

UNIVERSITY OF WISCONSIN – STEVENS POINT - ATHLETIC TRAINING  
SCHOOL OF HEALTH CARE PROFESSIONS

<b>Course Title: AT 711: Evaluation and Analysis of the Upper Kinetic Chain</b>	<b>Term: Fall 2019</b>	<b>Credits: 4</b>
<b>Instructor: Holly Schmies, PhD LAT</b> <b>Phone: Email: <a href="mailto:hschmies@uwsp.edu">hschmies@uwsp.edu</a></b>		
<b>Time and Place: T/TH 10:00 – 11:50am – HEC 116</b>	<b>Office hours: M 10-12</b>	

**Required Textbook(s):** Starkey – Orthopedic and Athletic Injury Handbook – 3<sup>rd</sup> edition (purchase)  
Biel – Trail Guild to the Body – 5<sup>th</sup> Ed (provided to you)

**Helpful Textbooks:**

Kendall - Muscles Testing and Function (*4<sup>th</sup> ed*) (available for use in HEC 147)  
Prentice – Principles of Athletic Training (15<sup>th</sup> or 16<sup>th</sup> ed)

**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.

**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)**

**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. 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.

**Case Studies – Grand Rounds and Standardized Patients:** Utilizing one of the patients you observe in the clinical setting or utilizing a diagnosis provided to you by the instructor – you will create and present a case study/SP for class. The case

study will be presented by you to your classmates in a SP format. We will do this toward the end of the units so all are versed on the tests and assessments. The case study must include the patient hx, testing and evaluation procedures and findings, actual diagnosis, differential diagnosis (including potential injuries and illnesses), treatment plan or referral. You also need to provide your audience with the clinical tools best supported by research for your case study. You will lead the class through the case study in a grand rounds format - the goal is to present a case that is not an easy assessment/diagnosis and to provide an evidence-based evaluation and assessment. (15 pts each)

**Article Review (2)** – Evidence Based Practice: You will each complete 2 article reviews 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. The guiding question should be: how do/does the result(s) of the research impact our actions in the clinical setting? Does the research have merit? 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 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 standardized patient who will be trained to portray a patient with clinical signs and symptoms of an injury. There will also be a portion of the practical examination dedicated to medical conditions if applicable. 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 3<sup>rd</sup> 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:

<b>A:</b> 94-100%	<b>B:</b> 83-86%	<b>C:</b> 73-76%	<b>D:</b> 60-64%
<b>A-:</b> 90-93%	<b>B-:</b> 80-82%	<b>C-:</b> 70-72%	<b>F:</b> 59% or below
<b>B+:</b> 87-89%	<b>C+:</b> 77-79%	<b>D+:</b> 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](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.

Date	Topic	Due Dates	Readings
9/3	Course introduction – Review of summer; clinical applications		<p>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.</p>
9/5	Review of Lower Extremity and Concussions Start your review of upper extremity anatomy	Discussion about concussion protocols, injury assessment process Due: Bring your concussion protocol from clinical site	
9/10	Upper Extremity Anatomy – Review Neurological Assessment - UE	Due: Trail Guide Review	
9/12	Shoulder – Anatomy/Palpation/ROM	Due: Trail Guide Shoulder Due: Anatomy Quiz	
9/17	Shoulder – Anatomy/MMTs/Special Tests/Neuro		
9/19	Shoulder – Anatomy/MMTs/Special Tests/Neuro		
9/24	Shoulder – Pathologies		
9/26	Shoulder – Pathologies; in-class practicals	Due: Grand Rounds - SPs	
10/1	Shoulder – Pathologies; in-class practicals		
10/3	Shoulder – Movement Analysis – Basic introduction	Due: Article Review Shoulder	
10/8	<b>Exam 1</b>		
10/10	Elbow – Anatomy/Palpation/ROM/ MMTs	Due: Anatomy Quiz Due: Trail Guide Elbow	
10/15	Elbow – Anatomy/Special Tests/Neuro		
10/17	Elbow – Anatomy/Special Tests/Neuro		
10/22	Elbow – Pathologies	Due: Grand Rounds - SPs	
10/24	Elbow – Pathologies		
10/29	<b>Exam 2 -</b>		
10/31	Wrist, Hand and Fingers (Anatomy)	Due: Anatomy Quiz Due: Trail Guide Wrist, Hand	
11/5	Wrist - MMTs/Special Tests/Neuro		
11/7	Wrist - MMTs/Special Tests/Neuro		
11/12	Wrist – Pathologies		
11/14	Hand and Fingers - MMTs/Special Tests/Neuro		
11/19	Hand and Fingers – Pathologies	Due: Grand Rounds - SPs	
11/21	Hand and Fingers – Pathologies		
11/26	<b>Exam 3</b>		
11/28	<b>Happy Thanksgiving!</b>		
12/3	Movement Analysis – Overhead motions		
12/5	Movement Analysis - Overhead motions	Due: Article Review 2	
12/10	Movement Analysis – CKC	Due: Grand Rounds - SPs	
12/12	Movement Analysis - CKC		
Final	<b>Final Exam –</b>		
	Final Practicals will be scheduled during the last week of class and finals week		