APPH 6984 Syllabus

Lower Limb Prosthetics I, 4 credit hours / 11.5 contact hours per week

Tuesdays, 1 – 4pm; Wednesdays, 9 am – 5:30 pm

Lecture **Room 1257**

Lab **Rooms 1302 & 1524**

Instructor Information

Instructor Lee Childers	**Email** lee@gatech.edu	**Office Hours & Location** Friday, 3 – 5, room 1329D By appointment
Lab Technician Scott French	**Email** scott.french@ap.gatech.edu	**Office Hours & Location** By appointment

General Information

Description

This course is to help you develop the knowledge, judgement, and skill to safely provide appropriate prosthetic treatment interventions to people with lower limb amputation. This course will focus on prostheses designed for amputations through the foot, at the ankle, and through the tibia. This will include the basics of prosthetic designs, terminology, assessment, and implementation of prosthetic devices as part of a health care treatment plan. The course covers the following topics: patient assessment, post-operative management, negative impression and measurement procedures, gait analysis, prosthetic alignment, fit and function assessments, fabrication procedures, and material selection and principles of gait training. Professional patient/subject models are used to demonstrate the clinical fit and function of prostheses.

Pre- &/or Co-Requisites

Acceptance into the GT MSPO program and APPH 6975A Intro to Prosthetics

Or with permission from the Instructor

Course Goals and Learning Outcomes

My goals, upon successful completion of this course, are that you should be able to

- Evaluate a patient with an amputation, below the knee, for prosthetic treatment
- Formulate a prescription and recommend a treatment plan for patients who have had an amputation of their leg distal to the knee.
- Fabricate, fit, and dynamically a transtibial prosthesis
- Determine the proper billing and procedure codes and medical documentation required for clinical practice.
- Employ safe laboratory and clinical practice (i.e., proper use of equipment and tools for clinical patient assessment, impression taking, positive model rectification, fabrication, fitting and adjustment (i.e., universal precautions, PPE, etc.)

Course Requirements & Grading

	Assessment	Due by	% of final grade
1	Bench alignment of TSB prosthesis *	Feb 7 @ 1pm	5
2	300 word narrative on what went right and what went wrong during your first TSB fitting *	Feb 14 by 1pm via email	5
3	Practical Exam on palpation and measurements *	Feb 21	5
4	Test #1 will be online. Test opens at 5pm on Feb 14 *	Feb 28 @ 10 pm	10
5	Bench alignment and socket fabrication of PTB prosthesis *	Mar 14 @ 1pm	5
6	Practical Exam on Bench alignment *	Mar 28	10
7	K-level narratives and L-codes with justification for PTB project *	Mar 15 @ 5pm via email	5
8	Test #2 will be online. Test opens at 5pm on Mar 15 *	Apr 4 @ 10 pm	15
9	Test #3 will be in person *	Apr 27	15
10	Practical Exam on Bench alignment and palpation *	Apr 27	10
11	SOAP note for the fitting of the Hybrid prosthesis *	Apr 27 @ 9am	5
12	Participation *	Throughout the semester	10

* Denotes an individual assignment. This means the work should be completed entirely by the individual that is turning it in. Turning in work that is not entirely your own will be considered academic dishonesty and will treated as such in accordance with the GT Honor Code.

LATE ASSIGNMENTS: For **EACH DAY** an assignment is LATE, student work will be eligible for one letter grade less than work turned in on time. For example work that would normally earn a grade of "A" will instead earn a grade of "B."

Exams may be rescheduled for pre-approved excused absences (sick with doctors note, car accident in route to test, hospitalization, death in your immediate family). You should not assume that an absence is automatically excused. Please contact me as soon as possible to ensure that the absence will be excused.

Missing a patient model interaction is nearly impossible to make up. If you miss a patient model encounter for an unexcused absence (e.g. want to take a trip, job interview, too hung over, etc.), do not expect to have a new encountered scheduled for you. If you have an excused absence, then I will work diligently with the patient model to try and reschedule but I can offer no guarantees. If a patient model fails to show up, I will also work diligently to reschedule them, but again, I can offer no guarantees.

Description of Graded Components

Bench alignment of Total Surface Bearing (TSB) prosthesis

My goal is to assess your ability to bench align your first prosthesis so that if there are any problems, this can be corrected early. Have your prostheses on your workbench and ready for inspection by 1 pm on the day it is due. Be sure that you have your measurement sheet beside your prosthesis. The grading rubric will be posted on T-Square.

300 word narrative on what went right and what went wrong during your first TSB fitting

My goal for this assignment is to get a sense of how your first fitting went and what you learned through the process. Write a 300-word narrative on your experience with the first fitting. Include something that went correctly for you, include something that went wrong with the socket and how you corrected for it, and include something that went wrong with the alignment and how you corrected that. This should be submitted a MS word document via email to lee@gatech.edu. The filename MUST follow the criteria, "last name_300word_TSB_fitting_TT2017". The subject line for the email MUST say, "300 word TSB fitting narrative". The grading rubric will be posted on T-Square.

Practical Exam on palpation and measurements

My goal for this assessment is to ensure that you are palpating and measuring things correctly while being placed under the pressure of a time constraint. The practical exam will be scheduled so that each student will have a designated timeslot. You will have ten minutes to complete the practical exam. You will be asked to demonstrate correct palpation of anatomical landmarks and measurements we discussed in class and relevant to building a transtibial prosthesis. The exact landmarks and measurements to be taken will not be presented to you ahead of time. Anything that can be palpated or measured to produce a transtibial prosthesis will be fair game for this practical exam.

Test #1

The test will be open book, open note, and done on T-square. You will have 3 hours to complete the exam and you MUST finish within 3 hours after you start. You will not be allowed to retake the exam unless there was a catastrophic IT issue. The test will include multiple choice, matching, short answer, and a patient simulation. It will cover everything discussed or in the reading up until when the test opens.

Bench alignment and socket fabrication of Patella Tendon Bearing) PTB prosthesis

My goal for this assignment is to ensure that you are learning how to correctly bench align a prosthesis and focus on aspect of socket design critical to the success of a prosthetic intervention with a patella tendon bearing design. Have your prostheses on your workbench and ready for inspection by 1 pm on the day it is due. Be sure that you have your measurement sheet beside your prosthesis. Your alignment will be graded on the following criteria;

Practical Exam on Bench alignment

My goal for this practical exam is to evaluate your knowledge of bench alignment and ability to think under pressure. For this practical exam, you will be given 15 minutes to complete three relevant bench alignment tasks. The first will be to correctly align and place a TT socket in the VFJ. The second task will be to correctly align a socket in the VFJ over a prosthetic foot. The third task will be to set the socket in a VFJ to the correct height off the table. A scoring sheet will not be provided ahead of time but the scored criteria will be available to you during the practical exam.

K-level narratives and L-codes with justification for PTB project

Justification of prosthetic interventions will be an important part of your professional career. My goal for this assessment is to evaluate your ability to recommend a K-level for a patient and provide adequate billing with a rationale. After all, you are asking a third-party payer to pay for an expensive prosthesis, you should provide some logical reason as to why this prosthesis (or a feature of the prosthesis) will benefit your patient. Write a 200-word narrative that justifies a K-level for your model patient. Then design an

appropriate prosthetic intervention for this person, with L-codes, and rationale for why each L-code is necessary. This should be submitted a MS word document via email to lee@gatech.edu. The filename MUST follow the criteria, "last name_KLevel_Lcodes_TT2017". The subject line for the email MUST say, "K-level narratives and L-codes with justification". The assignment will be scored using a spreadsheet posted on T-Square.

Test #2

The test will be open book, open note, and be done on T-square. You will have 3 hours to complete the exam and you MUST finish within 3 hours after you start. You will not be allowed to retake the exam unless there was a catastrophic IT issue. The test will include multiple choice, matching, short answer, and a patient simulation. It will cover everything discussed or in the reading up until when the test opens, although it will focus on the information delivered after Test #1. In other words, the test, like life, is cumulative.

Test #3

The test will be closed book and complete in class and on paper. You will have 3 hours to complete the exam. The test will include multiple choice, matching, short answer, and a patient simulation. It will cover everything discussed or in the reading up until when the test opens. In other words, the test, like life, is cumulative.

Practical Exam on Bench alignment, palpation, and measurement

My goal for this final practical exam is to assess your expertise on being able to measure for and align a transtibial prosthesis while under a time constraint. The exact design of this practical design may be altered based on the performance of the class on the two prior practical exams. It will follow the general format of 20 minutes to complete tasks related to assembly and bench alignment of a TT prosthesis, then 10 minutes to complete tasks related to palpation and anatomical measurements.

SOAP note for the fitting of the Hybrid prosthesis

Documentation of patient encounters will be critical for you to document patient progress. My goal for you during this assignment is to write your first SOAP note that describes your final fitting encounter. This note should not exceed 1 page. This should be submitted a MS word document via email to lee@gatech.edu. The filename MUST follow the criteria, "last name_SOAP_note_TT2017". The subject line for the email MUST say, "K-level narratives and L-codes with justification". The assignment will be scored using a spreadsheet posted on T-Square.

Participation

Your participation grade represents a composite of several factors. You are being trained to enter a professional career and being on time and ready to go are important. If at any time you would like to know your current participation grade, you are welcome to inquire with me via email. I will also post your current participation grade midway through the semester. Graded factors include, but are not limited to:

- Arriving to class on time
- Having things ready to go BEFORE your patient model arrives
- Organizing to greet and meet patient models
- Helping with clinical room setup prior to arrival of patient models
- Helping with lab clean up
- Participating in class discussion

Grading Scale

Every effort will be taken to provide you with timely and thorough feedback on your performance and if you have any questions, please ask me. Final average grades will be rounded to the nearest whole percentage point. Curving grades is rare and should not be expected. The grade is defined as follows:

Grade	Percentage Score
A	89.5-100%
B	79.5-89.4%
C	69.9-79.4%
*D	59.5-69.4%
*F	<59.5%

*Overall course grade lower than C is considered unsatisfactory. Consult the 2016-2017 MSPO student handbook regarding course grades and ramifications.

Course Materials

Course Text

Krajbich, J.I., Pinzur, M.S., Potter, B.K., Stevens, P.M. (Ed.). (2016). Atlas of Limb Prosthetics: Surgical, Prosthetic, and Rehabilitation Principles, 4th Edition, Rosemount, IL: American Academy of Orthopaedic Surgeons

Additional Materials/Resources

Textbooks can only cover so much and I want you to be as informed as possible as you begin your journey as a prosthetist. I will be assigning many of the original sources that provide the basis to our body of knowledge. I will be also assigning many current articles so that you can have an understanding of prosthetic design that respects our history while learning from our advances in knowledge. Readings will be referenced in the schedule and/or online content and will be accessible via http://t-square.gatech.edu/ if that reading is not one of the required textbooks.

Course Website and Other Classroom Management Tools

The online management system utilized for this course is http://t-square.gatech.edu/

Course Expectations & Guidelines

This program is designed to prepare you for entry into the prosthetics and orthotics profession. I have designed these guidelines to help you matriculate along that pathway.

Respect for the patient models and their time. Your patient models are your patients, and should be treated as such. This means you should have everything ready and prepared ahead of time. Having to wait on the patient demonstrates more respect for them than having them wait on you. I would recommend that you arrive early on patient model days so that you can have the time to prepare for their arrival. My goal is to arrive between 8:00 and 8:15am on patient model days. You can demonstrate respect for your patient by:

- Organizing a greeting party at each entrance to open the door for them when they arrive or help them out of their car.
- Prepare the clinical room ahead of time with parallel bars, chairs for them to sit, towels ready, etc.
- Have your supplies out and ready ahead of time. This includes all of your measurement sheets, casting supplies, prostheses, prosthetic socks, gel liners, etc.

- Dress professionally. This includes wearing your lab coat and dressing conservatively.
- Working efficiently to minimize their time standing or the number of times they must transfer between sitting up, laying down, standing, etc.
- Working efficiently with your teammate so that one person can fit while the other person assists and vice versa.
- Talking with your patient while you are waiting on something.
- Walking you patient back to their car and thanking them for coming in.

Respect for guest lecturers. We are lucky to have many guest lecturers to come and present to you. The guest lecturers are here for three reasons, 1) for you to gain knowledge from an expert in their respective specialty, 2) for them to meet you, and 3) for you to be introduced to someone with a vast network in our profession. Our guest lecturers are generally well known and well connected in our profession. Having the ability to be introduced to them and add them to your network can pay off dividends in your future career. You can demonstrate respect for guest lecturers by:

- Showing up to class on time.
- Dressing professionally. Think of each guest lecturer as a potential employer and that you are actually being interviewed (in many cases, you are).
- Participating in the discussion/activity. Some of our guest lecturers will intentionally hold back to see who will show the initiative to "step up" to a challenge. They (and I) are less interested in if you say something that is right and more interested in seeing that you participate and use logic.

Respect for your classmates. Training in prosthetics and orthotics requires all of us spending a lot of time together. You will be entering a small profession and you will all run into each other gain throughout your careers. Working well with one another now will build lasting bonds that can facilitate future career success. You can demonstrate respect for your classmates now by:

- Coming to class on time and not leaving early.
- Keeping your work areas organized so that what your doing doesn't interfere with someone else.
- Organizing time slots for pulling plastic.
- Helping classmates that are behind on fabrication by letting them break in line to pull plastic or use a grinder, etc.
- Being available for lab clean-up. You may have worked efficiently and finished your fabrication before others. WITH PERMISSION, you may leave the fabrication lab and go work on something outside of class but you will need to return for clean-up at 4:26 pm. Why 426 you ask??? Hmm… Sounds like something worth looking into. Did I mention I worked in Top Fuel Drag racing? I bet there's a reference in there somewhere…
- Distributing clean up tasks equitably.

Respect for yourself. When it is all said and done, you've chosen to come here to learn how to improve people's lives that need prosthetic and orthotic treatment. You're going to get out of this program what you put into it. No one can pedal the bike for you.

Respect for your instructor. I am excited to help you through this journey toward becoming a prosthetist/orthotist. I look forward to seeing you progress through your careers and all the people that you will help along the way. I will be devoting a lot of time and energy toward you being able to achieve your goals and I may not always do or say things that you will like but I'll always do and say things that I feel will ultimately help you. If you feel otherwise, please come and talk with me. Some ways you can show me respect are:

- Show up to class on time. When you leave here to start a career, you'll be expected to show up to work on time. I would appreciate and expect the same.
- Refraining from checking your cell phone or other electronic device. Please refrain from using your phone for calling or texting during class.

- Refrain from checking email, Facebook, Youtube, etc. during class. Chances are nothing important has happened and everyone has, or will see that cat/baby/funny/serious/life-changing video of the minute.
- There is one of you and thirteen other students in the course. For every fabrication project, recognize that I am assisting with fourteen individual prostheses. When you have a problem, you know exactly how you go there and when you call me over, I won't know (or likely remember) the background information because I will be coming from helping one of your classmates with a separate problem and a separate backstory. This will require me asking you questions when trying to figure out where you are and how to best help you. In fact, I believe that asking you more questions will better help you assess the situation and guide you to solving the problem at hand. It is uncommon that I will simply tell you what to do.
- My feedback and critiques are direct and honest (some may say brutally honest) with the intent to help you grow. I have found that being direct leaves less chance for misinterpretation and is ultimately a more efficient method to address problems. This is not an attack on you or your abilities so please do not take it personally.
- I have a wonderful 3 year old daughter and I cherish my time with her. It is my goal to be home to have dinner with her every night and play with her until bedtime (hopefully around 8pm). To achieve this goal, I am motivated to leave campus at 5pm. Therefore, you should not expect email responses from me between 5 and 9pm. I will likely check email after she goes to sleep and will respond then if it is urgent. My ability to check emails over the weekends is variable.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit http://www.catalog.gatech.edu/policies/honor-code/ or http://www.catalog.gatech.edu/rules/18/.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or http://disabilityservices.gatech.edu/, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Attendance and/or Participation

I have designed a fast paced and intensive course. Missing any class will put you at a serious disadvantage to complete the course requirements. Please let me know as soon as possible if you need to miss a class. If you are absent for class, you are still responsible for the work assigned for that day, as well as any information given out that day. Please contact fellow students to find out what you missed before you reach out to me.

Attendance during patient model days is particularly important. One of the worst things to do as a clinician is to not show up when your patient is there. This shows significant disrespect for you patient and their time. In addition, the organization of patient models is challenging and time is limited. Missing a patient model interaction is nearly impossible to make up. If you miss a patient model encounter for an unexcused absence (e.g. want to take a trip, job interview, too hung over, etc.), do not expect to have a new encountered scheduled for you. If you have an excused absence (sick with the flu, hit by a car while riding your bike, death in the immediate family, etc.), then I will work diligently with the patient model to try and reschedule but I can offer no guarantees. If a patient model fails to show up, I will also work diligently to reschedule them, but again, I can offer no guarantees.

When you leave here to start a career, you'll be expected to show up to work on time. Considering you will be expected to come to work on time, you will be expected to come to class on time. Tardiness will be documented and result in a lower participation grade.

I encourage you to participate in class. Chances are if you have a question, someone else is wondering the same thing. Please ask so I can help clarify.

Collaboration & Group Work

It is likely you will be working with a classmate for each patient model. I encourage you to collaborate with your classmate while working with a patient model during the evaluation, casting, fabrication, fitting, and dynamic alignment of you prosthetic limb. However, any assignments regarding documentation of that encounter (K-level narrative, L-coding, SOAP notes, etc.) will be done independently. Two tests will be completed online. It is expected that you will complete those independently as well. After all, the best way to demonstrate respect for yourself is to do the work yourself.

The citation of work from outside sources should follow APA format unless noted otherwise. Direct quoting of a reference is discouraged. When/if that is the only way to get your point across, it should occur in quotes, in a separate paragraph, and at a larger margin that the rest of the writing. The use of images in a presentation with a watermark is strictly prohibited. If it has a watermark, then it is copyrighted and you do not have permission from the owner to use it (otherwise, it wouldn't have a watermark). The use of watermarked images in graded assignments will be treated as academic dishonesty and dealt with according to the GT Student Handbook.

Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See http://www.catalog.gatech.edu/rules/22/ for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Student Use of Mobile Devices in the Classroom

The use of cell phones is not permitted during class time.

Laptops will be allowed, but please do not abuse the privilege by checking email, Facebook, Youtube, etc. during class. Chances are nothing important has happened and everyone has, or will see that cat/baby/funny/serious/life-changing video of the minute.

Additional Course Policies

Accommodations for Religious Observances

I respect your right to observe your religion and will do what I can to accommodate your needs. With this in mind, you are permitted to be absent from class to take part in religious observances. For planning purposes, I ask that you provide me with written notice of your upcoming absence within the first two weeks of class. For more information on Georgia Tech's policy regarding student rights and responsibilities around planned absences from class, please see http://catalog.gatech.edu/rules/4/.

Food and Drink

I ask that you do not eat during class time as it could be a distraction for you and your classmates. Drink is allowed as long as it is in spill-free, covered containers.

Freedom of Expression and Guidelines for Discussion

I respect your right to freedom of speech and peaceful assembly. I am also committed to maintaining an orderly learning environment for all students and ensuring that all facilities are used in a way that

facilitates teaching, learning, and research. Therefore, I encourage you to voice your opinions respectfully, as long as they are related to the content of this class and as long as doing so does not infringe unduly on the rights of other.

Campus Resources for Students

The Center for Academic Success (success.gatech.edu/) offers a variety of academic support services to help students succeed academically at Georgia Tech (e.g. tutoring, peer-led study groups, study skills, etc.).

The Communication Center (communicationcenter.gatech.edu/) provides support for students with respect to developing competency and excellence in written, oral, visual, electronic, and nonverbal communication.

The Library (library.gatech.edu/) provides students with many services besides borrowing privileges including access to technology and technical assistance, online access to many journals and databases, and subject and personalized research assistance. You can place course materials on reserve behind the reference desk or request a librarian teach an instructional session for your class.

The Office of Disability Services (disabilityservices.gatech.edu/) ensures that students with disabilities have equal access to all programs and activities offered at Georgia Tech. They provide documentation and officially sanctioned requests for accommodation for students, and serve as a resource for instructors as they build learning environments to meet the needs of all students.

Course Schedule

I make every effort to stick as closely as possible to this schedule. It is extremely rare that I have ever moved a test due date (yellow highlight) or a patient model interaction (orange highlight). The only time I've ever moved a test date was when the school was shut down for weather, so unless that happens or Bud Peterson calls me up and orders me otherwise, the tests and patient model date will stand.

Date	Day	Week	Topic	Reading	Assignments
10-Jan	Tues (1 - 4pm)	1	Gary Bedard teaching in LLO II	Dillingham, T. R., Pezzin, L. E., & MacKenzie, E. J. (2002). Limb amputation and limb deficiency: epidemiology and recent trends in the United States. Southern medical journal, 95(8), 875-884. Atlas Chapter 42, Transtibial amputation: Prosthetic management, pg 493	
11-Jan	Wed (9am - 5pm)	1	Syllabus review Functional anatomy, Epidemiology of amputation PTB prosthesis Palpation exercise, measurement taking		
17-Jan	Tues (1 - 4pm)	2	Pseudo socket casting pt eval Gel liner suspension TSB socket design Modification	Atlas Chapter 42, Transtibial amputation: Prosthetic management, pg 494 - 501 Willow Wood TSB casting manual.pdf, pg 7 - 9	
18-Jan	Wed (9am - 5pm)	2	TSB cast		
24-Jan	Tues (1 - 4pm)	3	No class, Dr. Childers will be out of town		
25-Jan	Wed (9am - 5pm)	3	TSB fab		
31-Jan	Tues (1 - 4pm)	4	Static alignment recommendations	Atlas Chapter 42, Transtibial amputation: Prosthetic management, pg 501 - 504	
1-Feb	Wed (9am - 5pm)	4	TSB fab		
7-Feb	Tues (1 - 4pm)	5	How to fit sockets Prosthetic gait dynamic alignment	Atlas Chapter 7, Clincial considerations of observational gait analysis, pg 81 - 90.	Bench alignment of TSB prosthesis *

8-Feb	Wed (9am - 5pm)	5	TSB Fit		
14-Feb	Tues (1 - 4pm)	6	PTB design and cast	Stewart, R. E. (1970). Variants of the PTB (patellar-tendon-bearing) below-knee prosthesis. Bulletin of prosthetics research, 10(13), 120. Radcliffe & Foort (1961) The Patellar-Tendon-Bearing Below-Knee Prosthesis; casting procedure pg 67 - 77	300 word narrative on what went right and what went wrong during your first TSB fitting *
15-Feb	Wed (9am - 5pm)	6	PTB cast		
21-Feb	Tues (1 - 4pm)	7	Practical Exam on palpation and measurements		Practical exam on palpation and measurements Test #1 opens on T-squared
22-Feb	Wed (9am - 5pm)	7	PTB Fab		
28-Feb	Tues (1 - 4pm)	8	Prosthetic feet Solving problems	Atlas Chapter 35, Lower limb prosthetic components, pg 429-435.	Test #1 closes at 10 pm
1-Mar	Wed (9am - 5pm)	8	Academy meeting		
7-Mar	Tues (1 - 4pm)	9	Documentation SOAP notes K-level narratives L-codes		
8-Mar	Wed (9am - 5pm)	9	PTB fab		
14-Mar	Tues (1 - 4pm)	10	Outcome measures	Atlas Chapter 54, Outcome measures in lower limb prosthetics. Pg 645 - 659	Bench alignment and socket fabrication of PTB prosthesis
15-Mar	Wed (9am - 5pm)	10	PTB Fit		K-level narrative for model patient L-codes with rationale Test #2 opens

21-Mar	Tues (1 - 4pm)	11	Spring Break		
22-Mar	Wed (9am - 5pm)	11	Spring Break		
28-Mar	Tues (1 - 4pm)	12	Practical Exam on Bench alignment		Practical Exam on Bench alignment
29-Mar	Wed (9am - 5pm)	12	Hybrid cast		
4-Apr	Tues (1 - 4pm)	13	Pre- and Post-op care Strength of materials	Atlas Chapter 41, Transtibial amputation: Surgical management, pg 485 - 490.	Test #2 closes at 10 pm
5-Apr	Wed (9am - 5pm)	13	Hybrid fab		
11-Apr	Tues (1 - 4pm)	14	Symes and partial feet prostheses Pediatrics	Atlas Chapter 38, Prosthetic management after partial foot amputation, pg 463 - 468. Atlas Chapter 40, Syme ankle disarticulation: Prosthetic management, pg 479 - 484.	
12-Apr	Wed (9am - 5pm)	14	Hybrid fab		
18-Apr	Tues (1 - 4pm)	15	Economics of clinical care		
19-Apr	Wed (9am - 5pm)	15	Hybrid fit		
25-Apr	Tues (1 - 4pm)	16	Lab cleanup day		
26-Apr	Wed (9am - 5pm)	16	No class, study for exams		
27-Apr	Tues (1 - 4pm)	17	Morning: Exam #3 Afternoon: Practical Exam - bench alignment of TT prosthesis		SOAP note for the fitting of the Hybrid prosthesis