

**ATTR 4369 – THERAPEUTIC INTERVENTIONS II****FALL 2017***ATTR 4369 is a required course for the Bachelor of Science in Athletic Training Program.***College of Health Sciences****Department of Kinesiology**

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**Text/Readings:** Hoogenboom, B.J., Voight, M.L., & Prentice, W.E. (2014). Musculoskeletal Interventions: Techniques for Therapeutic Exercise (3rd edition). ISBN-13: 978-0071793698

**Other Resources:**

Kisner, C. & Colby, L.A. (2007). Therapeutic Exercise 5th ed. Philadelphia, PA: F.A. Davis. ISBN: 978-0-8036-1584-7

Kettenbach, G. (2004). Writing SOAP Notes. 3rd ed. Philadelphia, PA: F.A. Davis Company.

Konin, J.G. & Frederick, M.A. (2005). Documentation for Athletic Training. Thorofare, NJ: SLACK inc.

Magee, D.J., Zachazewski, J.E., Quilen, W.S. (2009). Pathology and Intervention in Musculoskeletal Rehabilitation. St. Louis, MO: Saunders Elsevier.

Magee, D.J., Zachazewski, J.E., Quilen, W.S. (2007). Scientific Foundations and Principles of Practice in Musculoskeletal Rehabilitation. St. Louis, MO: Saunders Elsevier.

Prentice, W.E. (2004). *Rehabilitation Techniques for Sports Medicine and Athletic Training*. McGraw-Hill

**Course Description:** This course will focus on therapeutic exercise for a variety of injuries and conditions common in sport and exercise settings. Emphasis will be placed on timing and healing phases as indicators of appropriate interventions. Indications, contraindications, and precautions of various interventions will be included. Credit 3. Prerequisites: ATTR 3370 and ATTR 3369.

**This course meets from 11am-12:20pm on Monday and Wednesday in HKC 48 (August 23 – December 7, 2017)**

**Athletic Training Competencies (CAATE 5<sup>th</sup> ed):**

<b>Objectives/Learning Outcomes</b> <b>Upon completion of this course, the student will be able to:</b>	<b>Activities (* indicates hands-on laboratory experience)</b>	<b>Performance Assessment</b>	<b>Standards:</b> • <i>CAATE Competencies</i>
Demonstrate a patient-centered approach and use medical disablement models in clinical decision-making.	Chapter Readings, Classroom Discussion/Lecture,  Application Questions	Unit Exams, Quizzes, Application Questions, Rehabilitation Project	<i>CE-8, CE-9, EBP-11, EBP-12, EBP-13, EBP-14</i>
Identify the importance of healing processes, biomechanics, psychological and social aspects of a rehabilitation program.	Chapter Readings, Classroom Discussion/Lecture,  Application Questions	Unit Exams, Quizzes, Application Questions, Rehabilitation Project	<i>PS-9, PS-10</i>
Locate the current literature and research in the area of therapeutic exercise.	Chapter Readings, Classroom Discussion/Lecture,	Unit Exams, Quizzes, Rehabilitation Project	<i>EBP-10,</i>
Explain the physiology and therapeutic interventions that can be utilized to address each of the following impairments: Pain, Posture and Function, Muscle Performance, Cardiorespiratory Endurance, Mobility, and Neuromuscular Control.	Chapter Readings, Classroom Discussion/Lecture,  Application Questions	Unit Exams, Quizzes, Application Questions, Rehabilitation Project	<i>CE-8, CE-9, EBP-10, PS-9, TI-3, TI-4, TI-5, TI-8</i>
Demonstrate and implement the use of the following rehabilitation tools: Core Stabilization, Plyometrics, Open-versus Closed-Kinetic-Chain Exercise, Isokinetics, Joint Mobilization, Traction, Proprioceptive Neuromuscular Facilitation, Soft Tissue Mobilization Techniques, Aquatic Therapy, and Functional Progressions & Functional Testing.	Chapter Readings, Classroom Discussion/Lecture,  Application Questions  Labs	Unit Exams, Quizzes, Application Questions, Labs, Rehabilitation Project	<i>EBP-10, TI-14</i>

Prepare and interpret written documentation used in the healthcare professions which includes appropriate medical terminology.	Chapter Readings, Classroom Discussion/Lecture,  Application Questions  Labs	Unit Exams, Quizzes, Application Questions, Labs	<b>TI-6</b>
Describe common injuries and surgical techniques, and interpret appropriate precautions, contraindications, and comorbidities.	Chapter Readings, Classroom Discussion/Lecture,  Application Questions	Chapter Readings, Classroom Discussion/Lecture, Application Questions	<b>TI-6</b>
Develop a general rehabilitation program based on the type and severity of injury as well as the physiology of healing.	Chapter Readings, Classroom Discussion/Lecture, Labs	Rehabilitation Project	<b>CE-9, EBP-10, EBP-12, EBP-13, EBP-14</b>

**Course Format:**

The content of this course is delivered in a traditional classroom setting, with Blackboard serving as an ancillary resource. In addition, course concepts are learned through self-study, classroom discussions, and assignments. Evaluation consists of professor assessments of examinations, quizzes, and assignments.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

**Essential:**

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Important:**

1. Learning to *apply* course material (to improve thinking, problem solving, and decisions).

**Course Content (Tentative Course Schedule):**

<b>WEEK 1</b>	August 23	Course Overview/Resources <b>Assignment: Syllabus Acknowledgement and Introduction</b>
<b>WEEK 2</b>	August 28	Chapters 1-2 –Foundations of the Rehabilitation Process and the Disablement Model
	August 30	Chapters 1-2- Understanding and Managing the Healing Process Through Rehabilitation.
<b>WEEK 3</b>	September 4	<b>No Class – Labor Day</b>
	September 6	The use of Evidence Based Practice during the Rehabilitation Process
<b>WEEK 4</b>	September 11	Chapters 3-5 Managing Impairments of Pain, Posture, and Function
	September 13	Chapters 3-5 Managing Impairments of Pain, Posture, and Function
<b>WEEK 5</b>	September 18	<b>Unit 1 Exam</b>
	September 20	Chapter 6 Impaired Muscular Performance: Regaining Muscular Strength and Endurance
<b>WEEK 6</b>	September 25	Chapter 7 Impaired Endurance: Maintaining Aerobic Capacity and Endurance
	September 27	Chapter 8 Impaired Mobility: Restoring Range of Motion and Improving Flexibility
<b>WEEK 7</b>	October 2	Chapter 9 Impaired Neuromuscular Control: Reactive Neuromuscular Training
	October 4	Chapters 10-19 The Tools of Rehabilitation
<b>WEEK 8</b>	October 9 October 11	Chapters 10-19 The Tools of Rehabilitation
<b>WEEK 9</b>	October 16	<b>Unit 2 Exam</b>
	October 18	Chapter 20-22 Rehabilitation of the Upper Extremity
<b>WEEK 10</b>	October 23 October 25	Chapter 20-22 Rehabilitation of the Upper Extremity
<b>WEEK 11</b>	October 30 November 1	Chapter 20-22 Rehabilitation of the Upper Extremity
<b>WEEK 12</b>	November 6 November 8	Chapters 23-26 Rehabilitation of the Lower Extremity

<b>WEEK 13</b>	November 13	Chapters 23-26 Rehabilitation of the Lower Extremity
	November 15	Chapters 27-28 Rehabilitation of the Spine
<b>WEEK 14</b>	November 20	Chapters 27-28 Rehabilitation of the Spine
	November 22	
<b>WEEK 15</b>	November 27-29	<b>Rehabilitation Case Project and Presentation Due</b>
<b>Final Exam</b>	<b>December 6 @12pm</b>	<b>Final Exam</b>

### Course Requirements and Expectations:

1. **Technical Requirements:** Students must have access to the Internet, Blackboard, and e-mail. Additional information about Blackboard can be found <http://distance.shsu.edu/current-students/>. Although not required, it is recommended that you install the Blackboard Learn App to your phone or tablet. This app will enable you to get notifications directly to your phone or tablet when announcements or assignments are posted, and when grades are made available. It is recommended that you log in and check Blackboard daily for updates. For any technical support issues with Blackboard, call 936-294-2780 or e-mail [blackboard@shsu.edu](mailto:blackboard@shsu.edu).
2. **Communication and E-mail Etiquette.** Questions about the course should be asked during or after class as appropriate. However, if a question does arise outside of class, it is advised that the student e-mail the instructor directly at [mlw049@shsu.edu](mailto:mlw049@shsu.edu). When e-mailing the course instructor, provide the following:
  - Include the course number in the subject line of your e-mail (please remember that the instructor may be teaching multiple courses during any given semester).
  - Following the course number, provide a meaningful subject to your e-mail. This helps to clarify what your message is about or pertaining to, and can help the instructor prioritize e-mails in an appropriate order.
  - Address your instructor professionally such as Dr. Williams . . . Beginning e-mail correspondence with phrases such as "Hey" is not professional, and will likely be returned to the sender.
  - Use standard spelling, punctuation, and capitalization. Do not write a professional e-mail in the same manner in which you would send a text message. Remember, this is professional correspondence. Avoid using all caps, abbreviations, and emoticons.
  - Write clear paragraphs that provide context and details so that the instructor has a clear picture of the question you are asking.
3. **Class Behavior:** Disruptive behavior will result in the student being asked to leave the classroom and will count as a class absence. A second violation and the student will be dropped from the class. Any distractive or disruptive behavior such as sleeping during class, use of cell phones or other devices, and side conversations disrupt those around you. Remember, this is a professional learning environment.

4. **Usage of Electronic Devices in Class:** Telephones, computers, and similar devices are part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The use by students of electronic devices that perform the function of a telephone or text messages during class-time is prohibited as it is disruptive to the conduct of class. Laptop computers and other such note-taking devices are allowed provided they are being used for the purpose of taking notes or engaging in interactive content in class as a part of an exercise. If you are found to be using your computer for other purposes, you will be asked to discontinue use of your computer and/or leave the classroom. If you have a potential emergency situation that requires you to be available via text message or phone, you must notify the course instructor at the beginning of class. Failure to comply with this policy could result in confiscation of your device for the duration of class, expulsion from the classroom, or, with multiple offenses, failure of the course.

Any use of a telephone, text messaging device, or any other electronic device that performs these functions during a test period is **prohibited**. These devices should not be present during a test and should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty ([Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728](#)).

5. **Class Materials:** You are responsible for reading the materials assigned in class. This can include readings from the book and handouts distributed in class or on Blackboard. In addition, material covered by any invited guest speakers may be included on an exam as well. *Make sure you keep up with the readings!*
6. **Intellectual Property:** All materials distributed by the instructor of this course including but not limited to class notes, handouts, assignments, exam reviews, quizzes, and exams are given to the student to facilitate and enhance the learning process. However, all course materials distributed to students either in person or electronically is the property of the course instructor, a collaborative group of faculty, the textbook publisher, and/or Sam Houston State University. Therefore, any sharing, selling, or reproduction of course content will be considered a violation of intellectual property use, and could be considered academic dishonesty. Sharing course material includes but is not limited to the posting of course information on-line via YouTube, social media sites, and blogs. Course materials may only be shared, sold, or reproduced with the written permission of the faculty member teaching this course or the publisher of the textbook (whichever applies).

Recording any or part of the class presentation, discussion, or activities either in person or on-line is strictly prohibited in this class. Like course materials, presentations are the property of the presenter and should not be shared, sold, or reproduced. There will be zero tolerance for taking photos, screenshots, or video of class lecture, presentations, discussions, or course materials unless it is allowed in writing by the course instructor.

7. **Self-Plagiarism [Department Policy]:** “Self-plagiarism represents a significant problem in academia as it serves to undermine the learning process and outcomes that are a key feature of each course that is offered as a part of a student’s curriculum. As a result, the Department of Kinesiology has a strict policy in place to prevent self-plagiarism in the classroom. Self-plagiarism is defined as the submission of any type of assignment that contains content that

is recycled from other assignments or a prior publication that one submits for course credit in another course.

Each instructor is provided the discretion to evaluate whether a student has engaged in self-plagiarism on a course assignment. If a student is unsure whether use of prior content would constitute self-plagiarism, they must consult with the instructor of the course within a reasonable period of time prior to the due date of the assignment. In most cases, this consultation should take place a minimum of 10 business days prior to submission. Following submission of the assignment, if the instructor deems that the student has engaged in self-plagiarism, he or she has the right to state that the student has violated Section 5.3 of The Texas State University Rules and Regulations dealing with Academic Honesty and the student is thereafter subject to any and all penalties and punishments present in the policy. This may include failure of the assignment and/or failure of the course. Additionally, the student may be referred to the Department Chair of Health and Kinesiology, the Dean of the College of Health Sciences, the Dean of Students, and/or the Provost and Vice-President for Academic Affairs for further academic review."

8. **Attendance** is expected in this course. Moreover, it is imperative that you not only attend, but also participate. Attendance will be taken on a regular basis. It is your, *the student's, responsibility to sign in each class day*. Signing in another classmate will not be tolerated and will result in 0 attendance points earned in the course. If you have an excused absence, it is your, the student's, responsibility to provide written documentation to the instructor. In addition to be in attendance and participating, it is equally important to be on-time. In this course, a tardy will be entering the class once the course instruction has begun. Two tardy days will be equivalent to an absence in the course. Please notice that this lab class meets only one day per week, so it is critically that you are in class every scheduled day.

**If you receive more than two absence and/or two tardy days, you will receive a five percentage point (5%) reduction in your final course grade. For example, if you have a 90% final grade in the class, and you have exceeded one absence and/or two tardy days, you will receive a final course grade of 85%.**

Students who miss class will receive a 0% on in-class coursework, quizzes, and other assignments completed during class with no chance of making up the work. It is your responsibility to obtain notes, readings, and information about upcoming assignments/quizzes/tests that you may have missed due to any absences. If you miss class because of what you believe should be an excused absence (i.e. illness), it is your responsibility to provide the instructor with evidence for consideration of an excused absence. Whether an absence is excused or unexcused is solely the judgment of the professor.

Make-up exams, assignments, and quizzes will not be allowed unless you, the student, provide sufficient documentation to excuse the absence. If you, the student, know you are going to miss an exam, assignment, quiz or any other course work for an excusable reason, notification to the instructor is required via e-mail, voice mail, or other acceptable method. Students who do not communicate with the instructor prior to the exam and provide sufficient documentation, will not be allowed to make up the work.

9. **Three Examinations** will be given during the semester. There will be two unit exams and one cumulative final exam. The examinations will come from readings in the text, select readings, notes, handouts, and assignments. Specific format will be discussed prior to each exam. The final exam will be cumulative, and will cover course material from all course units.

You may not use any notes or any other aids during the exams. In addition, electronic devices of any kind (i.e., cellular phones, tablets, smart watch etc.) are **not** allowed to be in the student's possession during an exam. They must be placed at the front of the room with your books and other materials and must be powered off or on silent mode.

**During exams and quizzes, students will be required to store their belongings at the front of the room. The dates of exams and quizzes are in the syllabus. If any changes are made to this schedule, students will be notified in advance using Blackboard. Please plan accordingly so that you can properly store your valuables.**

10. **Quizzes** will be given throughout the course. Students will complete quizzes using Blackboard. Quizzes on Blackboard will be available for a limited time. It is imperative that you complete the quiz prior to the deadline, as it will not be available on Blackboard after the deadline has passed. Pop quizzes may be given in class at the discretion of the instructor.
11. **Assignments** will include blog entries, application questions, and guest speaker reflection summaries. Assignments will align with topics presented in class, and will ask the student to *apply* the information learned in the course readings, discussion, and lecture to situations. Application of knowledge is an important skill, and is the aim of these assignments. Students are expected to read and reference the textbook, selected readings, and other resources when answering the application questions. Resources should be cited to indicate what references are being utilized to inform your assignment answers.
12. **Laboratory Activities.** There will be laboratory activities in this course to assist with the development of skills related to the course topics. Points will be given for attendance and participation in laboratory activities. **During laboratory activities, students will be required to store their belongings at the front of the classroom. The dates of laboratory activities are in the syllabus. If any changes are made to this schedule, students will be notified in advance using Blackboard. Please plan accordingly in order to properly store your valuables.**
13. **Projects and Presentations.** There will be two projects in this course:
  - a. **Instructional Video Project:** A video project will be assigned and completed over a series of assignments (steps) throughout the course. These videos will be developed in conjunction with a community partner and will be housed on YouTube for external use. Detailed information will be available to students on Blackboard.
  - b. **Rehabilitation Case Project and Presentation:** will take an in-depth view of a single patient case across all phases of rehabilitation. The student will prepare a timeline and program for the patient using evidence-based practice to determine appropriate interventions. Additionally, the student will provide a plan for assessment of patient outcomes, and how those outcomes will be utilized. Detailed information about this project will be available on Blackboard.

Note: **Make-up exams, assignments, and quizzes will not be allowed unless you, the student, provide sufficient documentation to excuse the absence. If you, the student, know you are going to miss an exam, assignment, quiz or any other course work for an excusable reason, notification to the instructor is required via e-mail, voice mail, or other acceptable method. Students who do not communicate with the instructor *prior* to the exam and provide sufficient documentation, will not be allowed to make up the work.**

### Assessment and Evaluation:

#### *Attendance:*

- Attendance is expected!
- It is the student's responsibility to sign in each day.
- **If you, the student, feel that you have an excusable absence, you must submit written documentation to the instructor within 1 week of the absence for it to be considered excused.**
- **More than two absence and/or tardy days, you will receive a five-percentage point (5%) reduction in your final course grade.**

#### *Syllabus and Introduction Assignment: 10 points*

- There is one syllabus acknowledgement assignment which is 5 points. This includes reading the syllabus, noting important dates, and submitting a signed syllabus acknowledgement form.
- There is one introduction assignment where students introduce themselves to each other via Blackboard Discussion. This assignment is 5 points.

#### *Exams: 300 Points*

- There are 3 exams which will be 100 points each.
- The last of the three exams will consist of 60% material from the last unit and 40% cumulative. The final exam will be held on the final exam day per the SHSU final exam schedule.
- The format of the exams may vary depending on the content. The course instructor will notify students of the exam format prior to the exam either in class or via Blackboard.
- Any form of cheating or dishonesty will result in an automatic 0 points on the exam. For students in the BS in Athletic Training Program, documentation will be sent to the Athletic Training Program Director and placed in your permanent student file.

#### *Content Assignments: 200 Points*

- All assignments must be turned in on Blackboard no later than the assigned due date.
- **Late assignments will not be accepted without proper documentation, and with the permission of the course instructor.**
- All assignments must have citations from appropriate sources.
- Assignments include:
  - Ten content review journals – 10 x 15 points = 150 points
  - One-minute papers – 25 x 2 points = 50 points

#### *Quizzes: 60 Points*

- Quizzes will be given in Blackboard.
- Quizzes will be available on Blackboard only until the deadline for submission.

**Projects: 325 Points**

- **Therapeutic Intervention Video Project** (150 points) – This project will include multiple assignment steps:
  - Free writing – 5 points
  - Literature Review and Reference List – 15 points
  - Dueling Voices Microtheme – 20 points
  - Proposal (scripts and story board) – 50 points
  - Peer Review – 10 points
  - Instructional Video – 50 points

This video will be completed in conjunction with a community partner, and will be published publically on YouTube.

- **Rehabilitation Case Project** (175 points) – This project will include multiple assignment steps:
  - Outline – 10 points
  - Literature Review and Reference List – 20 points
  - Rough Draft PowerPoint Presentation – 20 points
  - Final PowerPoint Presentation – 100 points
  - In-Class Presentation with Peer Review – 25 points

This project will be presented to peers, faculty, staff, and other program stakeholders in a public forum.

- All assignments and projects must be completed and submitted on Blackboard by the due date.

**Total Course Points = approximately 895 Points (Subject to change at Instructors discretion.)**

**Final Grade:** (grades will not be curved)

100% to 90%	=	<b>A</b>
80% to 89.99%	=	<b>B</b>
70% to 79.99%	=	<b>C</b>
60% to 69.99%	=	<b>D</b>
59.99% and below	=	<b>F</b>

**SHSU Policies** (see also: <http://www.shsu.edu/syllabus/>):

- a. [SHSU Class Attendance policy AP 800401](#)
- b. [Procedures in cases of Academic Dishonesty AP 810213](#)
- c. [Academic Grievance Procedures for Students AP 900823](#)
- d. [Students with Disabilities AP 811006](#)
- e. [Student Absences on Religious Holy Days AP 861001](#)
- f. [Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728](#)

**Academic Honesty:** The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines* published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 “Academic work” means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

## 2. PROCEDURES IN CASES OF ALLEGED ACADEMIC DISHONESTY

2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System *Rules and Regulations* and Sam Houston State University *Student Guidelines* except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision. Sam Houston State University Academic Policy Statement 810213 Procedures in Cases of Academic Dishonesty Page 3 of 3 Revised January 16, 2006

2.02 If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.