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__ Proposal #
(Academic Affairs use only)

__S20khs4_Proposal #
(College use only)

REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) <small>*Remember when abbreviating names, this is how they will appear on student's transcripts.</small>
KINS	5xx3	Examination & Diagnosis III

Course Title: (full title of course if longer than 30 characters)

Examination & Diagnosis III – Axial Spine

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp

CIP Code: 51.0913

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only - Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12. (Please use standard American English including full sentences.)

This course will teach and evaluate essential knowledge, skills and techniques related to the examination and diagnosis of axial spine injuries, conditions and diseases. The student will utilize and apply anatomy, physiology, pathomechanics to formulate a diagnosis and develop intervention plans for patient centered care.

Kinesiology
Department submitting the proposal

<u>Ed Sunderland</u>	<u>jsunderland@uco.edu</u>	<u>5239</u>
Person to contact with questions	email address	Ext. number

Approved by:

[Signature] 7/21/20
Department Chairperson Date

[Signature] 8-21-20
College Curriculum Committee Chair Date
(Please notify department chair when proposal is forwarded to dean.)

[Signature] 8/20/20
College Dean Date
(Please notify the department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective term for this new course
(Assigned by the Office of Academic Affairs.)

04

1. Does this course have an undergraduate / graduate counterpart?

Yes No

2. Is this proposal part of a larger submission package including a program change?

Yes No

3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACCC or Graduate Council.)

Yes No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
CTE Approval (Stamp or initial) _____

4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?

Yes No If yes, when was the most recent offering? _____

5. Does this course affect majors or minors outside the department?

Yes No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.
Dr. Cobb and Dr. Traywick, meeting on 8/28/2019, 1:30pm -2:30pm
Suggested by Dean Cobb - to meet New CAATE Standards curriculum change is needed with new course to be added and current course titles & course sequencing to be updated.

6. Prerequisite courses:

Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)

KINS 5343 Exam & Diag II

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.

KINS 5523 Therapeutic Intervention II

9. Will this course have enrollment restrictions?

Yes No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.

Check one: May May not

Major Code: 3750

11. Which of the following student classification(s) may enroll in this course?

Check all that apply:

- Graduate (2) 19 + hours
- Graduate (1) 0-18 hours
- Post Baccalaureate *
- Senior
- Junior
- Sophomore
- Freshman

* Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.

- Admission to Graduate Programs
- Admission to Nursing Program
- Admission to Teacher Education

Other _____

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)

The objectives of this course align with the Central Six Tenets of Transformative Learning and CAATE Standards.

Central Six Tenets of Transformative Learning and CAATE Standards:

A. Central Six Tenets of Transformative Learning

<http://sites.uco.edu/central/tl/central6/index.asp>

The UCO Central Six Tenets promote the mission of student learning by providing Transformative Learning experiences so that students can become productive, creative, ethical, and engaged citizens and leaders.

1. Discipline Knowledge
2. Global and Cultural Competencies
3. Health and Wellness
4. Leadership
5. Research, Creative, and Scholarly Activities
6. Service Learning and Civic Engagement

B. Commission on Accreditation of Athletic Training Education (CAATE) <https://caate.net/pp-standards/>

The Standards for Accreditation of Professional Athletic Training Programs (Standards) are used to prepare professional athletic trainers. The 2020 Standards have the six core competencies with sub-competencies within each area. The core competencies and sub-competencies are:

- A. Patient-Centered Care
- B. Interprofessional Practice and Interprofessional Education
- C. Evidence-Based Practice
- D. Quality Improvement
- E. Health Care Informatics
- F. Professionalism
- G. Patient/Client Care
- H. Prevention, Health Promotion, and Wellness
- I. Health Care Administration

Course Objectives:

Upon successful completion of the course the student will:

- I. Demonstrate knowledge of anatomy, physiology and pathomechanics related to axial spine related injuries, conditions and diseases. (1, 3, 5, A, C, H)
- II. Recognize signs and symptoms of head, neck, thorax, low back and pelvis injuries, conditions and disease. (1, 3, 5, A, C, H)
- III. Manage and evaluate acute and chronic axial spine conditions (1, 3, 5, A, C, H)
- IV. Perform examinations to formulate a diagnosis for patients with axial spine conditions. (1, 3, 5, A, C, H)
- V. Demonstrate interventions by using evidence-based practices and techniques to develop plan of care for patients (1, 3, 5, A, C, H)
- VI. Demonstrate referrals to appropriate medical provider when indicated (1, 3, 5, A, C, H, E, I)
- VII. Perform or obtain the necessary and appropriate diagnostic or laboratory tests to facilitate diagnosis, referral or treatment plans (1, 3, 5, A, C, H, E, I)
- VIII. Select and incorporate interventions for pre-op, post-op, and nonsurgical conditions into care plans (1, 3, 5, A, C, E, H)
- IX. Evaluate and treat patients with concussions or other brain or neurological considerations utilizing established guidelines (1, 3, 5, A, C, H, E)
- X. Select, fabricate and/or customize prophylactic assistive and restrictive devices for head, neck, thorax, low back or pelvic injuries, conditions and diseases. (1, 3, 5, A, C, G, H)

Course Detail Information:

14. Contact Hours (per week)

 3 Lecture hours (in class)

Lab hours (also studios)

Other (outside activities)

15. Repeatable course.

1 Number of times this course can be taken for credit.

16. Schedule type: (select one only)

Activity P.E. (A)

Lab only (B)

Lecture/Lab (C)

Lecture only (L)

Recitation/Lab (R)

Student Teaching (STU)

Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

Program will use existing classroom space, meeting rooms and equipment to offer this new course.

19. The UCO Library has the required library resources available for this new course?

Yes No If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.

Jean Longo, Research and learning Librarian II (in charge of Kinesiology and Nursing and Allied Health information). Spoke with Jean on 1/20/20 and she informed us that she is the contact of all health science related programs and adequate resources are available.

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

20. Names of current faculty qualified to teach this course.

Ed Sunderland

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

No other faculty are needed at this time. Competencies for course include:

Core Competency – Examination & Diagnosis III

Standard 70 Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:

- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)

- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling, rhabdomyolysis, and hyponatremia
- Diabetes (including use of glucometer, administering glucagon, insulin)
- Drug overdose (including administration of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

Will be part of current faculty load based on approval of additional funds requested in program change

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

Internal reallocation and departmental budget once requested funds are approved. If funds are not allocated adjunct budget will be utilized

24. Projected enrollment for two academic years following approval of new course:

Semester	20_21_	20_22
Fall	8	8
Spring	0	0
Summer	0	0

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

Non-liberal arts and sciences
 Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures, Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

This course helps meet the new accreditation 2020 Standards for Professional Athletic Training Education by the Commission on Accreditation of Athletic Training Education which requires a Core Competency – Examination, Diagnosis and Interventions – providing content knowledge and skills for professional practice. This course will relate to Standards 69, 70, 71, 72, 73, 76 and 78. Students must learn how to examine, diagnose, and intervene to establish plans of care for patients.

Taken from CAATE 2020 Professional Standards

Standard 69 Develop a care plan for each patient.

Standard 70 Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent.

Standard 71 Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice.

Standard 72 Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.

Standard 73 Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan.

Standard 76 Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

Standard 78 Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care,

27 Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge

Leadership

Research, Scholarly and Creative Activities

Service Learning and Civic Engagement

Global and Cultural Competencies

Health and Wellness

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

5000 LEVEL COURSES

Course Level Characteristics	Please describe how this course meets this requirement.
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	This course will challenge students to read and analyze current research and best practice skills related to patient centered care and outcomes. The student will learn to diagnose using clinical reasoning skills and document finding in patient records using effective written skills and communicate with the patient using effective verbal skills.
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	Content knowledge and skills will be at the graduate level and this course will challenge and develop the student's ability to demonstrate content knowledge using high levels of clinical reasoning that is only acquired over time and practice.

<p>3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum:</p> <ul style="list-style-type: none"> a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students. 	<p>The course is a health care related examination and diagnosis course utilizing high levels of learning. The students will demonstrate this during clinical integrated learning of skills and techniques along with scholarly projects. This course will utilize self-directed learning modules outside of class and utilize class time for integrated skill acquisition supervised and mentored by the instructor.</p>
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KINS 5xx3 Examination & Diagnosis III

Spring Semester 2022

INSTRUCTOR: Mr. Ed Sunderland MEd, LAT, ATC
OFFICE: Wantland Hall 015
PHONE: (405)974-5239
EMAIL: jsunderland@uco.edu
OFFICE HOURS: M-TH, 10:00-12:00 pm or by appointment
COURSE NUMBER: CRN ??

COURSE DESCRIPTION: KINS 5xx3 Examination and Diagnosis III Three (3) Semester Hours

This course will teach and evaluate essential knowledge, skills and techniques related to the examination and diagnosis of axial spine injuries, conditions and diseases. The student will utilize and apply anatomy, physiology, pathomechanics to formulate a diagnosis and develop intervention plans for patient centered care.

COURSE INFORMATION:

This course is a Professional Level II requirement for the Graduate Athletic Training Program (GATP). The prerequisite for this course is being admitted into the GATP and Exam & Diagnosis II and III. The major content area to be taught and evaluated will be Examination and Diagnosis of the Axial Spine. This is the third course in a series of four examination and diagnosis courses. There will be both formal instruction and evaluation of the assigned competencies as well as the teaching, practice and evaluation of assigned clinical skills. As part of the grading requirement each student must perform and demonstrate physical skills. Out of class evaluation times may need to be scheduled with the instructor. Students may also be required to attend professional seminars/lectures as part of the outside of class graded activities. There will be a \$31.30 per semester hour lab fee applied to this course.

It is a course requirement that all assigned psychomotor skills be evaluated at the average level of "8 out of 10" or an Incomplete (I) will be given and the student will not be allowed to enroll in the next clinical course. Practice and evaluation may require out-of-class activities. See Clinical Education requirement in the GATS Manual for additional details.

TEXTBOOK: Shultz, Houglum, Perrin, Examination of Musculoskeletal Injuries, 4th Ed., Human Kinetics, 2016
Adjunct - Prentice, Principles of Athletic Training, 16th Ed., McGraw-Hill, 2017
Optional - Konin, Lebsack Valier, Isear, Special Test for Ortho. Examination, 4th Ed. Slack, Inc., 2016

PHILOSOPHICAL FOUNDATIONS: The course and associated learning activities are consistent with and aligned to the articulated academic vision, mission, values, and educational philosophy of the University of Central Oklahoma which can be found at this location - <http://www.uco.edu/academic-affairs/mission/index.asp>

What you learn from this course and its value to your accumulation of knowledge, career, and life will be determined much more by you as the student than by the instructor. Both the student and instructor have a responsibility to approach the course and related activities and learning events seriously and with attention to putting forth the level of energy required for success. The instructor takes seriously his responsibility for providing organized, thought-provoking, meaningful, relevant, and challenging learning activities to maximize the potential benefit for students. Students are expected to be highly engaged during class sessions and participate in a manner that reflects a firm grasp of concepts associated with out of class readings and other assignments.

TRANSFORMATIONAL LEARNING OBJECTIVES (a.k.a. UCO's "Central Six" Tenants)

The University of Central Oklahoma has identified six transformative learning objectives that place students at the center of their own active and reflective learning experiences. It is the goal of the university, college, and department to support and foster transformative learning in order for students to develop competencies for all

six tenants in order to become productive, creative, and ethically engaged citizens that are able to initiate action in leadership roles.

The objectives of this course align with the Central Six Tenets of Transformative Learning and CAATE Standards.

Central Six Tenets of Transformative Learning and CAATE Standards:

A. Central Six Tenets of Transformative Learning

<http://sites.uco.edu/central/tl/central6/index.asp>

The UCO Central Six Tenets promote the mission of student learning by providing Transformative Learning experiences so that students can become productive, creative, ethical, and engaged citizens and leaders.

1. Discipline Knowledge
2. Global and Cultural Competencies
3. Health and Wellness
4. Leadership
5. Research, Creative, and Scholarly Activities
6. Service Learning and Civic Engagement

B. Commission on Accreditation of Athletic Training Education (CAATE) <https://caate.net/pp-standards/>

The Standards for Accreditation of Professional Athletic Training Programs (Standards) are used to prepare professional athletic trainers. The 2020 Standards have the six core competencies with sub-competencies within each area. The core competencies and sub-competencies are:

- A. Patient-Centered Care
- B. Interprofessional Practice and Interprofessional Education
- C. Evidence-Based Practice
- D. Quality Improvement
- E. Health Care Informatics
- F. Professionalism
- G. Patient/Client Care
- H. Prevention, Health Promotion, and Wellness
- I. Health Care Administration

COURSE OBJECTIVES:

Students Will:

- I. Demonstrate knowledge of anatomy, physiology and pathomechanics related to axial spine related injuries, conditions and diseases. (1, 3, 5, A, C, H)
- II. Recognize signs and symptoms of head, neck, thorax, low back and pelvis injuries, conditions and disease. (1, 3, 5, A, C, H)
- III. Manage and evaluate acute and chronic axial spine conditions (1, 3, 5, A, C, H)
- IV. Perform examinations to formulate a diagnosis for patients with axial spine conditions. (1, 3, 5, A, C, H)
- V. Demonstrate interventions by using evidence-based practices and techniques to develop plan of care for patients (1, 3, 5, A, C, H)
- VI. Demonstrate referrals to appropriate medical provider when indicated (1, 3, 5, A, C, H, E, I)
- VII. Perform or obtain the necessary and appropriate diagnostic or laboratory tests to facilitate diagnosis, referral or treatment plans (1, 3, 5, A, C, H, E, I)
- VIII. Select and incorporate interventions for pre-op, post-op, and nonsurgical conditions into care plans (1, 3, 5, A, C, E, H)
- IX. Evaluate and treat patients with concussions or other brain or neurological considerations utilizing established guidelines(1, 3, 5, A, C, H, E)
- X. Select, fabricate and/or customize prophylactic assistive and restrictive devices for head, neck, thorax, low back or pelvic injuries, conditions and diseases. (1, 3, 5, A, C, G, H)

INSTRUCTIONAL PROCESS:

There will be lectures - PPT, discussions, group activities, and skill instruction, practice lab and evaluations requiring physical demonstration.

COURSE REQUIREMENTS: Objective Course Completion Criteria and Statement:

All assignments, test, homework, papers, projects and skill evaluations must be completed at an acceptable level to receive a grade in the course.

<u>Grading Criteria</u>	<u>Percentage</u>	<u>Course Grading Scale</u>
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Written Exams: Unit I, Unit II, Unit III	60%	100% - 90%	=A
Clinical Skill Evaluations	20%	89% - 80%	=B
Quizzes/Homework/Assignments/Paper	15%	79% - 70%	=C
Attendance	2.5%	69% - 60%	=D
Course Portfolio/Notebook	2.5%	59% below	=F

Written Exams: 60%

- Unit I - Chapters: 4, 5, 6, 7, 8, 10
- Unit II - Chapters: 19 and 11
- Unit III - Chapters: 20, 15 and 18

Clinical Skill Evaluations: 20%

Each psychomotor skill will be worth a maximum of 10 points. (See clinical skill explanation sheet for details.) Since psychomotor skill evaluations are assigned to this course, the student must complete 100% of the assigned skills at an average level of "8 out of 10" or an Incomplete (I) will be given to the course and the student may not be able to enroll in the next clinical course. If the student misses a scheduled evaluation time with an unexcused absence, the student must re-schedule the evaluation time at a suitable time of the instructor and a deduction of 10% from the overall evaluation grade will occur for that testing period.

Quizzes/Homework/Assignments/Projects: 15%

In Class and online quizzes will be given throughout the semester. Quizzes will range from 5 – 20 points each. There may be at least of one quiz per chapter consisting of terminology, anatomy, physiology, pathomechanics and application theory. Worksheet/study guides may be handed out before each test. Each worksheet will relate to each chapter and assigned a point value. In most instances, the quizzes will serve as a study guide. A writing assignment and a case study may be given. Each will be worth 100 points. See the instructor for specific details.

Attendance: 02.5%

In order that students may accomplish the objectives of the course by the end of the semester, students will be expected to attend class regularly and take an active part in classroom discussions and activities. Since this is a 16 week course, after 4 unexcused absence, one letter grade deduction from the final grade will be assessed. After 6 late arrivals, one letter grade deduction will be assessed.

Since psychomotor skill evaluations are assigned to this course, the student must complete 100% of the assigned skills at an average level of "8 out of 10" or an Incomplete (I) will be given to the course and the student may not be able to enroll in the next clinical course. If the student misses a scheduled evaluation time with an unexcused absence, the student must re-schedule the evaluation time at the earliest possible convenience of the instructor and a deduction of 10% from the overall evaluation grade will occur for that testing period.

Course Portfolio: 02.5%

Students are expected to keep a portfolio notebook of all notes, handouts, articles, quizzes, and study material. Notebooks are due at the time of the Final Exam. Late notebooks will not be accepted. Neat and organized in format outlined in Notebook grading rubric. Notebooks are worth 50 points.

MAKE-UP TESTS:

Students will earn a "0" for an unexcused absence for a missed exam. Prior approval from the instructor must be obtained in order to make up the exam for a university approved official absence. If approval is obtained, a period of one week from the scheduled exam time will be allowed for a make-up. All make-up exams will receive a 10% deduction off the earned grade.

LATE ASSIGNMENTS:

Students turning in late assignments will be assessed 10-50% of the assignment grade. After one week, a grade of "0" will be recorded.

ADA STATEMENT REGARDING SPECIAL ACCOMMODATIONS:

"The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class."

Professionalism and Ethics:

This is a university course and professionalism is expected of your actions, language, and effort. Students have an obligation to exhibit honesty and to respect ethical standards in carrying out academic assignments. Academic dishonesty will not be tolerated. Plagiarism will result in a grade of zero points as well as disciplinary action by the University. Anyone found to be dishonest in respect to and during examinations, written or other assignments, or in cooperation with another person will fail the course.

Ethical conduct is expected in this course; academic dishonesty will not be tolerated.

- *While collaboration with cohorts is allowed and encouraged for studying, each student is responsible for his or her own work in regard to assignments. Students may not, under any circumstances, turn in work that has been prepared by someone else.*
- *Disciplinary action (as outlined by the Code of Student Conduct) will result in one of the following at the instructor's discretion:*
 - *A substitute assignment or examination*
 - *A reduced grade for the assignment, examination, or course*
 - *A grade of zero or F for the assignment, examination, or course*
 - *A grade of F for the course*
- *At the Program, College or University Level:*
 - *Suspension for the GATP*
 - *Expulsion from the University*
- *In the UCO handbook there is a process for contesting any plagiarism allegations against you.*

SPECIAL REQUEST:

- ***All cell phones to be turned off – if you need a cell phone on for an emergency – place on vibrate and inform the instructor.***
- ***During lectures – please do not leave class while instructor is teaching.***
- ***For lab sessions please wear appropriate clothing to get on the tables.***
- ***No food on treatment tables during lab sessions.***
- ***Students with back or knee conditions – see instructor for special accommodations.***

EMERGENCIES DURING FINALS STATEMENT:

If an emergency occurs that prevents the administration of a final examination, the student's final course grade will be calculated based on the work in the course completed to that point in time and the faculty member's considered judgment. Final exams will not be rescheduled, and a grade of "I" will not be given as a result of the missed exam.

Supplemental Student Information Sheet:

<http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

COURSE OUTLINE

Fall 2022

KINS 5xx3 Exam & Diagnosis III

M-1:00 – 3:45 pm., Ed 212

SHP =Examination of Musculoskeletal Injuries, 4th Ed.

Optional - K= Special Test for Orthopedic Examination, 4th Ed. Slack, Inc.

WK	Day	Date	Chapter Readings	1 st Half of Class - Lecture / PPT / Discussion	Competencies
				2 nd Half of Class – Skills, Practice and Evals	
1	M		Chs. 1, 2, 3 (Review)	Syllabus – Introduction - Information Lecture –(Review)- Terminology and History taking	
2	M		Chs. 4, 5 (Review) Chs. 6, 7	Examination of Motion - ROM Examination of Strength - MMT Skills – Goniometry and Muscle Testing	
3	M		Review Ch. 8 Ch. 10	Examination of Neurological Status Putting It All Together: Exam Strategies Skills - Neuro Examination Review Myotomes – Dermatomes – DT Reflexes	
4	M		Unit I Exam Chapters 1,2,3,4,5,6,7,8, & 10		
			Proficiencies Testing Week – History, ROM/Goniometry, MMT, Neuro		
5	M		Ch. 19	Lecture – Skull, face, brain, anatomy Skills – Anatomy, Soft tissue and Bony Palpation	
6	M		Ch. 19	Lecture – Head, Brain – Concussions etologies Skills-Stress/Special Tests– head and brain eval techn.	
7	M		Ch. 19	Lecture – Face – eyes, ears, nose mouth Conditions Skills-Stress/Special Tests– eyes, ear, nose mouth	
8	M		Ch. 11	Lecture – Cervical spine anatomy and pathomechanics Skills-Stress/Special Tests– Cervical eval techn.	
9	M		Ch. 11	Lecture – Cervical spine Conditions Skills-Stress/Special Tests– Cervical evals techn.	
10	M		Unit II Exam Chapters 19 and 11		
			Proficiencies Testing Week – Chs. 19 and 11		
11	M		Ch. 20 K Sec 3	Lecture – Thorax and abdomen anatomy Skills – Anatomy Soft tissue and Bony Palpation	
12	M		Ch. 20 K Sec 3	Lecture – Thorax and Abdomen Conditions Skills-Stress/Special Tests– Chest and abdomen Evals.	
13	M		Ch. 15 K Sec 3	Lecture – Low back Anatomy Skills-Stress/Special Tests–Low back Eval Techn.	
14	M		Ch. 15 K Sec 4	Lecture – Low back Conditions Skills-Stress/Special Tests– Low back Evals Techn.	
15	M		Ch. 18 K Sec 5	Lecture – Pelvis / Hip anatomy Skills-Stress/Special Tests–Pelvis Hip Eval. Techn.	
16	M		Ch. 18 K sec 5	Lecture – Pelvis / Hip Conditions Skills-Stress/Special Tests–Pelvis/ Hip Eval. Techn.	
17	M		Final Exam III Chapters – 20, 15, 18		
			Proficiencies Testing Week – Thorax, Low Back and Pelvis/Hip Assessment		