Course Description
KINE 3322 Evaluation of Upper Extremity Injuries provides the student with general knowledge of evaluation techniques of athletic injuries to the upper extremities including range of motion testing, neurologic, and orthopedic evaluations. Prerequisite: KINE 2325 or KINE 3318 or BIOL 2401.

Learning Outcomes

<table>
<thead>
<tr>
<th>Class</th>
<th>Course Objectives/Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 3322 Evaluation of Upper Extremity Injuries</td>
<td>1. Recognize potential emergency situations related to orthopedic injuries.</td>
<td>Exams, Final exam, Quizzes - multiple choices, short answers, true and false</td>
</tr>
<tr>
<td></td>
<td>2. Identify clinical anatomy.</td>
<td>Exams, Final exam, Quizzes</td>
</tr>
<tr>
<td></td>
<td>3. Understand the relationships between joints, ligaments, muscles, and the nervous system in the presence of pathology.</td>
<td>Exams, Final exam, Quizzes</td>
</tr>
<tr>
<td></td>
<td>4. Palpate anatomical landmarks.</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>5. Perform deep tendon reflexes and other neurological screenings.</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>6. Perform manual muscle testing.</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>7. Recognize and understand different orthopedic conditions and be able to discern appropriate care, treatments, rehabilitation, and possible referral to a physician.</td>
<td>Exams, Final exam, Quizzes</td>
</tr>
<tr>
<td></td>
<td>8. Perform musculoskeletal evaluations that will reveal what injury is present.</td>
<td>Exams, Final exam, Quizzes</td>
</tr>
<tr>
<td></td>
<td>9. Write SOAP notes and progress notes.</td>
<td>Assignments, Exams, Final exam, Quizzes</td>
</tr>
<tr>
<td></td>
<td>10. Apply evidence to the diagnostic process and choose appropriate orthopedic special tests in each case.</td>
<td>Exams, Final exam</td>
</tr>
<tr>
<td></td>
<td>11. Perform all orthopedic special tests and integrate all the findings together to formulate a final assessment.</td>
<td>Labs, Exams, Final exam, Quizzes</td>
</tr>
<tr>
<td></td>
<td>12. Determine when an athlete should be referred to a physician or another appropriate medical provider within the sports medicine team.</td>
<td>Exams, Final exam</td>
</tr>
</tbody>
</table>
Major Course Requirements

**Written Exams (3) = 100pts/apiece**
**Final Exam = 150pts**
**Quizzes (~8) = 10-15pts/apiece**
**Assignments (~8) = 10-20pts/apiece**
**Class Participation = 30pts**
**Total = ~750 pts**

**Grading Scale**
- 90.00-100% = A
- 80.00-89.99% = B
- 70.00-79.99% = C
- 60.00-69.99% = D
- < 60.00% = F

Required or Recommended Readings

**Textbook:**

**Recommended or Supplemental Reading:**
3. Other assigned articles (will be posted on BlackBoard)

List of Supplies

N/A

State Adopted Proficiencies/ TExES Competencies/CAATE Competencies

1. **LEARNER-CENTERED KNOWLEDGE:** The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. **LEARNER-CENTERED INSTRUCTION:** To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
3. **EQUITY IN EXCELLENCE FOR ALL LEARNERS:** The teacher responds appropriately to diverse groups of learners.
4. **LEARNER-CENTERED COMMUNICATION:** While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. **LEARNER-CENTERED PROFESSIONAL DEVELOPMENT:** The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

a. **TExES COMPETENCIES:** N/A
b. ATHLETIC TRAINING EDUCATION COMPETENCIES (BOC Role Delineation Study/Practice Analysis, 6th Edition)

**Not all Athletic Training Competencies are taught in this course as there are often multiple competencies for each role delineation study area/item. Role Delineation items listed are at least partially covered by this course.**

**DOMAIN I: Injury/illness prevention and wellness protection**

A. Minimize risk of injury and illness of individuals and groups impacted by or involved in a specific activity through awareness, education and intervention. Knowledge of:

- 2. Behavioral risks (e.g., nutritional, sexual, substance abuse, blood-borne pathogens, sedentary lifestyle and overtraining) (PHP 5, PHP 24, PHP 25)
- 7. Mechanisms of common and catastrophic injury (PHP 3)
- 8. Preventive measures (e.g., safety rules, accepted biomechanical techniques, ergonomics and nutritional guidelines) (PHP 4)

Skill in:

- 11. Identifying risks PHP (PHP 1, PHP 5, PHP 17, CIP 3)

B. Interpret individual and group pre-participation and other relevant screening information (e.g., verbal, observed, written) in accordance with accepted and applicable guidelines to minimize the risk of injury and illness.

Knowledge of:

- 2. Established guidelines for recommended participation (PD 5, PD 8, PD 9)

Skill in:

- 7. Collecting appropriate pre-participation screening information (AC 5)
- 9. Identifying health-related conditions that may limit or compromise participation (PHP 5)

C. Identify and educate individual(s) and groups through appropriate communication methods (e.g., verbal, written) about the appropriate use of personal protective equipment (e.g., clothing, shoes, protective gear and braces) by following accepted procedures and guidelines. Knowledge of:

- 3. Effective use of prophylactic/protective measures (PHP 2, PHP 23)

D. Maintain physical activity, clinical treatment and rehabilitation areas by complying with regulatory standards to minimize the risk of injury and illness. Knowledge of:

- 3. Health-related conditions that pose risk (PHP 5)

E. Monitor environmental conditions (e.g., weather, surfaces, client work-setting) using appropriate methods and guidelines to facilitate individual and group safety. Knowledge of:

- 1. Health-related conditions of participants that predispose them to environmentally caused illness (e.g., prior heat illness, sickle cell trait, asthma, recent viral infection, use of medication, ergogenic aids, obesity and dehydration) (PHP 29)

G. Promote healthy lifestyle behaviors using appropriate education and communication strategies to enhance wellness and minimize the risk of injury and illness. Knowledge of:

- 6. Professional resources for stress management and behavior modification (e.g., anger management, HIV/STD prevention and operational stress control) (CE 22, PS 11)

**DOMAIN II: Clinical Evaluation and Diagnosis**

A. Obtain an individual’s history through observation, interview and/or review of relevant records to assess injury, illness or health-related condition. Knowledge of:

- 1. Biomechanical factors associated with specific activities (CE 4, CE 21)
- 3. Injuries, illnesses and health-related conditions associated with specific activities (CE 7, CE 20, CE 21)
- 4. Medical records as a source of information (CE 21)
- 5. Pathomechanics of injury (CE 5, CE 20, CE 21)
6. Pathophysiology of illnesses and health-related conditions (CE 5, CE 20, CE 21)
7. Relationships between injuries, illnesses and health-related conditions and outside factors (e.g., predisposing, nutritional, ergogenic aids, infectious agents and medications) (CE 20, CE 21, PS 14)
8. Signs and symptoms of injuries, illnesses and health-related conditions (CE 13, CE 20, CE 21, PS 12)
9. Standard medical nomenclature and terminology (CE 1, CE 2)
10. The body’s immediate and delayed physiological response to injuries, illnesses and health-related conditions (CE 2, CE 20)

Skill in:
11. Obtaining and recording information related to injuries, illnesses and health related conditions (CE 13, CE 20, CE 21, PS 12)
12. Identifying anatomical structures involved in injuries, illnesses and health-related conditions (CE 1, CE 2, CE 20, CE 21)
14. Identifying psychosocial factors associated with injuries, illnesses and health-related conditions (CE 21)
15. Identifying the extent and severity of injuries, illnesses and health-related conditions (CE 13)
18. Recognizing predisposing factors to specific injuries, illnesses and health-related conditions (CE 21)
19. Relating signs and symptoms to specific injuries, illnesses and health-related conditions (CE 13, CE 21)

B. Utilize appropriate visual and palpation techniques to determine the type and extent of the injury, illness or health-related condition.

Knowledge of:
1. Human anatomy with emphasis on bony landmarks and soft tissue structures (CE 2, CE 21)
2. Immediate and delayed physiological response to injuries, illnesses and health-related conditions (CE 20)
3. Normal and abnormal structural relationships to the pathomechanics of injuries and health-related conditions (CE 20)
4. Principles of palpation techniques and visual inspection (CE 20)
5. Response to injuries, illnesses and health-related conditions (CE 20)
6. Signs of injuries, illnesses and health-related conditions (CE 20, PS 12)
7. Standard medical nomenclature and terminology (CE 20)

Skill in:
8. Assessing immediate and delayed physiological responses to injuries, illnesses and health-related conditions (CE 20)
9. Assessing pre-existing structural abnormalities and relating them to pathomechanics of injuries, illnesses and health-related conditions (CE 20)
10. Identifying bony surface landmarks and soft tissue abnormalities of specific injuries, illnesses and health-related conditions (CE 1, CE 20, PS 12)
11. Identifying the relationship and severity of pathological signs of injuries, illnesses and health-related conditions (CE 20)
12. Locating and palpating bony landmarks, articulations, ligamentous structures, musculotendinous units and other soft tissues (CE 1, CE 20, CE 21)
13. Palpating appropriate structures in order to assess the integrity of human anatomical/physiological systems (CE 1, CE 20, CE 21)
14. Recognizing severity of pathological signs and symptoms of injuries, illnesses and health-related conditions (CE 20, CE 21)

C. Utilize appropriate tests (e.g., ROM, special tests, neurological tests) to determine the type and extent of the injury, illness or health-related condition.

Knowledge of:
1. Mechanics, principles and techniques of specific/special tests (ligamentous, neurological, manual, fracture and functional tests) (CE 20, CE 21)
2. Signs and symptoms of systemic failure during exercise (CE 20, CE 21)
3. Signs, symptoms and interpretations of specific/special tests (CE 20, CE 21)
4. Standard/individual special tests for range of motion, muscular strength, structural integrity and functional capacity (PHP 26, CE 20, CE 21)

Skill in:
5. Assessing muscular strength through the use of manual or non-manual muscle tests (PHP 26, CE 20,
CE 21)
6. Assessing neurological function (CE 20, CE 21)
7. Assessing joint range of motion using test and measurement techniques (CE 20, CE 21)
8. Identifying appropriate specific/special tests (PHP 26, CE 20, CE 21)
9. Identifying location, type, function and action of each joint (CE 20, CE 21)
10. Identifying structural and functional integrity of anatomical structures (PHP 26, CE 20, CE 21)
11. Interpreting the information gained from specific/special tests (CE 21)
12. Performing specific/special tests (PHP 26, CE 20, CE 21)
13. Using equipment associated with specific/special tests (PHP 26, CE 20)

D. Formulate a clinical diagnosis by interpreting the signs, symptoms and predisposing factors of the injury, illness or health-related condition to determine the appropriate course of action.

Knowledge of:
2. Signs, symptoms and predisposing factors related to injuries, illnesses and health-related conditions (CE 21)
5. Standard medical terminology and nomenclature (CE 1)
6. Pathomechanics of injuries and/or health-related conditions (CE 21)

Skill in:
8. Identifying appropriate courses of action (e.g., treatment plan, referral) (CE 12, CE 16, PD 10)
9. Interpreting the pertinent information from the evaluation (CE 17, CE 18, CE 21)
10. Synthesizing applicable information from an evaluation (CE 17, CE 18, CE 21, CIP 2)

E. Educate the appropriate individual(s) about the clinical evaluation by communicating information about the injury, illness or health-related condition to encourage compliance with recommended care.

Knowledge of:
4. Potential health-related complications and expected outcomes (CE 8)
5. Role and scope of practice of various health care professionals (AC 2, PS 10, PD 1, PD 2, PD 8, PD 9)
6. Standard medical terminology and nomenclature (CE 1)

Skill in:
9. Interpreting standard medical terminology and nomenclature and describing the nature of injuries, illnesses and health-related conditions in basic terms (CE 1)

DOMAIN III: Immediate and Emergency Care
A. Coordinate care of individual(s) through appropriate communication (e.g., verbal, written, demonstrative) of assessment findings to pertinent individual(s).

Knowledge of:
1. Components of the emergency action plan(s) (AC 2, AC 3, AC 4, AC 8, HA 21)

B. Apply appropriate immediate and emergency care procedures to prevent the exacerbation of health-related conditions to reduce the risk factors for morbidity and mortality.

Knowledge of:
1. Appropriate management techniques for life-threatening health-related conditions (e.g., respiratory, cardiac and central nervous) (AC 5, AC 6, AC 7, AC 19, AC 20, AC 22, AC 27, AC 28, AC 30, AC 33, AC 34, AC 38)
4. Common life-threatening medical situations (e.g., respiratory, central nervous and cardiovascular) (AC 7, AC 27, AC 36)
8. Physiologic reactions to life-threatening conditions (AC 36)
10. Signs and symptoms of common medical conditions (AC 27, AC 36)

Skill in:
12. Applying pharmacological agents (CIP 4, CIP 6)
13. Applying therapeutic modalities (CIP 4)

C. Implement appropriate referral strategies, while stabilizing and/or preventing exacerbation of the condition(s), to facilitate the timely transfer of care for health-related conditions beyond the scope of practice of the Athletic Trainer.

Knowledge of:
1. Common management strategies for life- and non-life-threatening health-related conditions (AC 36,
AC 37, AC 38, AC 39)

**Skill in:**
8. Immobilization, splinting and transfer techniques (AC 37)
10. Managing common non-life-threatening and life-threatening emergency situations/health-related conditions until transfer to appropriate medical providers and facilities (AC 37)

**DOMAIN IV: Treatment and Rehabilitation**

**A. Administer therapeutic and conditioning exercise(s) using appropriate techniques and procedures to aid recovery and restoration of function.**

**Knowledge of:**
3. Available equipment and tools related to treatment, rehabilitation and reconditioning (CE 6, TI 10)
4. Functional criteria for return to activity (CE 19, TI 7)
16. Surgical procedures and implications for treatment, rehabilitation and reconditioning (TI 6)

**Skill in:**
18. Evaluating criteria for return to activity (CE 19, CE 20, CE 22, TI 11, PS 3)

**B. Administer therapeutic modalities (e.g., electromagnetic, manual, mechanical) using appropriate techniques and procedures based on the individual’s phase of recovery to restore functioning.**

**Skill in:**
12. Communicating with appropriate professionals regarding referral and treatment for individuals (CE 22, TI 11)

**D. Administer treatment for injury, illness and/or health-related conditions using appropriate methods to facilitate injury protection, recovery and/or optimal functioning for individual(s).**

**Knowledge of:**
2. Medical and allied health care professionals involved in the treatment of injuries, illnesses and health-related conditions (CE 22)
3. Pathophysiology associated with systemic illness, communicable diseases and infections (e.g., bacterial, viral, fungal and parasitic) (PHP 5, PHP 6, HA 15)

**Skill in:**
7. Applying topical wound or skin care products (CIP 4, CIP 5)
9. Communicating with appropriate professionals regarding referral and treatment for individuals (CE 22, TI 10, TI 31, PS 6)
10. Directing a referral to the appropriate professionals (CE 22, PS 11)
11. Indications for referral (CE 22, PS 14)

**E. Reassess the status of injuries, illnesses and/or health-related conditions using appropriate techniques and documentation strategies to determine appropriate treatment, rehabilitation and/or reconditioning and to evaluate readiness to return to a desired level of activity.**

**Knowledge of:**
4. Functional criteria for return to activity (CE 19, TI 7)
14. Surgical procedures and implications for rehabilitation, recovery and performance (TI 6)

**Skill in:**
15. Evaluating criteria for return to activity (CE 9, CE 19, TI 7)

**F. Provide guidance and/or referral to specialist for individual(s) and groups through appropriate communication strategies (e.g., oral and education materials) to restore an individual(s) optimal functioning.**

**Knowledge of:**
7. Referral resources (CE 22, PD 10)

**Skill in:**
9. Directing a referral to the appropriate professionals (CE 22, PS 11, PD 10)
11. Indications for referral (CE 22, PS 14, PD 10)

**DOMAIN V: Organizational and Professional Health and Well-being**

**C. Maintain records and documentation that comply with organizational, association and regulatory standards to provide quality of care and to enable internal surveillance for program validation and evidence-based interventions.**
Knowledge of:
4. Evidence based practice, epidemiology studies and clinical outcomes assessment (CE 10, CE 11, TI 7)
8. Institutional drug testing and substance abuse policies (PHP 17, PHP 18)
14. Standard medical terminology and nomenclature (CE 1, TI 22)

Course Policies

Written Exams & Final Exam
Three written exams will be given at the conclusion of their respective section. Material covered on the exam will mainly be from class lectures & notes as well as the Starkey textbook. There will also be material included on the exams from the lectures that don’t correspond with a chapter in the Starkey book. The cumulative Final exam will include test questions from the previous exams as well as a portion of questions over new information covered since the 3rd exam.

Quizzes
Quizzes will be either announced or unannounced, given at the beginning of the class. If you are late or absent for an unexcused reason, missing a quiz will result in zero points and you will not be able to re-take the quiz.

Assignments
Examples are: handouts of anatomy, critiques of journal articles, outlines of chapters, or in-class activities, etc.

Attendance & Tardiness
Attendance will be checked daily, and two (2) tardinesses will be counted as one (1) absence. It’s to your benefit to attend class and participate daily as this course is extremely challenging. You are expected to be present each time the class meets; however, I understand that life happens and I will allow for two (2) unexcused absences in a semester. There will be a performance assessment (30 points) of your class participation. Although your first two (2) unexcused absences will not affect this participation grade, your 3rd unexcused absence and every absence thereafter will result in the reduction of 5 points.

An unexcused absence is any absence that is not an emergency or not due to a university related function/event in which you are required to participate. An emergency constitutes you going to the ER and bringing me a note from the ER doctor. A university event would be an athlete traveling with their team, traveling to represent the university, and similar situations. If you know you will miss a day of class for a university event you MUST communicate this with me beforehand or else you will not be able to make up the points from that day AND it will be counted as an unexcused absence. If you have a situation occur out of your control that you feel is an emergency then let me know ASAP and I will handle these situations with discretion. Obviously, communication is of most importance in all of these situations. You should call me or email me to inform me if you will not be able to attend a class in the future.

Late work /Make-up Exams
If you miss the deadline for an assignment, you can still choose to turn it in for partial credit. If you missed the due time (i.e. during class) but still turned it in on the same day, there will be 10% deduction; 20% deduction for turning in on the next day, 40% the day after, and it increases until it reaches 100% (no credit) on the 5 days after the due date. No make-up exams will be given except under extreme circumstances. If you are late to an exam or quiz you will not be given extra time to take it.

Extra Credit
Although extra credit will NOT be given upon personal request, it will be included at the end of the quiz and exam. There might be occasional extra credit assignments or attendance announced by the instructor throughout the semester.

Cell Phone/Electronic Device Usage
The use of such devices is prohibited during the class other than the class purposes (i.e. viewing PowerPoints, taking notes). During an exam or quiz you may not touch your cell phone or any other electronic device. If you do, you will be asked to leave and will receive zero points for that quiz/exam.
In addition, upon taking a quiz/exam, all bags, hats, etc. must be kept under your desk. Not adhering to these rules will be considered an attempt to cheat and will also result in zero points.

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an immediate report to the university and the extent of the penalty will be determined based on the severity.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **November 15, 2017** is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**
Whenever citation is required, it must be done in the APA format.

**Classroom/Professional Behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student
who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
**Tentative Course Schedule for KINE 3322 – Evaluation of Upper Extremity Injuries (Fall 2017)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Associated Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-Aug</td>
<td>Syllabus, The Injury Examination Process</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>31-Aug</td>
<td>The Injury Examination Process &amp; Acute Pathologies</td>
<td>Ch. 1,2</td>
</tr>
<tr>
<td>5-Sep</td>
<td>Injury Nomenclature &amp; Diagnostic Techniques</td>
<td>Ch. 4&amp;5</td>
</tr>
<tr>
<td>7-Sep</td>
<td>Evidence-Based Practice</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>12-Sep</td>
<td>Head and Cervical Spine Pathologies</td>
<td>Ch. 20, Article on BBoard</td>
</tr>
<tr>
<td>14-Sep</td>
<td>Head and Cervical Spine Pathologies</td>
<td>Ch. 20, Article on BBoard</td>
</tr>
<tr>
<td>19-Sep</td>
<td>Head and Cervical Spine Pathologies</td>
<td>Ch. 20,14</td>
</tr>
<tr>
<td>21-Sep</td>
<td>Face and Eye Pathologies</td>
<td>Ch. 18,19</td>
</tr>
<tr>
<td>26-Sep</td>
<td>Review for Exam I</td>
<td>Ch. 1-5,14,18-20</td>
</tr>
<tr>
<td>28-Sep</td>
<td><strong>Exam I over Chapters 1-5,14,18-20</strong></td>
<td>Ch. 1-5,14,18-20</td>
</tr>
<tr>
<td>3-Oct</td>
<td>Shoulder and Upper Arm Pathologies</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>5-Oct</td>
<td>Shoulder and Upper Arm Pathologies</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>10-Oct</td>
<td>Shoulder and Upper Arm Pathologies</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>12-Oct</td>
<td>Shoulder and Upper Arm Pathologies</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>17-Oct</td>
<td>Review for Exam II</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>19-Oct</td>
<td><strong>Exam II over Chapter 15</strong></td>
<td>Ch. 15</td>
</tr>
<tr>
<td>24-Oct</td>
<td>Elbow and Forearm Pathologies</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>26-Oct</td>
<td>Elbow and Forearm Pathologies</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>31-Oct</td>
<td>Elbow and Forearm Pathologies</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>2-Nov</td>
<td>Wrist, Hand, and Finger Pathologies</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>7-Nov</td>
<td>Wrist, Hand, and Finger Pathologies</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>9-Nov</td>
<td>Wrist, Hand, and Finger Pathologies</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>14-Nov</td>
<td>Review for Exam III</td>
<td>Ch. 16&amp;17</td>
</tr>
<tr>
<td>16-Nov</td>
<td><strong>Exam III over Chapter 16&amp;17</strong></td>
<td>Ch. 16&amp;17</td>
</tr>
<tr>
<td>21-Nov</td>
<td>Thoracic Spine and Abdominal Pathologies</td>
<td>Ch. 14,15</td>
</tr>
<tr>
<td>23-Nov</td>
<td><strong>NO CLASS – HAPPY THANKSGIVING!</strong></td>
<td>Ch. 14,15</td>
</tr>
<tr>
<td>28-Nov</td>
<td>Thoracic Spine and Abdominal Pathologies</td>
<td>Ch. 14,15</td>
</tr>
<tr>
<td>30-Nov</td>
<td>Thoracic Spine and Abdominal Pathologies</td>
<td>Ch. 14,15</td>
</tr>
<tr>
<td>5-Dec</td>
<td>Review for Final Exam</td>
<td>Ch. 14,15</td>
</tr>
<tr>
<td>12/14</td>
<td><strong>FINAL EXAM @ 8:00 am – 10:30 am</strong></td>
<td><strong>Comprehensive!!</strong></td>
</tr>
</tbody>
</table>

*Each unit (body part) will discuss anatomy, HOPS, common orthopedic injuries within the region, associated signs and symptoms and how to evaluate each injury.

*The instructor reserves the right to change the schedule to cover all subjects thoroughly. Any changes in test dates will be announced in class at least one class prior to the tentative exam date.