**University of Florida**

**College of Public Health & Health Professions Syllabus**

**PHT 6189C: Examination Evaluation and Basic Exercise for the Physical Therapy Patient**

Semester: 2021

Delivery Format: On-Campus and Blended

Instructor Name: Gloria Miller, PT, PhD
Room Number: Mon: HPNP 1104/1109, Ground room classrooms. Wed. CLC
Phone Number: 273-6108
Email Address: gtmiller@phhp.ufl.edu
Office Hours: appointment by email

Adjunct Clinical Faculty: Mike Hodges, DPT, OCS gatorpt1993@gmail.com

Teaching Assistants: Primary: Priyanka Rana, PT priyankarana@ufl.edu

Preferred Course Communications (e.g. email, office phone): email

Clock hours: 5: 1 lecture/discussion hour OR additional lab time (Mondays only), 4 lab/discussion/group work hours/week – 16 weeks

**Class time:** Mon Lecture online. View before labs.

**Mon:** HPNP First lab (DEF) 12:50-2:45/Second lab (ABC) 3:15-5:10,

**Wed:** CLC First lab (ABC) 1:15-3:15/Second lab (DEF) 3:30-5:30

## Prerequisites Course participation is limited to entry-level DPT student in their first year of the UF program.

## PURPOSE AND OUTCOME

Course Overview: The purpose of this course is for the physical therapy student to develop competence and confidence in the use Guide to PT Practice and the ICF model for interview, outcomes, and the selection and justification of appropriate tests, measures, the development of a basic evaluation and the selection and justification for basic interventions for the individual patient. The student will also have adequate instruction and practice time to develop accuracy, reliability, and confidence in the administration of these tests, measures, and interventions as well as the documentation of results and the modification of said measures for the individual patient while maintaining reliability and validity. Appropriate affective behaviors will be integrated into the skill sets. This course will use simple and predetermined health conditions and diagnoses.

Note: This is not a course in developing differential diagnosis for the individual patient. Those skills that require knowledge of specific disease/conditions/disabilities which will be discussed in more patient specific courses such as Musculoskeletal I/II, Cardiopulmonary, Principles of Disease, Neuro Rehabilitation I/II, Differential Diagnosis.

## Relationship to Program Outcomes: (1d). Students will be physical therapists who address the unique physical and psychosocial characteristics of each individual client; (1f) provide safe and effective physical therapy services in a variety of settings; and (1b) are independent problem-solvers and critical thinkers. To accomplish these program goals/outcomes, students will be able to assess ROM, muscle length, strength, and function in patients across multiple settings, make evaluations based on individual patients, and prescribe intervention(s) that are appropriate to accomplish patient goals.

Variety of levels of care & settings:

|  |  |  |  |
| --- | --- | --- | --- |
| **Hospital**Acute illness/surgeryGross function muscles and joints Roll, reach, sit, eat, walkTests per settingImpairment & functionalOutcomes – ADLs, discharge home or next setting  | **Rehab-Homebound****Subacute/Home Health**, Medically stableFunction of muscles/jointsCook, clean, showerReach cabinetsTests per settingOutcomesADLs some IADLs | **Home - Outpatient**Return to work/roleTransportationDrive/bus/bike walk fastFamily, shop,Tests per setting Outcomes return to work, basic home activities  | **Community/Lifestyle**Participation fullLeisureCommunity activitiesAdvanced familyOutcomes return to participation activities including sports, leisure, community  |

# Image result for bloom's taxonomy revised

Course Objectives and/or Goals

**Objectives:** At the conclusion of PHT 6189C the student will be able to:

1. **Create** an examination/evaluation form that will provide a thorough examination of a patient with a known pathology/health condition that will lead to a thorough analysis of their movement dysfunction and provide a sound basis for the creation of individual goals and plan of care that will significantly reduce impairments and improve function and/or participation.
2. **Use the frameworks** of Vision 2030, ICF model, the Guide to PT Practice model for examination/evaluation, and patient statements of movement dysfunction(s) and goals when **analyzing** appropriate tests, measures, and basic interventions to be selected for a specific patient.
3. **Integrate** evidence, clinical expertise, and the characteristics/goals of the individual patient, when developing an examination, evaluation, and basic intervention.
4. **Justify** (verbally and written) the selection of each test, outcome measure, and basic intervention for an individual patient and/or individual setting.
5. **Organize** selected tests, measures, and basic interventions in a rationale and organized manner which is efficient and tailored to the individual patient
6. **Compare** the differences of testing and intervention selection in various patient care settings (e.g. acute, OP, rehab, community wellness) and create/adapt various examination forms to reflect differences.
7. **Verbalize and explain** the principles and procedures for each standardized and/or functional test, measure, and intervention. (E.g. principle of MMT, goniometry) and develop a comprehensive guide for easy reference for use in the clinic.
8. **Demonstrate accuracy and reliability** at a level of 90% and safety at 100% when performing basic examination procedures and basic intervention procedures including but not limited to patient interview, palpation of muscle/bone/ligament, anthropometric measurements, muscle length testing, goniometry, manual muscle testing, functional muscle testing, and basic neurological testing.
9. **Discuss the results of a basic examination. Propose evaluation, goals, and POC including interventions. Defend rationale.**
10. **Propose and perform modification of** standardized testing and intervention procedures to the individual needs of the patient while maintaining the validity and reliability of the test.
11. **Clearly and accurately document** the results of testing and intervention in standardized and organized format.
12. Students will demonstrate **appropriate affective behaviors** (at the level of 90%) during the subjective exam (interview), objective exam (tests & measures), as well as evaluation (explaining to patient the impact of impairments/deficits). These behaviors include but are not limited to respect, consideration, communication, and professionalism. (Please refer to the generic abilities and professional development plan for more details). Students will use feedback to improve affective skills.
13. Be **competent** in writing patient notes in both SOAP format and patient/client management format. Electronic documentation will be spelling and grammatically correct
14. **Interpret, analyze, and utilize** feedback from course instructor and teaching assistants in a timely fashion without defensiveness to increase accuracy, reliability, and confidence. The student will use feedback to modify performance.
15. **Integrate and synthesize material and resources** from both previous and concurrent courses (e.g. FA I, II, Basic Skills I, II, Neuroscience) to enhance understanding and application of course material.
16. Utilize lecture/lab environment, learning experiences, and feedback/interaction with instructors, teaching assistants, and peers to **analyze and progress** in their individual professional development plan.

## Instructional Methods: Blended learning, lecture, on line educational experiences, demonstration, explanation, discussion, authentic cases, return demonstration, practice, and modification

**Blended Learning**

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s health professional.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

**Materials required:**

1. Goniometer (large)
2. Clipboard or tablet (for practicals )
3. Sports bra/camisole for women when doing upper quarter, sleeveless shirts, loose fitting shorts mid-thigh for all
4. **Name tag first 3-4 weeks**

**Required Textbooks**

*Please use syllabus as a Guide to materials to read*

* Guide to PT Practice 3.0 (APTA online)
* Daniels & Worthingham; 7th or 8th Edition or 9th Edition (muscle testing)
1. Norkin and White: 4th Edition
2. Kisner and Colby 6th Edition
3. Kettenbach: Writing SOAP notes 5th Edition
4. Course Web Page: Canvas
5. Online instructional handouts and videos

Reference textbooks and materials (used in previous coursework):

1. Trail Guide; palpation skills from Functional Anatomy I
2. Guide to Physical Therapy Practice, APTA, (accessible online)
3. Notes from Professional Issues I, BSI

For technical support for this class, please contact the UF Help Desk at:

* [Learning-support@ufl.edu](file:///C%3A%5CUsers%5Chackg%5CDesktop%5CLearning-support%40ufl.edu)
* (352) 392-HELP - select option 2
* <https://lss.at.ufl.edu/help.shtml>

# ACADEMIC REQUIREMENTS AND GRADING

# Assignments& Exams(graded)

The teaching and grading format emphasizes the epistemology (beliefs about what and how you know e.g. knowledge is complex, constructed and interpreted in individual context vs. knowledge is simple) of this course. The focus of this course is to develop accuracy, reliability & confidence. Students must have multiple opportunities to practice the skills and receive feedback. Assignments with both group and individual accountability allow the student to work individually and as a team, both elements of current clinical practice. Three written exams allow the student to demonstrate mastery in a timed situation without access to multiple resources, similar to the clinical situation. Practicals ensure material is mastered.

Exam 1(written) 12% (24 points)

Exam 2(written):               20% (40 points)
Exam 3 (written):              30% (60 points) includes some material from previous exams

 62% (124 points)

Assignments/Practicals (inclusive of 3 cases) 38% (76 points)

Subjective assignment 3% (6 points)

Practical 1 5% (10 points) (includes 1% for write up)

Practical 2 7% (14 points) (includes 1% for write up)

Practical 3 8% (16 points) (includes 1% for write up)

Case 1 (group work) group of 4 5% (10 points) Assigned groups of 4 per lab

Case 2 (group work) dyads 5% (10 points) Assigned groups of 2 per lab

Case 3 (individual work) 5% (10 points)

 38% (76 points)

Goniometry grids Complete/Not Complete: Required weekly – posted to canvas

Kettenbach book & assignments Complete/Not Complete: Required for pass, loss of letter grade if not completed

 Some worksheet answers may be typed and submitted online

Lecture attendance Required (Student missing > 1 lec, drop of one letter grade e.g. A to A-

Lab attendance Required (student missing > 1 lab, drop of one letter grade as above

 Total 100% or (200 points)

Practicals (3 total): Must pass at 90% skills and **100% safety** required (please see rules for failure of practicals in Student Handbook) <http://pt.phhp.ufl.edu/pdf/StudentHandbook.pdf>.

**Any assignments missing Student Honesty Statement, Signature, or late will result in reduced grade.**

**Test Scores** will be posted within one week of the exam. Every effort will be made to return exams in a timely manner for your review. Your patience is appreciated. Students receiving a grade of "C" (less than "80") or less will be *required* to meet with the instructor.  A time will be scheduled for all class members to review the exam with the answer key. After exams have been returned, grades will not be changed once a week has elapsed. Students wishing to discuss exam questions should schedule *individual* appointments. Students are responsible for checking with the instructor to ensure that the grade is recorded properly if the grade has been changed.

# Policy Related to Make up Exams or Other Work

Please see overall attendance policy in Student Handbook. Personal issues with respect to exams will be handled on an individual basis.

# Policy Related to Required Class Attendance

Lec/Lab attendance is required (student missing > 1 lab, drop of grade by one letter grade) e.g. A becomes A-

**Excused absence :** Absence from class due to illness, isolation, or quarantine related to contracting, or high risk exposure to, the COVID-19 virus will be considered “excused”. Consistent with UF and UFDPT policies, you will have opportunities to complete missed content including, but not limited to, in

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Grading Scale:**

93-100 = A 4.00 grade point

90-92 = A- 3.67 grade point

87-89 = B+ 3.33 grade point

83-86 = B 3.00 grade point

80-82 = B- 2.67 grade point

79-70 = C 2.00 grade point

69-60 = D 1.00 grade point

Below 60 = E 0 grade point

# STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

**COVID 19:** Disregard of health and safety guidelines for the safe return to in-person classes will be considered a critical professionalism infraction – “behavior or communication that is illegal *or endangers the welfare of the student, a patient, another student, TA, or faculty*” (pg 37 Student handbook Class of 2022 or pg 41 Student handbook Class of 2023). Examples of this behavior include attending class while symptomatic, after high risk contact with a person or persons known to have COVID19, attending class while awaiting COVID19 test results, or attending class after a positive COVID19 test without being cleared by UF Screen, Test & Protect.

There will be no opportunity to make up content missed as a result of a critical professional behavior infraction in this class. Sanctions shall include lowering of grade for assignment, quiz, exam, and/or overall course grade; sanctions from Professional Development Committee (i.e. oral or written reflection, observation and practice of affective skills in clinical setting, etc); referral to the Dean of Student’s Office; loss of eligibility for scholarships, trips (i.e. Nicaragua), awards, TA or leadership positions. A critical professional behavior infraction is grounds for dismissal from the program.

# Expectations Regarding Course Behavior

**Professional Behavior:** Effective professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of these behaviors and has incorporated the development as well as evaluation of these behaviors into each academic course. In order to demonstrate safe and effective professional behavior prior to clinical visits that occur in the third semester of the curriculum, all students must demonstrate progression in their professional development across semester classes. Students will formally self-evaluate their professionalism at midterm and end of second semester. Additional feedback will be provided by peers, instructors, and teaching assistants. Additionally, students must demonstrate 100% safety on all practical exams throughout the curriculum. Should a student fail a practical exam, due to safety or additional reasons, they will have only one opportunity to repeat the exam. See student handbook. <http://pt.phhp.ufl.edu/pdf/StudentHandbook.pdf>.

**Class preparation/Attendance/Instructor expectations:**

1. Attendance in lec/labs is mandatory- see grading.
2. All assignments/online preparation should be completed before class. This allows all students to proceed at the same pace through their learning experiences. Lab time is an opportunity to perfect your skills, and get feedback from faculty
3. Students prepared with standardized positions, landmarks, norms, etc. for goniometry
4. Students are **proactive** asking questions to clarify assignments.
5. Students come to lab properly attired (and prepared with all materials/equipment.
6. Students utilize feedback to progress with professional abilities.
7. Emails to faculty and teaching assistants are appropriately titled for ease of response.
8. NO emails will be sent (that MUST be read prior to Monday) or **answered Friday 6 pm to Monday 8 am**.
9. Students who exhibit a repeated infraction of professionalism will meet with the instructor. Student will receive a **Professionalism warning** and this will be placed in their file. Please refer student handbook for possible consequences.

**Dress Code**: Students are allowed to wear lab attire to both lecture and lab. See Student Handbook.

Nails should be short so that nails are not visible from the palmar side of the hand.

**Name tags-**students required to wear name tags for the first **3-4 weeks**.

**Opportunities for student input:** Students are encouraged to give instructor feedback to enhance learning experience. This can occur informally throughout the course, especially during lab time.

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# Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity.  As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

 “**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code.  Violations of the Honor Code at the University of Florida will not be tolerated.  Violations will be reported to the Dean of Students Office for consideration of disciplinary action.  For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

# Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by

completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open

during the last two or three weeks of the semester, but students will be given specific times

when they are open. Summary results of these assessments are available to students at

<https://evaluations.ufl.edu/results/>.

# SUPPORT SERVICES

# Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

# Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

* The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
* You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
* The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
* Crisis intervention is always available 24/7 from:

Alachua County Crisis Center
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

# Topical Outline/Course Schedule 2021

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| Week DateM DEF🡪ABC W ABC🡪DEF  | Topic, Exams, Assignment, Practicals Professional goals/plan Holiday: Jan 20 MLKMake-up class highlited | Assignments/ priming material Graded and ungraded assignmentsHandouts to preview.Procedures to preview. | Readings/online resources Course texts, online resources (videos).Suggest you skim chapters. N&W 3rd edition pages purpleSuggest review MMT after lab |
| Week 1 M Jan 11W Jan 13 | **Lecture:** Vision 2030: PTs as Movement Experts Frameworks. Guiding pt. in continuum of care. Subjective and Postural Exam (objective) Relevance to patient complaint, related systems/joints, and CDM process Revisit your Professional Plan **M lab:** Lab Palpation & Postural exam **W lab:** Subjective exam/Group interview  | Before Mon lab: Listen to lecture online.Review lab handouts.Before Wed lab:Review blank intake form.Review subjective exam form.Review subj. exam proceduresReview Intake Case 1 & 2  | Read:M: K&C 414-415, 425-428Postural exam handout and supplementsW: Responsible for/review:Kettenbach 1,2,5-9,14-15, 19-21This was completed in BSI |
| Week 2M Jan 18MLK Holiday W Jan 20F Jan 22Make up | **Monday MLK Holiday** **Lecture:** Frameworks for thinking and clinical decision making: Guide, ICF, HOACSOAP vs. Pt/Client Management **W lab:** Circumferential**F lab:** Dyad interview/circumferential  | Due Wed 1/20 8:00 am CanvasAssignment 1: Subjective exam video with Melissa Cere, DPTBefore Wed Lab:Listen to lecture Video circumferential-watchBSI text: Ch. 11 edema Review circumferential handoutsBefore Fri lab: review case you will role play  | Read:K&C Ch. 1 (5-12; 15-26)Kettenbach Ch. 13, 14Kettenbach answer resourceFull abbreviation list (posted FYI) |
| Week 3M Jan 25W Jan 27 | **Lecture:** Principles of Goniometry, muscle length/tone. Screen/measure. Shoulder/scapula**M lab:** Begin goniometry of shoulder **Wed lab:** Continued Shoulder. ROM, end feel, application Goniometry alignmentPractice with cases | Due 1/25: Shoulder goniometry grid due Canvas 12:00 pm.Before Mon lab: Review goniometry procedures handoutComplete: Kettenbach Ch. 9 worksheet 1,2Kettenbach Ch. 14Part III/IV worksheetsKettenbach Ch. 15Part III/IV worksheets(140-145) | Read/review:N&W Ch. 1,2,3 (39-42), 4(57-86)N&W 3rd Edition Ch. 1,2skim. Chapter 3 (39-42), Ch. 4 57-86 skim and complete grid. Look at functional ROM K&C 539-547  |
| Week 4M Feb 1W Feb 3 | **Lecture:**Evaluation: PT Diagnosis, Prognosis, GoalsPOC, Discontinuation of episode of careDiscuss: Intervention (basic stretch/strengthen)**M lab:** MMT/Strength testing shoulder/scapula Break, Make, and Functional, **Coordination** Muscle testing per levels of care/setting **W lab:** Basic Intervention (stretch/strengthen)  | Kettenbach Ch. 15Worksheets 147-158Kettenbach Ch. 18 Worksheet I,IIStrength testing procedures:review | Read:D&W Intro and Ch. 1D&W 62-85 MMT scapulaKettenbach Ch. 16-19 (text) |
| Week 5M Feb 8W Feb 10 | Exam I online Honor Lock Available Sat – Tuesday **M and W:** Practical I  | Case 1 assigned. Due Mon 3/1Assigned groups of 4 Students must meet with assigned “Clinical Instructor” re: Case I before submitting. GM, MH, PR, CB, CJKettenbach Ch. 18Worksheet 1: I, II, III | Read:Kettenbach 19, 20 (text) D&W 85-113 MMT shoulder K&C Intervention 23-36 |

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| Week 6M Feb 15W Feb 17  | **Lecture:** Assessment of cervical, case studies Self-assess progress professional goals/**M lab:** Review Exam IGoniometry MMT cervical **W lab:** POC/Interventions Stretch/StrengthenPerform/problem solving Case 1 | Cervical goniometry gridDue Canvas M Feb 15 8:00 amKettenbach 19: Worksheet I-part I, IIKettenbach 20: Wksheet I- part 1Review worksheet 1 Part I | K&C 413-428 (focus on cervical)N&W Ch. 11 319-345, 346, 352N&W 3rd edition: Ch. 11 294-297,302-303 functional ROM, 307-328 fill in goniometry grid D&W MMT 14-34 |
| Week 7M Feb 22W Feb 24 | **Lecture:** Elbow/wrist/hand**M Lab**: Goniometry, MMT procedures Coordination Measures **W lab:** continued elbow, wrist, handExam II Study GuidePractical Guides  | Elbow, wrist goniometry grid Due Canvas M Feb 22 8:00 am  | K&C 618-623 (elbow)K&C 651-659 (wrist/hand)N&W 91-106, 108-110N&W 115-139 N&W Ch. 7 selected finger ROMN&W ED: (elbow)91-93, 96-109Skim, pay attention to functional ranges, fill in goniometry grid(wrist) 111-112, 115-117, 119-127 (Hand) to be announced D&W 141-176 |
| Week 8M Mar 1W Mar 3 | **Exam 2** online Honor Lock Available Sat – Tuesday **Practical II:** Upper Quarter M 12:00-6:00W 1:30-6:00 | Case 1 due Canvas M 3/1 8 am |  |
| Week 9M Mar 8W Mar 10 | **Lecture: Neuro Exam** lecture/problems **M lab:** Sensation, Proprioception, Vision, Vestibular PNS**W lab:** Nerve root, sensation, motor, reflexes | Case 2 assigned. Due M Mar 22Meet with CI. Brief 15 min before submit. Must email to CI firstBefore Mon lab: Review neuro handouts before lab | K&C Chapter 13 PNSNeuroscience notes |
| Week 10M Mar 15W Mar17 | **Lecture:** OP exam/eval Guest Lecture: Mike Hodges **M lab:** Posture, Thoraco-Lumbar Goniometry**W lab:** Thoraco-lumbar MMT & basic intervention | Thoracolumbar goniometry gridDue Mon Mar 15 8:00 am  | Review: N&W Ch. 12 365-392 (no tape measure), 393, 397-8Kettenbach Ch. 159 -169K&C 413-428 (focus on thoraco/lumbarN&W 3rd edition: 331-333, 337-338 functional ROM, 343-363 no tape measure/fill in grid D&W 36-60 Trunk MMT Diaphragm) |
| Week 11M Mar22W Mar24 | **Lecture:** Acute exam/eval Guest Lecture: Nicole Carter – Shands Acute **M lab**: Goniometry Hip/Knee**W lab:** MMT hip/knee. Basic intervention. | **Case 2 Due today 8:00am**Hip/knee goniometry gridDue Mon Mar 22 Canvas 8:00 am Kettenbach 18 Wksheet I-part IV. Worksheet 2: Part I, IIKettenbach 19: Wksheet I, part IVWorksheet 2: part II | Read: K&C 709-718 (hip)K&C 764-772 (knee)N&W Ch. 8 197-228, 229, 234-5(hip)N&W Ch. 9 241-253, 254, 256-8(knee)N&W 3rd edition: Hip 183-184, 189-190 functional ROM, 192-219 Fill in grid. Details for measuring length. Knee: 221-222, 225-227 functional ROM, 229-239 fill in grid and muscle length D&W 180-215 (hip)D&W 215-226 (knee) |
| Week 12M Mar29W Mar31 | **Lecture:** Rehab exam/eval: Guest lectureCarly XXX: UF Health Rehab **M lab:** Edema Figure 8. Goniometry ankle/foot **W lab:** MMT, basic intervention.  | Case 3 assigned. Due M April 132Ankle/toes goniometry gridDue M Mar 29 Canvas 8:00 am Kettenbach 18: Wksheet 2 part IKettenbach 19: Wksheet 2 part I |  Read: K&C 849-857N&W Ch. 10 263-295, 300-304, 309-310N&W 3rd edition: Ankle/foot 241-246, 250-252, 255-268 fill in grid & m. length,280-281D&W 226-252 |
| Week 13M Apr 5W Apr 7 | **Lecture**: Balance/Postural Control **M lab:** Balance Assessment and measuresRomberg, SLS, 5XSTS, FR, MDR, Berg, BESTest, miniBEST, CTSIB, Tinetti Balance, …**W lab:** continued balance measures Professional goals/plan. Revise. Schedule meeting with mentor | Before class: View videos before classAssignment due M Apr 5 8:00 amBalamce  | K&C 260-272  |
| Week 14M Apr 12W Apr 14 | **Lecture:** Mobility/Walking Mobility Assessment and measures **M lab:** 10M, 2/6min, DGI, FGA, Tinetti Gait **W lab:** Lower Quarter, Balance, Mobility  | **Case 3 due M April 12 8:00 am** Assignment due M 8:00 am Mobility walking prep assignment | Readings TBA |
| Week 15M Apr 19W Apr 21 | Prep for Exam III**M W:** Practical IIILower Quarter, Balance, Mobility . Professional Plans revised – completed Mentor meeting completed  | Practical M/WThursday/Friday dead days  |  |
| Week 16M Apr 26 Finals week  |  |  |  |