**SFASU: Department of Kinesiology & Health Science**

**ATTR 513 Therapeutic Exercise Laboratory**

**Spring 2024-8 weeks**

**Instructor:** Keilea Sumrall DHSc, LAT, ATC  
**Office:** HPE 220  
**Office Phone:** 468.1812  
**Course Time & Location:** T, R: 9:30-11:30am; HPE 201  
**Office Hours:** M: 1:00-2:30pm, T: 1:00-2:30, W: 1-3pm  
**Credits:** One (1) semester hour  
**Email:** keilea.sumrall@sfasu.edu

*This is an 8-week course that meets January 18 – March 6*

**I. Course Description:**

Laboratory accompanying ATTR 5336. Students will learn psychomotor skills of the theoretical principles and practical applications of techniques related to therapeutic exercises implemented with the non-surgical/surgical rehabilitation of the physically active.

**Course Justification:**

ATTR 5136, “Therapeutic Exercise Laboratory” (1 credits) meets two times per week totaling 240 minutes (4hrs) for 8 weeks. Students complete skill labs and assessments that entail rehabilitation techniques/approaches that are aligned to each chapter. Due to the intensive hands-on application of this course, completion of the labs, plus outside review, practices, and clinical application are necessary. A two-hour comprehensive final skill assessment is given at the end of the semester. This course requires a minimum of eight hours of outside preparation per week.

**Course Delivery Modality:** Face-to-face

**Prerequisites:** Admittance to athletic training major; Co-requisite: ATTR 5336

**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:**

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

**Professional Standards - 2020 CAATE Standards**

<table>
<thead>
<tr>
<th>Standard 57</th>
<th>Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.</th>
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<tbody>
<tr>
<td><em>Standard 58</em></td>
<td>Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.</td>
</tr>
</tbody>
</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 77 | Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients’ treatment, compliance, progress, and readiness to participate. |
| Standard 80 | Develop, implement, and assess the effectiveness of programs to reduce injury risk. |
| *Standard 82* | Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client’s activity. |
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

- **Lab Write-ups**: Prior to starting a new chapter, students will be assigned a lab write-up covering the content of the upcoming chapter. Students will complete a lab write-up by filling in a new sheet within the provided Excel spreadsheet. Students will need to resubmit the same excel spreadsheet for each assignment, reflecting a new completed page of the excel file. Not only will this serve as a study tool for the course but should be utilized when preparing for the Board of Certification exam.

- **Journal Club Presentation**:
  Each student will choose a topic to find a peer-reviewed, current (within 8 years) article to read, analyze and provide a 5-8 minute oral presentation over the article to begin the lab class. Presentation will be graded using rubric found on D2L.

- **Home Exercise Program- FORMAL**:
  Students will be tasked with compiling a concise but comprehensive home exercise program (HEP) for the assigned body part/region/pathology. For each exercise, the student must:
  - 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)
  - 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 submitted in **PDF format**. In addition to items listed, programs will be graded on professional appearance, clarity, concise formatting, and accuracy.

- **Practical Exams Skills Assessments**: Practical exams will assess psychomotor skills associated with lecture content. They will be delivered with varying formats: oral instruction, physical demonstration, designed programs, etc.

III. Evaluation and Assessments (Grading):

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>OP Exams= 60% (All 25%)</td>
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<tr>
<td>B</td>
<td>Assignments= 40%</td>
</tr>
<tr>
<td>C</td>
<td>Journal Club 15%</td>
</tr>
<tr>
<td>D</td>
<td>HEP Presentation 15%</td>
</tr>
<tr>
<td>F</td>
<td>Lab Skills/Write Ups 10%</td>
</tr>
</tbody>
</table>

**Class Expectations**

- Due to the amount of discussion occurring in the course, weekly class preparation (e.g. readings, assignments) is vital.
- Arrive to class punctually, with an open mind and a positive attitude.
- Please ask a question even if you feel you should know the answer. Who knows, someone else may be thinking the same thing.
- Refer to SFA GATP Policies and Procedures Manual.
- You can expect a response from me via email within 24-48 hours, Monday-Friday
Electronic Communication and Assignment Submissions:

- At times, you may be required to submit a course assignment electronically through D2L by a certain date and time. Failure to follow electronic submission guidelines may result in the assignment not being accepted.
- Assignment Due Dates are to be followed. Assignments submitted late on D2L will incur a late penalty. The Late Work Penalty is as follows:
  - 1 Day Late: Deduct 10 points
  - 2 Days Late: Deduct 20 points
  - Greater than 2 Days Late: assignment not accepted and grade will be a 0
- Electronic communication with the professor should be completed in a professional manner as you would with other professionals in your first job. Students are expected to do practice the following for professional email communication:
  - Send a professional email to the professor that contains a professional salutation (Dr. Sumrall, Dr. Bobo, Dr. Watts etc)
  - Brief information regarding the purpose of the email should be included,
  - The email should be closed with the student’s name and appropriate email signature
  - The subject line on the email should include the course and or assignment the email pertains to.

V. Tentative Course Outline/Calendar: See final page of syllabus.

Attendance will be recorded daily but will not have an associated score. Participation in daily discussions and lecture is expected. While attendance is not graded, missing class may negatively affect the student’s grade.

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

Required Text:


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 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: Found at https://www.sfasu.edu/policies
**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to [https://www.sfasu.edu/docs/hops/04-106.pdf](https://www.sfasu.edu/docs/hops/04-106.pdf).
**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/docs/hops/02-206.pdf](https://www.sfasu.edu/docs/hops/02-206.pdf).

- **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) 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

- **Student Wellness and Well-Being**
  
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **Other important course-related policies:**
  
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: Resources**

- **On-campus Resources:**
  
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    
    [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    936.468.7249
    dos@sfasu.edu
  
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  
  - SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    Human Services Room 202 • 936-468-1041
  
  - **The Health and Wellness Hub** “The Hub”
    Location: corner of E. College and Raguet St.
    
    To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    
    - Health Services
    - Counseling Services
    - Student Outreach and Support
    - Food Pantry
    - Wellness Coaching
    - Alcohol and Other Drug Education
    [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
    936.468.4008
thehub@sfasu.edu

- **Crisis Resources:**
  - Burke 24-hour crisis line 1(800) 392-8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741
*This is a tentative schedule and the professor will notify students of any necessary changes.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T 3/19</td>
<td>Syllabus; Ch. 1-3</td>
<td>Syllabus; Designing a Rehab Program; Considerations Healing Process; Evaluations</td>
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<tr>
<td></td>
<td>3/21</td>
<td>Ch. 4,8;14</td>
<td>Psychological Considerations/Restoring ROM &amp; Flexibility; PNF</td>
<td>Psychological-Journal Club Presentation</td>
</tr>
<tr>
<td>2</td>
<td>3/26</td>
<td>Ch. 6-7, 14</td>
<td>NM Control/Posture/ PNF</td>
<td>PNF- Journal Club Presentation</td>
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<tr>
<td></td>
<td>3/28</td>
<td>Holiday</td>
<td>Holiday</td>
<td></td>
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<tr>
<td>3</td>
<td>4/2</td>
<td>Ch. 6-7</td>
<td>Vestibular Rehab- Guest Lecture</td>
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<tr>
<td></td>
<td>4/4</td>
<td>--</td>
<td><strong>OP #1: Ch. 1-3, 4, 8, 13 (small section of 14)</strong></td>
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<tr>
<td>4</td>
<td>4/9</td>
<td>Ch. 5;9</td>
<td>Core Stability, Spine Rehab</td>
<td>NM Control/ Posture- Journal Club Presentation</td>
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<tr>
<td></td>
<td>4/11</td>
<td>Ch. 9; 14; 16</td>
<td>Spine Rehab, Functional Progressions; Strength, Endurance and Power</td>
<td>Spine Rehab- Journal Club Presentation Strength, Endurance and Power- Journal Club Presentation</td>
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<tr>
<td>5</td>
<td>4/16</td>
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<td><strong>OP #2: Ch. 5-7, 9, 14, 16</strong></td>
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<tr>
<td></td>
<td>4/18</td>
<td>Ch. 12;16;20-23</td>
<td>LE Rehab; OKC v CKC; Functional Progressions</td>
<td>Class Time for HEP Project LE Lab Sheet</td>
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<tr>
<td>6</td>
<td>4/23</td>
<td>Ch. 12;16; 17-19</td>
<td>UE Rehab, OKC v CKC, Functional Progressions</td>
<td>Class Time for HEP Project UE Lab Sheet</td>
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<tr>
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<td>4/25</td>
<td>Ch. 12;16;20-23</td>
<td>Surgical Considerations</td>
<td>Instruct HEP Projects</td>
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<tr>
<td>7</td>
<td>4/30</td>
<td>Ch. 11;16</td>
<td>Plyometrics and RTP Testing</td>
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<tr>
<td></td>
<td>5/2</td>
<td>--</td>
<td><strong>OP #3 Ch. 11,12,16-23</strong></td>
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<tr>
<td>8</td>
<td>5/7</td>
<td>Ch. 10;15</td>
<td>Cardiorespiratory/Aquatic Therapy – Pool Day</td>
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<tr>
<td></td>
<td>5/9</td>
<td>Comprehensive</td>
<td>Final OP</td>
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300 minutes of asynchronous instruction will take place during this course. Students will complete a journal analysis, lab preparation assignments, and outside skills practice in addition to scheduled class time.