continues the student will be excused from class for the day and the class session will be considered an unexcused absence.
- **Additionally, for online lectures and labs:**
  - Maintain postures and mannerisms that promote professionalism and active engagement. I expect students to be sitting or standing upright during class. Lying down would not be acceptable in a F2F classroom and portrays unprofessionalism, potential disinterest, and may add to somnolence and decreased participation.
  - Cameras are to be turned-on during class, labs and group breakout sessions to maximize engagement of all.
  - Microphones are to be muted when you are not actively contributing to the discussion in the virtual classroom to avoid being unnecessarily distractions (such as dogs barking, roommate noise, outside noise, etc.)
  - If you must "leave" briefly (e.g., to go to the restroom), please use the relevant online symbol to indicate to me that you have "stepped out" or send me a private message in the Chat box.
  - If your Internet bandwidth is too poor to allow consistent use of video, please contact me to discuss options. Due note, the quality of your internet experience can be monitored via online platforms.
- **Netiquette** – Online activities and communications require additional considerations.
  - Students will be professional, courteous, and respectful with all written communications. Remember, written posts are for eternity – think before you hit the "enter" button.
  - When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.
  - 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 to it are considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Do not copy documents and paste them to a publicly accessible website, blog, or other space.
- Please refer to Netiquette Guide ([link](#)) for additional guidance.

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

- **Testing:** To accurately reflect the individual's knowledge contained within their grey matter and ensure a fair, unbiased and unassisted testing, I reserve the right to control the test environment. Controls may include (non-exhaustive list) assigned seating, issued blank paper, randomized questions, use of security software (such as Respondus Lock Down Browser [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.

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.

- During **synchronous** 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](mailto:blboyea@utep.edu) at least 2 hours in advance if you will not be attending class or lab. I do not require you to give me a reason. A phone call, text or message from one of your classmates is NOT acceptable.
  - If you miss a second (or more) class or lab for any reason, the additional missed time will be considered unexcused unless it is due to documented illness or emergency. In these cases, you must email me to arrange a meeting to discuss why you missed class. Documentation will be required for any additional absence (e.g., doctor's note documenting illness or treatment). I will notify you after our meeting and review your documentation to determine if the absence will be considered excused or unexcused.
  - Missing 50% or more of a class or lab will be considered an absence.
  - There will be NO accommodations offered for missed class/lab time. Specifically, I will NOT offer the opportunity to make up in-class quizzes or written examinations, either in advance or after the scheduled class, or provide individual tutoring for missed content. Additionally, late work caused by your absence will not be accepted. You should make prior arrangements with a classmate to find out what you missed, turn in any work, and/or pick up any hand-outs.
  - An exception may be considered for documented serious illness or emergency, 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 **synchronous** classes and labs: Students are expected to be on time and prepared to begin class at the scheduled class start time; therefore, students who are tardy will be penalized as these actions can negatively impact the learning of peers and are considered unprofessional.
  - 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).
  - Note: I use the clock on the classroom computer to determine actual time.
  - **NOTE: Being “on time” in the online learning environment means that you have arrived into the virtual classroom & are fully “connected” PRIOR to the start of class.**
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.
2. **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).

11. **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.**
- Students will be professional, courteous, and respectful with all written communications. Remember, written posts are for eternity – think before you hit the “enter” button.
- Always consider audience. This is a Doctoral-level course; therefore, all communication should reflect polite and professional consideration of other’s ideas.
- Language. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, to remove any strong language.
- Be forgiving. When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation. If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
- Remember Your Place: A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
- Follow the Parameters/ Stick to The Point: Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.
- Read First, Write Later: Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically

asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

- Harassment or Inappropriate online activity will not be tolerated. Instances of perceived Cyber-Harassment, Cyberbullying, Cyberstalking and Flaming will be immediately forwarded to OSCCR for investigation and potential sanctions.
- Blackboard is not a public internet venue; all postings are considered private and confidential. Whatever is posted on/in these online spaces is intended for classmates and professor only. Do not copy documents, video's, or other content to a publicly accessible website, blog, or other space.

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

## Course Schedule:

- Weekly assignments and objectives are posted to Blackboard.
- See BB for course schedule document (for revisions).
- Course outline/schedule subject to change



Date	Activity	Topic / Assignments
<b>WK 1</b>	<b>Shldr Wk1</b>	<b>SHOULDER MODULE: WEEKS 1-6</b>
Jan17 Mon	All, Due By 10:00 pm	<b>Assignment Due:</b> List of 10 subjective question and with brief explanation of the clinical relevance. Submit to BB
Jan18 Tue	Lecture (All)	<input type="checkbox"/> See "Weekly Assignments and Objectives" for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> (BB 15 min - time firm, Respondus) <input type="checkbox"/> Review course syllabus, format, and expectations <input type="checkbox"/> Brief review shldr complex anatomy, kinesiology, biomechanics <input type="checkbox"/> Discuss Shoulder Hx Homework assignment <input type="checkbox"/> Introduction to shoulder complex conditions.



Jan 21 Fri	Lab, Group A <b>(8:00-12:00)</b>  Lab, Group B <b>(12:30-4:30)</b>	<b>4 HOUR LAB</b> (1 of 4) <input type="checkbox"/> Introduction to shoulder complex Precis / examination <input type="checkbox"/> Shoulder complex special tests ppt <input type="checkbox"/> Hands-on performance of shoulder special tests (up to labral tests)
<b>WK 2 Shldr Wk2</b>		
Jan25 Tue	Lecture (All) 10:00-12:00	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> . <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Discuss assigned reading topics and objectives
Jan28 Fri	Lab, Group A 9:00-12:00  Lab, Group B 1:00-4:00	<b>BRING TEXTS [Norkin (ROM) &amp; Hislop (MMT)]</b> <input type="checkbox"/> Complete special tests <input type="checkbox"/> Accessory Mobility and Manual Therapy <input type="checkbox"/> <del>Foundational T&amp;M selected topics</del>
Jan28 Fri	<b>ALL, DUE by</b> 10:00 pm	<b>Condition Summary (small group) submitted to BB-Assignments.</b> <input type="checkbox"/> See Assignments on BB for details
<b>WK 3 Shldr Wk3</b> <b>Combined Sections Meeting Week</b>		
Feb01 Tue	Lecture (All) 10:00 Quiz 10:20 lecture available	<b>Asynchronous Quiz and Lecture.</b> <input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz, 10:00 via Respondus Lockdown Browser with Webcam.</b> <input type="checkbox"/> <b>Lecture:</b> Asynchronous, available after 10:20 am.
Feb04 Fri	<b>Labs (All)</b> <b>2:00-4:00</b>	<b>Combined Labs, Lab A Rm 115, Lab B Rm 113</b> <input type="checkbox"/> Harry Koster is Instructor. <input type="checkbox"/> Practice Foundational T&M <input type="checkbox"/> Complete Shldr Precs (full exam) with Peer
<b>WK 4 Shldr Wk4</b>		
Feb08 Tue	Lecture (All) <b>8:00-10:00</b> <b>(early)</b>	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> . <input type="checkbox"/> Remaining time used to consolidate CS (2 small groups CS into 1 CS) to share with class. Create supportive ppt.
<b>Feb10</b> <b>Thu</b>	<b>10:00-11:30</b>	<input type="checkbox"/> <b>Optional Lab, Rm 115</b>
Feb11 Fri	Lab, Group A 9:00-12:00  Lab, Group B 1:00-4:00	<input type="checkbox"/> Precs Round Robin and Questions <input type="checkbox"/> Accessory Mobility and Manual Therapy <input type="checkbox"/> Cases for Clinical Reasoning and Physical Examination




Feb11 Fri	<b>ALL, DUE by</b> 10:00 pm	<b>Consolidated Condition Summaries to BB Discussion Board</b> <input type="checkbox"/> See Assignments on BB for details
<b>WK 5 Shldr Wk5</b>		
Feb15 Tue	Lecture (All) <b>8:00-10:00</b> <b>(early)</b>	<b>Shoulder Condition Summary</b> : Present REVISED CSS <input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>No Quiz</b> , Review prior Quiz. <input type="checkbox"/> Student questions and reflections
Feb18 Fri	Lab, Group A <b>(8:00-12:00)</b>  Lab, Group B <b>(12:30-4:30)</b>	<b>4 HOUR LAB</b> (2 of 4) <b>Shoulder Case Interventions</b> : Present REVISED Case key impairments and discuss/demonstrate interventions during lab. <input type="checkbox"/> <b>SPANISH LAB (1.5 hours)</b> (I will need volunteers to lead) ○ Focused History Questions ○ Interventions Lab: Manual Therapy and Therapeutic Exercise
<b>WK 6 Shldr Wk6</b>		
Feb22 Tue	Lecture (All) <b>8:00-10:00</b> <b>(early)</b>	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> <input type="checkbox"/> Student questions and reflections
<b>Feb24</b> <b>Thu</b>	<b>10:00-11:30</b>	<input type="checkbox"/> <b>Optional Lab, Rm 115</b>
Feb25 Fri	Lab, Group A 9:00-12:00  Lab, Group B 1:00-4:00	<input type="checkbox"/> Manual Therapy practice, Round Robbins 1 <sup>st</sup> hour. <input type="checkbox"/> <b>Complete Full Shoulder Eval</b> based on Precis Cases (45 min) ○ <b>Complete subjective portion prior to lab</b> (cases posted to BB) <input type="checkbox"/> <b>Videotape evaluation</b> for self-reflection on you cell phone or similar (we have tripods and mounts that work with cell phones) <input type="checkbox"/> <b>Document evaluation findings in SOAP note format.</b> In assigned groups, write and submit SOAP note to BB based on the case you evaluated in today’s lab. See BB for details.
Feb27 Sun	<b>ALL, DUE by</b> 10:00 pm	<b>“SHLDR SOAP Note due”</b> : Submit SOAP note to BB (assignments=>”Shldr SOAP”) based on the lab case evaluated.
<b>Wk 7 ELBOW Wk1 ELBOW MODULE: WEEKS 7-10</b>		
Mar01 Tue	Lecture (All) 10:00-12:00	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> <input type="checkbox"/> SOAP note small group reflections / feedback. <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Discuss elbow anatomy, kinesiology, biomechanics <input type="checkbox"/> Introduction to diagnosis and conditions

Mar04 Fri	Lab, Group A <b>(8:00-12:00)</b>  Lab, Group B <b>(12:30-4:30)</b>	<b>4 HOUR LAB</b> (3 of 4) <b>BRING TEXTS [Norkin (ROM) &amp; Hislop (MMT)]</b> <input type="checkbox"/> Elbow Precip <input type="checkbox"/> Elbow Palpation, ROM, MMT, Muscle Length <input type="checkbox"/> Elbow Special Tests
<b>WK 8 Elbow Wk2</b>		
Mar08 Tue	<b>MID-TERM</b> <b>10:00-11:30</b>	<input type="checkbox"/> <b>Mid-Term Online via RLDB w/ webcam (90 min)(No Lecture)</b>
Mar10 Thu	<b>10:00-11:30</b>	<input type="checkbox"/> <b>Optional Lab, Rm 115</b>
Mar11 Fri	Lab A + B <b>8:30 – 11:30</b>  <b>SKILLS CHECK</b>	<b>Combined Labs (Lab A Rm 113 &amp; Lab B TBD)</b> <input type="checkbox"/> Special Test Round Robin <input type="checkbox"/> Q & A from students <input type="checkbox"/> Prep for Skills Check (depends on date)  <b>TENTATIVE SKILLS CHECK: 1:00 pm start, Rm 113 / 115</b> <input type="checkbox"/> Details and Time slots will be posted to BB
Mar12 Sat	<b>SKILLS CHECK</b>	<b>SKILLS CHECK: 8:30 am start, Rm 113 / 115</b> <input type="checkbox"/> Details and Time slots will be posted to BB
<b>SPRING BREAK</b>		
Mar14 thru Mar18	No Classes	<b>SAFE</b>  <b>RECHARGE</b>  <b>ENJOY!</b>   <small>© 2015 Kevin Spear. <a href="http://www.kevinspear.com">www.kevinspear.com</a> K.Spear</small> <small>"What a boring vacation! We haven't even had one trip to the emergency room."</small>
<b>WK 09 Elbow Wk3</b>		
Mar22 Tue	Lecture (All) 10:00-12:00	<input type="checkbox"/> See "Weekly Assignments and Objectives" for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> and Review key Midterm Items <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Discuss assigned reading topics and objectives <input type="checkbox"/> Discuss Peripheral Nerve Injuries
Mar25 Fri	<b>PENDING</b> <b>SURVEY</b> <b>RESULTS</b>	<b>HOLIDAY</b>  <b>César Chávez Day</b>   <b>CESAR CHAVEZ</b>
Mar26 Sat	Lab, Group A 9:00-12:00	<b>Options: Friday on CCD or Saturday (make-up for CCD)</b> <input type="checkbox"/> Finish Elbow Precip / Potentially Start Wrist/Hand Precip

	Lab, Group B 1:00-4:00	<input type="checkbox"/> Elbow Accessory Mobility and Manual Therapy <input type="checkbox"/> Special Test Round Robin <input type="checkbox"/> Q & A from students
<b>WK 10</b>	<b>W-H wk1</b>	<b>WRIST-HAND MODULE: WEEKS 11-15</b>
Mar29 Tue	Lecture (All) 10:00-12:00	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Discuss Wrist and Hand Anatomy, Kinesiology, Biomechanics
Apr01 Fri	Lab, Group A <b>(8:00-12:00)</b>  Lab, Group B <b>(12:30-4:30)</b>	<b>4 HOUR LAB</b> (4 of 4) <b>BRING TEXTS</b> [Norkin (ROM) & Hislop (MMT)] <input type="checkbox"/> Wrist-Hand Precis <input type="checkbox"/> Wrist-Hand Special Test <input type="checkbox"/> UE Specialized Neuro / Peripheral Nerve examination
Apr01 Fri	ALL DUE by 10:00 pm	<b>Critically Appraised Topic (CAT)</b> individual assignment posted to BB. See CAT instructions in BB under assignments.
<b>WK 11</b>	<b>W-H wk2</b>	
Apr05 Tue	Lecture (All) 10:00-12:00	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Discuss assigned reading topics and objectives
Apr07 Thu	11:30-1:30	<input type="checkbox"/> <b>Optional Lab, Rm 115</b>
Apr08 Fri	Lab A&B (All) 9:00-12:00	<b>TENATIVE both labs in am: STILL PENDING EXTRA LAB INSTRUCTOR.</b> <b>Goal is Combined Labs in am d/t White Coat (Congratulations!!)</b> <input type="checkbox"/> Wrist-Hand Precis <input type="checkbox"/> Round Robin and Questions <input type="checkbox"/> Wrist-Hand Palpation, ROM, MMT, Muscle Length <input type="checkbox"/> Manual Therapy and Ther Ex
Apr08 Fri		<input type="checkbox"/> White Coat Ceremony, 6:00 pm Main Campus
<b>WK 12</b>	<b>W-H wk3</b>	
Apr12 Tue	Lecture (All) 10:00-12:00	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> <input type="checkbox"/> <b>Students present/discuss individual CAT assignments to peers</b> <input type="checkbox"/> Student questions and reflections

		<input type="checkbox"/> Discuss assigned reading topics and objectives
Apr14 Thu	DUE by 10:00 pm	<input type="checkbox"/> <b>TEDx Condition Interventions Powerpoint Assignment to BB</b> <input type="checkbox"/> See BB for details
Apr15 Fri	<b>ALL (Lab A &amp; B)</b> <b>10:00-12:00</b>	<b>IPE – Opioid Crisis</b> (TTUHSC Med School, UTEP Pharmacy, Nursing, PT) Format/Location: details pending, was online in 2021
Apr15 Fri	<b>LAB (A &amp; B)</b> <b>1:30-4:30</b>	<b>Combined Labs d/t IPE (Lab A Rm 113 &amp; Lab B Rm 115)</b> <input type="checkbox"/> Wrist-Hand Precis Completion <input type="checkbox"/> Round Robin Special Tests <input type="checkbox"/> Manual Therapy and Ther Ex
Apr17 Sun	10:00 pm	<input type="checkbox"/> <b>IPE reflection paper due to BB</b> , individual assignment <input type="checkbox"/> See blackboard for details
<b>WK 13</b> W-H Wk4		
Apr19 Tue	Lecture (All) 10:00-12:00	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>Quiz</b> <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Discuss assigned reading topics and objectives
<b>Mar10</b> <b>Thu</b>	<b>10:00-11:30</b>	<input type="checkbox"/> <b>Optional Lab, Rm 115</b>
Apr21 Thu	DUE by 10:00 pm	<input type="checkbox"/> <b>TEDx Condition Interventions Final Assignment to BB</b> <input type="checkbox"/> See BB for details
Apr22 Fri	Lab, Group A 9:00-12:00  Lab, Group B 1:00-4:00	<input type="checkbox"/> Differential Dx group assignment <input type="checkbox"/> Interventions group assignment
<b>WK 14</b> W-H Wk5		
Apr26 Tue	Lecture (All) 10:00-12:00	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> <b>No Quiz</b> <input type="checkbox"/> Clinical reasoning, review at students request <input type="checkbox"/> <b>Tedx Condition Summary wrap-up</b>
<b>Apr28</b> <b>Thu</b>	<b>11:30-1:30</b>	<input type="checkbox"/> <b>Optional Lab, Rm 115</b>
Apr29 Fri	<b>LAB (A &amp; B)</b> <b>9:00-12:00</b>	<b>COMBINED FINAL LAB - Practical Prep</b> <input type="checkbox"/> Discuss Shldr, Elbow, Wrist and/or Hand questions <input type="checkbox"/> Round robins, Complete Cases

	<b>Open Lab 1:00 – 4:00</b>	<b>Optional Open Lab – Dr Boyea will be available.</b> <input type="checkbox"/> Final preparations for Practical
<b>Apr30 Sat</b>	<b>FINAL PRACTICAL</b>	<input type="checkbox"/> <b>MSK-III FINAL PRACTICAL</b> <input type="checkbox"/> 8:00-12:00, specific student times to be posted Friday, 4 pm. <input type="checkbox"/> Campbell Bldg, Rms 113, 115, 105/Commons area
<b>WK 15 REVIEW WEEK</b>		
May03 Tue	Lecture (All) 10:00-12:00	<input type="checkbox"/> See “Weekly Assignments and Objectives” for details. <u>In-Class Focus:</u> <input type="checkbox"/> Wrap up UE topics <input type="checkbox"/> Review Spine & LE briefly <input type="checkbox"/> Student questions and reflections <input type="checkbox"/> Discuss assigned reading topics and objectives
May05 Thu	<b>Practical Retake</b>	<b>MSK-III PRACTICAL RETAKE</b> As needed, 9:00-11:00, Campbell Bdg, Room 113
May06 Fri	<b>No Labs</b>	<b>DEAD DAY</b> 
<b>WK 16 FINALS WEEK</b>		
May 10 Tue	<b>9:00-11:00 Rm 115</b>	<b>MSK-III Final Written Exam (90 minutes)</b> Face to Face, Respondus Lock Down Browser with Webcam