

POINT LOMA NAZARENE UNIVERSITY
Department of Kinesiology

ATR 385 Pathology of Injury and Illness
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Spring 2017
Course Syllabus Section 1

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Office: Kinesiology # 7
Office Hours: MWF 1-3 by appointment
Final Exam: May 3; 10:30am-1:00pm

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PLNU Mission-To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

“What do we need to know & perform?” Some Foundational; Some Current; Some Way Deep; Some “know where to look for the rest”

The Pathology of Injury and Illness course is designed to encourage your discretion about what information and skills are essential for immediate clinical practice proficiency, and which are available when you need to reference them. Given the quantity of health care information available it is imperative to have foundational knowledge and to be current with the most current findings and valid assessment tools and techniques. This might be called walking around knowledge. It is knowing in order to learn more as you move into graduate school and your profession. It is not knowing minutiae that can be so readily accessed when there is a need to do so.

At the Conclusion of This Course

You will confidently demonstrate your capacity with current medical findings, foundational concepts and medical assessment techniques. At the conclusion of the course you will know the following:

- A. The influence of aging on incidence and prognosis of pathology by organ system
- B. The precise medical language in diagnosing pathology
- C. Appropriate reaction to clients with severe and/or disfiguring pathologies
- D. The signs, symptoms and prevention of infection.
- E. Cell, tissue and organ system response to injury and illness in terms of etiology, pathogenesis, pathomechanics, treatment options and expected outcomes for selected pathologies
- F. The epidemiological evidence of disease causing practices for selected pathologies
- G. Greatest threats to health in the USA and the world
- H. Physical examination and history taking; how to auscultate, palpate, visualize, percuss and otherwise quantify vital signs and health markers.

Course Design

This is a team-based class in which you will work in-class with peers who bring out the best of you and you them. The team will always perform better than the individuals at your best; research verifies it!

A. Out-of- class preparation-

You will prepare for our class, including Labs, by gathering information on the regional pathologies outlined in the Class Overview and Personal Study (C.O.P.S.) hand-out presented at each class session. Resources available for your personal study out of class include:

1. Goodman, Fuller text book
2. CANVAS resources including
 - a. Study guides and Case Study analyses that accompany modular topics
 - b. Power Points
 - c. Kug Video lectures
 - d. Journal readings
3. Your own discoveries through use of reputable sources from computer applications, internet, database or other library sources.

B. **IRAT and TRAT-** An Individual Readiness Assessment (IRAT) will be used to determine if you are equipped to move into the analysis phase of the learning module. Immediately after completing the IRAT (5 to 10 item quiz) you will collaborate with your Team in reaching consensus on the same IRAT items on the Team Readiness Assessment Team (TRAT) and record your answer on the “Scratcher” Form.

C. **Critical thinking leading to a decision-** In class problem solving based upon your knowledge of pathologies. Typically accomplished in the context of your team collaborating.

D. **Lab Report-**You will complete your Lab reports with your group or a lab partner

E. **Physical Examination Psychomotor Skill Lab Practicals-**your psychomotor and reasoning skills will be examined as you conduct physical assessments of case studies acted out by lab models

F. **6x6** “...and the current evidence is...” Six inches deep and 6 minutes long; presentation and discussion of current evidence on the topic(s) of the day. Select references from Medscape, CDC or Cochran Review to present with your peers.
Subscribe to Medscape today at <http://www.medscape.org>

G. **“I have always wanted to know...”** In depth Group study of pathology topic of choice culminating in Intramural Pre-Professional Conference presentations April

Successful students will:

- A. Be highly successful at gathering information (studying what medicine and allied health has provided) outside of class in order to ...
- B. Excel at in-class team based critical thinking, problem solving and diagnosing from case histories.

You and Your Professor

- A. You need to KNOW that your success and faith challenges in this class, this university, this life matter to Kug. What matters to you matters to me. Need contact? Need to posit a question? Need a cup of coffee/firm hand shake,/prayer? Stop by the office or text or email.
- B. This is what I know:
 1. You are capable to know and apply course content
 2. You will go to great effort to learn what matters
 3. We are in this class together, now, to accomplish what we could not do as effectively or efficiently alone. However, There is NO Substitute for individual effort. Those in line for graduate school and clinical professions are those who STUDY TO KNOW not those who study to only pass a test or to slip by. Be aggressive in your learning and watch the process become so satisfying and fun.

Catalog Description

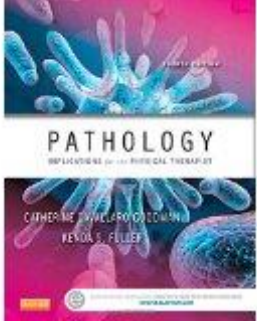
An in-depth study of the etiological factors and care of injury and illness. Mechanisms of injury, pathology of illness, topographical appearance, imaging technology for assessment, implications for return to activity and long-term health sequelae serve as the matrix for the study of pathology. Psychology of illness and injury and studied.

Aim

In-depth study and mastery of the knowledge and skills an allied health professional needs to prevent, assess and react to illness and injury

Course Tools

- A. Stethoscope- Either buy or borrow a stethoscope as they are required for Labs beginning in February
- B. Required textbook

| | |
|---|--|
|  | <p>Title; Edition; Publication Date <u>Pathology: Implications for the Physical Therapist; 4th Edition; 2015</u></p> <p>Author Goodman CC, Fuller, K</p> <p>ISBN 978-1-4557-4591-3</p> <p>Publisher Saunders Elsevier</p> <p>Description Understand how a patient's conditions might affect physical therapy and outcomes so that you can design safe and effective interventions. Pathology: Implications for the Physical Therapist, Third Edition, offers guidelines, precautions, and contraindications for interventions with patients who have musculoskeletal or neuromuscular problems as well as other conditions such as diabetes, heart disease, or pancreatitis. Learn about the cause of these conditions, the pathogenesis, medical diagnosis and treatment, and most importantly, the special implications for the therapist. In addition to addressing specific diseases and conditions, this text emphasizes health promotion and disease prevention strategies and covers issues with implications for physical therapy management, such as injury, inflammation, and healing; the lymphatic system; and biopsychosocial-spiritual impacts on health care. With this practical and evidence-based text, now enhanced with full-color illustrations and the latest research, you'll know what to factor into your clinical decisions to achieve the best outcomes for your patients.</p> |
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- C. Library resources

Course Learning Outcomes

Through your commitment to the study of pathology we will:

- A. Use the vocabulary unique to the professional practitioner.
- B. Describe the risk factors, congenital and acquired, for selected diseases and disabilities.
- C. Describe cell, tissue and organ system response to injury and illness in terms of etiology, pathogenesis, pathomechanics, treatment options, and expected outcomes.
- D. Recognize symptoms and signs of common infectious diseases and outline the appropriate steps to prevent their spread.
- E. Develop and deliver an educational program to instruct an adult clientele on self-identification of breast and testicular cancer.
- G. Describe epidemiological issues including where and how to seek assistance regarding disease control, notification and disease prevention.
- H. Perform physical examination including diagnostic equipment necessary to assess illness and injury.
- I. Practice being current in knowledge and skill in preventing, recognizing and appropriately reacting to illness and injury.

Evidence of Mastery

See descriptions of each below

| | | |
|--|---------------|-------------|
| A. IRAT- Individual Readiness Assessment | 6@10pts each | 60 |
| B. TRAT-Team Readiness Assessment | 6@20pts each | 120 |
| C. Critical Thinking Case Histories | 5@10pts each | 50 |
| D. Unit Study Guides | 12@5pts each | 60 |
| E. Exams | 4@ 70pts each | 280 |
| F. Final Exam | | 140 |
| G. Lab Reports | 4@10pts each | 40 |
| H. Lab Practicals | 2@45pts each | 90 |
| I. Testicular&Breast Self-Exams Teaching PwrPt | 2@30 each | 60 |
| J. Medscape Article "... and the Current Evidence is..." | 6@10pts each | 60 |
| K. In Depth Pathology Study and Poster Presentation | | 120 |
| | TOTAL | 1120 |

Course Requirements

A. Individual Readiness Assessment (IRAT)

1. An IRAT will be used to determine if you are equipped to move into the analysis phase of the learning module. This is a timed assessment taken on a Scantron
2. No routine provision is made for missed IRAT or TRAT.

B. Team Assessment Quiz (TRAT)

1. After the IRAT you will collaborate with your teammates and reach consensus on each item of the TRAT. Your team will reach consensus on each answer, scratch off the corresponding answer on the Immediate Feedback form. This is a timed quiz.
2. No provision is made for make-up or late arrival assessments.

C. Critical Thinking Case Studies

Posted on Eclass for pre-class study in selected regional studies to promote student ownership of health related applications of learning in pathology of injury and illness

D. Unit Study Guides

1. Study Guides are designed to bring focus to key concepts during.
2. Each completed Study Guide is due electronically at the start of class.

E. Examinations

Examinations are designed to measure competency in the knowledge and comprehension and to exercise your application and critical thinking capacities. Exams are intended to be learning experiences and as such great care must be taken by us all to communicate carefully and openly about each test component. Exams are to be taken at the announced day and time. No routine provision is made for missed exams.

F. Final Examination

G. Partner Lab Reports

Due at the end of lab with your name and the name of your partner on your completed work.

H. Lab Practicals

1. These are opportunities for you to demonstrate your psychomotor skills and time efficiency in auscultation, palpation, visualization, and percussion.
2. Case study scenarios will be provided and you perform the appropriate diagnostic
3. Practicals are by appointment prior to or after class

I. Medscape Article Highlighted "...and the current evidence is..."

4x6 card Journal Article Summary and Reference. Select references from Medscape, CDC or Cochran Review to present to your peers. On occasion you will be directed to print the article and highlight in yellow the salient information that influences your thinking about the pathology it reports on the diagnosis of the disease or the standard of care for those with the disease.

J. Testicular and Breast Self-Exams educational program developed and delivered to an adult audience(s).

Create and present 2 PwrPT teaching lessons on these cancer early detection protocols. Report a the demographics of the group to whom you reported and a description of who you measured their learning.

*See Appendix A below

Grading

| Grade | Range |
|-------|--------|
| A | ≥ 93% |
| A- | 90-92% |
| B+ | 87-89% |
| B | 84-86% |
| B- | 80-83% |
| C+ | 77-79% |
| C | 74-76% |
| C- | 70-73% |
| D+ | 67-69% |
| D | 64-66% |
| D- | 60-63% |
| F | ≤ 59% |

ACADEMIC ACCOMODATIONS

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Academic Calendar

We will observe the PLNU policy and schedule for final examination and university holidays. Please consult prior to making travel plans.

Tentative Class Outline

The class outline is administrated by the professor and will be altered when it is in your best interest.

Topics of Study

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|---|-------------------------------------|
| Welcome to our Jungle The Top Three Health Issues in U.S./World Case History analysis | Lymphatic Goodman Chapter 13 6x6 |
|---|-------------------------------------|

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|--|
| Your Team; You, Us and the Course |
| Assessment of Illness Immune system Goodman Ch 7 6x6 |
| Infectious Disease Goodman Ch 8 IRAT/TRAT#1 |
| Oncology Goodman Ch 9 |
| Integument Goodman Ch 10 |
| Exam #1 |
| Endocrinology Goodman Ch 11 6x6 |
| Cardiovascular Goodman Pgs 367-425 |
| Cardiovascular Goodman Pgs 426-466 IRAT/TRAT#2 |
| Hematology Goodman Ch 14 6x6 |
| Exam#2 |
| Respiratory Goodman pgs 553-586 |
| Respiratory Goodman pgs 587-606 IRAT/TRAT#3 |
| Lymphatic Goodman Chapter 13 6x6 |

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| Gastrointestinal Goodman Ch 16 |
| Hepatic Pancreatic Biliary Ch 17 IRAT/TRAT#4 |
| Urinary Tract |
| Reproductive Ch 19&20 |
| Exam#3 |
| Neurological:CNS Ch 28 |
| Neuro:TBI & Spinal Cord Ch 32&33 |
| Neuro: Cerebral Palsy; Epilepsy, Headache Ch 34,35,36 IRAT/TRAT#5 |
| Exam # 4 |
| EENTM 6x6 |
| Musculoskeletal:Path Ch 22 IRAT/TRAT#6 |
| Musculoskeletal: Neoplasms& Infection Ch 24&25 |
| Final Exam |
| |

Course _____

Date _____

Learning Audit & Critical Incidents (L.A.C.I.)

You will assess your learning (Learning Audit) and reflect on the course environment (Critical Incidents) via this “L.A.C.I.” Form at the end of class on the last class of the week. Complete the items that are germane to your week of course involvement. The L.A.C.I. is completed anonymously in duplicate with the original (white form) provided to the professor; you retain the duplicate (Yellow form). Three times in the semester you summarize your L.A.C.I. reports and submit via Eclass for assessment by the professor. Each summary is worth 10 points and is NOT anonymous.

Learning Audit

What do I know now that I did not know this time last week?

What can I do now that I could not do this time last week?

What could I teach others to know or do that I could not teach them last week?

Critical Incidents

The moment in class this week that I felt most engaged with what was happening was...

The moment in class this week that I felt most distanced from what was happening was...

What action that anyone (prof or student) took this week that you found affirming or helpful?

What action that anyone (prof or student) took this week that you found most puzzling or confusing?

What about the class this week surprised you the most? (This could be about your own performance/reactions/attitudes or those of the prof or your peers.)