KINE 4131
Clinical Practicum V
(1 credit hour)
Spring 2014
TR 9:30 am – 10:50 am

Instructor: Dr. Cindy Trowbridge, ATC, CSCS, LAT
Office: 228 Maverick Activities Center
Office Phone: (817) 272-3134
E-mail: ctrowbridge@uta.edu
Office Hours: By appointment

Course Material:
All course updates and material will be posted on Blackboard.
Visit http://www.uta.edu/blackboard/students/index.html for valuable information on how to navigate Blackboard.

Primary Texts

Supplemental Texts, CD-ROMS, Websites, and Videos: (available in library, ATEP lab, or Dr. T’s office)
- Athletic Training Educational Competencies. 5th ed. NATA. 2011.

Prerequisites
BIOL 2457; BIOL 2458; Admission into the Professional Phase of the Athletic Training Education Program or permission from the instructor. For Athletic Training Majors - Concurrent enrollment in KINE 4131.

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 modalities for the treatment and rehabilitation of injuries and illnesses of athletes and others involved with physical activity. This course requires the completion of 250 clinical experience hours in the UT-A athletic training room or other approved clinical site. Concurrent enrollment in KINE 3333 is required.

Your goal is to know the underlying principles and application techniques of therapeutic modalities and then apply them through a critical thinking process that involves scientific knowledge and problem solving.

Active Learning
Your active participation in this class will be required. You will be responsible for your own learning by reviewing class material before and after class. I will guide you in this process; however, in the end the onus of learning will be your responsibility.

Here are your KEYS to success:
• EFFORT (Work hard)
• APPROACH (Work smart)
• ATTITUDE (Think positively)
Course Objectives
1. To instruct and evaluate the following competencies contained in the 5th edition of the Athletic Training Educational Competencies.
   a. Therapeutic Interventions – TI #1-13, #19 & #20.
   b. Acute Care of Injuries and Illnesses – AC #38 and #43
2. To evaluate the following clinical proficiencies contained in the 5th edition of the Athletic Training
   a. Educational Competencies. CIP #1-4
3. To provide understanding and practice of the techniques for effective and safe selection and application of therapeutic modalities and musculoskeletal rehabilitation.
4. To allow for critical thinking that involves application of scientific knowledge and problem solving to therapeutic modality and musculoskeletal rehabilitation selection and application.
5. To assess knowledge and skills through a variety of assignments and practical examinations.
6. To allow for active learning and active participation throughout class.

Student Learning Outcomes
After completing this course, students should be able to:
1. Identify indications, contraindications, and precautions applicable to thermal, acoustic, electrical, and manual therapeutic modalities and musculoskeletal rehabilitation.
2. understand the terminology, principles, and basic concepts of manual therapy and electrical modalities (e.g., ultrasound, diathermy, laser, and electric stimulation).
3. understand the terminology, principles, and basic concepts of musculoskeletal rehabilitation planning for the upper extremity and low back/hip/pelvis.
4. understand the terminology and process of different types of orthopedic surgeries.
5. integrate the use of musculoskeletal exercises and techniques to meet the needs of the individual patient.
6. develop a rehabilitation treatment plan based on the results of a thorough injury assessment and evaluation.
7. critically think and problem solve using the most recent evidence based medicine.

Tentative Evaluation Guidelines

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
<th>60%</th>
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<tbody>
<tr>
<td>Practical Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Lab assignments/Application Sheets</td>
<td>20%</td>
</tr>
<tr>
<td>Critical Appraisal of Modality Use</td>
<td>10%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Professional Development</th>
<th>10%</th>
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</thead>
<tbody>
<tr>
<td>Continuing Education Credits – SIX (6) TOTAL HOURS</td>
<td></td>
</tr>
<tr>
<td>Events posted on Blackboard and in ATEP lab</td>
<td></td>
</tr>
<tr>
<td>• Attendance at event – brochure, certificate, and/or notes from meeting</td>
<td></td>
</tr>
<tr>
<td>Notebook</td>
<td></td>
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<tr>
<td>Active Attendance and Participation</td>
<td></td>
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<table>
<thead>
<tr>
<th>Clinical Education</th>
<th>30%</th>
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<tbody>
<tr>
<td>Self-Assessment/Clinical Rotation Goals/orientation</td>
<td>5%</td>
</tr>
<tr>
<td>Clinical Rotation Hours (250 total hours)</td>
<td>5%</td>
</tr>
<tr>
<td>• All hours are recorded on ATrack – REQUIRES NATA membership</td>
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<tr>
<td>Clinical Proficiency Evaluations (Level III B)</td>
<td>15%</td>
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<tr>
<td>• Midterm and Final</td>
<td></td>
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<tr>
<td>*** You MUST complete all clinical proficiencies at the level of a “3”***</td>
<td></td>
</tr>
<tr>
<td>• Clinical Site and ACI Evaluations</td>
<td></td>
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<tr>
<td>Surgical Observation</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>

Grading Scale: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = 59% and below
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 deduct points from your final grade.

Attendance and Class Preparation

Class attendance is required. Excused absences include university approved absences or those that I receive notification of (i.e. illness, doctor appointments, etc.) in a timely manner. Class begins at 8:00 a.m. Tardiness is NOT acceptable. After three late arrivals you will be given one unexcused absence. Two unexcused absences will automatically drop your grade by one letter (i.e., A to B, B to C, etc.).

Each student is expected to prepare for class by reading the assigned chapter(s) and handouts 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. Three unexcused absences will automatically drop your grade by one letter (i.e., A to B, B to C, etc.).

Each student is expected to wear appropriate lab clothing to class each day. Appropriate attire includes shorts, t-shirts, and/or wind pants. Students who come to class without lab clothing will be penalized with a tardy.

Practical Exams

Practical exams are designed to allow the student to demonstrate his/her competency in the application of specific therapeutic modality techniques. A problem solving format will be used that will allow students to demonstrate discrete techniques related to modality choice, equipment set-up, patient preparation, and modality application and removal.

Lab assignments and Application Sheets

Each lab assignment/worksheet will pertain to specific topic areas and should be handed in according to announced/posted due dates. These may include reading and presenting articles or performing mini experiments. You may work together on these lab assignments/worksheets; however, each student must turn in his/her own work to receive credit.

Students will be required to hand in application sheets which are records of their practice time with modality application over the semester. These will include documentation of modality, parameters, and patient reactions.

Assignments are DUE on the posted or announced date at the beginning of class. If an assignment is turned in late, points will be deducted from the assignment. Missed assignments can only be made up if absence was excused.

All missed and late assignments must be made up within one week of original due date unless prior arrangements are made with instructor or you will receive a zero grade. Communication is the key.

Critical Appraisal of Modality Use

Groups of students will appraise the modality usage at their clinical sites and the clinical problems they are being used to address. Then research evidence will be reported to support or contradict the usage seen at the clinical sites.

Professional Development

Continuing Education Units

There are a variety of continuing education opportunities offered each semester through the Department of Kinesiology, the Athletic Training Education Program, and many other sports medicine institutions or organizations. You are expected to obtain a total of 6 contact hours of continuing education. I will post other opportunities in ATEP lab or on Blackboard.

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

Notebook/Class Binder (MUST be separate section or notebook from Lecture Notes)
At the end of the semester, each student is required to turn in his/her course notebook for a grade. The notebook can be electronic (on thumb drive) or a three-ring notebook. If you choose electronic you will still need to turn in paper copies of table of contents, syllabus, and returned class work. It is expected to be neat and organized with section tabs (or file folders) with a table of contents.

The notebook should include lab notes, handouts, lab assignments, practical exam grading sheets, and clinical education documentation (i.e. hours, midterm evals, goal sheet). When returned, this notebook should be used for future study.

Clinical Education
Each student is required to complete all parts of the Clinical Education portion of this course. Failure to turn in will result in a grade of F or failure complete any of the parts of proficiency evaluation will result in a grade of C for the course. Please be aware of specific due dates for each section.

Clinical Hours
This course requires the completion of 250 clinical experience hours in the UT-A athletic training room or other approved clinical site. Each student is to record his/her daily hours using the ATrack System (www.atrackonline.com).

Clinical Education
Clinical Proficiency Evaluations and Clinical Site/Instructor Evaluations
• Midterm Clinical proficiency evaluations are due March 7, 2014 by 5 pm. Your Approved Clinical Instructor (ACI) does this on ATrack.
• Final Clinical Proficiency Evaluations are due April 18th, 2014 by end of day. The Clinical proficiencies are posted on ATrack. You are expected to print out the proficiencies to record your progress throughout the semester. Your Clinicap Preceptor will do these on ATrack.
  o NOTE: All proficiencies must be completed at the level of a “3” or you will receive a “C” in Clinical Practicum IV (KINE 4131). If you do have your ACI/CI turn in your clinical proficiencies you will receive an “F”.
• Clinical Instructor(s) Evaluation and Clinical Site Evaluation are due April 18th, 2014 by end of day via ATrack.

Self-Assessment/Clinical Rotation Goals/Orientation
• Each student is required to complete his/her Clinical Rotation Goals by Monday January 27, 2014. These goals are to be discussed and recorded on your Clinical Rotation Goal Sheet. These goals must be specific, measurable, attainable, and realistic. After review by your clinical practicum instructor, the goal sheets will be returned to you and it should be placed in your clinical portfolio.

Surgical Observation

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://www.web.utah.edu/catalog/content/general/academic_regulations.aspx#10. Paperwork can be obtained in MAC 147.

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://wweb.uta.edu/ses/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 [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity**

All 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.

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, 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](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 a 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](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.

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

Suzanne Beckett (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
- Off-Campus Connection http://libguides.uta.edu/offcampus
- Ask A Librarian http://ask.uta.edu

“Go check with the athletic trainer. That doesn’t look right.”
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/14</td>
<td>How to apply new principles to previously learned material</td>
</tr>
<tr>
<td>TH 1/16</td>
<td>Designing comprehensive Rehabilitation Programs and Manual Therapy Techniques</td>
</tr>
<tr>
<td>T 1/21</td>
<td>Manual Therapy Techniques</td>
</tr>
<tr>
<td>TH 1/23</td>
<td>Manual Therapy Techniques</td>
</tr>
<tr>
<td>T 1/28</td>
<td>Hip and Pelvis Rehabilitation Protocols</td>
</tr>
<tr>
<td>TH 2/4</td>
<td>Aquatic Therapy at the Pool (PEB)</td>
</tr>
<tr>
<td>T 2/6</td>
<td>Core strength assessment and Sahrmann Exercises</td>
</tr>
<tr>
<td>TH 2/11</td>
<td>Concepts of Core Rehabilitation</td>
</tr>
<tr>
<td>T 2/13</td>
<td>Rehabilitation of Vertebral Spine and Sacroiliac Region</td>
</tr>
<tr>
<td>TH 2/18</td>
<td>Rehabilitation of Vertebral Spine and Sacroiliac Region</td>
</tr>
<tr>
<td>T 2/20</td>
<td>Electrotherapy</td>
</tr>
<tr>
<td>TH 2/25</td>
<td>Electrotherapy</td>
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<tr>
<td>T 2/27</td>
<td>Electrotherapy</td>
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<tr>
<td>TH 2/28</td>
<td>Pairing Electrotherapy with Rehabilitation</td>
</tr>
<tr>
<td>T 3/4</td>
<td>Evidence Based Practice for Therapeutic Interventions for Upper Extremity</td>
</tr>
<tr>
<td>TH 3/6</td>
<td>Throwing Progressions and PREhabilitation for upper extremity</td>
</tr>
<tr>
<td>3/10-3/14</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>T 3/18</td>
<td>Rehabilitation of Shoulder</td>
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<tr>
<td>TH 3/20</td>
<td>Rehabilitation of Shoulder</td>
</tr>
<tr>
<td>T 3/25</td>
<td>Joint and Neural Mobilizations for Shoulder</td>
</tr>
<tr>
<td>TH 3/27</td>
<td>Therapeutic Ultrasound</td>
</tr>
<tr>
<td>T 4/1</td>
<td>Therapeutic Ultrasound</td>
</tr>
<tr>
<td>TH 4/3</td>
<td>Pairing Ultrasound with Rehabilitation</td>
</tr>
<tr>
<td>T 4/8</td>
<td>The link between the spine and the shoulder</td>
</tr>
<tr>
<td>TH 4/10</td>
<td>Rehabilitation of Elbow &amp; Forearm</td>
</tr>
<tr>
<td>T 4/15</td>
<td>Rehabilitation of Wrist &amp; Hand</td>
</tr>
<tr>
<td>TH 4/17</td>
<td>Rehabilitation of Wrist &amp; Hand</td>
</tr>
<tr>
<td>T 4/22</td>
<td>Joint Mobilizations Elbow, Wrist, and Hand</td>
</tr>
<tr>
<td>TH 4/24</td>
<td>Pulsed Shortwave Diathermy/ Light and Laser Modalities</td>
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<tr>
<td>T 4/29</td>
<td>Pulsed Shortwave Diathermy/ Light and Laser Modalities</td>
</tr>
<tr>
<td>TH 5/1</td>
<td>REVIEW</td>
</tr>
<tr>
<td></td>
<td><strong>PRACTICAL FINAL EXAM</strong></td>
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<td>Scheduled during exam week</td>
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KINE 5434 Therapeutic Interventions II
Tentative Laboratory Schedule – Spring 2014
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 "unsatisfactory" 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.