

PT 7556

Musculoskeletal Examination & Management II

Spring 2022



COURSE COORDINATORS: Kendra Nicks, PT, ScD, COMT
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COURSE LECTURERS: Teresa Huckaby, PT, DPT, OCS, CSCS
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GUEST LECTURERS: Gina Karr, PT, CMTPT, Director of Adult Services at WTRC
Megan Cordes, PT, DPT, CLT, ATRIC
Matt Wymore, OT, OTD, CHT, COMT
Misty Fine, OT, CHT
Whitney Brandon, CPO, LPO

Course Information

Course Description

This course builds upon knowledge and concepts learned in PT 7353 as the student physical therapist gains the knowledge and skill sets to effectively manage patients/clients with musculoskeletal dysfunctions in different regions of the body. Elements of patient management include examination, evaluation and diagnosis with special attention to differential diagnosis and screening strategies, identification of patient/client problems, prioritization of goals, treatment selection and provision including manual therapy techniques, therapeutic exercise and physical agents. Critical appraisal of musculoskeletal test characteristics, critical thinking, and evidence-based practice are emphasized

Course Credits

5 Credits (3-6-0)

Contact Hours

Lecture: 48 Hours

Lab: 96 Hours

Clinical Visits: 24

Prerequisite and Co-requisite Courses

Successful completion of previous DPT coursework

Prerequisite Skills

Successful completion of previous DPT coursework

Program Outcomes

Upon completion of PT 7556 Musculoskeletal Examination & Management II, the student will be equipped for PT 7462 Musculoskeletal Practicum.

Student Learning Outcomes

COURSE OBJECTIVES: At the end of this course, the students will have demonstrated mastery of the subject by being able to:

1. Implement and internalize professional behaviors that are identified in the Professional Behavior Assessment Document, APTA's Code of Ethics and Core Values. (7D 1, 2, 3, 4, 5, 6, 7,8)
2. Practice in a manner consistent with the APTA's Code of Ethics and Core Values. (7D4-5)
3. Examine a patient with musculoskeletal problems independently by obtaining a pertinent history from the patient and from other relevant sources, by performing relevant systems review, and by selecting and performing appropriate age-related tests and measures including but not limited to; ROM, muscle length, strength, power, endurance, sensation, reflexes, joint mobility, balance and skeletal integrity. (7D10, 11,

16, 17, 18, 19, 20.)

4. Synthesize musculoskeletal examination data to make clinical judgments regarding musculoskeletal conditions. (7D 20-24)
5. Determine the need for further examination or consultation by a physical therapist or for referral to another health care professional by screening for organ dysfunction and skeletal integrity. (7D 16, 19, 22, 33)
6. Determine a diagnosis and/or problem list that prioritizes and guides the management of the musculoskeletal condition. (7D 10, 11, 21, 22)
7. Determine patient or client prognoses based on evaluation of results of musculoskeletal examinations and medical and psychosocial information. (7D 10, 11, 20, 23)
8. Seek collaboration with patients, clients, family members, payers, other professionals, and individuals to determine a safe and effective plan of care that is ethical, realistic, and acceptable to the patient, client, family, and therapist. (7D 7, 12, 22, 24, 25, 28, 29, 30)
9. Weigh patient, client, and/or family wishes and needs when developing goals and plan of care. (7D 8, 7D 11)
10. Value contributions from others (patient, client, family, and/or healthcare providers) when developing goals and plan of care. (7D 8, 7D 11)
11. Differentiate support staff (PTAs & Techs) supervision responsibilities by a physical therapist in the state of Texas. (7D 1, 7D 3, 7D 4, 7D 5, 7D 25, 7D 29)
12. Display respect and sensitivity to cultural and individual differences. (7D 8)
13. Establish goals and functional outcomes related to musculoskeletal problems that specify an appropriate time frame. (7D 1, 4, 5, 6, 21, 23, 31)
14. Establish an evidence-based plan of care that considers a well formulated problem list and goals. (7D 1, 4, 5, 6, 28, 30, 31)
15. Adjust the plan of care in response to patient status and/or data collected from selected outcome measures. (7D 1, 4, 5, 6, 28, 30, 31)
16. Develop documentation for physical therapy interventions to achieve goals at facilitate expected patient or client outcomes based on the examination and on the impairment, functional limitations, and disability. (7D 1, 4, 5, 6, 12, 21, 26, 27, 30, 32, 42)
17. Identify commonly applied CPT and ICD-10 codes in an outpatient musculoskeletal environment. (7D 1, 7D 3, & 7D 4, 7D 5, 7D 32, 7D 42)\
18. Coordinate human and material resources and services to provide safe, quality, efficient, and cost-effective physical therapy services based on the patient's or client's goals. (7D 24, 25, 26, 28, 29, 33)
19. Critically evaluate published studies related to topics in musculoskeletal physical therapy and integrate available evidence to determine the best management of musculoskeletal conditions. (7D 9, 10, 11)
20. Demonstrate advocacy and leadership in the field of Physical Therapy on campus and in the community by marketing and participating in a learning clinic for the evaluation of volunteers with musculoskeletal pathology and/or impairments as well as offering ergonomic assessments. (7D 13, 4, 5, 6, 28, 30, 31)
21. Develop documentation for physical therapy interventions to achieve goals at facilitate expected patient or client outcomes based on the examination and on the impairment, functional limitations, and disability. (7D 1, 4, 5, 6, 12, 21, 26, 27, 30, 32, 42)
22. Identify commonly applied CPT and ICD-10 codes in an outpatient musculoskeletal environment. (7D 1, 7D 3, & 7D 4, 7D 5, 7D 32, 7D 42)
23. Coordinate human and material resources and services to provide safe, quality, efficient, and cost-effective physical therapy services based on the patient's or client's goals. (7D 24, 25, 26, 28, 29, 33)
24. Critically evaluate published studies related to topics in musculoskeletal physical

- therapy and integrate available evidence to determine the best management of musculoskeletal conditions. (7D 9, 10 , 11)
25. Manage care to community volunteers using the direct access model that includes examination and interventions. (7D35)
 26. Name regulatory authorities to whom to report fraud and abuse of physical therapy services and payments (7D3)
 27. Construct affective patient educational techniques to communicate home exercise program, body mechanics, ergonomics, etc.(7D12)
 28. Determine the need for a balance assessment in a musculoskeletal population (7D19)
 29. Administer balance tests and measures in a musculoskeletal population. (7D19)
 30. Apply appropriate examination of the circulatory system as a basis for the patient's sign and/or symptoms(7D19)
 31. Define the signs and symptoms of adverse neural tension (7D19)
 32. Duplicate neural tension tests and peripheral nerve provocation tests (7D19)
 33. Demonstrate joint (vertebral & extremity) integrity and mobility analysis (7D19)
 34. Identify musculoskeletal sources for gait deviations (7D19)
 35. Employ pain assessment tools as part of a musculoskeletal examination (7D19)
 36. Assess the need for assistive technology including orthotic devices in a musculoskeletal population. (7D27)
 37. Construct hand/wrist splinting for joint protection. (7D27)
 38. Design a motor function training program (balance, gait, motor control, movement retraining) as required to contribute to the plan of care(7D27)
 39. Identify musculoskeletal pathologies that are commonly found in a geriatric population. (6E, 7C,)
 40. Differentiate between the signs and symptoms of central sensitization and nociplastic pain vs. nociceptive and acute pain.
 41. Understand the neurophysiology and psychosocial aspects of central sensitization and nociplastic pain.
 42. Perform an evaluation that is appropriate for a patient with central sensitization and/or nociplastic pain.
 43. Design and implement an effective treatment plan for a patient with central sensitization and/or nociplastic pain.

Course Delivery

Lecture, facilitated discussion, laboratory demonstration and practice, problem-solving sessions, self-instructional materials, reading and written assignments, small group work, clinical simulations/feedback sessions, clinical integrations, and practical examinations. Laboratory sessions require mandatory attendance.

There will be several open laboratory sessions. They are for your benefit to work on your skill techniques and procedures with faculty available for guidance. They are unstructured in terms of assignments, as you know which skills, techniques and procedures you need to work on. Come prepared to utilize the time and faculty resources wisely. If you are disruptive, in terms of didactic class or laboratory material review during these open lab sessions, then you will be barred from additional open laboratory use.

ASU Department of Physical Therapy equipment sign out will be done following the procedures listed below:

- Check with the primary faculty who traditionally use the equipment for initial approval

- Check with the other faculty team members teaching the course to make sure they have not scheduled a use for the equipment while you desire to check out
- See the PT Department Secretary to sign out and sign in the equipment, stating the date of sign out, the piece of equipment and the anticipated date of return
- Inform the primary faculty member when the equipment is returned.

Required Texts and Materials

- Michael P Reimann, Orthopedic Clinical Examination, 1st ed.
- Donald A. Neumann, Kinesiology of the Musculoskeletal System Foundations for Rehabilitation, 3rd ed.
- Perry, J. and Burnfield, JM., Gait Analysis, Normal and Pathological Function, 2nd ed.
- Kisner C, Colby LA. *Therapeutic Exercise: Foundations and Techniques*. 7th ed. F. A. Davis; 2012.

Recommended Texts and Materials

REQUIRED LAB CLOTHES: Shorts, T-shirt, patient gown (provided), sneakers, sport bra or full coverage brassiere (not see through, preferably of dark color). Clothing must be appropriate to expose the area being studied yet maintain modesty.

Technology Requirements

To successfully complete this course, students need to be able to access Blackboard, and have a laptop or tablet to take quizzes and exams in class.

Portions of this course may be online. To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Course Schedule is subject to change at the discretion of the instructors

Topic Outline

Course Schedule is subject to change at the discretion of the instructors

Topic Outline

1	1/17 Mon	8am-12pm	Holiday	
	1/18 Tue	8am-12pm	Foundations	Villers & Nicks
	1/19 Wed	8am-12pm	Cervical	Nicks & Villers
	1/20 Thur	8am-12pm	Cervical	Nicks & Villers
	1/21 Fri	8am-12pm	Cervical	Nicks & Villers
W	Date	Time		
2	1/24 Mon	8am-12pm	Cervical	Nicks & Villers
	1/25 Tue	8am-12pm	TMD	Karr & Villers
	1/26 Wed	8am-12pm	Thoracic	Nicks & Huckaby
	1/27 Thu	8am-12pm	Thoracic	Nicks & Huckaby
	1/28 Fri	8am-12pm	Thoracic	Nicks & Huckaby

W	Date	Time	Subjects	
3	1/31 Mon	8am-12pm	Thoracic	Nicks & Huckaby
	2/1 Tue	8am-12pm	Lumbar	Nicks & Villers
	2/2 Wed	8am-12pm	Lumbar	Nicks & Villers
	2/3 Thu	8am-12pm	Lumbar	Nicks & Villers
	2/4 Fri	8am-12pm	Lumbar	Nicks & Villers
W	Date	Time		
4	2/7 Mon	8am-12pm	SIJ	Villers & Nicks
	2/8 Tue	8am-12pm	SIJ	Villers & Nicks
	2/9 Wed	8am-12pm	Pelvic Health	Cordes & Nicks
	2/10 Thu	8am-12pm	Spinal Orthotics/Review	Brandon & Faculty
	2/11 Fri	8am-12pm	Spinal exercise interventions	Faculty
		1pm-5pm	Pro Bono	Villers, Nicks, Huckaby
W	Date	Time		
5	2/14 Mon	8am-12pm	CRAFTE Spine/Mock Check off	Faculty
	2/15 Tue	8am-12pm	Spine Written Exam/Open Lab	
	2/16 Wed	8am-12pm	Check-off Spine	Nicks, Villers, Huckaby
	2/17 Thu	8am-12pm	Shoulder	Huckaby & Villers
	2/18 Fri	8am-12pm	Shoulder	Huckaby & Villers
W	Date	Time		
6	2/21 Mon	8am-12pm	Shoulder	Huckaby & Villers
	2/22 Tue	8am-12pm	Shoulder	Huckaby & Villers
	2/23 Wed	8am-12pm	Elbow	Villers & Nicks
	2/24 Thu	8am-12pm	Elbow	Villers & Nicks
	2/25 Fri	8am-12pm	Elbow	Villers & Nicks
	2/25 Fri	1pm-5pm	Pro Bono	Villers, Huckaby, Huang
W	Date	Time	Subjects	
7	2/28 Mon	8am-12pm	Elbow	Villers & Nicks
	3/1 Tue	8am-12pm	Wrist/Hand	Wymore & Villers
	3/2 Wed	8am-12pm	UE Tendinopathy	Houston Methodist
	3/3 Thu	8am-12pm	Wrist/Hand	Wymore & Villers
	3/4 Fri	8am-12pm	Wrist/Hand	Wymore & Villers
		1pm-5pm	Splinting	Fine & Villers
W	Date	Time		
8	3/7 Mon	8am-12pm	Wrist/Hand	Wymore & Villers
	3/8 Tue	8am-12pm	UE exercise interventions	Faculty
	3/9 Wed	8am-12pm	CRAFTE UE/ Mock Check Off	Faculty
	3/10 Thu	8am-12pm	Written Exam UE/Open Lab	
	3/11 Fri	8am-12pm	Check off UE	Nicks, Villers, Huckaby
W	Date	Time	SPRING BREAK 3/14- 3/18	
W	Date	Time		
9	3/21 Mon	8am-12pm	Hip	Huckaby & Nicks
	3/22 Tue	8am-12pm	Hip	Huckaby & Nicks
	3/23 Wed	8am-12pm	LE Tendinopathy	Houston Methodist
	3/24 Thu	8am-12pm	Hip	Huckaby & Nicks
	3/25 Fri	8am-12pm	Hip	Huckaby & Nicks
		1pm-5pm	Pro Bono	Nicks & Huang

W	Date	Time		
10	3/28 Mon	8am-12pm	Knee	Nicks & Villers
	3/29 Tue	8am-12pm	INTEGRATION	
	3/30 Wed	8am-12pm	Knee	Nicks & Villers
	3/31 Thu	8am-12pm	INTEGRATION	
	4/1 Fri	8am-12pm	Knee	Nicks & Villers
W	Date	Time	Subjects	
11	4/4 Mon	8am-12pm	Knee	Nicks & Villers
	4/5 Tue	8am-12pm	INTEGRATION	
	4/6 Wed	8am-12pm	Foot/Ankle	Villers & Nicks
	4/7 Thu	8am-12pm	INTEGRATION	
	4/8 Fri	8am-12pm	Foot/Ankle	Villers & Nicks
	4/8 Fri	1pm-5p,	Pro Bono	Villers, Nicks, Huckaby
W	Date	Time	Subjects	
12	4/11 Mon	8am-12pm	Foot/Ankle	Villers & Nicks
	4/12 Tue	8am-12pm	INTEGRATION	
	4/13 Wed	8am-12pm	Foot/Ankle	Villers & Nicks
	4/14 Thu	8am-12pm	INTEGRATION	
	4/15 Fri	8am-12pm	LE exercise interventions	Faculty
W	Date	Time	Subjects	
13	4/18 Mon	8am-12pm	CRAFTE LE Mock Check Off	Faculty
	4/19 Tue	8am-12pm	INTEGRATION	
	4/20 Wed	8am-12pm	Written Exam LE/Open Lab	Faculty
	4/21 Thu	8am-12pm	INTEGRATION	
	4/22 Fri	8am-12pm	Check Off LE	Nicks, Villers, Huckaby
W	Date	Time	Subjects	
14	4/25 Mon	8am-12pm	LE Orthotics	Brandon & Villers
	4/26 Tue	8am-12pm	INTEGRATION	
	4/27 Wed	8am-12pm	Post-Op	Nicks & Villers
	4/28 Thu	8am-12pm	INTEGRATION	
	4/29 Fri	8am-12pm	Return to Sport Performance Tests	Kelsey Hattersley
W	Date	Time	Subjects	
15	5/2 Mon	8am-12pm	Billing & Supervision	Villers
	5/3 Tue	8am-12pm	INTEGRATION	
	5/4 Wed	8am-12pm	Comprehensive Written exam/open lab	Faculty
	5/5 Thur	8am-12pm	INTEGRATION	
	5/6 Fri	8am-12pm	Mock Practical	Faculty
W	Date	Time	Subjects	
16	5/9 Mon	8am-12pm	Practical Exams	Nicks, Villers, Huckaby, Clinician
	5/10 Tue	8am-12pm	Practical Exams	Nicks, Villers, Huckaby, Clinician
	5/11 Wed	8am-12pm	Practical Exams	Nicks, Villers, Huckaby, Clinician
	5/12 Thu	8am-12pm	Practical Exams	Nicks, Villers, Huckaby, Clinician
	5/13 Fri	8am-12pm	Retakes	

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Grading Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
8 quizzes	08%
#1 Written Exam Spine	10%
#2 Written Exam Upper	10%
#3 Written Exam Lower	10%
#4 Written Exam Comprehensive	20%
Documentation Assignments	2%
3 skill check off (5% each)	15% (must achieve mastery)
Comprehensive Practical Exam	20% (must achieve mastery)
Documentation on Practical Exam	05%
TOTAL	100%
Clinical Integration	(must achieve mastery)

Grading System

- Written examinations may consist of multiple choice, true-false, matching, short answer, essay questions and patient case studies. The examinations will address knowledge, analysis and application of concepts. Each written examination may be cumulative including previously presented material in the curriculum. Students are expected to take all written examinations on the day they are scheduled. There will be no make-up written examinations.
- Criterion-referenced methods will be used for evaluation of the check offs. A mastery score of 80% is required on each check-off. If the student requires a retake and then they successfully pass, a score of 80% will be used to calculate the final grade. **Retake will be limited to one check-off per course. Successfully achieving Mastery on each skill check-off is required to pass the course.** Students with below Mastery (80%) performance on the first check-off attempt will be subject to the program policy regarding academic probation as outlined in the Doctor of Physical Therapy (DPT) Program Student Handbook section IV K. Should mastery not be achieved after repeating the check-off, a "Fail" will be assigned for the course

- Criterion-referenced methods will be used for evaluation of the practical exam. A mastery score of 80% is required on the practical. If the student requires a retake and then they successfully pass, a score of 80% will be used to calculate the final grade. **Retake of the practical exam will be limited to once per course.**

Students with below Mastery (80%) performance on the first practical exam attempt will be subject to the program policy regarding academic probation as outlined in the Doctor of Physical Therapy (DPT) Program Student Handbook section IV K. Should mastery not be achieved after repeating the practical exam, a “Fail” will be assigned for the course.

- Clinic integration visits will be graded on objectives provided to the clinical instructor and student. These objectives will be based on generic abilities, clinical reasoning, and hands-on examination and treatment skills. The student’s integration performance is not calculated into the final numeric grade but, **Mastery performance is required to pass the course.**
- The final course grade will be assigned based on the cumulative percentage of points earned throughout the course:
 - A = 90-100
 - B = 80-89
 - C = 70-79
 - F = 69 or less

Students must score 80% or better in total (A or B grade) in order to meet mastery and receive credit for this course. Students who receive a failing course grade are subject to dismissal from the DPT program. Exceptions may be sought by petition of the Academic Committee of the Physical Therapy Program.

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

***Please note: Rubrics for all assignments and activities are located at the end of this syllabus.**

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at **kendra.nicks@angelo.edu** and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

POLICY ON LATE OR MISSED ASSIGNMENTS

Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in a zero for that assignment. No papers or postings will be accepted passed the assigned due date.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook¹](#)
- [Angelo State University Catalog²](#)
- [Angelo State University DPT Student Handbook found on Blackboard in the DPT Program Contents](#)

Student Responsibility and Attendance

ATTENDANCE/TARDINESS POLICY

Attendance and promptness to classes, meetings, and future work obligations are considered professional behaviors. As this department is preparing potential professionals in the area of physical therapy, it is part of our expectation that student presence and timeliness will be held in highest regard. Tardiness is a disruption to the instructor and fellow students. A student is considered tardy if he/she arrives for class after the instructor has begun class activities. Please see the following related to implications from excessive lateness or absences without a reasonable excuse:

- a. First offense - verbal warning
- b. Second offense - second verbal warning, initiation of Disciplinary Tracking Form.
- c. Third offense - 1% off final course grade
- d. 1% off final course grade for each additional unexcused tardy or absence

Per the student handbook, **2 or more occurrences combined or mixed will result in the initiation of a Disciplinary Tracking Form.**

If a student has an unexcused absence during integrations it may lead to the removal of that student from that clinical environment. It is the responsibility of the student to contact the clinical site and give notice if they are ill, or have transportation issues.

If the student is unable to attend class, it is the student's responsibility to either call the PT office at 942-2545 or the office of the professor of the class directly. This notification should be made prior to commencement of said class.

Continued issues with tardiness/attendance across all courses will result in disciplinary probation and will be referred to the PT faculty for consideration of options, including program dismissal.

The PT faculty is not oblivious to doctor's appointments and other potential hazards and emergencies in daily life. Simply taking responsibility to notify the office or the professor if issues arise is considered professional behavior. Please do not rely on a classmate or other form of notification, as these have proven unreliable in years past.

ATTENDANCE AT ALL SCHEDULED EXAMINATIONS IN THE SCHEDULED LOCATION (e.g., CLASSROOM OR TESTING CENTER) IS MANDATORY. Any unexcused absence from an examination will automatically result in a score of ZERO for that examination. Attempt(s) to take the exam in a location other than that scheduled by the professor without prior approval will automatically result in a score of ZERO for that examination. In the event that a student is late to an exam, that student will

automatically receive a MINIMUM of 15 percentage points off of the total exam grade, and will ONLY be given the remainder of the time from the scheduled start time to finish the exam. Additionally, attempting to take the exam in an unscheduled location or being late to or absent from an exam will result in initiation of a disciplinary tracking form. Any student absent from examinations due to illness or injury must have a written justification from their physician. **Absence from or tardiness to an examination for any other reason must be excused before the time of the scheduled examination by the professor** or brought about by a very serious circumstance. For excused absences only, make-up examinations must be taken no later than one week after the student returns to class. Extended absences must be approved by the Program Director of Physical Therapy.

Cell Phones

Students must silence cell and place them out of sight during class. Permission may be granted, at the instructor's discretion, to have a cell phone out during class. Students seeking permission to have cell phones out during class must do so prior to the start of class. The first offense includes a verbal warning that will be documented in the behavioral tracking sheet. The second offense includes the initiation of a disciplinary tracking form. The third offense will result in the convening of a disciplinary committee to decide upon further disciplinary action.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's Statement of Academic Integrity.³

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs

325-942-2047

dallas.swafford@angelo.edu

Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy⁶ in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.⁷

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day⁸ for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of

gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Schedule

See under Topic Outline and separate posting in Blackboard.

Covid-19 Information

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class at Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are encouraged to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

For religious or any other exemption-related questions, students should contact the [Office of Student Affairs](#).

PT 7353 MSK Examine & Management I (Archer 210)

- Daily Entry into Archer College Building
 - Student completes self-screening questionnaire prior to arrival on campus
 - Temperature may be taken if fever suspected
- Lecture & Labs
 - During lecture, social distancing will be maintained by each student sitting at the end of the hi-lo table
 - Facemask highly encouraged at all times in class
 - For students or faculty at high-risk, additional PPE is recommended
 - Hand sanitizer will be provided at various places in the classroom
 - Students should frequently apply sanitizer or wash hands for 20 seconds
 - Surfaces will be disinfected at the beginning and end of each class and when necessary
 - Only drinks with a sealed cap will be allowed
 - Eating will not be allowed during class times
- Face to Face Office Hours
 - Social distancing, facemasks, and surface disinfecting will be highly encouraged
 - If available, student and faculty conferences should be scheduled in the Archer Building's conference rooms for social distancing
 - If a conference room is unable, a virtual meeting is encouraged.
 - Last option is meeting the faculty's office

Policy on Test Question Review

1. All Tests and Quizzes will be analyzed by faculty to determine validity of questions and accuracy of answers at their earliest convenience.
2. If errors are determined, adjustments will be made before grades are assigned.
3. An announcement will be made when grades are finalized
4. There will be no discussion on test questions until analysis and grades are assigned.
5. If a student opposes a question's answer, he or she will have 24 hours after posting of grades to provide by email a paper to support the chosen answer. The maximum accepted length of the paper is 1 page (double spaced & font 12). Only references cited in class will be accepted (textbooks, PowerPoint, &/or articles cited in PowerPoints). An individual time will be scheduled with the student to review the challenged question(s).
6. Student queries prior to the announcement of assigned grades will negate the opportunity to challenge a question.
7. Faculty may elect to discuss the concept of specific questions with a high percentage of missed answers in class. No change in grades will be made based upon class discussion, see # 5.

Grading Rubrics

Below are the grading rubrics to be use for assignment

Grading Rubric for Check-Offs

Name: _____

Date: _____

I. Identify 3 potential Red Flags

a. _____

Scale: 1 Fail 2 Poor 3 Average 4 Good 5 Excellent

Comments _____

II. List 3 pretest probabilities

a. _____

Scale: 1 Fail 2 Poor 3 Average 4 Good 5 Excellent

Comments _____

III. Examination Procedures

a. _____

Scale: 1 Fail 2 Poor 3 Average 4 Good 5 Excellent

Comments _____

b. _____

Scale: 1 Fail 2 Poor 3 Average 4 Good 5 Excellent

Comments _____

c. _____

Scale: 1 Fail 2 Poor 3 Average 4 Good 5 Excellent

Comments _____

IV. Treatment (1 clinic and 1 HEP)

a. _____

Scale: 1 Fail 2 Poor 3 Average 4 Good 5 Excellent

Comments _____

b. _____

Scale: 1 Fail 2 Poor 3 Average 4 Good 5 Excellent

Comments _____

(A score of 1 on a section will be an automatic re-take.)

Total Score: _____ (A minimal total score of 28 is required to pass.)

Results: Pass _____ Retake _____ Fail _____ Examiners: Teresa Huckaby, Jimmy Villers, or Kendra Nicks

Grading Rubric for Practical Exam Documentation

Student name: _____

- ____ I. Reason for Referral (10 points)
 - A. Material to include as appropriate (9 point)
 - a. Patient demographics
 - b. Current condition
 - c. Past medical history
 - d. Family medical history
 - e. Medications
 - f. Home environment
 - g. Employment/work
 - h. Health status
 - i. Patient goal(s)
 - B. Comments (clarity, completeness) 1 point

- ___II. Activity limitations (5 points)
- A. Material to include as appropriate (4 points)
 - a. ADL's
 - b. IADL's
 - c. Gait/ambulation
 - d. Bed mobility
 - e. Transfers
 - f. Driving
 - g. Other
 - B. Comments: (clarity, completeness) 1 point

- ___III. Impairments (5 points)
- A. Material to include as appropriate (4 points)
 - a. Vital signs
 - b. ROM
 - c. Strength measures
 - d. Sensation
 - e. Reflexes
 - f. Heart/lung sounds
 - g. Balance
 - h. Skin assessment
 - i. Pain
 - j. Palpation
 - k. Special Tests
 - l. Other (body mechanics, posture, neuro exam, etc)
 - B. Comments: (clarity, completeness) 1 point

- ___IV. Assessment (5 points)
- A. Material to include 4 points
 - a. PT diagnosis
 - b. Prognosis
 - c. Benefit statement
 - B. Comments: (clarity) 1 point

- ___V. Goals(5 points)
- Include at least 3 goals – Objective, Measurable, Specific, and Functional

- ___VI. Intervention Plan (5 points)
- A. Material to include (4 points)
 - a. Frequency and duration of treatment
 - b. Coordination/communication
 - c. Patient related instruction

- d. Procedural interventions
 - e. Informed consent
- B. Comments: (clarity) 1 point

Evaluator

Date

PT 7556 MS Exam and Management II Grading Rubric for Practical Examination

Initial _____ Retake _____

Date _____

Practical Examination Assessment

Student _____

Case #: _____

Assess the student physical therapist's performance using the following criteria. **Student's summative score must be $\geq 80\%$ and no criteria at the remediation level to meet mastery for this performance evaluation.**

PART I: SUBJECTIVE

History Components:

Demographic information ___ Name ___ Age/date of birth ___ Reason for referral	Current condition ___ Patient concerns/goals ___ Current treatment ___ Mechanism of injury or onset ___ Previous occurrence of current condition	Employment/work ___ Current Status ___ Job characteristics
Past Medical History ___ Personal history ___ Family medical history	Pain ___ Scale ___ Character (describe) ___ Better ___ Worse	Health Status ___ Prior functional status ___ Behavioral health risks (smoking, alcohol) ___ Level of physical fitness ___ Red flags
Medications ___ Current Medications for this condition ___ Other medications	Home Environment ___ Living environment ___ Family and caregiver resources ___ Assistive devices/equipment ___ Other	Leisure Activities ___ Community activities ___ Leisure activities ___ Social activities

1. History: Elicited information pertinent to the identified and/or potential unidentified problem(s) in a concise and timely manner.

____/ 10

- 10-9 ___ 1. Exceeds expectations
 8.9- 8 ___ 2. Mastery level
 7.9-7 ___ 3. Below mastery
 ≤ 6.9 ___ 4. Remediation required

Comments:

____/10

≤ 6.9 4. Remediation required

Cardiopulmonary status: ___ Heart rate ___ Blood pressure ___ Heart/lung sounds ___ Respiratory Status ___ Cough	Musculoskeletal system status: ___ AROM _____ _____ _____ ___ PROM/Overpressure __- _____ _____ _____ ___ Strength _____ _____ __- _____ _____ _____ ___ Joint mobility or PAIVM __- _____ __- _____	Functional movement status: ___ Body Mechanics ___ Gait ___ Posture ___ Balance ___ Transfers __- _____ __- _____ __- _____ _____ _____ __- _____	Special Tests: (Specify) __- _____ __- _____ __- _____ __- _____ __- _____ __- _____ __- _____ _____ Neurodynamics: ___ Adverse Neural Tension _____ _____ _____
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____/10

≤ 6.9 4. Remediation required

____/10

8.9- 8 _____ 2. Mastery level

7.9-7 ____ 3. Below mastery
≤ 6.9 ____ 4. Remediation required
Comments:

5. Interpretation: Accurately interprets examination results.

____/10

10-9 ____ 1. Exceeds expectations
8.9- 8 ____ 2. Mastery level
7.9-7 ____ 3. Below mastery
≤ 6.9 ____ 4. Remediation required
Comments:

PART III: EVALUATION/ASSESSMENT

6. Impairments/Functional Limitations: Identifies primary deficits **and** explains their contribution to the chief complaint.

____/10

10-9 ____ 1. Exceeds expectations
8.9- 8 ____ 2. Mastery level
7.9-7 ____ 3. Below mastery
6.9< ____ 4. Remediation required
Comments:

PART IV: INTERVENTIONS

List of Interventions:

7. Selection: Chooses interventions which will accomplish the volunteer's goals and address deficits by priority.

____/10

10-9 ____ 1. Exceeds expectations
8.9- 8 ____ 2. Mastery level
7.9-7 ____ 3. Below mastery
≤ 6.9 ____ 4. Remediation required
Comments:

8. Explanations: Provides the goals/benefits of the interventions and other recommendations.

____/10

10-9 ____ 1. Exceeds expectations

8.9- 8 ____ 2. Mastery level

7.9-7 ____ 3. Below mastery

≤ 6.9 ____ 4. Remediation required

Comments:

9. Performance: Clear and concise instruction, demonstration, and execution of interventions, including prescription.

____/10

10-9 ____ 1. Exceeds expectations

8.9- 8 ____ 2. Mastery level

7.9-7 ____ 3. Below mastery

≤ 6.9 ____ 4. Remediation required

Comments:

PART V: SAFETY

10. Student and volunteer safety: Performs all procedures in a safe and effective manner in regards to self and volunteer.

____/10

10-9 ____ 1. Exceeds expectations

8.9- 8 ____ 2. Mastery level

7.9-7 ____ 3. Below mastery

≤ 6.9 ____ 4. Remediation required

Comments:

PART VI: COMMENTS

Additional Comments:

Suggestions for Improvement:

Total Score: _____/100 **Evaluator:** _____

Mastery_____ **Non-mastery**_____

PT 7556 Musculoskeletal Examination & Management II

Clinical Assessment Tool for Integration

Instructions for scoring:

The objective of this course is to introduce the student to the outpatient musculoskeletal environment and prepare them for their full time clinical experience in musculoskeletal exam and management. After each objective, please score the student based on performance during this integration time. Please indicate to what extent you feel the student is prepared. Please write any relevant comments at the end of the integration assessment tool.

5: Supervision- student requires only SBA or verbal cues from CI during patient treatment.

4: Minimal Assistance- student requires only incidental hands on help from CI. Student performs >75% of the task on their own, safely.

3: Moderate Assistance- student performs 50-75% of the task on their own, safely.

2: Maximum Assistance- student performs 25-49% of the task on their own, safely.

1: Total Assistance- student performs <25% of the task on their own or is unable to complete task/not safe to do task.

Mastery criteria for integration experience (all criteria must be met):

- no objective scored at 1
- fewer than 3 objectives scored at level 2
- agreement from the CI that student ready to participate in a full time clinical experience in musculoskeletal exam & management

**PT 7556 MS Exam & Management II
Integration Assessment Tool**

Student Name: _____

Objectives: The student is able to:

Score (1-5)

- | | |
|--|-------|
| 1 Practice in a safe manner that minimizes risk to patient, self and others. | _____ |
| 2 Internalize professional behaviors consistent with the APTA's Code of Ethics and Core Values | _____ |
| 3 Adhere to ethical and legal practice standards. | _____ |
| 4 Communicate using verbal and non-verbal messages that are consistent with the intended message. | _____ |
| 5 Respond to constructive criticism by making changes in behavior | _____ |
| 6 Adapt delivery of physical therapy care to reflect respect for and sensitivity to individual and cultural differences. | _____ |
| 7 Effectively collaborate with the health care team, patient, and/or family in the development and delivery of a plan of care consistent with the examination and evaluation and by weighing the needs and wishes of all parties. | _____ |

Written comments are crucial in determining the student's preparedness to complete a full time musculoskeletal practicum. Please provide comments in the space below.

The student is ready to participate in a full time clinical experience in musculoskeletal exam & management.

____Strongly agree ____Agree ____Neutral ____Disagree ____Strongly disagree

Therapist _____

Date _____

Student _____

Date _____

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Select the SLO's you use

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) **Essential**
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures **Minor**
3. Learning to apply course material (to improve thinking, problem solving, and decisions) **Important**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course **Essential**
5. Acquiring skills in working with others as a member of a team **Important**
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.) **Minor**
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) **Minor**
8. Developing skill in expressing oneself orally or in writing **Minor**
9. Learning how to find, evaluate, and use resources to explore a topic in depth **Minor**
10. Developing ethical reasoning and/or ethical decision making **Minor**
11. Learning to analyze and critically evaluate ideas, arguments, and points of view **Important**
12. Learning to apply knowledge and skills to benefit others or serve the public good **Essential**
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information **Minor**

End of Syllabus

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁷ [https://www.angelo.edu/dept/writing_center/academic honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)

⁸ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>