

AT 6410 Physical Examination and Management of Musculoskeletal Injuries II

Spring 2022



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Course Information

Course Description

Athletic training students learn the process of clinical examination, diagnosis and management of musculoskeletal injuries to the head, cervical spine, and upper extremities.

Course Credits

(3-2-0)

Prerequisite and Co-requisite Courses

AT 6405

immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Student Learning Outcomes

Student Learning Outcome	Assignment(s) or activity(ies) validating outcome achievement:
By completing all course requirements, students will be able to:	
PCC-58 Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.	Lectures, quizzes, exams, & assignments

<p>HCA-93 Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:</p> <ul style="list-style-type: none"> • HCA-93.1 Education of all stakeholders • HCA-93.2 Recognition, appraisal, and mitigation of risk factors • HCA-93.3 Selection and interpretation of baseline testing • Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation 	
<p>PCL-69 Develop a care plan for each patient. The care plan includes (but is not limited to) the following:</p> <ul style="list-style-type: none"> • PCL-69.1 Assessment of the patient on an ongoing basis and adjustment of care accordingly • PCL-69.2 Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care • PCL-69.3 Consideration of the patient's goals and level of function in treatment decisions • PCL-69.4 Discharge of the patient when goals are met or the patient is no longer making progress • PCL-69.5 Referral when warranted 	<p>Lectures, quizzes, exams, & assignments</p>
<p>PCL- 70 Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:</p> <ul style="list-style-type: none"> • PCL-70.04 Cervical spine compromise • PCL-70.05 Traumatic brain injury • PCL-70.07 Fractures and dislocations (including reduction of dislocation) • PCL-70.12 Wounds (including care and closure) • PCL-70.14 Other musculoskeletal injuries 	<p>Lectures, quizzes, exams, & assignments</p>
<p>PCL-71 Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:</p> <ul style="list-style-type: none"> • PCL-71.1 Obtaining a medical history from the patient or other individual • PCL-71.2 Identifying comorbidities and patients with complex medical conditions • PCL-71.3 Assessing function (including gait) • PCL-71.4 Selecting and using tests and measures that assess the following, as relevant to the patient's clinical presentation: <ul style="list-style-type: none"> • PCL-71.4.c Eyes, ears, nose, throat, mouth, and teeth • PCL-71.4.h Musculoskeletal system 	<p>Lectures, quizzes, exams, & assignments</p>

<ul style="list-style-type: none"> • PCL-71.4.i Neurological system • PCL-71.5 Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated 	
<p>PCL-76 Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:</p> <ul style="list-style-type: none"> • Re-examination of the patient on an ongoing basis • Referral to the appropriate provider when indicated 	Lectures, quizzes, exams, & assignments
<p>HCA-93 Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:</p> <ul style="list-style-type: none"> • HCA-93.2 Recognition, appraisal, and mitigation of risk factors • HCA-93.3 Selection and interpretation of baseline testing • HCA-93.4 Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation 	Lectures, quizzes, exams, & assignments
<p>PCL-76.1 Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:</p> <ul style="list-style-type: none"> • PCL-76.1 Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview • PCL-76.2 Re-examination of the patient on an ongoing basis • PCL-76.3 Recognition of an atypical response to brain injury • PCL-76.4 Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction) • PCL-76.5 Return of the patient to activity/participation • PCL-76.6 Referral to the appropriate provider when indicated 	Lectures, quizzes, exams, & assignments
<p>PHP-79 Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:</p> <ul style="list-style-type: none"> • PHP 79.6 Osteoarthritis 	Lectures, quizzes, exams, practicals & assignments

Course Delivery

This is primarily a face-to-face course with roughly 25% of the course delivered online via Blackboard¹. All of the course lectures and PowerPoints should be accessed via Blackboard. Students

are expected to come to class prepared each day and participate in both lecture and lab components.

Required Texts and Materials

Starkey C, Brown SD. Examination of Orthopedic and Athletic Injuries. 4th ed. Philadelphia, PA: F.A. Davis Company; 2015. ISBN 9780802639188.

Trail Guide to the Body. 6th Edition. Biel. 2019. ISBN: 978-0-9987850-6-6

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

This course is graded strictly on points NOT percentages. The amount of points you earn determines your grade in the course. I DO NOT ROUND UP GRADES at the end of the semester. It is your responsibility to keep track of the total course points you have accumulated and take advantage of the bonus points available in the course.

Evaluation and Grades

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

Assessment	Points of Total Grade
3 Lab Practical Exams (100 pts each)	300
3 Exams (100 pts each)	300
1 Final Comprehensive Exam	200
PICO Question with Literature Review	100
5 Injury Presentations (20 pts each)	100
Lecture Video Quizzes (10 pts each)	100
4 SOAP Notes (25 pts each)	100
4 Injury Case Study Presentations (25 pts each)	100
Total	1,300

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 1170-1300 points

B = 1040-1169.99 points

C = 910-1039.99 points

D = 780-909.99 points

F = 0-789.99 points

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-review 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.**

Video Participation: 100 points (25 points each)

Videos discussing the information of each chapter will be posted. Students are required to watch these videos. There will be short quizzes regarding the content of these videos. Your grade for these quizzes is dependent on the percentage of video you watch and how you answer the questions. The new video software allows the instructor to see if you actually watched the videos or just skipped to the questions. If you just answer the questions without watching the videos, you will not receive full points for these assignments. For example, if you get 100% on the quiz but only watched 50% of the video, your score would be 18.75/25.

Lab Practical Exams: 3 Practical Exams worth 100 points each

Each lab practical exam is designed to test your clinical, hands-on skills. Students will complete a physical examination and random skills that have been covered up to that point in the semester will be tested.

Case Study Assignments/Presentations 4 x 25 points each

Find 4 peer reviewed journal articles/case study on various injuries to the upper extremities, cervical spine, and head and write a 1-2 page summary on each of the articles. (See guidelines below). Be prepared to discuss (not read) your case study in class.

You must choose **1 article for each of the following body parts:**

- 1) Head/Cervical Spine Injury
- 2) Shoulder Injury
- 3) Elbow Injury
- 4) Wrist and Hand Injury

The summary should be written **in the words of the reader using 3rd person** and include the following information in the at the top of the page: A complete citation (reference) of the article in APA style and a link to the article if possible.

The remaining portion of the summary should be divided into two categories with the following headings: **Purpose of the Article** (this should be brief 1 paragraph) and **Main Facts of the Article** (this should be the bulk of the summary giving specifics about the article. The assignment should be double spaced with 1" margins and a 11-point Calibri or New Times Roman font and 1-2 pages in length total for each article. Please be sure to use appropriate grammar and punctuation throughout.

SOAP Notes

Students will compose SOAP notes for assigned injuries to the cervical spine, shoulder, elbow, and hand/wrist. Each of these SOAP notes is worth 25 points and will be submitted via ATGenius periodically throughout the semester. On Blackboard you must submit the name of the patient you created on ATGenius for the SOAP note and his/her diagnosis.

SOAP Note Rubric

Criteria	0 Points	1-3 Points	4-5 Points	Score
Subjective	Missing 2 or more areas	Missing 1 or more areas	Chief Complaint, History of Present Illness, and Medical History all addressed	
Objective	Missing 3 or more areas	Missing 2 or more areas	Vitals, Clinical Exam, Observation, Palpation, ROM, Strength, Special Test, and Neurological all addressed	
Assessment	Missing 2 or more areas	Missing 1 or more areas	Diagnosis and Differential Diagnosis included	
Plan	Not Included	Included, but inappropriate plan for injury	Included and appropriate plan for injury	
Mechanics	Presentation is sloppy and more than 3 grammatical errors are present	Presentation is acceptable but 2 or more grammatical errors are present	Presentation is acceptable and no grammatical errors are present	
Total				___/25

Injury Presentations: x 5; 20 pts each

Students will present various musculoskeletal issues and will present on their various Clinical Findings. Please pay attention to the due dates (posted on Blackboard) for each of your presentations. The presentation should include the following information and should take about 5 minutes to complete:

- History of Current Condition, Functional Assessment, Inspection, Palpation, Joint and Muscle, Joint Stability Tests, Selective Tissue Tests, Neurological Screening, Vascular Screening, Imaging Techniques, Differential Diagnosis, and Additional Comments.

Injury Presentation Rubric

Criteria	0 Points	1 Points	Score
History of Condition	Missing more than 2 content areas.	Onset, Pain Characteristics, Other symptoms, Mechanism, and Risk Factors all addressed	
Functional Assessment	Not Included	Included	
Inspection	Not Included	Included	
Palpation	Not Included	Included	
Joint and Muscle Functional Assessment	Missing 1 content area	AROM, MMT, and PROM all addressed	
Joint Stability Tests	Missing 1 content area	Stress Test and Joint Play addressed	
Selective Tissue Tests	Not Included	Included	
Neurological & Vascular Screening	Not Included	Included	
Imaging Techniques	Not Included	Included	
Differential Diagnosis	Not Included	Included	
Criteria	0-3.5 Points	4-6 Points	Score
Overall Presentation	Professionalism lacking in either dress, demeanor, or ability.	Professionalism evident in dress, demeanor, and ability.	
Criteria	0-2.5 Points	3-4 Points	Score
Additional Comments & Questions	Not Included; Unable to answer questions pertaining to injury	Included; able to provide sufficient answers to questions pertaining to injury	
Total			___/20

Small-Scale Literature Review Assignment 100 points

A literature review is a descriptive summary of research on a topic that has previously been studied. The purpose of a literature review is to inform readers of the significant knowledge and ideas that have been established on a topic. Its purpose is to compare, contrast and/or connect findings that were identified when reviewing researchers' work. Oftentimes, literature reviews are written to ground a study in a particular context of what is known about a subject in order to establish a foundation for the topic (or question) being researched.

The purpose of this assignment is to facilitate your abilities to research a topic of study so you can learn to (1) identify and formulate an inquiry question that defines what you'd like to learn, (2) apply your knowledge on reading research that you've learned in class, (3) analyze information found in educational journal articles, and (4) synthesize new knowledge into a written small-scale literature review.

Assignment Description: For this assignment you are asked to complete a small-scale literature review on an educational topic of your choice. You are asked to locate at least 5 educational journal articles on your topic and write a 4-5 page literature review on the articles you've selected.

Steps to complete your small-scale literature review:

1. Choose an athletic training topic that you are interested in studying related to upper extremity injuries.
2. Formulate a PICO question that specifically describes what you would like to know about your topic.
3. Complete a literary search and locate journals that include your topic's information.
4. Find articles, read the abstracts and skim the articles to determine if they correspond well to your topic AND PICO question.
5. Select at least 5 journal articles you will need to provide a link to each article in the reference section of your project.
6. Read your articles and begin to sort and classify them *according to their findings*.
7. Organize your articles by sorting and classifying their findings in a meaningful way, always considering your original topic and inquiry question.
8. Write an outline for your small-scale literature review.
9. Write your review.

Outline for writing your small-scale literature review:

1. Introduction

The introduction is used to establish the context of your review to the reader. To establish the context, it is important to do the following in this opening paragraph:

- a. Define the topic of your study and provide any background information that helps your reader to understand the topic.
- b. Explain your reason (perspective) for reviewing the literature on this topic.
- c. State your inquiry question for this review.

2. Body

This section of your paper begins with an explanation of how you have organized your small-scale literature review *and describes findings* from articles that provide answers to your PICO question. Before you begin this section, be sure that you have sorted your articles into different themes based on the articles' *findings (sometimes called results)*. After you sort your articles, it is important to give your sorted groups a descriptive name. The names of the sorted articles will become your headings for each of the paragraphs that you write in the body of your review. To write the body of your small-scale literature review, it is important to include the following:

- a. Write an introduction paragraph for the body of your review. This paragraph tells the reader specific information on how many articles you reviewed and how you sorted the articles into common themes based on the results.
- b. This will be a paragraph that describes the first theme that you identified and compare, contrast and/or connect the articles you've selected.
- c. This will be a paragraph that describes the second theme that you identified and compare, contrast and/or connect the articles you've selected.
- d. This will be a paragraph that describes the third theme that you identified and compare, contrast and/or connect the articles you've selected.

3. Summary

This is the last paragraph of your small-scale literature review. In this paragraph, it is important to summarize the main findings from the articles that you reviewed and to point out the information that you found particularly important to know that answered the PICO question that you established in the first paragraph of your review. Try to conclude your paper by connecting your inquiry question back to the context of the general topic of study.

4. References

This is the last page of your review. It serves as a listing of all references that you mentioned in your paper along with a link to each of your articles. Please use APA style when completing this reference list.

Small-Scale Literature Review Assignment Grading Rubric

The following chart will be used as a rubric to grade your small-scale literature review:

	Target	Acceptable	Unacceptable
Content	The inquiry question was well established in the broader context of an athletic training topic. (10 points)	The inquiry question was established in the context of an athletic training topic. (7-9 points)	The inquiry question was not established in the context of an athletic training topic. (0-6 points)
	At least five articles were selected and each specifically related to the initial PICO question. (10 points)	At least five articles were selected and most related to the initial PICO question. (7-9 points)	At least five articles were selected and some minimally related to the PICO question. (0-6 points)
	The findings/results of articles were thoroughly compared, contrasted and/or connected to each other. (10 points)	The findings of articles were compared, and somewhat contrasted and/or connected to each other. (7-9 points)	The findings of articles were mentioned with little and or no comparison or connection to each other. (0-6 points)
	The conclusion of the review summarized the knowledge found from this review and related the knowledge gain to the PICO question. (10 points)	The conclusion of the review summarized the knowledge found from this review. (7-9 points)	The conclusion of the review did not summarize the knowledge found from this review. (0-6 points)
	The references were cited using APA style. (10 points)	The references were listed. (7-9 points)	The references were not listed. (0-6 points)
Organization	The review was organized using subheadings. The review was suitably organized considering the contents of the selected articles. (25 points)	The review was suitably organized considering the contents of the selected articles. (17-24 points)	The review was minimally organized and writing was difficult to follow throughout. (0-16 points)
Mechanics	There were no grammatical, spelling and/or punctuation errors and transitional phrases were used to guide the reader throughout the text. (25 points)	There was an occasional grammatical, spelling and/or punctuation error that did not distract the reader. (17-24 points)	There were many grammatical, spelling and/or punctuation errors that distracted the reader from the content of the writing. (0-16 points)

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 cprocter@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.

Late Work or Missed Assignments Policy

Late work will not be accepted unless you have received permission from the instructor prior to the due date. If you miss an assignment due to an unexcused absence, you are out of luck. Show up for class!

General Policies Related to This Course

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

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

Student Responsibility and Attendance

It is the student's responsibility to be on time for class, participate in class discussions, and be actively engaged in the learning process. Instructions and assignments will often be given during class, therefore it is in your best interest to attend. If you have to miss class due to an unforeseen event/accident or illness, please contact the instructor prior to the start of class. Pending the reason for your absence, the instructor may inform you of any missed homework assigned during class. Not acceptable reasons for absences include but are not limited to: over sleeping, work, wanting to leave early or come back late from the weekend, and celebrating a friend, relative or pet's birthday. If you are sick, let the instructor know and bring a physician's note when you come back to class.

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](#).

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](#). 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 Procedures](#) for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#) 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](#).

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 Day](#) 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 Miller, 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.miller@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.

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.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing skill in expressing oneself orally or in writing
7. Learning how to find, evaluate, and use resources to explore a topic in depth
8. Developing ethical reasoning and/or ethical decision making
9. Learning to apply knowledge and skills to benefit others or serve the public good

Course Schedule

Date	Topic	Assignment	LAB	Ch.
3/21	Syllabus and Course Expectations	<i>Watch: Head and Face Anatomy and Injury Online Presentation (Due at 11:59pm)</i> <ul style="list-style-type: none"> Position Statements: Managing Oral and Dental Injuries; Acute Skin Trauma 	Head and Face Injury Management Skills: <i>Eye Wash, Teeth Injuries, Mouth Guards, Cleaning Wounds, Practice Suturing</i>	Ch. 1
3/22	Head and Face	<ul style="list-style-type: none"> Position Statement: Management of Sport Concussion 	Cranial Nerves and Concussion Assessment and Management:	Ch. 8
3/23	Head and Face	<i>Head and Face Injury Presentations (Due at 2:00pm)</i>	Face and Head Injury Palpation, MMT, Special Tests	Ch. 8
3/28	Head and Face	<i>Watch: Cervical Spine Anatomy and Injury Online Presentation (Due at 11:59pm)</i> <ul style="list-style-type: none"> Consensus Statement: Prehospital Care of Cervical Spine Injury 	C-Spine Palpation and Management: <i>Spine Boarding</i>	Ch.8
3/29	Cervical Spine	<i>Cervical Spine Presentations (Due at 2:00pm)</i>	C-Spine Goniometry, RROM, MMT	Ch.8
3/30	Cervical Spine	<i>Head/Cervical Spine Case Study Presentation (Due at 2:00pm)</i>	C-Spine Special Tests and Neurological Tests	Ch. 9
4/4	Cervical Spine and Head	<i>Cervical Spine SOAP Note (Due at 11:59pm)</i>	Mock Scenarios	Ch. 9
4/5	Exam #1		Practical Exam #1	Ch. 9
4/6	Shoulder	<i>Watch: Shoulder Anatomy and Injury Presentation (Due at 11:59pm)</i>	Shoulder Palpation, Goniometry, RROM, MMT	Ch. 1, 4, 8, 9
4/11	Shoulder	<i>Shoulder Presentations (Due at 2:00pm)</i>	Shoulder Special Tests, Neurological Tests	Ch. 10
4/12	Shoulder	<i>Shoulder Case Study Presentation (Due at 2:00pm)</i>	Shoulder Management Skills: <i>Reduction, KT Taping, Bracing, TMR, Joint Mobilization</i>	Ch. 10
4/13	Shoulder	<i>Shoulder SOAP Note (Due at 11:59pm)</i>	Shoulder Mock Scenarios	Ch. 11

4/18	Exam #2		Practical Exam #2	Ch. 11
4/19	Elbow	<i>Watch: Elbow Anatomy and Injury Presentation (Due at 11:59pm)</i>	Elbow Palpation, Goniometry, RROM, MMT	Ch. 10 & 11
4/20	Elbow	Elbow Presentations (Due at 2:00pm)	Elbow Special Tests, Neurological Tests	Ch. 12
4/25	Elbow	Elbow Case Study Presentation (Due at 2:00pm) <i>Watch: Wrist and Hand Anatomy and Injury Presentation (Due at 11:59pm)</i>	Elbow Management Skills: <i>KT Taping and Joint Mobilization</i>	Ch. 12
4/26	Wrist and Hand	Elbow SOAP Note (Due at 11:59pm)	Wrist and Hand Palpation, Goniometry, RROM, MMT	Ch. 10-12
4/27	Wrist and Hand	Wrist and Hand Injury Presentations (Due at 2:00pm)	Wrist and Hand Special Tests, Neurological Tests	Ch. 13
5/2	Wrist and Hand	Case Study Presentation (Due at 2:00pm)	Wrist and Hand Management Skills: <i>KT Taping Finger Reduction, Joint Mobilization, Splinting</i>	Ch. 13 & 14
5/3	Wrist and Hand	Wrist and Hand SOAP Note	Mock Scenarios	Ch. 14
5/4	Elbow, Wrist and Hand	Exam #3 Literature Review Due at 11:59pm	Practical #3	Ch. 12-14
5/9		*Comprehensive*	Final Exam 3:30-5:30	

End of Syllabus
