Kinesiology & Health Science
KIN 387-001, Rehabilitation for the Physically Active (LAB)
Fall 2019

Instructor: Rob McNulty MS, LAT, ATC
Location: Lawton “Ready” Room
Office: Athletic Training Room #105
Office Phone: 936-468-3784
Cell: 847-421-4282

Course Time & Location: M/W - 5:30-6:45
Lab: T – 3:30-5:20
Office Hours: 7-9am Mon
Credits: 1
Email: mcnultyrm@sfasu.edu

I. Course Description:
1. Presentation of various rehabilitative techniques and exercise programs designed for the physically active.
2. Prerequisites: BIO 238, 239; KIN 367
3. Justification: Rehabilitation for the Physically Active Lab” (1 credit) typically meets once a week each week for 1 hour and 50--minute segments for 16 weeks. Students will learn manual application of material learned within KIN 3187. Students will study to prepare for three practical examinations and two quizzes. Students will also complete one research topic presentation. The fee for KIN 387L is $10.00

I. Intended Learning Outcomes/Goals/Objectives:
1. Obtain a strong understanding of physiological response to injury and the healing process.
2. Learn the importance of restoring range of motion, flexibility, muscle strength and endurance, and functional proprioception in the patients return to activity.
3. Obtain a comprehensive understanding of the basic rehabilitation progression for a variety of musculoskeletal injuries.
4. Be introduces to manual therapy, and muscle energy techniques.

Program Learning Outcomes:
Undergraduate Kinesiology
1. The student will identify and analyze critical components of physical movements (PPP Standard 1)
2. The student will demonstrate and understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress (PPP Standard 1,2,3,4).
3. The student will apply knowledge of principles and stages of motor development (PPP Standard 4)
4. The student will demonstrate knowledge of kinesiological principles and content (PPP Standard 1,2,3,4)
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and utilize principles of effective instruction (PPP Standard 1,3,4).

Student Learning Outcomes:
Upon completion of the course the student will be able to:
- Identify and apply appropriate treatment and rehabilitation techniques to promote healing of injuries.
- Perform proper treatment therapies for rehabilitation of injuries.
- Perform techniques of massage, including effleurage and petrissage and friction massage.
- Perform myofascial release techniques.
- Find and treat myofascial trigger points.
- Perform muscle energy techniques.
- Implement proper mobility and stability therapies.
- Develop rehabilitation programs and plans.
- Identify movement abnormalities and Perform Movement assessments
- Provided proper directions and corrections for exercises and rehabilitation movements.
- Properly use research engine to obtain current and up to date research on currently used treatments and rehabilitation therapies.

II. Course Assignments, Activities, Instructional Strategies, use of Technology:
- PowerPoint presentation for all lectures will be available via D2L at the start of each section. Print and bring to all class meetings.
- Tests will come from course text and from lecture.
Tests may consist of multiple choice and true/false questions; with the majority of questions being short answer, discussion, and/or essay.

Quizzes may be unannounced.

If you must miss a test due to an athletic event or travel, there is not a make-up exam. You will take the exam at the same time as scheduled. I will work with you and your supervising athletic trainer to arrange details.

III. Evaluation and Assessments:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>100% - 90%</td>
<td>A</td>
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<td>89% - 80%</td>
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<td>79% - 70%</td>
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<tr>
<td>69% - 60%</td>
<td>D</td>
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<td>59% and down</td>
<td>F</td>
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Breakdown of lecture course grading:

- 30% = Exam
- 30% = Assignments
- 10% = Presentation
- 30% = Projects
- 100% = Final Grade

IV. Methods of Instruction:

The Course syllabus, course assignments, email, and grades will be available on the Desire2Learn (D2L) as well as in class.

Exams (30% of final grade): There will be three exams during the semester. Each will be 10% of your grade. All exams will be announced one week ahead of time, and will consist of multiple choice, True/False, matching, fill in the black and short answer formats. The content for the exams will include all lecture information, handouts and all reading assignments per designated chapters from the respective units.

Assignments (30% of final grade): Students will complete 6 different assignments. Each assignment will be worth 5% of their grade. First assignment is for students to complete a modalities worksheet. Second assignment is for students to complete a Patient Rated Outcome Measure Worksheet. Third and fifth assignments are Lower Extremity & Upper Extremity Concept Mapping. The student's fourth and sixth assignments will be Lower Extremity & Upper Extremity Rehabilitative Programming for Injury

Presentation (10%): One presentation will be performed at the end of the semester. The student will collect three Evidence base practice articles, relating to a rehabilitation of an athletic injury that is in conjunction with their assigned Rehabilitation Project. An EBP presentation will be performed and the results of collected material will be presented to the rest of the class.

Projects (30%): There will be 2 projects through out the semester. Each project is worth 15% of the student's final grade. One project will be having an injured SFA athlete and taking them through a full rehabilitation protocol for the semester. At the end of the semester the Students will present their project utilizing the standards set in the presentation section. The second project will be a full FMS screening. The student will need to perform a FMS screening and provide a full write of evaluation and its findings from the screening.

V. Tentative Course Outline/Calendar:

Week 1  Orientation, Introduction, Syllabus
        Introduction to Modalities/Concepts of healing
Week 2  Treatment techniques for rehabilitation (effects and conjunction with rehabilitation)
        Modality – Thermal (Hot/Cold) Treatment methods
Week 3  Modality – Electrical Stimulation
Week 4  Modality – Myofascial Tissue Assessments & Affects/Manual Therapies/Joint Mobilizations
        Myofasical Therapies **Modalities Assignment Due**
Week 5  **Exam #1**/Introduction to Rehabilitation
Week 6  Examination & Assessment / Patient Rated Outcome Measures
Week 7  Muscle Strength & Endurance – contraction types / ABC’s of Proprioception ** PROM Assignment due**
Week 8  Plyometrics / Posture & Body Mechanics
Week 9  Ambulation & Ambulation Aids / Aquatic Therapeutic Exercises
Week 10 Movement Screening Introductions- FMS/SFMA / **Exam #2**
Week 11  Lower Extremity- Foot, Ankle & Low leg **LE Concept Map due**
Week 12  Lower Extremity- Knee / Thigh & Hips **LE Injury Progression due**
Week 13  **FMS Project due** / Thanksgiving Break
Week 14  Upper Extremity- Shoulder & Spine UE / Elbow, Hand & Wrist ** UE Concept Map due**
Week 15  Surgical Cases / **Rehab Presentation**, **UE Injury Progression due**
Week 16  **Final Exam**

VI. Readings:

Text book:
(Required) Rehabilitation Techniques for Sports Medicine and Athletic Training; Author: William E Prentice, PhD, ATC, PT, FNATA

(Required) Therapeutic Modalities-4th Edition; Chad Starkey, PhD, ATC

(Highly Recommended) Therapeutic Exercise for Musculoskeletal Injuries-4th Edition; Author: Peggy Houglum

(Highly Recommended) Therapeutic Modalities: The art and Science-2nd Edition; Kenneth L. Knight, David O. Draper

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, through and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance:
- It is your responsibility to make-up any missed work due to an absence.
- Attendance will be taken.
- It is your responsibility to inform the instructor if you are missing a class, as well as why you are missing class.
**Attendance (Policy 6.7):** Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. **You may jeopardize your financial aid for this course if absences are obsessive prior to the 12th Day Class AND the 3 DATs were not completed on the date due (SEE Sec. V). No abuse will be tolerated.** Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. There will be in-class opportunities for extra credit. If a student is absent they will not be allowed to make up extra credit assignments. All missed exams will be made up during the day of the scheduled final exam.

**Students with Disabilities:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For Additional information, go to http://www.sfasu.edu/disabilityservices/.

**Academic Dishonesty:** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is no limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet Source or another source; and (3) incorporating the words of ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (5.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom, Students Who do not attend class regularly or who perform poorly in class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1) Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due ______________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2) Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID Card, or military ID Card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ http://www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certifications/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3) Successful complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


IX. Other Relevant Course Information:

- Please ask QUESTIONS.
- Remember, practice makes perfect.
- Establish study groups.
- Do not leave studying to the last minute.
- Lecture will reinforce what you learn in Lab. Lab is to make clear what you learn in Lecture.