I. Course Description:

Theoretical principles and practical application of therapeutic exercise related to the musculoskeletal rehabilitation of the physically active.

Prerequisites: Admittance to athletic training major. Co-requisite: KIN 536L.

Course Justification: KIN536, “Therapeutic Exercise” (3 credits) meets once a week totaling two hours and 30 minutes for 15 weeks and an additional two hours during the assigned final exam time. In preparation for the introduction and presentation of each chapter, students are expected to complete a pre-chapter review, pathology and rehabilitative technique alignment table outside of class. Additional outside preparation is necessitated for therapeutic intervention protocols, quizzes, class discussions, and other means of assessment for content comprehension. At the end of the semester, students are required to submit a home exercise program project. This course requires a minimum of six hours of outside preparation per week.

Diversity: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Course Fee: $30.00

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This academic program, along with its courses, is in compliance and supports the vision, mission, goals and core values of the College of Education and Stephen F. Austin State University. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions. All content within this course is in/directly tied to the shared vision for the SFASU PCOE and the design of the GATP.

Program Learning Outcomes:
The *following are addressed within this course:

*1. Demonstrate a sound understanding of evidence-based practice concepts and their application by using a systematic approach to ask and answer clinically relevant questions that affect patient care.

*2. Demonstrate an ability to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their clients’/patients’ overall health and quality of life while incorporating the importance of nutrition and physical activity in maintaining a healthy lifestyle and in preventing chronic disease (e.g., diabetes, obesity, cardiovascular disease).
3. Demonstrate the ability to perform clinical examination skills in order to accurately diagnosis and effectively treat their patients while applying clinical-reasoning skills throughout the physical examination process. The development of these skills requires a thorough understanding of anatomy, physiology, and biomechanics in order to assimilate data, select the appropriate assessment tests, and formulate a differential diagnosis.

4. Demonstrate a sound understanding and application of the knowledge, planning, and skills in the evaluation and immediate management of the acute care of injuries and illnesses.

*5. Demonstrate proficiency in the understanding and application of therapeutic interventions that include therapeutic modalities, therapeutic rehabilitation, and therapeutic medicines designed to maximize the patient’s participation and health-related quality of life.

*6. Demonstrate the ability to recognize the role of mental health in injury and illnesses using interventions to optimize the restoration of participation and to refer these individuals as necessary.

7. Demonstrate an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.

8. Assess the development of a desire for professional development, ethical behaviors and responsibilities through a progression of clinical rotations, participation with professional organizations, and understanding of effective supervision and management in the athletic training clinic.

*9. Complete the Board of Certification (BOC) requirements for eligibility of the national board examination through the completion of the competencies and proficiencies as set forth and endorsed by the NATA-EC, BOC, and the CAATE.

**Competency/Student Learning Objectives:**

*Upon completion of this course the student should be able to:*

<table>
<thead>
<tr>
<th>2020 CAATE Standards/Core Competencies</th>
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<tbody>
<tr>
<td>Standard 58</td>
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<tr>
<td>Standard 62</td>
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</table>
| Standard 69 | Develop a care plan for each patient. The care plan includes (but is not limited to) the following:  
  - Assessment of the patient on an ongoing basis and adjustment of care accordingly  
  - Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care  
  - Consideration of the patient's goals and level of function in treatment decisions  
  - Discharge of the patient when goals are met or the patient is no longer making progress  
  - Referral when warranted |
| Standard 73 | Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:  
  - Therapeutic and corrective exercise  
  - Joint mobilization and manipulation  
  - Soft tissue techniques  
  - Movement training (including gait training)  
  - Motor control / proprioceptive activities  
  - Task-specific functional training  
  - Therapeutic modalities  
  - Home care management  
  - Cardiovascular training |
| Standard 82 | Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client’s activity. |
### NATA Educational Competencies, 5th Edition

| TI-1 | Describe and differentiate the physiological and pathophysiological responses to inflammatory and non-inflammatory conditions and the influence of these responses on the design, implementation, and progression of a therapeutic intervention. |
| TI-4 | Analyze the impact of immobilization, inactivity, and mobilization on the body systems (e.g. cardiovascular, pulmonary, musculoskeletal) and injury response. |
| TI-5 | Compare and contrast the variations in the physiological response to injury and healing across the lifespan. |
| TI-6 | Describe common surgical techniques, including interpretation of operative reports, and any resulting precautions, contraindications, and comorbidities that impact the selection and progression of a therapeutic intervention program. |
| TI-7 | Identify patient- and clinician-oriented outcomes measures commonly used to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan. |
| TI-8 | Explain the theory and principles relating to expected physiological response(s) during and following therapeutic interventions. |
| TI-10 | Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans. |
| TI-11A-F | Design therapeutic interventions to meet specified treatment goals. |
| TI-12 | Use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued. |
| TI-18 | Explain the relationship between posture, biomechanics, and ergodynamics and the need to address these components in a therapeutic intervention. |

### III. Course Assignments:

1. **Therapeutic Intervention Protocol (Due Dates: March 2, March 30, April 27)**

   Students will complete three scenario-based protocols addressing the specified rehabilitation phase indicated on the top of the protocol instructions. Individual protocol assignments will be available on D2L. Unless otherwise stated, alterations made to therapeutic interventions should be done to progress a patient during their next visit. Progressions may be completed by making the initial exercise more difficult (e.g., increasing sets, reps, weight) or by replacing the exercise/technique. Therapeutic Intervention Protocols should be typed directly into the supplied documented and submitted as `.doc` or `.pdf` files in D2L by 11:59 of the assigned deadline. **(50pts each)**

2. **Home Exercise Program (Due Date: April 20)**

   Students will be assigned to a group and tasked with compiling a concise but comprehensive home exercise program (HEP) for the assigned body part/region/pathology. For each exercise, the group must:
   - Take original photograph(s) of the proper exercise technique
   - Include step-by-step instructions for how to correctly perform each exercise
   - Note any emphasis in instructions (i.e., make sure knees stay behind your toes while squatting)
   - Include volume, frequency, etc. (i.e. sets, reps, times per day/week)

   Groups should be prepared to give rationale for the exercises and instructions included in the HEP. Exercises to increase cardiorespiratory endurance do not need to be included. Groups must include an introductory paragraph to note emphasis for all exercises, give overall instruction, and provide disclaimers (i.e., stop if painful, will not see results for 3-4wks). The HEP must be designed so that a fifth grader could read it and perform the exercises correctly. The HEP must be submitted in **PDF format**. In addition to items listed, projects will be graded on professional appearance, clarity, concise formatting, and accuracy. The rubric for this assigned can be found on D2L. **(100pts)**
3. Journal Club Sharing
Each week 1-2 students will open class with an evidence-based review article relating to the chapter/topic of discussion. The purpose(s) of journal club is to increase familiarity with scholarly literature searches, as well as enhance/refine presentation skills. Please provide a copy of the article to me no later than 12:00pm on the Friday before you present. The rubric for this journal article presentation may be found on D2L. (30pts)

4. Exams (100pts)
Written tests will cover lecture content. They will be delivered with varying formats: multiple choice, short answer, identification, critical decision-making, discussion. If participation in discussion does not occur during the preceding class, quizzes will be proctored over the requested material to have been reviewed.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component(s)</th>
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<tbody>
<tr>
<td>60%</td>
<td>Exams (4)</td>
</tr>
<tr>
<td>40%</td>
<td>Assignments (Therapeutic Intervention Protocols, HEP), Journal Club, Participation</td>
</tr>
</tbody>
</table>

Grading Scale*

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100% – 90%</td>
<td>A</td>
</tr>
<tr>
<td>89% - 80%</td>
<td>B</td>
</tr>
<tr>
<td>79% - 70%</td>
<td>C</td>
</tr>
<tr>
<td>69 % - 60%</td>
<td>D</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
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</tbody>
</table>

*Grades will be calculated according to the percentages as noted above. Points will be given for exams, journal club, assignments, and participation. Excessive or unexcused absences may affect your grade.

V. Tentative Course Outline/Calendar
See final page of syllabus. If any changes are made to the course schedule, the most updated version will be published to the D2L course.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):


VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the PCOE, 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: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: 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 (including the first 12-day attendance report) 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. Make-up work must be completed as soon as possible after returning from an absence. Students may contact the Office of Community Standards (Rusk Building, room 315; (936) 468-2703) and provide documentation for excused absences.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
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, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or 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/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. 

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld 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.

Student Code of Conduct: Policy 10.4
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. 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 policy 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/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

IX. Other Relevant Course Information:

COURSE EXPECTATIONS

As a student in this course, I expect the following of you:

- **Preparation, Attendance, and Participation.** You are expected to attend every class and be prepared to participate meaningfully. Due to the intensive nature and content presentation of this course, alongside less frequent meeting times, absences could affect the results of your course grade.
- **Punctuality.** Additionally, plan to be on time to each class. Please have respect for your peers and avoid disrupting class.
- **Written Work Expectations.** Your ability to communicate your thoughts effectively in writing is a critical component of your success in this course, this graduate program, and as a working professional. All materials you submit for evaluation should exemplify your best work; fully developed, clearly organized, and relatively free of typographical or grammatical errors.
- **Technology:** Cell phones, tablets, or computers may be utilized during class, but only for the use of the course; however, at times I may ask for “screens down” to enhance discussion or limit distraction. I reserve the right to view your screen at any time.

You can expect the following of me:

- **Email Communication.** You will receive a response to emails within 24-48 hours Monday-Friday.
- **Office Hours.** In addition to the office hours printed on this syllabus, I will make myself available to you to the best of my ability. Please communicate your meeting needs via email to schedule an appointment.
- **Preparation.** The organization, exams, assignments, and activities of this course have been prepared with intention. I encourage you to keep an open mind about the various formats of each class, while also providing valuable course feedback.
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK -- DATE</th>
<th>READING</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
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<tbody>
<tr>
<td>1 – 01/20</td>
<td>Ch. 1</td>
<td>No Class – MLK Holiday</td>
<td>Introduction; Syllabus; Designing a Rehab Program</td>
</tr>
<tr>
<td>2 -- 01/27</td>
<td>Ch. 2 – 4</td>
<td>Healing Process, Evaluations, Psychological Considerations <em>(Guest presentation – SFA Counseling)</em></td>
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<tr>
<td>3 -- 02/03</td>
<td>Ch. 8</td>
<td>Restoring ROM &amp; Flexibility</td>
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<tr>
<td>4 -- 02/10</td>
<td>Ch. 13</td>
<td>Joint Mobilization &amp; Traction Techniques</td>
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<tr>
<td>5 -- 02/17</td>
<td>Ch. 5</td>
<td><strong>Exam 1: Ch. 4, 8, 13</strong> Core Stability</td>
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<tr>
<td>6 -- 02/24</td>
<td>Ch. 6 – 7</td>
<td>Neuromuscular Control/Postural Stability &amp; Balance</td>
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<tr>
<td>7 -- 03/02</td>
<td>Ch. 9</td>
<td>Regaining Strength, Endurance, &amp; Power</td>
<td><strong>Therapeutic Intervention Protocol #1 Due</strong></td>
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<tr>
<td>8 -- 03/09</td>
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<td><strong>NO CLASS – SPRING BREAK</strong></td>
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<tr>
<td>9 -- 03/16</td>
<td>Ch. 11</td>
<td><strong>Exam 2: Ch. 5-7, 9 OKC vs CKC</strong></td>
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<tr>
<td>10 -- 03/23</td>
<td>Ch. 12</td>
<td>Plyometrics</td>
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<tr>
<td>11 -- 03/30</td>
<td>Ch. 14</td>
<td>PNF Techniques</td>
<td><strong>Therapeutic Intervention Protocol #2 Due</strong></td>
</tr>
<tr>
<td>12 -- 04/06</td>
<td>Ch. 10, 15</td>
<td>Cardiorespiratory Fitness, Aquatic Therapy</td>
<td></td>
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<tr>
<td>13 -- 04/13</td>
<td>Ch. 16</td>
<td><strong>Exam 3: Ch. 10-12, 14-15 Functional Progression</strong></td>
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<tr>
<td>14 -- 04/20</td>
<td>Ch. 20 – 23</td>
<td>Rehabilitation of Lower Extremity Injuries</td>
<td><strong>Home Exercise Program Due</strong></td>
</tr>
<tr>
<td>15 -- 04/27</td>
<td>Ch. 17 – 19, 24</td>
<td>Rehab of Upper Extremity &amp; Spine Injuries</td>
<td><strong>Therapeutic Intervention Protocol #3 Due</strong></td>
</tr>
<tr>
<td>16 -- 05/04-05/08</td>
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<td><strong>Final Exam, M 11:00am</strong></td>
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*All dates and assignment deadlines are tentative*