

GRADUATE COUNCIL: PROPOSAL FOR CHANGE IN EXISTING COURSE/PROGRAM

Originating Unit

Type of action: change in course change in program

Type of change requested:

Number

Course Title

Description

Prerequisite(s) Program

Drop Course

Requirements

Drop Program*

Other, please specify

**A SACSCOC Drop Program Justification form will need to be completed*

Semester and year course/program will take effect:

Course instructional methodology:

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

Current name:

Proposed name:

Appropriate computer abbreviation (30 spaces or less):

Programs Only

Current program code:

(ex:EDCE-PHD)

Proposed code (list 2)

or

Current CIP code:

Does the change require a new or change in CIP code: Yes No

If yes, what is the proposed new CIP code:

*for reference please visit: nces.ed.gov/ipeds/cipcode/resources.aspx?y=56

Is the program already considered TCU STEM: Yes No

Does the change include a request to be a TCU STEM program: Yes No

Description of change (omit if dropping a course or program):

Present Catalog Copy

Proposed Catalog Copy:

Supporting evidence or justification:

Explain how the change(s) will affect the current outcomes and assessment mechanisms?

Additional resources required

Faculty:

Space:

Equipment:

Library:

Financial Aid:

Other:

Change in teaching load:

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.


Chair of Originating Unit:

Name:

Unit:

Signature:

Peter Weyand

 Digitally signed by Peter Weyand
Date: 2023.12.09 10:03:35 -06'00'

DEPARTMENT OF KINESIOLOGY
MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM
KINE 50104: Musculoskeletal Evaluation of the Extremities (Lecture w/ Integrated Lab)
Fall 2024

| | |
|------------------------------------|---|
| Instructor | Stephanie Jevas, PHD, LAT, ATC, FNAP |
| Office | Rickel 172 N |
| Office Phone | 817-257-5733 |
| Email | s.jevas@tcu.edu |
| Office Hours | By appointment |
| Lecture Time & Location | M/W 11:00 AM – 12:40 PM Rickel 036 |
| Credits | 4 |
| Prerequisites | Admission to Master of Science in Athletic Training Program |
| Final Exam Date | TBD by Registrar Link to Final Exam Schedule: https://reg.tcu.edu/fall-final-exam-schedule.asp |

COURSE DESCRIPTION

Develop an evidence-based approach to the clinical evaluation and diagnosis of lower and upper extremity pathologies.

COURSE OBJECTIVES

Upon successful completion of this course, the student will:

1. Develop a structured approach to performing a physical examination of the lower and upper extremity.
2. Demonstrate implementation of patient-reported outcome measures in physical examination.
3. Write a comprehensive SOAP note using medical abbreviations.
4. Demonstrate assessment of an individual's gait pattern.
5. Assess range of motion of the lower and upper extremity using a goniometer and other accepted methods.
6. Assess strength through manual muscle testing.
7. Communicate with the patient to complete a thorough history.
8. Observe/inspect a patient for signs related to various pathologies.
9. Identify the relative anatomy for each joint or body part being evaluated.
10. Palpate relevant anatomical structures for an injured anatomical area.
11. Perform necessary special tests, neurological testing, and functional testing for the joint being evaluated.
12. Understand the etiology and pathology of common injuries to the lower and upper extremity.
13. Identify proper referrals based on findings from the physical assessment of an anatomical area.
14. Identify the importance and incorporation of evidence-based practices in selected appropriate evaluation therapeutic intervention techniques.
15. Discuss the diagnostic accuracy of clinical and diagnostic tests and how they relate to evidence-based clinical practice.
16. Apply the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.

The following Curricular Content from the 2020 Standards for Accreditation of Professional Athletic Training Programs will be addressed in this course:

PATIENT CENTERED CARE

STANDARD 60 Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care (**Assessment: SOAP Note & Initial Management Assignment**)

PATIENT/CLIENT CARE: CARE PLAN

STANDARD 69 Develop a care plan for each patient. The care plan includes the following (**Assessment: SOAP Note & Initial Management Assignment**):

- Assessment of the patient on an ongoing basis and adjustment of care accordingly.
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care

- Consideration of the patient’s goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

PATIENT/CLIENT CARE: EXAMINATION, DIAGNOSIS, INTERVENTION

STANDARD 70.14 Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent musculoskeletal conditions (ex. Compartment syndrome, DVT) **(Assessment: Practical Exam)**

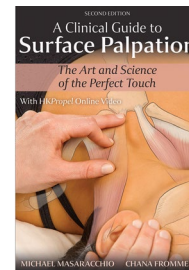
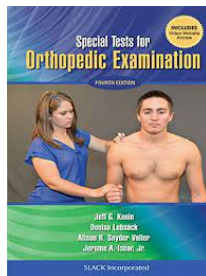
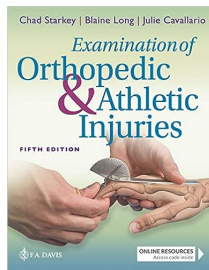
STANDARD 71 Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice (specific functional tasks; pain level) **(Assessment: Practical Exam; SOAP Note & Initial Management Assignment).**

COURSE STRUCTURE/APPROACH

The content of this course will be delivered in a standard lecture/lab format. Lab will include application of skills. Students should come prepared for lecture and have read the chapter prior to class (see course outline for assigned reading). Students are expected to be engaged in the class discussion and actively participate in lab sessions. Students should dress appropriately for lab sessions that allows for evaluation of the lower extremity (foot, ankle, low leg, knee, thigh, hip) and upper extremity (hand/wrist/fingers, elbow/forearm, shoulder). Written and practical skills examinations will be given to assess learning.

TEXTBOOK AND REQUIRED MATERIALS

1. Starkey, C, Long, B., Cavallario, J. (2023). Examination of Orthopedic and Athletic Injuries (5th ed.) Philadelphia: FA Davis Company.
2. Konin, JG, Lebsack, D., Snyder Valier, A., Isear, JA (2016). Special Tests for Orthopedic Examination (4th ed.) SLACK Incorporated.
3. Masaracchio, M & Frommer, C. (2022) Clinical Guide to Musculoskeletal Palpation (2nd ed). Human Kinetics.



INCLUSIVE & EQUITABLE CLASSROOM LEARNING

Everyone in the class is navigating the course as imperfect humans; we may not always get things right, but the intent is to foster a respectful space where everyone can learn from each other and from each other's mistakes. I am committed to create an inclusive and equitable classroom for my students by:

1. Creating learning spaces where students feel valued and included
2. Setting clear expectations about course work and deadlines, and
3. Making learning and assessment available and relatable to every student.

HONOR CODE

As a member of the TCU community, I will actively contribute to an environment of academic integrity. We are ethical leaders and will not participate in any form of academic misconduct.

ATTENDANCE

Class attendance is mandatory. Any absences should be cleared with the instructor prior to missing class. In the event that an unforeseeable situation arises, please contact the instructor as soon as possible. **Each unexcused absence will result in a 5-point deduction from the overall course grade.** Please arrive for class on time and prepared (e.g. readings, assignments, dressed appropriately). **Late work and make up assignments will only be allowed for official university absences and must be coordinated in advance of the absence.**

LATE WORK POLICY

Submission of course assignments and projects beyond the assigned due date is unacceptable. Any assignment or project submitted beyond the posted due date will incur a 10% reduction in the graded assignment/project. Students will receive a '0' on any assignment or project not submitted within 2 weeks of the posted deadline. **NOTE:** If the assignment or project serves as an assessment for any of the assigned curricular content standards for this course, the student must submit the assignment to determine proficiency. Failure to submit the assignment may result as an Incomplete in the course and delay the student's degree progression.

PROGRAM REMEDIATION POLICY

Students who do not score a 75% or higher on written and/or practical exams will meet with the instructor for remediation and will be reassessed on the content. Students cannot earn a grade higher than the minimum proficiency (75%) for the assessment following remediation. If students score below a 75% on the final exam, they will still remediate, but the initial earned grade on the exam will be used to determine student's final grade.

GRADING CONCERNS

All concerns regarding grades should be brought to the attention of the instructor in a timely manner (within a week of identifying the concern or the grade being posted, whichever comes first). The TCU policy for grade appeals can be found at <https://deanofstudents.tcu.edu/student-handbook/academic-policies/grade-appeal-procedure/>

TCU SYLLABUS POLICIES AND RESOURCES

Information regarding the TCU mission, honor code, academic support & success, wellbeing, campus information, college & school support for students, student access & accommodation policies, TCU's non-discrimination policy, Title IX, mandatory reports & campus resources, excused absences and medical leave, academic misconduct policy & examples, course materials policy, TCU's policy for religious observations & holidays, inclement weather policy, emergency response information, TCU Alert, email policy, class norms & netiquette policies, TCU Online, and SPOT information can be found at the following link:

<https://cte.tcu.edu/tcu-syllabus-policies/>

COURSE ASSIGNMENTS AND EXAMINATIONS

Written Exams (45%): Students will be evaluated through (6) written examinations as per course outline. All exams will be administered in class through TCU Online. Students should bring their computer or other device and ensure that it is charged prior to the exam.

Practical Exams (30%; 6 at 5% each): Students will be evaluated through (6) practical examinations as per course outline. Practical examinations will include taking a patient history, developing a differential diagnosis including rationale, physical examination (palpation, special tests, neurological screen, range of motion (goniometry), manual muscle testing), and implementation of initial care plan (therapeutic intervention). All Practical Exams will be administered outside of regular class time as per course outline. Each student will be schedule with one of the AT Faculty to complete their practical exam.

Case Study Presentation (5%): Students will be required to utilize the TCU Library Databases to identify (1) case study for either an upper or lower extremity pathology. Student should provide an overview of the case including significant examination findings, differential diagnoses, diagnostic tools and therapeutic intervention/plan. Student will prepare a 5 slide/5-minute PPT and present case study to peers at the end of the semester as per course outline. Students should use the Rubric on TCU Online to ensure they have met the required criteria. Final PPTs should be uploaded to TCU Online.

Case study should be submitted to instructor for approval by: TBD

Presentations: TBD

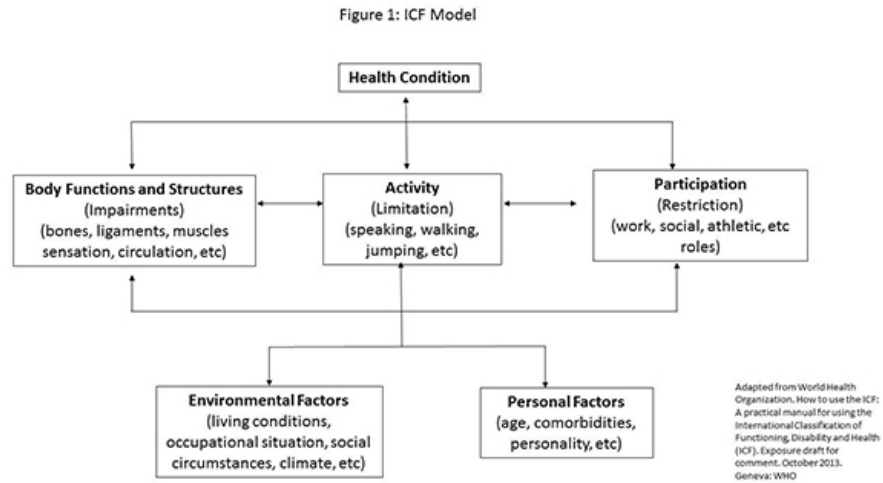
Examination Findings & Treatment Assignments (10%; 6 at 1.67% each): Students will be required to complete an examination findings table for various pathologies of the upper and lower extremity to improve understanding of clinical decision-making, the differential diagnosis process, and initial care plan. A template is provided to the student on TCU Online to complete. Students should upload their completed assignment on TCU Online.

SOAP Notes w/ Initial Management Plan (10%): Students will be given (2) cases (1 upper and 1 lower) in order to practice documentation of a musculoskeletal evaluation, including plan of care, progress note and discharge note in SOAP format. The SOAP note should include findings from the history, observation, inspection, palpation, special tests, manual muscle testing, neurological testing, etc. while utilizing correct anatomical and medical terminology (including abbreviations). The plan (P) of the note must include both short- and long-term goals and outline the initial management plan for the patient, including referral and additional diagnostics. Students must also complete the ICF Model based on the clinical evaluation

findings, being sure to include personal and environmental factors that may influence patient outcomes. A completed **patient report outcome measure** will be included as part of the case and the results must be reported in the SOAP note.

For each case, the instructor will provide an update to the patient and the student will respond with a progress note that demonstrates the student’s ability to assess the patient on an ongoing basis and adjust the plan of care accordingly. The instructor will then update the patient’s progress a 2nd time and the student will respond by submitting a discharge note demonstrating that the patient goals are met or the patient is no longer making progress.

All SOAP notes should be typed and submitted on TCU Online (Assignments). The completed ICF Model and PRO should also be uploaded for both the initial notes for both cases. Grading Rubric will be provided on TCU Online.



Grading Scale:

| Grade | Percent |
|-------|----------------|
| A | 89.5-100 |
| B | 79.5-89.4 |
| C | 69.5-79.4 |
| F | 69.4 and below |

TCU MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM MISSION

The mission of the TCU Master of Science in Athletic Training Program is to prepare graduates to be confident healthcare providers and life-long learners through quality didactic, clinical, and interprofessional education experiences. Students will develop evidence-based knowledge and skills, while demonstrating professionalism, ethical conduct, and critical thinking skills.

HARRIS COLLEGE OF NURSING & HEALTH SCIENCES MISSION

To enhance global health through education, scholarship & innovation.

TCU MISSION

The mission of Texas Christian University, a private comprehensive university, is to educate individuals to think and act as ethical leaders and responsible citizens in the global community through research and creative activities, scholarship, service, and programs of teaching and learning offered through the doctoral level.

COURSE SCHEDULE (LECTURE): This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

| Date | Topic | Starkey | Palpation | Konin |
|-------------------|--|------------------|----------------|------------|
| WEEK 1 | | | | |
| 19-Aug | Syllabus and Course Outline (TCU Online); Foot and Toe Pathologies; Gait | Chapters 7 & 8 | Chapter 11 | Section 11 |
| 21-Aug | Foot and Toe Pathologies; Gait | Chapters 7 & 8 | Chapter 11 | Section 11 |
| WEEK 2 | | | | |
| 26-Aug | Foot and Toe Pathologies; Gait | Chapters 7 & 8 | Chapter 11 | Section 11 |
| 28-Aug | Foot and Toe Pathologies; Gait | Chapters 7 & 8 | Chapter 11 | Section 11 |
| WEEK 3 | | | | |
| 2-Sep | Labor Day: No Classes | | | |
| 4-Sep | Ankle and Leg Pathologies | Chapter 9 | Chapter 11 | Section 11 |
| WEEK 4 | | | | |
| 8-Sep | Ankle and Leg Pathologies | Chapter 9 | Chapter 11 | Section 11 |
| 10-Sep | Ankle and Leg Pathologies | Chapter 9 | Chapter 11 | Section 11 |
| WEEK 5 | | | | |
| 16-Sep | Written & Practical Exam 1 (Foot, Ankle and Leg) | Chapters 7, 8, 9 | Chapter 11 | Section 11 |
| 18-Sep | Knee & Patellofemoral Articulation Pathologies | Chapters 10 & 11 | Chapter 10 | Section 10 |
| WEEK 6 | | | | |
| 23-Sep | Knee & Patellofemoral Articulation Pathologies | Chapters 10 & 11 | Chapter 10 | Section 10 |
| 25-Sep | Knee & Patellofemoral Articulation Pathologies | Chapters 10 & 11 | Chapter 10 | Section 10 |
| WEEK 7 | | | | |
| 30-Sep | Written & Practical Exam 2 (Knee & Patellofemoral Pathologies) | Chapters 10 & 11 | Chapter 10 | Section 10 |
| 2-Oct | Pelvis, Hip, and Thigh Pathologies | Chapter 12 | Chapter 9 & 10 | Section 9 |
| WEEK 8 | | | | |
| 7-Oct | Pelvis, Hip, and Thigh Pathologies | Chapter 12 | Chapter 9 & 10 | Section 9 |
| 9-Oct | Pelvis, Hip, and Thigh Pathologies | Chapter 12 | Chapter 9 & 10 | Section 9 |
| WEEK 9 | | | | |
| 14-Oct | Written & Practical Exam 3 (Hip & Pelvis) | Chapter 12 | Chapter 9 & 10 | Section 9 |
| 16-Oct | Wrist, Hand and Finger Pathologies | Chapter 17 | Chapter 6 | Section 5 |
| WEEK 10 | | | | |
| 21-Oct | Wrist, Hand and Finger Pathologies | Chapter 17 | Chapter 6 | Section 5 |
| 23-Oct | Wrist, Hand and Finger Pathologies | Chapter 17 | Chapter 6 | Section 5 |
| WEEK 11 | | | | |
| 28-Oct | Written and Practical Exam 4 (Wrist, Hand and Finger Pathologies) | Chapter 17 | Chapter 6 | Section 5 |
| 30-Oct | Elbow and Forearm Pathologies | Chapter 16 | Chapter 5 | Section 4 |
| WEEK 12 | | | | |
| 4-Nov | Elbow and Forearm Pathologies | Chapter 16 | Chapter 5 | Section 4 |
| 6-Nov | Elbow and Forearm Pathologies | Chapter 16 | Chapter 5 | Section 4 |
| WEEK 13 | | | | |
| 11-Nov | Written & Practical Exam 5 (Elbow and Forearm Pathologies) | Chapter 16 | Chapter 5 | Section 4 |
| 13-Nov | Shoulder Pathologies | Chapter 15 | Chapters 3-4 | Section 3 |
| WEEK 14 | | | | |
| 18-Nov | Shoulder Pathologies | Chapter 15 | Chapters 3-4 | Section 3 |
| 20-Nov | Shoulder Pathologies | Chapter 15 | Chapters 3-4 | Section 3 |
| WEEK 15 | | | | |
| 25-Nov | NO CLASS-THANKSGIVING HOLIDAY | | | |
| 27-Nov | NO CLASS-THANKSGIVING HOLIDAY | | | |
| WEEK 16 | | | | |
| 2-Dec | Shoulder Pathologies | Chapter 15 | Chapters 3-4 | Section 3 |
| 4-Dec | Case Study Presentations and Skills Review | | | |
| Final Exam | | | | |
| TBD | Written and Practical Exam 6 (Shoulder Pathologies) | Chapter 15 | Chapters 3-4 | Section 3 |