**University of Wisconsin – Stevens Point - Athletic Training**

School of Health Care Professions

|  |  |  |
| --- | --- | --- |
| **Course Title: AT 711: Evaluation and Analysis of the Upper Kinetic Chain** | **Term: Fall 2022** | **Credits: 4** |
| **Instructor: Holly Schmies, PhD LAT****Phone: Email:** **hschmies@uwsp.edu** |  |
| **Time and Place: T/TH 10:00 – 11:50am – D114 Science Building** | **Office hours: Tue/Thur 12 - 1:00pm** |

**Required Textbook(s): Starkey & Brown -** Examination of Orthopedic & Athletic Injuries – 4th ed (purchase)

**Helpful Textbooks and Resources:**

Kendall *-* Muscles Testing and Function *(4th ed)* (available for use through MS-AT)

Muscle and Motion App – provided to you by the MS-AT program

**Course Description:**

Orthopedic clinical evaluation and movement analysis of the upper kinetic chain. Learning outcomes include clinical decision making for injury prevention, assessment, and treatment of upper kinetic chain injuries.

Pre-requisite: AT 700

**Course overview:** This class is designed for instruction of evaluation techniques for injuries and illnesses to the upper extremities, abdomen and thorax in the active population. Students will develop techniques and procedures based on orthopedic physical assessment and assessment techniques to evaluate medical conditions that may present as related to upper extremity injury.

**2020 Standards for Accreditation of Professional Athletic Training Programs:**

* Develop a care plan for each patient. (Standard 69)
* Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. (Standard 70)
* Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. (Standard 71)

**Enduring Understanding:**

Athletic Training Students will understand that...

* Effective patient interaction and clinical decision making is essential to make proper assessments of injury or illness.
* Evidence based clinical-decision making is essential for providing quality patient care

**Essential Questions:**

* How does an athletic trainer evaluate and injury?
* How does an athletic trainer evaluate for potential illnesses related to the upper extremity?
* What steps/techniques are important for injury/illness evaluation/assessment?
* How does proper injury/illness assessment lead to better treatment, referral, or rehabilitation?

**Knowledge (Know):**

Athletic training students will be able to/can...

* Understand and apply all the steps in injury evaluation
* Describe upper body anatomy and how it relates to injury
* Perform and assess all neurological responses, physiological responses, range of motion, manual muscle tests and special tests that are needed to evaluate upper extremity injuries
* Analyze results of examination and clinical signs and symptoms of injuries/illness for proper assessment

**Skills (Able to do):**

Students will be able to/can...

* Perform a comprehensive clinical examination of injury athletic injury for each joint of the upper extremity with efficiency and confidence
* Perform a components of a clinical examination of potential systems that may affect the upper extremity (i.e. cardiology, neurology)
* Analyze and synthesize the results of the clinical examination to reach an accurate injury or illness assessment

**Dispositions (Value/appreciate):**

Students will be able to/can...

* Appreciate that each individual patient/body is unique when performing a clinical assessment
* Appreciate the effect injury/illness can have on the patient/athlete and the need to treat each person as an individual
* Value the importance of professionalism and ethical behavior when evaluating a patient

**COURSE POLICY and OTHER CONSIDERATIONS**

**Attendance and Participation**

Attending class meetings is a requirement and professional expectation of the course/program. If you must miss class, please call the instructor before the missed class**.**  Email or text is not acceptable – leave a voicemail if you do not get in touch with the instructor. The absence will be considered unexcused absence if contact is made via email or text. One excused absence is allowed with no loss of points, but for each absence after that the student will have the following consequences:

* + A student’s grade will be dropped a by 10 points for every unexcused absence after the one freebie.
	+ Tardiness is considered an unexcused absence.
	+ Students are solely responsible for obtaining any course material missed due to absence.
* If you are taking this course as a hybrid offering since you are off-site for part of the semester for clinical education, you are responsible for staying in touch with the instructor and up-to-date with the course materials and assignments. Please refer to the Student Handbook for more information on the specific requirements for *Student Responsibilities in Hybrid/Online Coursework.*
* At all times, you are to silence your cell phone and have it out of view. Using your phone during class is a direct violation of professional behavior and not accepted during this course.
* There will be times when you will be asked to use your personal device (phone, tablet, computer) to access the Internet for learning resources. During this time, it is expected you stay focused within the learning exercise and refrain from being involved with email, messaging or social media. Again, this type of behavior is a direct violation of professional behavior*.*

**Communication:**

One of the key components to your success in the AT program is communication. Communicate with your instructor. Communicate with your classmates. Ask questions. Get the information you need. You are here as a student, as a learner. Be that person! Ask for help. The only way anyone will know if you need help is when your learning assessments come back with a poor grade. At that point, you are behind. Stay ahead and keep up! Communicate (meaning TALK) with your instructor. Set up a time to meet and talk through it. Every AT faculty and staff will be willing to help – that is what we are here for.

**Course Requirements:**

This course will include coursework and learning assessments specific to the CAATE Educational Competencies and the BOC Role Delineation Study to ensure we are working toward helping you become a competent athletic training professional. The specific competencies associated with the course and the assigned coursework and learning assessments will be fully communicated to you on the course schedule at the start of the course. The competencies associated with the course will also be provided in the AT Student Handbook under the curricular information.

**SPECIFIC COURSE REQUIREMENTS**

**Assignments (45% of grade) and Quizzes (5% of grade)**

**Canvas Quizzes:** There will be quizzes throughout the semester to challenge student’s ability to identify topics related to the text and lecture material. They will be targeted on the anatomy of the area we are studying. Some of the quizzes will be allowed to be re-taken as many times as you wish as they are about learning and helping you learn the information. Some of the quizzes will be one attempt only to reinforce comprehension of the material. It will be stated in the introduction to the quiz if there are re-take options.

**Case Studies – SOAP Note Grand Rounds:** For each body area in the UE, we will complete a grand rounds/case study assignment. You will either be given a patient diagnosis, or you can utilize one that you observe in the clinical setting. You will be provided a diagnosis and you will work backwards to create the patient presentation. The case study will be presented by your group to your classmates in a standardized patient format to practice evaluation skills. We will do this toward the end of the units so all are versed on the tests and assessments. There will be a template for the grand rounds/case study provided in Canvas. They must include the patient hx, testing and evaluation procedures and findings, actual diagnosis, differential diagnosis (including potential injuries and illnesses), treatment plan or referral. Your group will lead the class through the case study in a grand rounds format. (15 pts each)

**EBP Summary (1) –** Evidence Based Practice: You will each complete 1 article review throughout the semester. Articles will be assigned that will focus on patient assessment or outcomes for that specific area. Complete a review of this article related to Evidence Based Practice in evaluation skills. The guiding question should be: how do/does the result(s) of the research impact our actions in the clinical setting? Should it change clinical practice? Should more research be done? See the rubric and review guide for more information. You will present your findings to the class when we cover that topic. (30pts – 25 for writing/critical application; 0-5 points for discussion)

**Examinations (50% of your grade)**

**Written Exams:** There will be three written exams, as well as a final exam, throughout the semester to challenge the student’s ability to recall information given. This is important part of preparation for the athletic training board exam which is taken completely in a computer-based format. The first 3 examinations will be focused on the body parts recently covered. The final exam will be cumulative case studies.

**Practical Exams:** There will be a practical examination for each of the following: (1) shoulder, (2) elbow, and (3) wrist and hand. The practical examinations will be completed on a peer or on a standardized patient who will be trained to portray a patient with clinical signs and symptoms of an injury. More detail of the practical examinations will be discussed in class. To be considered proficient in a practical examination – you must attain an 80% of the exam. If you do not attain an 80% - your first attempt score will be recorded as your grade and you must re-take the practical. You have the possibility for 2 re-takes. The re-take will be graded by two separate individuals to ensure fairness in grading. If you do not attain an 80% on the 3rd attempt, will need to remediate with the instructor and not be able to perform these clinical skills on patients in the clinical setting. You must pass the practical examination by the end of the course with an 80%. It is important to note that your grades on practical examinations will be a large component of your overall grade for this course.

**Grading scale:** The grade will be awarded as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **A:**  94-100% | **B:** 83-86% | **C:** 73-76% | **D:** 60-64% |
| **A-:** 90-93% | **B-:** 80-82% | **C-:** 70-72% | **F:** 59% or below |
| **B+:** 87-89% | **C+:** 77-79% | **D+:** 65-69% |  |

**ADDITIONAL INFORMATION**

**Open Learning Environment and Professional Behavior:**

In all AT courses, you will be expected to act professionally and ethically. The NATA Code of Ethics is a great reference to how you should model professional behavior – and it will start in the classroom and clinical education setting. As we talk about sensitive topics, you will have an open mind and actively listen. Our goal is to treat each individual in class fairly and listen to their opinion and thoughts. It doesn’t mean you always have to agree – but you need to be willing to try to understand. **All** students in the AT program, **WILL respect** individuality and diversity in the learning environment.

In many classes, you will be performing evaluation and touching each other as you will be doing in the AT profession. At all times, just like you would in the clinical setting, you will act professionally and properly communicate with your partner about what you will be doing. If at any time you feel uncomfortable with a certain skill or behavior, please talk to the instructor immediately.

**Academic Honesty:**

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

**Plagiarism** - presenting someone else's words, ideas, or data as your own work.

**Fabrication** - using invented information or the falsifying research or other findings.

**Cheating** - misleading others to believe you have mastered competencies or other learning outcomes

that you have not mastered.

**Academic Misconduct:** This includes academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

Academic dishonesty is NOT ACCEPTABLE. UWSP subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. The complete text of the chapter is available to you from the Dean of Students or you can visit <http://www.uwsp.edu/accreditation/docs/SA_PU_250.04.pdf> for more information.

**UWSP Policies**

Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current UWSP Course Catalog or Student Handbook.

**ADA Statement**

In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability Services for assistance with accommodations. It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature and extent of a disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability. Disabilities Services is located on campus at 103 Student Services Center, 1108 Fremont Street, UW-Stevens Point, Stevens Point, WI 54481.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **AT 711 – Upper Extremity Evaluation**  |  |  |
| **Date** | **Topic** | **Due Dates** | **Readings** |
| 9/6 | Course introduction –Review of Summer Courses Start your review of upper extremity anatomy  | Get Comfy with Starkey and and the Muscle and Motion App  | The reading assignments for each day are not divided out separately for you – you are responsible for the chapter that coincides directly for that body part. Starkey will be the main texts for reading. Kendall will be utilized for manual muscle testing and neurological testing. (yes – this is hard to read in a different direction….I am just testing you to see if you are taking the time to read….even if it is difficult to understand at first ☺). You will also be responsible for articles or videos listed on Canvas for the units. All articles for review will be posted there.  |
| 9/8 | Upper Extremity Anatomy – Shoulder Postural Focus -  | Due: Watch Common Characteristics of Kyphosis on Posture AppDue: Reflection |
| 9/13 | Shoulder Anatomy – Continued Neurological Assessment - UE | Due: Muscle ROM ChartDue: Shoulder Anatomy Quiz  |
| 9/15 | Shoulder – Evaluation ProcessIn-class Neuro Assessment  |  |
| 9/20 | Shoulder – Evaluation Process |  |
| 9/22 | Shoulder – Evaluation Process | Due: Shoulder II Quiz Due: Draft of Pathology Guide |
| 9/27 | Shoulder – Pathologies |  |
| 9/29 | Shoulder – Pathologies | Due: Shoulder Pathology Guide |
| 10/4 | Shoulder – Pathologies | Due: Grand Round Case Study |
| 10/6 | **Exam 1 – Written in class** |  |
| 10/11 | Shoulder Practical Examinations – Skill Check  | Due: Clinical Practice Guide |
| 10/13 | Elbow – Anatomy/ Evaluation Process  |  |
| 10/18 | Elbow – Evaluation Process | Due: Elbow Anatomy Quiz  |
| 10/20 | Elbow – Evaluation Process |  |
| 10/25 | Elbow – Pathologies | Due: Elbow Pathology and Neuro Quiz  |
| 10/27 | Elbow – Pathologies | Due: Grand Round Case Study |
| 11/1 | **Exam 2 – In class; with in-class practical**  | Due: Clinical Practice Guide |
| 11/3 | Wrist, Hand and Fingers (Anatomy) |  |
| 11/8 | Wrist - Evaluation Process | Due: Video – PalpationDue: Wrist/Hand Anatomy Quiz |
| 11/10 | Wrist - Evaluation Process |  |
| 11/15 | Wrist – Pathologies | Due: Wrist/Hand Quiz II  |
| 11/17 | Hand and Fingers - Evaluation Process | Due: Deformities Worksheet |
| 11/22 | Hand and Fingers – Pathologies |  |
| 11/24 | **Happy Thanksgiving!**  |  |
| 11/29 | Hand and Fingers – Pathologies |  |
| 12/1 | Wrist, Hand and Fingers – Pathologies  | Due: Grand Round Case Study |
| 12/6 | Exam 3 – In class; with in-class practical  |  |
| 12/8 | EBP Discussions  | EPB Article Review  |
| 12/13 | In-Class Practical Skill Checks and Review  |  |
| 12/15 | **Final Exam –**  |  |
| Finals | Final Practicals will be scheduled during the last week of class and finals week  |  |