COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Health, Human Performance, and Recreation
Course No. TX 323

Title of Course: Advanced Injury Assessment III
Date: Spring 2016

Please check: ■ New
□ Revision

I. Catalog Description (Credit Hours of Course):

Assessment of the head, neck, face, thorax, abdomen, hip, and thoracic and lumbar spine injuries in athletes and others engaged in physical activity. (3 credit hours)

II. Co- or Prerequisite(s):
Prerequisites: TX322, TX383

III. Purposes or Objectives of the Course (optional):
1) Explain the importance of monitoring a patient following a head injury; including the role of obtaining clearance from a physician before further patient participation.
2) Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for:
3) Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations.
4) Describe the influence of pathomechanics on function.
5) Identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient's life.
6) Explain the role and importance of functional outcome measures in clinical practice and patient health-related quality of life.
7) Identify functional and patient-centered quality of life outcome measures appropriate for use in athletic training practice.
8) Explain diagnostic accuracy concepts including reliability, sensitivity, specificity, likelihood ratios, prediction values, and pre-test and post-test probabilities in the selection and interpretation of physical examination and diagnostic procedures.
9) Explain the creation of clinical prediction rules in the diagnosis and prognosis of various clinical conditions.
10) Apply clinical prediction rules (eg, Ottawa Ankle Rules) during clinical examination procedures.
11) Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition.
12) Differentiate between an initial injury evaluation and follow-up/reassessment as a means to evaluate the efficacy of the patient's treatment/rehabilitation program, and make modifications to the patient's program as needed.
13) Demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses.
14) Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions.
15) Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions.
16) Incorporate the concept of differential diagnosis into the examination process.
17) Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status.
18) Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to:
   a. history taking
   b. inspection/observation
   c. palpation
   d. functional assessment
19) Assess and interpret findings from a physical examination that is based on the patient's clinical presentation. This exam can include:
   a. Assessment of posture, gait, and movement patterns
   b. Palpation
   c. Muscle function assessment
   d. Assessment of quantity and quality of osteokinematic joint motion
   e. Capsular and ligamentous stress testing
   f. Joint play (arthrokinematics)
   g. Selective tissue examination techniques / special tests
   h. Neurologic function (sensory, motor, reflexes, balance, cognition)
   i. Cardiovascular function (including differentiation between normal and abnormal heart sounds, blood pressure, and heart rate)
   j. Pulmonary function (including differentiation between normal breath sounds, percussion sounds, number and characteristics of respirations, peak expiratory flow)
   k. Gastrointestinal function (including differentiation between normal and abnormal bowel sounds)
   l. Ocular function (vision, ophthalmoscope)
   m. Function of the ear, nose, and throat (including otoscopic evaluation)

20) Perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.
   a. Neck
   b. Spine
   c. Hip

21) Use standard criteria or developed scales (eg, Physiotherapy Evidence Database Scale [PEDro], Oxford Centre for Evidence Based Medicine Scale) to critically appraise the structure, rigor, and overall quality of research studies.

22) Determine the effectiveness and efficacy of an athletic training intervention utilizing evidence-based practice concepts.

23) Explain the theoretical foundation of clinical outcomes assessment (eg, disablement, health-related quality of life) and describe common methods of outcomes assessment in athletic training clinical practice (generic, disease-specific, region-specific, and dimension-specific outcomes instruments).

24) Describe the types of outcomes measures for clinical practice (patient-based and clinician-based) as well as types of evidence that are gathered through outcomes assessment (patient-oriented evidence versus disease-oriented evidence).

25) Understand the methods of assessing patient status and progress (eg, global rating of change, minimal clinically important difference, minimal detectable difference) with clinical outcomes assessments.

26) Apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments.

27) Explain the relationship between posture, biomechanics, and ergodynamics and the need to address these components in a therapeutic intervention.

28) Instruct clients/patients in the basic principles of ergodynamics and their relationship to the prevention of illness and injury.

IV. Student Learning Outcomes (Minimum of 3):
1) Demonstrate and document a complete postural assessment.
2) Demonstrate a neurological examination (dermatome, myotome, reflex) of the spine.
3) Demonstrate orthopedic special tests (muscle, tendon, joint, joint stability-ligament neurological, bone, vascular) of the spine.

V. Optional departmental/college requirements:
A. None

VI. Course Content or Outline (Indicate number of class hours per unit or section):

<table>
<thead>
<tr>
<th>A. Cervical spine evaluation</th>
<th>10</th>
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<tbody>
<tr>
<td>1. Anatomy of all bony and soft tissue structures</td>
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<td>2. Obtaining accurate injury history</td>
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<td>3. Palpation of anatomical structures</td>
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<td>4. Range of motion testing</td>
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<td>5. Manual muscle testing</td>
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<td>6. Special and ligamentous testing</td>
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<th>B. Hip and Pelvis evaluation</th>
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<td>1. Anatomy of all bony and soft tissue structures</td>
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<td>2. Obtaining accurate injury history</td>
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<td>3. Palpation of anatomical structures</td>
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<td>4. Range of motion testing</td>
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<td>5. Manual muscle testing</td>
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<td>6. Special and ligamentous testing</td>
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<th>C. Thoracic and lumbar spine evaluation</th>
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<td>1. Anatomy of all bony and soft tissue structures</td>
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<td>2. Obtaining accurate injury history</td>
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<td>3. Palpation of anatomical structures</td>
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<td>4. Range of motion testing</td>
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<td>5. Manual muscle testing</td>
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<td>6. Special and ligamentous testing</td>
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<th>D. Posture Assessment</th>
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<tr>
<td>1. Identify tools and positions for evaluating posture</td>
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<td>2. Describe items in patient history important when evaluating posture</td>
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<td>3. Explain the various views of observation during a postural evaluation</td>
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<td>4. Describe postural deviations that may occur in the physically active</td>
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<th>E. Thorax and abdomen evaluation</th>
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<tbody>
<tr>
<td>1. Anatomy of all bony and soft tissue structures</td>
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<td>2. Obtaining accurate injury history</td>
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<td>3. Palpation of anatomical structures</td>
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<td>4. Heart and lung auscultations</td>
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<td>5. Discuss the history, observation, palpation and functional tests for evaluating cardiopulmonary conditions</td>
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<td>6. Describe cardiopulmonary conditions affecting physical activity</td>
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Total 45

Please Attach copy of class syllabus and schedule as an example
Southeast Missouri State University  
College of Health & Human Services  
Department of Health, Human Performance & Recreation  
Athletic Training Program  
Spring 2016

Course Information
Course # and Title: TX 323: Advanced Injury Assessment III  
Credit Hours: 3.0 Credits  
Meeting Time: M/W/F: 9:00 – 10:00 am  
Meeting Location: Parker Hall 112

Instructor Information
Name: Kyle Schneider MSEd, ATC  
Office: Parker 112  
Phone: 573-651-5193  
E-mail: kschneider@semo.edu  
Office Hours: M/W/F: 10:00 am – 11:00 am  
W: 2:00 – 3:00 pm

Required Textbook

Referenced Textbooks/Materials


Journal Articles as Assigned

Course Description
Assessment of the head, neck, face, thorax, abdomen, and thoracic and lumbar spine injuries in athletes and others engaged in physical activity.

Pre-Requisites
HL 322 – Advanced Injury Assessment II
Course Objectives
Upon completion of this course the student should be able to complete the following:

1) Explain the importance of monitoring a patient following a head injury; including the role of obtaining clearance from a physician before further patient participation.
2) Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for:
3) Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations.
4) Describe the influence of pathomechanics on function.
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6) Explain the role and importance of functional outcome measures in clinical practice and patient health-related quality of life.
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17) Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status.
18) Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to:
   a. history taking
   b. inspection/observation
   c. palpation
   d. functional assessment
   e. selective tissue testing techniques / special tests
   f. neurological assessments (sensory, motor, reflexes, balance, cognitive function)
   g. respiratory assessments (auscultation, percussion, respirations, peak-flow)
   h. circulatory assessments (pulse, blood pressure, auscultation)
   i. abdominal assessments (percussion, palpation, auscultation)
j. other clinical assessments (otoscope, urinalysis, glucometer, temperature, ophthalmoscope)

19) Assess and interpret findings from a physical examination that is based on the patient's clinical presentation. This exam can include:
   a. Assessment of posture, gait, and movement patterns
   b. Palpation
   c. Muscle function assessment
   d. Assessment of quantity and quality of osteokinematic joint motion
   e. Capsular and ligamentous stress testing
   f. Joint play (arthrokinematics)
   g. Selective tissue examination techniques / special tests
   h. Neurologic function (sensory, motor, reflexes, balance, cognition)
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28) Instruct clients/patients in the basic principles of ergodynamics and their relationship to the prevention of illness and injury.

**Student Learning Outcomes**

1. Demonstrate and document a complete postural assessment
2. Demonstrate a neurological examination (Dermatome, myotome, reflex) of the spine
3. Demonstrate orthopedic special tests (muscle, tendon, joint, stability-ligament, neurological, bone, vascular) of the spine

**Courtesy/Classroom Decorum & Specific Policies**

The following is a brief list of classroom courtesy guidelines that need to be followed at all times this semester:

1. Do not talk during class this is disruptive to people around you and me as the instructor
2. Be actively engaged in the class. This means not doing other homework, playing games on phone, texting, sleeping etc.
3. **Please refrain from using a cellular phone or any other electronic device in this class for anything other than academic purposes.** If you are expecting an emergency call please let me know beforehand and sit near the door so that you can answer it without disturbing class

**Electronic Communication**

I will frequently use email and Moodle to communicate with you as a class. However, I will only utilize your SEMO e-mail account. So please check that email on a regular basis to ensure you are up-to-date on announcements.

**ATEP Matriculation Clause:**

This course must be completed in the original ATEP curriculum sequence that is set for all athletic training students. To advance to the next set of core athletic training courses, each student MUST pass this course with a grade of C or better. If you earn a grade lower than a C you will not matriculate to the next core set of athletic training courses.

**Attendance and Participation**

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor’s decision to provide, or not to provide, make-up work related to absences for any other reason. In order to achieve the objectives of this course, you must attend class regularly. Your grade is based in
large part on in-class participation. If you are absent from class on discussion days, you will be unable to participate. In turn, you will receive no participation points for that day. A student not present for class during the entire initial week of a scheduled course may be removed from the course roster unless the student notifies the instructor by the end of the first week of an intention to attend the class. Questions regarding the removal process should be directed to the Registrar.

Evaluation of Learning

**Quizzes:**
There will be unannounced quizzes throughout the semester to ensure that students are keeping up with the assigned readings and understanding the material. These quizzes will cover lab material, in class lectures and out of class readings. Quizzes that are missed due to tardiness or unexcused absences will not be allowed to be made up.

**Out of Class Assignments/Late Work**
There will be assignments given out on a periodic basis that are to be completed by the due date. These assignments will be given to you in class, by email or on Moodle. Students are expected to submit all assignments through Moodle. All assignments are due when class begins on the due date unless otherwise specified. NO LATE WORK WILL BE ACCEPTED!!! Make-up work must be done in a timely fashion and due dates for excused absences will be given on an individual basis. Work missed due to unexcused absences will not be allowed to be made-up under any circumstances.

**Pre-Class Work:**
There will be occasions when students will be required to complete readings/assignments before coming to class in order to facilitate lab sessions and understanding of the material. Failure to complete the work will leave you unprepared for the lab and may cause you to be not allowed in class for the day as you will detract from the learning experience and result in an unexcused absence. This will be your “admittance ticket” to class.

**Assigned Readings:**
Students are expected to complete the assigned readings before class in which the material is due to be covered. These dates are listed on the syllabus. This will assist the student in learning and retaining the material that is presented in class. Due to the content of the course and the limited time that is available for this semester, some material may be assigned as a self-study chapter. The instructor reserves the right to give a quiz over any assigned readings at any time to ensure that you are keeping up with the work.

**Exams:**
There will be 3 exams over the course of the semester (2 in class and 1 final). The final exam will be comprehensive. These examinations will cover material from the textbook, assigned readings, materials presented in class and homework assignments. As is the case with every athletic training course, material will progressively build on previous knowledge so staying up to date on the material is important.
**Clinical Skill Sheets:**
For certain topics presented in class there will be clinical skill sheets demonstrating competency in a specific clinical skill. These forms will be made available to you and must be completed on the day they are due.

**Oral/Practical Exams:**
Because of the hands-on component of Athletic Training and this course there will be 3 Oral/Practical exams over the course of the semester. One will be around the mid-point of the semester and the other around the last week of classes. Students will be expected to be able to perform the clinical skills associated with this course during this time.

**Course Evaluation**
Final Grades will be based on the following:

- Written Exams: 30%
- Final Exam: 20%
- Clinical Proficiency Demonstration/Practical Exams: 20%
- Quizzes: 10%
- Assignments/Participation: 15%
- Completed Clinical Check Sheets: 5%

**Grading Scale:**
The following is the grading scale used by Southeast Missouri State University. There will be no exceptions to this scale.

- 90.00-100.00 = A
- 80.00-89.99 = B
- 70.00-79.99 = C
- 60.00-69.99 = D
- 59.99 and Below = F

**Other Important Information:**

**Academic Honesty:**

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group
projects assigned by the instructor. In this situation, the work must be that of the group.

Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:
1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner.

It includes, but is not limited to, those activities where a student:
1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

All students must abide by these policies. Any student caught plagiarizing, cheating, or engaging in any other form of academic dishonesty will receive a zero on the assignment in question. That student may also be subject to further disciplinary action. If you have any questions about what constitutes plagiarism, please ask me. Please keep in mind that cutting and pasting from websites or other internet resources constitutes plagiarism.

**Civility**

Official university policy on civility is as follows:

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system. For more, see: [http://www6.semo.edu/stuconduct/](http://www6.semo.edu/stuconduct/)

Students and instructors share the responsibility to cultivate an environment of respect, both in class and in online course interactions. Violations of the student code of conduct will be reported to the Office of Student Conduct.

**Disabilities**

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability
Support Services to become registered as a student with a disability in order to have accommodations implemented. Accommodations are implemented on a case by case basis. For more information please contact Disability Support Services at 573-651-2273.

**Grievance Policy**
All questions regarding this class should be addressed to the instructor. If the student has further queries or if their concerns are not addressed to their satisfaction they should contact the Department Chair Dr. Joe Pujol, 651-2197.

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<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Syllabus/Introduction Day</td>
<td>Starkey C., Brown S., Examination of Orthopedic &amp; Athletic Injuries. Chapter 12 Assigned Articles</td>
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<tr>
<td>(January 19-22)</td>
<td>Pelvis and Thigh</td>
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<td><strong>Week 2</strong></td>
<td>Pelvis and Thigh Conditions:</td>
<td>Starkey C., Brown S., Examination of Orthopedic &amp; Athletic Injuries. Chapter 12 Assigned Articles</td>
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<td>(January 25-29)</td>
<td>Common Conditions</td>
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<td>History Taking</td>
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<td>Observation</td>
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<td><strong>Week 3</strong></td>
<td>Pelvis and Thigh Conditions/Injury Assessment</td>
<td>Starkey C., Brown S., Examination of Orthopedic &amp; Athletic Injuries. Chapter 12 Assigned Articles</td>
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<td>(February 1-5,)</td>
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<td><strong>Week 4</strong></td>
<td>Practical/Written Exam I (Pelvis and Thigh)</td>
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<td>(February 8-12)</td>
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<td><strong>Week 5</strong></td>
<td>Lumbar Spine/Postural Assessment</td>
<td>Starkey C., Brown S., Examination of Orthopedic &amp; Athletic Injuries. Chapter 6 &amp; 13 Assigned Articles</td>
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<tr>
<td>(February 15-19)</td>
<td>Common Conditions</td>
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<td>History Taking</td>
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<td>Observation</td>
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<td><strong>Week 6</strong></td>
<td>Lumbar Spine/Postural Assessment</td>
<td>Starkey C., Brown S., Examination of Orthopedic &amp; Athletic Injuries. Chapter 6 &amp; 13 Assigned Articles</td>
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<td>(February 22-26)</td>
<td>Observation/Special Tests</td>
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<td><strong>Week 7</strong></td>
<td>Lumbar Spine/Postural Assessment</td>
<td>Starkey C., Brown S., Examination of Orthopedic &amp; Athletic Injuries. Chapter 6 &amp; 13 Assigned Articles</td>
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<td>(February 29-)</td>
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<td>Date/Week</td>
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<td>March 4</td>
<td>Observation/Special Tests of Orthopedic &amp; Athletic Injuries. Chapter 6 &amp; 13</td>
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<td>Assigned Articles</td>
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<td>Week 8 (March 7-11)</td>
<td><strong>Practical/Written Exam II</strong> (Lumbar Spine/Posture)</td>
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<td>Week 9 (March 14-18)</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>Week 10 (March 21-25)</td>
<td>Thoracic Spine/Injury Assessment</td>
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<td>Common Conditions</td>
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<td>History Taking</td>
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<td>Observation</td>
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<td>Week 11 (March 28-April 1)</td>
<td>Thoracic Spine/Injury Assessment</td>
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<td>Week 12 (April 4-8)</td>
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<td>Week 13 (April 11-15)</td>
<td>Cervical Spine/Injury Assessment</td>
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<td>Common Conditions</td>
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<td>Observation</td>
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<td>Week 14 (April 18-22)</td>
<td>Cervical Spine/Injury Assessment</td>
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<td>Week 15 (April 25-29)</td>
<td>Cervical Spine/Injury Assessment</td>
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<tr>
<td>Week 16 (May 2-6)</td>
<td><strong>Practical Exams</strong></td>
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<tr>
<td>(Thoracic/Cervical Spine)</td>
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<tr>
<td><strong>FINAL EXAM</strong></td>
<td><strong>WEDNESDAY MAY 11th</strong></td>
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