

**KINE 4130**  
**Clinical Practicum IV**  
**Musculoskeletal Rehabilitation**  
**(1 credit hour)**  
FALL 2013  
T/Th 9:30 – 10:50 am

**Instructor:** Dr. Cindy Trowbridge, ATC, CSCS, LAT  
**Office:** 228 Activities Building  
**Office Phone:** 817-272-3134  
**E-mail:** [ctrowbridge@uta.edu](mailto:ctrowbridge@uta.edu)  
**Office Hours:** MW: 11-12; TR: 1-2; or by appointment

**Required Texts:**

- Houglum P (2010). *Therapeutic Exercise for Athletic Injuries*. 3<sup>rd</sup> Edition
- Knight KL and Draper DO. *Therapeutic Modalities: The Art and Science*. 2<sup>nd</sup> ed. Lippincott Williams & Wilkins. Baltimore, MD. 2012.
- *Athletic Training Educational Competencies*. 5<sup>th</sup> Edition. National Athletic Trainers' Association.

**Required Lab Material:** Posted weekly on Blackboard.

**Course Description**

The purpose of this clinical practicum course is to expose students to the skills that an entry-level certified athletic trainer must possess to plan, implement, document, and evaluate the efficacy of therapeutic musculoskeletal programs for the conditioning and rehabilitation of injuries and illnesses. The instructional emphasis is the development of functional rehabilitation programs for musculoskeletal injuries and common orthopedic surgeries. This course requires the completion of **250 clinical experience hours** in the UT-Arlington athletic training room or other approved clinical site. Prerequisite: BIOL 2457 and 2458; Athletic Training Majors only or permission of instructor. **Concurrent enrollment in KINE 4336 is required.**

**Course Objectives**

1. To instruct and evaluate the following competencies contained in the 5<sup>th</sup> edition of the Athletic Training Educational Competencies.
  - a. **Therapeutic Interventions: TI 1,4-8,10-12, 14-15, 17-20.**
  - b. **Clinical Examination: CE 4,5,10,14,16.**
  - c. **Evidence Based Practice: EBP 1-14.**
  - d. **Prevention and Health Promotion: PHP 19**
2. To evaluate the following clinical proficiency contained in the 5<sup>th</sup> edition of the Athletic Training Educational Competencies.
  - a. **CIP 4**
3. To provide athletic training students with further understanding and application of the Foundational Behaviors of Professional Practice.
  - a. Primacy of patient; Teamed approach to patient; Legal practice; Ethical practice; Advancing knowledge; Cultural competence; Professionalism.
4. To provide understanding of the underlying principles and techniques of safe and efficient musculoskeletal rehabilitation program prescription.
5. To allow for critical thinking that involves application of scientific knowledge and problem solving to musculoskeletal rehabilitation program prescription.
6. To expose athletic training students to the problem solving approach of therapeutic exercise design. There are four main components: 1) assess needs, 2) develop plan, 3) implement plan, and 4) evaluate plan.

7. To give the opportunity for athletic training students to interact and learn from other allied health care professions involved in the musculoskeletal rehabilitation and reconditioning of injuries and illnesses.
8. To assess knowledge and skills through assignments and practical examinations.
9. To allow for active learning and active participation throughout class. *See definition below.*

### Active Learning

Your active participation in this class will be required. As a result you will self-direct your studies by being responsible for your own learning. I will guide you in this process; however, in the end **the onus of learning will be your responsibility**. Organize your learning around the tasks and problems you encounter as an athletic training student. Use the vast number of resources (people, books, ATEP lab, and articles) around you to synthesize the information you are learning and apply it whenever you get the chance. Do not be afraid to ask questions or challenge the current medical or scientific assumptions. Your brain will only grow in response to how much it is challenged and used. Become **intrinsically motivated** to improve yourself and your treatment, rehabilitation, and reconditioning skills; if you do this you will succeed every time.

### Student Learning Outcomes

After completing this course, students should be able to:

1. understand problem solving and goal setting as it relates to musculoskeletal rehabilitation program prescription.
2. integrate the knowledge from Applied kinesiology, Introduction to athletic training, Upper and Lower extremity evaluation, Pathology/Pharmacology, and Exercise Physiology in your assessment and evaluation of individual patient needs.
3. develop a rehabilitation treatment plan based on the results of a thorough injury assessment and evaluation.
4. prescribe musculoskeletal exercises and techniques to meet the needs of individual patients with lower, upper, and spinal injuries.
5. critically think using the most recent evidence based medicine.

### Tentative Evaluation:

<b>Knowledge and Skills (55%)</b>	
<b>Practical Exams</b>	25%
• Midterm Skill Evaluation	
• Comprehensive Final Practical	
<b>Standardized Patients</b>	10%
• Standardized Patient (SP) Evaluations	
• Participate in Clinical Practice Exam (1 hour)	
• Complete rubrics and surveys	
• Complete related therapeutic plan for patient	
• Therapeutic Exercise Plans linked to SP	
<b>Lab assignments</b>	15%
<b>Therapeutic Exercise Moments</b>	
• Each student will teach several exercises	5%
<b>Continuing Education (5%)</b>	5%

## **Tentative Evaluation (cont'd):**

### **Clinical Education (40%)**

Clinical Experience Hours (250 hours)	10%
• 250 hours	
Clinical Proficiency Evaluation (Level III A)	15%
• Midterm and Final Evaluation	
Clinical Rotation Goals/Blogging Assignments	5%
Surgical observations (1 required)	5%
Notebook	5%
	<b>100%</b>

**Grading Scale:** A = 90%; B = 80%; C = 70%; D = 60%; F = 59% and below

### **Grading**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

### **Practical Exams**

Midterm and Final practical exams will be designed to allow the student to demonstrate his/her competency in the design and implementation of specific rehabilitation techniques. Discrete techniques that are within the global context of an injury or illness will be the focus of practical exams. However, students will be expected to demonstrate skill in synthesizing rehabilitation techniques into the complete injury care picture.

### **Standardized Patients**

Students in athletic training education must learn an abundance of clinical skills. Unfortunately, injuries or conditions will not always present during clinical experiences so that skills can be applied and practiced using standardized patients. Individuals carefully trained to portray an injury or illnesses are referred to as standardized patients (SP). SP encounters are very different from simulations, in that the SP case is carefully created with a template prior to the encounter. A SP is an individual who has undergone training to portray an injury or illness in a consistent fashion to multiple students. The purpose of this assignment is to allow the student to complete a SP clinical practice exam, to provide immediate and formative feedback to the student in regards to his/her clinical performance, and to allow the student to complete a musculoskeletal rehabilitation program for a standardized injury.

### **Therapeutic Exercise Moments**

Student teaching will be required of all students throughout the semester. Each student will be assigned exercises to present to the class using PowerPoint, Video, demonstration, and/or handouts as appropriate. Grades will be assigned based on quality of presentation and information provided. Specific examples will be provided for assistance.

### **Lab assignments**

Each lab assignment will pertain to specific topic areas and should be handed in according to announced due dates. You may work together on these lab assignments/worksheets; however, each student must turn in his/her own work to receive credit.

### **Continuing Education Units**

There are a variety of continuing education opportunities offered each semester through the Department of Kinesiology, the Athletic Training Education Program, the Ben Hogan Sports Therapy Institute, and many other sports medicine institutions or organizations. You are expected to obtain a **minimum of 4 contact hours of continuing education** outside of scheduled class activities. I will post these opportunities on website as they are developed.

These continuing education hours must be documented on the CEU Documentation Form found on ATrack. Note: Documentation verifying your attendance must be attached to the CEU Documentation Form (i.e. attendance record, flyer, presentation notes, or signature of presenter).

### Cell Phone Policy

**No cell phones in class for verbal or text message conversations.** Please turn them off or silence them during our class period. If you actively perform or receive cell phone calls or text messaging during class, I will confiscate your electronic device. No exceptions.

### Expectations for Out-of-Class Study

A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend **at least an additional 4** hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

### Attendance

Class attendance is **required**. Excused absences include university approved absences or those that I receive prior notification of (i.e. illness, doctor appointments, etc.). Each student is expected to prepare for class by reading the lab material **prior** to class. If you miss a class, you are responsible for obtaining all information presented. Remember: *Poor planning on your part is not an emergency on my part*. Two unexcused absences will automatically drop your grade by one letter (i.e., A to B, B to C, etc.).

Missed exams, quizzes, and homework can **only** be made up if absence was excused. All missed exams, quizzes, and homework **must** be made up within **one** week of original due date.

### Clinical Education

Each student is required to complete all parts of the Clinical Proficiency Evaluation of this course. Failure to turn in your clinical proficiencies will receive an "F". If you turn them in, but do not complete all of the parts at a level of "3" you will receive a "C" for the course. Students who turn in incomplete proficiencies may petition grade changes. Please be aware of specific due dates for each section.

#### Clinical Hours

- This course requires the completion of **250 clinical experience hours** in the UTA athletic training room or other approved clinical site. Each student is to record his/her daily hours using ATrack Software.

#### Clinical Proficiency Evaluations

- Midterm Clinical proficiency evaluations are due **October 18, 2013 by 5 pm**. More details will follow. Student and clinical instructor will complete this on-line on A-Track site. This will be a brief assessment by your preceptor (on-line).
- Final Clinical proficiency evaluations are due **December 11, 2013 by 5 pm**. These will be completed on-line by your preceptor.

#### Clinical Experience Blogging

- **Dr. Trowbridge will initiate blogging via Blackboard beginning in the later part of September.** The student is expected to answer/blog about clinical education quandries and questions posted Blackboard. Blogging should be centered within the context of clinical experiences. Please follow instructions posted within the Clinical Experience Blogging section on Blackboard.

### Clinical Rotation Goals

- Each student is required to complete his/her Clinical Rotation Goals (may have two sites) by **Monday, September 9, 2013**. These goals are to be discussed and recorded on your Clinical Rotation Goal Sheet. These goals must be specific, measurable, attainable, and realistic. Please turn into your Clinical Practicum instructor for review. Copies will be made and then originals returned to student.

### Surgical Observation

- Each student is required to observe at least **one** surgery. These observation(s) must be logged on Surgical Observation Log Sheet (available on Blackboard). The Log Sheets must be placed in your Notebook. Dr. Trowbridge will provide contact information and surgery schedules throughout the semester. Do this early, not later.

### Notebook

- At the end of the semester, each student is required to turn in his/her course notebook for a grade. You will have two options for your end of semester notebook. (1) Electronic file system on "flash" drive with paper records of syllabus, handouts, quizzes, and/or tests. Electronic files and paper copies must be neat and organized and accompanied by a table of contents or (2) A three-ring notebook that includes syllabus, lecture notes, handouts, tests, quizzes, worksheets, lab activities, EBM project(s). Notebook is expected to be neat and organized with section tabs and a table of contents. When returned, this notebook should be placed in your own athletic training portfolio for use in studying for certification exam.

## University Policies

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. For undergraduate courses, see [http://wwwb.uta.edu/catalog/content/general/academic\\_regulations.aspx#19](http://wwwb.uta.edu/catalog/content/general/academic_regulations.aspx#19); for graduate courses, see [http://grad.pci.uta.edu/about/catalog/current/general/regulations/#grade\\_grievances](http://grad.pci.uta.edu/about/catalog/current/general/regulations/#grade_grievances).

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

**Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wwwb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [wwwb.uta.edu/disability](http://wwwb.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located by accessing the outdoor patio and using stairs to descend to outdoor basketball courts or by using the internal stairway and exiting via the emergency exit door. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

### **Librarian to Contact**

For assistance with your library needs in this course, please consult:

**Suzanne Beckett ([sbeckett@uta.edu](mailto:sbeckett@uta.edu)); Central Library, Room 212; 817.272.0923.**

The following web links are provided to help you navigate the library system.

- Library Home Page <http://www.uta.edu/library>
- Subject Guides <http://libguides.uta.edu>
- Subject Librarians <http://www-test.uta.edu/library/help/subject-librarians.php>
- E-Journals <http://utalink.uta.edu:9003/UTAlink/az>
- Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
- Off- Campus Connection <http://libguides.uta.edu/offcampus>
- Ask A Librarian <http://ask.uta.edu>

## KINE 4130 Clinical Practicum IV

### Tentative Laboratory Schedule – Fall 2013

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Dr. Cindy Trowbridge*

<b>Date</b>	<b>Lab Topic</b>	<b>Chapter(s)/Materials</b>
TH 8/22	Foundations and Goals of Therapeutic Interventions	Posted lab handouts
T 8/27	Science of Therapeutic Modalities	Posted lab handouts
TH 8/29	Problem Solving Approach to Rehabilitation Goal Setting	Posted lab handouts
T 9/3	Evidence Based Practice for Therapeutic Interventions	Posted lab handouts
TH 9/5	Clinical Outcomes Measurements (POEM and DOE)	Posted lab handouts
T 9/10	Clinical Outcomes Measurements (POEM and DOE)	Posted lab handouts
TH 9/12	Muscle Strength Techniques	CH 7 (Houglum)
T 9/17	Muscle Strength Techniques	CH 7 (Houglum)
TH 9/19	Muscle and Aerobic Endurance Techniques	CH 7 (Houglum)
T 9/24	Muscle Power Techniques and Functional Testing	CH 7 & 10 (Houglum)
TH 9/26	Functional Movement Assessment	Posted lab handouts
T 10/1	Cryotherapy	CHs 6, 12 & 13 (Knight)
TH 10/3	Cryotherapy	CHs 6, 12 & 13 (Knight)
T 10/8	Thermotherapy	CHs 10 & 11 (Knight)
TH 10/10	Thermotherapy and Flexibility/Stretching	CHs 10 & 11 (Knight)
T 10/15	Proprioceptive Neuromuscular Facilitation Stretching Techniques	CH 7 (Houglum)
TH 10/17	Restoring Range of Motion Therapeutic Interventions for Lower Extremity	Posted lab handouts
	<b>Midterm Practical</b>	
T 10/22	Gait Assessment	CH 12 (Houglum)
TH 10/24	Gait Assessment and Balance assessment (SEBT and Y Balance)	CH 12 (Houglum)
T 10/29	Joint Mobilization for the Lower Extremity	CH 6 (Houglum)
TH 10/31	Joint Mobilization and Neuromuscular Rehabilitation Techniques	CH 6 (Houglum)
T 11/5	Neuromuscular Rehabilitation Techniques	CH 8 (Houglum)
TH 11/7	Rehabilitation Progression of Foot, Ankle, & Lower Leg	CH 22 (Houglum)
T 11/12	Rehabilitation Progression of Foot, Ankle, & Lower Leg	CH 22 (Houglum)
TH 11/14	Rehabilitation Progression of Knee	CH 23 (Houglum)
T 11/19	Rehabilitation Progression of Knee	CH 23 (Houglum)
TH 11/21	Rehabilitation Progression of Knee and Hip Musculature	CH 24 (Houglum)
T 11/26	Massage and Myofascial Release – Lower Extremity Injuries	CH 6 (Houglum) CH 18 (Knight)
TH 11/28	<b>HAPPY THANKSGIVING</b>	
T 12/3	Traction and Positional Release – Lower Extremity Injuries	CH 6 (Houglum) CH 18 (Knight)
	<b>FINAL EXAM</b> Practical Format - TBD	

## The University of Texas at Arlington College of Education and Health Professions

### Mission, Core Values and Professional Dispositions



**MISSION:** To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

#### Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

#### Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

#### Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

#### Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

#### Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

#### Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

#### Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.