

### Course Syllabus

COURSE: PTHA 2409 Therapeutic Exercise [TE] (4:3:3)  
SEMESTER: Summer 2021  
CLASS TIMES: Tuesday 9:00-2:00  
LAB TIMES: Thursday 9:00-2:00  
INSTRUCTOR: Jackie Underwood PTA, MS  
OFFICE: Allied Health 103B  
OFFICE HOURS: by appointment or ZOOM meeting by request  
OFFICE PHONE: 806-716-2470  
E-MAIL: [junderwood@southplainscollege.edu](mailto:junderwood@southplainscollege.edu)  
Facebook: <https://www.facebook.com/South-Plains-College-PTA-270314052992426/?ref=bookmarks>

*"South Plains College improves each student's life."*

### GENERAL COURSE INFORMATION

**\*It is the responsibility of each student to be familiar with the content and requirements listed in the course syllabus.\***

**Prerequisites: Math 1314, ENGL 1301, HUMA, SCIT 1407, PHYS 1410 PTHA 1301, PTHA 1405, PTHA 1413**

### COURSE DESCRIPTION

Concepts, principles, and application of techniques related to therapeutic exercise and functional training.

### STUDENT LEARNING OUTCOMES

<b>At the completion of the semester students will:</b>	
1.	Safely apply techniques related to joint and muscle flexibility. <ul style="list-style-type: none"><li>a. Describe soft tissue extensibility.</li><li>b. Safely demonstrate techniques to maintain joint and muscle flexibility based on a mock plan of care.</li><li>c. Explain the indications, contraindications, precautions, and physiological response related to stretching.</li><li>d. Demonstrate competency in the application of stretching techniques to meet requirements outlined in the skill check and lab exam.</li><li>e. Accurately measure PROM or AROM to determine response to stretching exercises.</li><li>f. Identify normal and functional ROM for all major joints.</li><li>g. Demonstrate basic manual therapy techniques to prepare tissues for stretching.</li><li>h. Explain the role of tissue flexibility in pain control.</li></ul>
2.	Apply techniques related to strength and endurance training. <ul style="list-style-type: none"><li>a. Identify which muscles are active during a given functional activity.</li><li>b. Explain the use of common exercise equipment such as free weights, Thera-Band, foam rolls, pulleys, isokinetic machines, steppers, treadmills, elliptical, stationary bicycle, UBE, etc.</li><li>c. Apply the following concepts as appropriate given a patient case: isometric, isotonic, isokinetic, gravity-eliminated, gravity minimized, against-gravity, open-chain, closed-chain, concentric, eccentric, etc.</li><li>d. Explain the indications, contraindications, precautions, and physiological response related to strengthening.</li><li>e. Demonstrate competency in the application of strengthening techniques to meet requirements outlined in the skill check and lab exam.</li><li>f. Competently measure strength to determine response to strengthening exercises.</li><li>g. Explain the role of strengthening in pain control.</li></ul>
3.	Safely apply techniques related to body mechanics and postural stabilization. <ul style="list-style-type: none"><li>a. Describe the importance of postural alignment during resistive exercise training.</li><li>b. Apply techniques related to relaxation appropriate for given case.</li><li>c. Apply techniques to improve core strength appropriate for given case.</li><li>d. Explain the indications, contraindications, precautions, and physiological response related to body mechanics and postural stabilization therapeutic activities.</li><li>e. Demonstrate competency in the application of body mechanics and postural stabilization therapeutic activities to meet requirements outlined in the skill check and lab exam.</li></ul>
4.	Safely apply techniques related to balance, coordination, and agility training. <ul style="list-style-type: none"><li>a. Demonstrate appropriate use of common exercise equipment such as foam, BAPS, BOSU, etc.</li><li>b. Perform balance assessment using tools such as the Tinetti and Berg.</li><li>c. Explain the indications, contraindications, precautions, and physiological response related to balance, coordination, and agility training.</li><li>d. Demonstrate competency in the application of balance, coordination, and agility training to meet requirements outlined in the skill check and lab exam based on the given case.</li><li>e. Describe changes in balance reactions after participation in structured balance training activities based on the given case.</li></ul>
5.	Safely apply techniques related to aerobic conditioning. <ul style="list-style-type: none"><li>a. Explain the difference between aerobic and anaerobic exercise.</li></ul>

<ul style="list-style-type: none"> <li>b. Explain the effects of exercise on the cardiovascular system.</li> <li>c. Apply the perceived exertion scale based on a given case.</li> <li>d. Explain the indications, contraindications, precautions, and physiological response related to aerobic conditioning.</li> <li>e. Accurately describe cardiopulmonary signs during aerobic conditioning such as heart rate, cardiac rhythm, respiration rate, blood pressure, oxygen saturation, color, etc.</li> <li>f. Recognize signs of distress during aerobic conditioning such as dyspnea, excessive sweating, angina, claudication, decreased level of alertness, cyanosis, etc.</li> </ul>
<p>6. Safely apply techniques related to aquatic therapy.</p> <ul style="list-style-type: none"> <li>a. Explain the indications, contraindications, precautions, and physiological response related to aquatic therapy</li> <li>b. Recognize appropriate treatment programs within the plan of care developed by the supervising PT.</li> </ul>
<p>7. Discuss aspects of health and fitness as related to PTA practice.</p>
<p>8. Recognize appropriate treatment programs based on the plan of care developed by the supervising PT.</p> <ul style="list-style-type: none"> <li>a. Select appropriate therapeutic exercises for patients with appropriate responses to change in physical and/or cognitive status (arousal, mentation, or cognition) and change in the plan of care.</li> <li>b. Plan treatment interventions based on disease processes and comorbidities effecting body systems.</li> <li>c. Modify treatment programs to ensure optimal functional outcomes based on patient condition, safety needs in the home, community, and work environments based on mock patient scenarios.</li> <li>d. Choose appropriate treatments based on results of data collection and performance of special test for given case.</li> <li>e. Communicate appropriate information to supervising PT.</li> </ul>
<p>9. Explain outcome assessment related to course content.</p> <ul style="list-style-type: none"> <li>a. Identify equipment and resources necessary for discharge.</li> <li>b. Adjust and finalize a functional home exercise program including ADLs.</li> <li>c. Provide input to the supervising physical therapist about outcomes.</li> </ul>
<p>10. Apply professional abilities related to course content. (<i>Generic Abilities adapted from the Physical Therapy Program, University of Wisconsin-Madison, May et al. Journal of Physical Therapy Education, 9:1, Spring, 1995.</i>)</p> <ul style="list-style-type: none"> <li>a. <i>Commitment to Learning</i> – Demonstrate the ability to self-assess, self-correct, and self-direct. Identify needs and sources of learning. Seek new knowledge and understanding.</li> <li>b. <i>Interpersonal Skills</i> – Demonstrate the ability to interact effectively with patients, families, colleagues, other health care professionals, and the community. Demonstrate the ability to effectively deal with cultural and ethnic diversity issues.</li> <li>c. <i>Communication Skills</i> – Demonstrate the ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for a varied audiences and purposes. Use of SOAP note format for documentation of “patient” care</li> <li>d. <i>Effective Use of Time</i> – Demonstrate the ability to obtain maximum benefit from a minimum investment of time and resources.</li> <li>e. <i>Use of Constructive Feedback</i> – Demonstrate the ability to identify sources and seek out feedback and to effectively use and provide feedback for improving personal interaction.</li> <li>f. <i>Problem-Solving</i> – Demonstrate the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</li> <li>g. <i>Professionalism</i> – Demonstrate the ability to exhibit appropriate professional conduct and to represent the profession effectively.</li> <li>h. <i>Responsibility</i> – Demonstrate the ability to fulfill commitments and to be accountable for actions and outcomes.</li> <li>i. <i>Critical Thinking</i> – Demonstrate the ability to question logically; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.</li> <li>j. <i>Stress Management</i> – Demonstrate the ability to identify sources of stress and to develop effective coping behaviors.</li> </ul>
<p>11. Describe basic concepts related to the APTA <i>Guide to Physical Therapist Practice</i>.</p> <ul style="list-style-type: none"> <li>a. Integrate basic concepts presented in the APTA <i>Guide to Physical Therapist Practice</i> related to course content.</li> <li>b. Identify the parameters of the scope of practice of the PTA related to course content.</li> </ul>

## COURSE OBJECTIVES -

<p>At the completion of this course the student will have:</p> <p><b>The cognitive, psychomotor, and affective competencies</b></p> <ul style="list-style-type: none"> <li>1. To safely apply techniques related to joint and muscle flexibility.</li> <li>2. To safely apply techniques related to strength and endurance training.</li> <li>3. To safely apply techniques related to body mechanics and postural stabilization.</li> <li>4. To safely apply techniques related to balance, coordination, and agility training.</li> <li>5. To safely apply techniques related to aerobic conditioning.</li> <li>6. To safely apply techniques related to aquatic therapy.</li> <li>7. To discuss aspects of health and fitness as related to PTA practice.</li> <li>8. To recognize appropriate treatment programs based on the plan of care developed by the supervising PT.</li> <li>9. To explain outcome assessment related to course content.</li> <li>10. To apply generic abilities related to course content.</li> <li>11. To describe basic concepts related to the APTA <i>Guide to Physical Therapist Practice</i>.</li> </ul>
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## EVALUATION METHODS

Computer-based exams, written exams, lab skills check offs, videotaped lab exams, written assignments, quizzes, and other projects as assigned.

## ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

**Cheating** - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

**Plagiarism** - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

## VARIFICATION OF WORKPLACE COMPETENCIES

Skills check verification from PTHA 1405, PTHA 1413, and CPR

## BLACKBOARD

**Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.**

## FACEBOOK

The PTA Program has a Facebook page at <https://www.facebook.com/South-Plains-College-PTA-270314052992426/?ref=bookmarks>. In addition to the South Plains College website; this Facebook page will be used to keep students up-to-date on program activities, weather delays, and South Plains College announcements and will help with program recruitment. "Liking" the South Plains College PTA Program Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.

## SCANS and FOUNDATION SKILLS\*

Refer also to Course Objectives. Scans and Foundation Skills attached

## SPECIFIC COURSE INFORMATION

### TEXT AND MATERIALS

Physical Therapy Clinical Handbook for PTA (3rd Ed.)	Kulinski	J & B	978-1-284-10556-8
PhysioU Access	Online		
Therapeutic Exercise for Musculoskeletal Injuries	Houglum	Human Kinetics	978-1-4504-6883-1

### ADDITIONAL CLASSROOM ITEMS

Students should come to class prepared with pens, pencils, and a spiral notebook, computer, for taking notes or completed quizzes or assignments in class. Students should be prepared to take notes over lecture material if they choose. PTA box, appropriate lab clothing, and professional dress for lab exams and presentation.

### ATTENDANCE POLICY (\*READ CAREFULLY)

#### Class Attendance

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

([http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class\\_Attendance](http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class_Attendance))

**Due to the importance of the patient care information being taught, the instructor of this course defines excessive absences as missing the 3rd class day (or having equivalent tardies) in a course section. A student who meets this criteria will be administratively dropped from the course by the instructor.**

- Tardies: (Definition): arriving any time after the class has started or not returning from an approved break after class has started.
- Three tardies will be considered missing one class day and counted as such.
- Work schedule is not an excuse for missing class.
- Any exceptions to this policy must be discussed on an individual basis with the course instructor and the PTA Program Director. (i.e. – student hospitalization, immediate family member death, etc.)

### **ASSIGNMENT POLICY**

All assignments must be completed by the assigned due date. Late and/or incomplete work will not be accepted and a grade of zero will be recorded. Assignments, quizzes, exams, and skills that are missed due to an unexcused absence may not be made up. See the instructor for more specific information.

### **COMPUTER USAGE**

As computer technology in the field of health occupations continues to become more popular, computers will be used in this course for several assignments. All students have access to computers and printers on the South Plains College campus. Students will be expected to utilize computers to access assignments and classroom resources. All registered students are supplied with a working email account from South Plains College. In order to take exams, students must have their user name and password.

**ALL STUDENTS ARE EXPECTED TO KNOW THEIR SPC STUDENT USER NAME AND PASSWORD.**

### **COMPUTER LAB USAGE**

The computer lab(s) on any campus may be used by students during scheduled open hours or as assigned by an instructor. Printer paper will not be provided for students to print materials but students may seek assistance from faculty or staff to request lab paper from the college if needed. Lack of computer lab paper is not an excuse for not having homework assignments, skills lab sheets, or any other required documents. Students should come prepared for class.

### **EXAMS**

The majority of student 'written' exams [Lecture exam] will be administered via computer to prepare them for the NPTE-PTA and some exams may be handwritten which will encourage memory and mastery of the material. Students should practice proper spelling and grammar when answering a written exam. Additionally, many exam questions will be constructed in the same manner as NPTE-PTA questions, allowing students to prepare for that testing format.

- Students are required to make a 75% or higher average of lecture exam.
- Failed lab exams are allowed 1 retest with the possible high score of 75%
- The majority of exams are administered in a campus computer lab which must be reserved by the instructor in advance.
- Lab exams will be scheduled in a manner similar to PT clinical schedule of patients. Students are expected to meet schedule requirements
- Students are expected to arrive on time to exams and complete the exams within the time frame allowed.

### **GRADING POLICY**

A minimum of 75% average on all exams and assignments is required to receive a passing grade for that exam or assignment. Students must earn an overall grade of 75% or better for each course section to pass that section.

**Final semester grades will be based on the following:**

Professionalism =	5 %
Written Assignments =	5 %
Lecture Exams =	50%
<u>Lab Exams =</u>	<u>40%</u>
	100%

If you score below a 77 on any lecture or lab exam you are expected to make an appointment to discuss the test questions you missed.

Grading Scale: 90-100	A
80-89	B
75-79	C
70-74	D
69 or Below	F

**COURSE Skills Check Verification**

All course skills checks [PTHA 2409] must be completed and verified through Program Rubrics by the end of the semester.

**COMMUNICATION POLICY**

Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC” and email systems. I will utilize text messaging and you may communicate with me this way also 806.786.4674. Students are encouraged to check SPC email on a regular basis each week of class for information from College offices and FSBPT. Students will also have access to assignments, web-links, handouts, and other vital material which will be delivered via the Black Board. Any student having difficulty accessing the Black Board or their email should immediately contact their instructor for update and IT Help Desk at 806.716.2600. The instructor will work with any student to ensure the student has access to a computer on campus and can obtain the needed class content that is located on Black Board.

**CAMPUS CARRY**

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: ([http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

**PREGNANCY ACCOMMODATIONS STATEMENT**

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student’s responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

**STUDENT CONDUCT**

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development.

A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity and common sense guide the actions of each member of the college community both in and out of the classroom. Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students. Any student who fails to perform according to expected standards may be asked to withdraw. Rules and regulations regarding student conduct appear in the current Student Guide.

### **SPECIAL REQUIREMENTS (\*Read Carefully)**

- Students must complete the acknowledgment quiz found in the Start Here Folder on Black Board. The student acknowledges he/she has read and understands the content of syllabus, program and clinical handbook, grievance policy, and appeals process.
- **This assessment/acknowledgement is due by first Sunday 11:59.**
- **Cell Phones** – Cell phones are to be turned OFF or silenced during scheduled class periods. **Text messaging is not allowed during scheduled class/lab times.** Cell phones are to be used outside the classroom or lab only on designated breaks. At times your phone maybe used as part of class/lab activity. Students are not allowed to have cell phones/ or smart watches on their person during exams.
- **Class Dress Code** – Due to the environment of the scheduled lab dates, students are required to wear the following:
  - Students are expected to follow the dress code as stated in the PTA student Handbook. You will need appropriate attire for lab.

**WHAT NOT TO WEAR: torn jeans, low cut blouses, short shorts, t-shirts with offensive logos.**

**Due to the nature of PT practice, the stated dress code is to maintain a professional environment and modest access to body parts being treated.**

### **COURSE DISCLAIMER**

#### **PROFESSIONAL CONDUCT**

Students are expected to follow the ethics and rules of professional conduct as outlined in the student handbook. Unprofessional conduct on the part of a student as outlined in the student handbook may result in dismissal from the PTA program.

You may not apply what you are learning to the general public. You are a student PTA and are learning physical therapy techniques. You will be practicing these skills on each other when you are in lab under the course instructor's supervision. If you are presently working in a clinic you cannot practice these skills on patients. Once you have passed the class, you still cannot practice the acquired skills in a clinic. You will only be permitted to apply these skills to the general public under a clinical instructor's supervision once you begin your clinical internships.

**Additionally, enrollment in this course does not guarantee a passing grade, successful completion of the PTA curriculum, or passing NPTE-PTA and resultant licensure. Your successful completion of all courses, passing NPTE-PTA, and completion of State Board of PT requirements is necessary to work as a PTA.**

Jackie Underwood PTA, MS  
Associate Professor  
SPC PTA Program

## ACCOMMODATIONS

### DIVERSITY STATEMENT

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### DISABILITIES STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

## FOUNDATION SKILLS\*

### **BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks**

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

### **THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason**

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

### **PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty**

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

## SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

### **INFORMATION - Acquires and Uses Information**

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

### **INTERPERSONAL—Works With Others**

C-9 Participates as a member of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer’s expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

### **SYSTEMS—Understands Complex Interrelationships**

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

### **TECHNOLOGY—Works with a Variety of Technologies**

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

**ASSIGNMENT CALENDAR PTHA 2409 THERAPEUTIC EXERCISE Tuesday & Thursday 9:00-2:00**

DATE	TOPIC	TOPIC	READING	VIDEOS	ASSIGNMENT	EXAMS
	<u>Tuesday</u>	<u>Thursday</u>	Houglum text Reading should be completed before Tuesday's class	Video Folder BB Supplemental	Assignment Tab BB Due Sun 11:59	<b>EXAM 1 JUNE 17-18**</b>
WEEK 1 6/1-6/6	<b>SYLLABUS REVIEW &amp; complete the acknowledgement found in the start here folder Therapeutic Exercise and healing Lab: Fitness Lab</b>	Stretching/Strength PNF	<b>Reading Week 1</b> CH 1 pages 6-23 CH 2 pages 46-64 Ch 3 Review Ch 4 pages 102-106 <u>This material should be familiar [will be fair game for exams].</u>	VIDEOS SHOULD BE WATCHED PRIOR TO Thursday MORNING CLASS  ARTHROKINEMATICS	Assignment: Health and Fitness Assign Worksheet 1 due 6/6	Reading QUIZZES ARE TO BE COMPLETED  quiz 1 Due Sunday 11:59
WEEK 2 6/7-6/13	Balance and Coordination	<b>Cardio [Guest Speaker]</b>	<b>Reading Week 2:</b> Chapter 5 Chapter 7 Chapter 8	FUNCTIONAL PROGRESSION	<b>Fitness Journal [Begins this week]</b> <b>A = 3 post per week [24]</b> <b>B = 2 post per week [16]</b> <b>C = 1 post per week [8]</b>	quiz 2 Due Sunday 11:59
WEEK 3 6/14-6/20	Manual Therapy  <b>Expert 1 presentation</b>	<b>UE</b>	<b>Reading Week 3:</b> Chapter 13 Chapter 19 Chapter 20 Chapter 21	JOINT MOBS	<b>Success Plan assignment &amp; meeting With Mark due 6/20</b>	quiz 3 Due Sunday 11:59
						<b>Exam 2 July 8-9th</b>
WEEK 4 6/21-6/27	UE Practice Lab  <b>Expert 2 presentation</b>	<b>UE Lab Exam</b>	<b>Reading Week 4:</b> Chapter 9 Chapter 15	PLYOMETRICS SPECIAL TEST	<b>UE Critical thinking WS due 6/27</b>	quiz 4 Due Sunday 11:59
WEEK 5 6/28-7/4	SI/Spine  <b>Expert 3 presentation</b>	<b>SI/Spine Practice</b>	<b>Reading Week 5:</b> Chapter 17 Chapter 18	UE REHAB SPECIAL TEST	<b>Trunk Critical thinking WS due 7/4</b>	quiz 5 Due Sunday 11:59
WEEK 6 7/5-7/11	<b>SI/Spine Lab exam</b>	LE  <b>Expert 4 presentation</b>	<b>Reading Week 6:</b> Chapter 22 Chapter 23 Chapter 24		<b>LE critical thinking WS due 7/11</b>	quiz 6
WEEK 7 7/12-7/18	LE practice  <b>Expert 5 presentation</b>	<b>LE Lab exam</b>	<b>Reading Week 7:</b> Chapter 15 Chapter 9	SPECIAL TEST CERVICAL LUMBAR SI		quiz 7
						<b>EXAM 3 AUGUST 5-6TH**</b>
WEEK 8 7/19-7/25	Neuro/Complicated patient	Complicated Pt practice  <b>Expert 6 presentation</b>	<b>Reading Week 8:</b> Chapter 16	LE REHAB 2 SPECIAL TEST LE	<b>Video Practice and Performance improvement due 7/25</b>	quiz 8 Due Sunday 11:59  Sunday 11:59
WEEK 9 7/26-8/1	TUE- Fitness PRESENTATIONS	<b>Thurs. Final Lab Exam</b>	<b>Reading Week 9:</b> CHAPTER 12 AQUATICS	<b>AQUATIC THERAPY</b>	<b>Written Fitness Paper due 7/26</b> Fitness Journal ends	
WEEK 10 8/2-8/8	TUE- AQUATICS Lab at the Natatorium 10-12 appropriate clothing	THUR Final Exam				<b>Comp Ortho Exam Aug 2-6 [up to 3 attempts to make &gt;80]</b>

Text Books- *Therapeutic Exercise for Musculoskeletal Injuries 4<sup>th</sup> Edition*, Houglum, Human Kinetics, ISBN 978-1-4504-6883-1

**\*Each Chapter has review questions at the end of the chapter. I highly encourage you to answer these questions. As an incentive to utilize this tool, if you choose to complete the questions with the answer and you're reasoning for choosing the answer and submit your answers through email by 11:59 the night before the lecture exam you will have the opportunity for extra points on the exam.\*LAB**

**Criteria for Student Expert Groups**

You are being assigned a small grouping of material you are responsible for becoming an "expert" for during this course.

You can be called upon at any time to discuss/teach the information you have become an expert in. You will have a team members but each of you are expected to be well versed in the material. You have access to the textbook and my PowerPoints to use as resources [remember everyone has access to that material] but as an expert you will need to put together handout, outlines, images, and a discussion to help your classmates to understand the information you have become the expert in. Please share your materials [except questions] with faculty and classmates. You will need to write **5 multiple choice exam questions** in Kahoot to go along with your information. Collecting and using the shared documents is intended to provide each of you with a “notebook” of best practices and EBP to utilize as you move into your clinicals and prepare for your licensure exam.

Expert Team	Topic of Expertise
1. Bethany, Cisco, Aspyn	Balance –vestibular disturbance conditions & therapeutic approaches
2. Haley, Ryan, Andrew	CARDIO/ PULMONARY conditions & therapeutic approaches
3. Zach, Devon, Kasey	UE conditions & therapeutic approaches
4. Jaylen, Justin, Amanda	Spine conditions & therapeutic approaches
5. Wade, J , Karissa	LE conditions & therapeutic approaches
6. Kenzie, Brittany, Jamie	Neuro Conditions & therapeutic approaches

Requirements for Expertise:

1. Introduction to LAB topic-
2. Take- Away- should be provided in the Handouts-[if images are included they need to be high resolution for printing], mind maps, FAQ, outlines, Visual tool. These will be shared with the class and instructors.
3. Discussion of topic principles [low level to high level]- progressions
4. Pros and cons / indications contraindications [SAFETY]
5. Common SPECIAL TEST associated with conditions.
6. Rationale and justifications for treatment interventions [Decision trees would be good here]

**Goal: At the end of the semester you should know your information so well that if you took the licensure exam the last day of class you would not miss any question that is asked about your subject material.**

## **FITNESS Paper and Presentation**

### Health and Fitness Assignment

Assignment: You will be assigned a partners for this assignment. You will be graded on 3 different parts of this assignment, Written paper (you each will receive the same grade), Presentation (again a combination grade), and your participation (each partner will rate the other people in the group). Each group will be assigned a topic to research. The written paper should be 7-10 pages of informational material and must have a minimum of 3 resources. Please include a cover page and references + the 7-10 pages of report. The written research paper is to be submitted on BlackBoard by **One** member of the group. That one student will submit the actual paper the other members will submit the statement  [Put the name of the group member that submitted the paper] \_\_\_\_\_ submitted this groups paper. Each group will have 15-20 minutes for the presentation. You may use PP or Prezi, show videos, make handout, or use visual aids. Each member of the group should have a voice in the paper and an equal part in the presentation.

Topics

**Group 1- Food/ Nutrition, and Healthy Living [Jaylen & Ryan]**

**Group 2- the Aging Baby Boomers and Fitness [Kasey & Aspyn]**

**Group 3-Health and Spirituality [J & Bethany]**

**Group 4-Fitness and Mental Health [Jamie & Zach]**

**Group 5- Alternative Medicine, Pop culture, and Health & fitness [Haley & Brittany]**

**Group 6- Fit Children and Exercise [Andrew & Devon]**

**Group 7- Impaired mobility and fitness [Amanda & Cisco]**

**Group 8- Mindfulness and fitness [Wade & Kenzie]**

**Group 9- Health and Cultural Implications [Justin & Karissa]**

