

KINE 5434
Therapeutic Interventions II
(4 credit hours)
SPRING 2018
M 1 - 3:50 pm AND W 1 - 4:50 pm
(Integrated lecture and clinical skills laboratory)
PEB 202

Instructors: Cindy Trowbridge, PhD, ATC, LAT
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Office Hours: W 11a- 12:50p; By appointment

Required Texts and Internet resources:

- Houglum P. (2016). *Therapeutic Exercise for Athletic Injuries*. 4th Edition
- Dengar C, Saliba E, and Saliba S. (2016). *Therapeutic Modalities For Musculoskeletal Injuries*. 4th Edition Lippincott Williams & Wilkins. Baltimore, MD.
- i-HEP (Home exercise program) - <https://i-hep.com/> - Student subscription
- *Athletic Training Educational Competencies*. 5th Edition. National Athletic Trainers' Association.



Supplemental Texts: Available in Dr. Trowbridge's Office or Library

- Watson T. Electrotherapy on the Web. <http://www.electrotherapy.org/>
- Knight KL and Draper DO. (2012). *Therapeutic Modalities: The Art and Science*. 2nd ed. Lippincott Williams & Wilkins. Baltimore, MD.
- Nyland J (2006). *Clinical Decisions in Therapeutic Exercise: Planning and Implementation*. 1st Edition.
- Andrews J, Harrelson G, and Wilk K. (2004). *Physical Rehabilitation of the Injured Athlete*. 3rd Edition.
- Hall C and Thein L (2011). *Therapeutic Exercise: Moving Toward Function*. 3rd Edition.
- Higgins M (2011). *Therapeutic Exercise: From Theory to Practice*. 1st edition.

Course Description

A study of the upper extremity and low back/hip/pelvis rehabilitation protocols and the use of manual therapy techniques (muscle energy, massage, positional release) and electrophysical therapeutic modalities (e.g., cold, hot, ultrasound, diathermy, laser, and electric stimulation) will guide the course. Emphasis will be placed on understanding the disablement model and learning how to plan, implement, document, and evaluate programs for the rehabilitation and reconditioning of injuries and illnesses of athletes and others involved with physical activity. Use of manual therapy techniques and the operation of electrophysical therapeutic modalities and how they can be incorporated into a rehabilitation program will be investigated. The Janda Model of addressing muscle imbalances will also be used to guide the development of therapeutic programs (i.e., *Inhibit, Lengthen, Activate, and Integrate*). The underlying principles and application techniques for each modality, therapeutic exercise progressions, patient clinical goals, legal and safe practice guidelines, and evidence based therapeutic modality science will allow for critical thinking and problem solving in relation to common upper extremity and low back/hip/pelvis injuries. Both surgical and non-surgical rehabilitation models for the upper extremity and hip/pelvis/low back will be discussed with a special emphasis on the use of functional progressions. **Concurrent enrollment in KINE 5140.**

Course Objectives

1. To provide entry-level master students in the Athletic Training Education Program (ATEP) with the knowledge of select therapeutic modalities and therapeutic musculoskeletal rehabilitation and reconditioning. Specific emphasis will be placed on electric modalities and the upper extremity and low back/hip/pelvis. These skills are necessary for effective performance as athletic trainer in a rehabilitation setting.
2. To provide understanding of the underlying principles and techniques of safe and efficient application of select therapeutic modalities and prescription of upper extremity and low back/hip/pelvis musculoskeletal rehabilitation programs.
3. To present the art and science of evidence based learning as it pertains to therapeutic modalities and musculoskeletal rehabilitation and conditioning. Students will be taught how to critically read and assess peer-reviewed literature as it relates to therapeutic modalities and musculoskeletal rehabilitation.
4. To provide athletic training students with knowledge and skills related to the following educational competencies contained in the Athletic Training Education Competencies (5th ed).
 - a. **Therapeutic Interventions: TI 1-20 (specific to upper extremity/low back/hip/pelvis, manual therapy, and electrophysical modalities).**
 - b. **Clinical Examination: CE 7,8,9.**
 - c. **Evidence Based Practice: EBP 9-14.**
5. To expose entry-level master students to the four main components of problem solving approach of therapeutic exercise design: 1) assess needs, 2) develop plan, 3) implement plan, and 4) evaluate plan.
6. To allow for **active learning** and active participation throughout class.
7. To allow for critical thinking that involves application of scientific knowledge and problem solving to musculoskeletal rehabilitation program prescription.
8. To provide entry-level master students with further understanding and application of the Foundational Behaviors of Professional Practice of Athletic Training.
 - a. Primacy of patient; Teamed approach to patient; Legal practice; Ethical practice; Advancing knowledge; Cultural competence; Professionalism.
9. To assess knowledge and skills through assignments and examinations.

Active Learning and Class Participation

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 or kinesiology student. Use the vast number of resources (perceptors, internship mentors, 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 musculoskeletal rehabilitation skills and techniques; if you do this you will succeed every time.

As a class, we will also be following the student authored: *Commitment to Fostering and Maintaining a Rich Learning Environment* document.

Student Learning Outcomes

After completing this course, students should be able to:

1. identify indications, contraindications, and precautions applicable to electrophysical therapeutic modalities (e.g., thermal, acoustic, electrical, and manual therapeutic modalities and musculoskeletal rehabilitation).
2. apply the concepts of evidence based practice to produce a critically appraised topic review.
3. understand the terminology, principles, and applications of manual therapy and electrophysical therapeutic modalities (e.g., ultrasound, diathermy, laser, and electric stimulation).

4. understand the terminology, principles, and basic concepts of musculoskeletal rehabilitation planning for the upper extremity and low back/hip/pelvis.
5. understand the terminology and process of different types of orthopedic surgeries.
6. integrate the use of musculoskeletal exercises and techniques to meet the needs of the individual patient.
7. develop a rehabilitation treatment plan based on the results of a thorough injury assessment and evaluation.
8. critically think and problem solve using the most recent evidence based medicine.

Overall Class Expectations

Each student is expected to prepare for class by reading book material **prior** to class.

In-Class Participation

Students are expected to participate in all aspects of class. Points will be assigned for participation, which includes answering in-class questions and participating in laboratory activities.

Closing the loop is essential after class to maximize your learning experience. Each student is expected to review material presented and come prepared to ask questions or “go deeper” with material.

Tentative Evaluation:

<u>Knowledge</u>	65%
Written Unit Exams	
TEST 1	10%
TEST 2	10%
TEST 3	10%
TEST 4	10%
Quizzes	10%
Lab Worksheets/Therapeutic Planning Cases/ Technique Application Scenarios	5%
Evidence Based Moments	10%
<u>Clinical application</u>	30%
Lab Practical Exams	
Midterm and Final	10%
Clinical Queries	10%
Therapeutic Interventions Guidebook	10%
Evidence Based Medicine Case Study Project	10%
Professional Development	5%
Completed Course Notebook, Attendance, and Active class participation,	

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. *An academic digression report will be completed if key assessments (quiz averages, tests, and practical exams) fall below an 80%. These academic digression reports will be filled out by instructor, reviewed with student, and filed with Program Director. Academic digressions are not meant to be punishment, but are to make the student aware of academic shortfalls in the AT Program.*

As a policy of the University of Texas at Arlington (UTA) outlined in the official Graduate Catalog, graduate credit will be given for grades of A, B, or C for work done at UTA, subject to the following conditions:

1. The student must maintain a B average in all work done in the major.
2. The student must maintain a B average in all work done in the minor.
3. The student must maintain a B average in all advanced work.

Attendance

At University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance.

As the instructor of this section, class attendance is **required**. **Two absences** will automatically drop your grade by one letter (i.e., A to B, B to C, etc.). **Tardiness** is not acceptable. Class starts on time each day for each section. If you accumulate 3 tardies, I will give you one (1) absence.

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 and you are encouraged to contact instructor for essential details.

Remember: Poor planning on your part is not an emergency on my part.

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.

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.

Computers can be used in class to facilitate learning. However if they are used to “surf” the web or perform tasks that are outside of class learning objectives, then the instructor has the right to request that you leave the class. Please respect your classmates and their learning as your texting, “surfing”, and computer/phone use that is not related to class is very distracting and not an example of team learning.

Assignments

Assignments are **DUE** on the posted or announced date at the beginning of class or via Blackboard submission. Late assignments **are accepted** but points will be deducted from the assignment. If an assignment is not completed within one week of posted due date you will receive a **zero grade** for that assignment.

Tests

There will be four (4) unit exams for this class. Exams will be multifaceted with recall, application, and analysis questions throughout. Exams will include multiple choice, short answer, and problem solving questions. Use your lecture notes, textbooks, and assignments to prepare yourself for the exams.

- Exams may be in-class portions or Blackboard portions.

Quizzes

There will be weekly Blackboard quizzes due **each Sunday at 11:59 pm**. Quizzes will be on material covered or readings assigned. Some quizzes will be offered in-class (announced or unannounced). Missed quizzes can **only** be made up if arrangements are made with instructor. All missed quizzes **must** be made up within **one** week of original due date. If you are late on an in-class quiz day, you will have the time remaining after your arrival to take the quiz.

Study Guides

Throughout the semester there will be study guides posted on Blackboard for review of material. Each study guide should be submitted in according to due date posted. **You may work together on these study guides; however, each student must turn in his/her own work to receive any credit.** These are **not graded for content**, but are used to monitor class participation and their completion can be used for *Professional Development* section of grade.

Lab worksheets and/or Therapeutic Planning Cases

Students will complete designated worksheets and/or assignments in and outside of class designed around the development of therapeutic interventions. Throughout the semester there will be lab worksheets posted on Blackboard and therapeutic planning cases given in class. You are encouraged to use i-HEP and your lecture, article, and textbook resources for these activities. Each worksheet or planning case will pertain to specific topic areas and should be submitted in according to due date posted and in format requested. **You may work together on these activities; however, each student must turn in his/her own work to receive credit.**

Clinical Application Sheets

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.

Practical Exams

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

Evidence Based Moments and Clinical Queries

Evidence Based Moments: You will be required to present research article(s) within the topic of therapeutic interventions. Dr. Trowbridge will assign articles and you will summarize the article (Background, Purpose, Methods, Results, and Conclusions) and present to the class using **PowerPoint presentation**. Presentations should not be longer than 5-8 minutes and should focus on the clinical bottom line (take home message). Grades for presentation will be assigned based on rubric that focuses on content and quality of presentation. Specific examples will be provided for assistance.

Clinical Query PowerPoints: Clinical questions will be assigned to teams of two-three people with the goal of providing a graded clinical recommendation. You will be asked to obtain 2-3 articles. Students will present clinical query and answer(s) to clinical query with evidence from articles using **PowerPoint presentation**. All presentations will end with clinical bottom line(s)/take home messages(s) that will guide clinical practice. Grades for presentation will be assigned based on rubric that focuses on content and quality of presentation. Specific examples will be provided for assistance.

Therapeutic Interventions Guidebook/Algorithms

Throughout the semester you will be continuing to develop a guidebook to clinical problems and solutions via therapeutic interventions. The format for this guidebook will be up to the student, but must be logical and contain all of the clinical problems that are assigned. More information will be provided to guide student and a rubric for grading will be developed. This guidebook will be designed for you to use in the future as a reference resource.

Evidence Based Medicine Case Study Presentations

The Evidence Based Medicine Case Study presentation is designed so each student can explore a therapeutic rehabilitation case developed by Dr. T. The student(s) will design therapeutic interventions based on phase of healing and specific criteria requested. Evidence in the form of research articles will need to be provided to support the types of interventions. More details regarding the presentations will be posted on Blackboard and discussed in class. **Important due dates will be posted on Blackboard site as these presentations will occur in pairs and groups.**

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 12** hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

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 of all course material and assignments with a small three-ring notebook with paper records of syllabus, handouts, quizzes, and other in-class material. 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, quizzes, worksheets, lab activities, and other assignments. Three-ring 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://catalog.uta.edu/academicregulations/grades/#undergraduatetext>; for graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>. For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>.

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/aao/fao/>).

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses 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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS

database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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 in hallway outside PEB 202 [Emergency Fire Exit Stairs]. 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 individuals with disabilities.

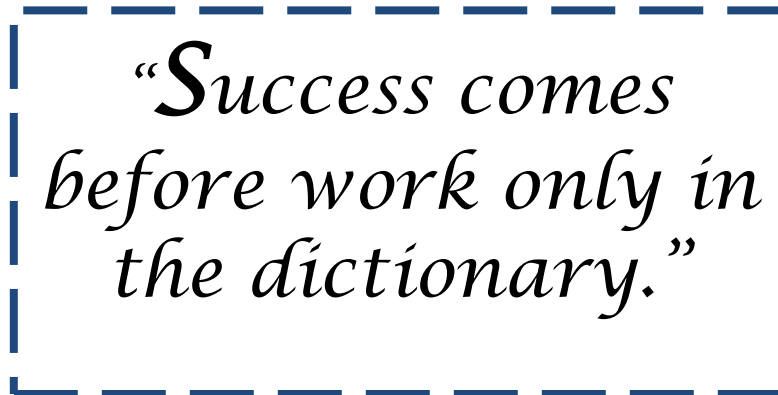
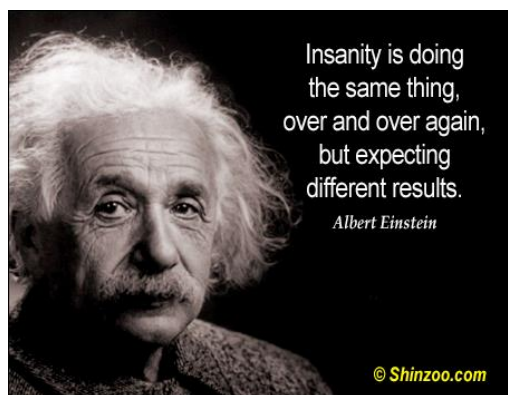
Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911 - Address is 801 Greek Row Dr. - 2nd Floor - 202

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 <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

Librarian to Contact

For assistance with your library needs in this course, please consult:
[Peace Ossom Williamson](mailto:peace@uta.edu) (peace@uta.edu); Central Library; 817.272.6208



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Tentative Schedule - Spring 2018

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	Date	Topic - Unit #1	Textbook	
Week 1	1/17	Course Introduction/Syllabus Review - Principles of Rehabilitation/Building Blocks/Goal Setting/Pain Theories/Patient rated outcome scales/Return to Play Criteria	Review necessary chapters in Denegar and Houglum plus class notes CH 16 (Houglum)	
		Positional Release and Muscle Energy Principles PRT/MET for Lower leg, knee, thigh, hip and pelvis	CHs 17 & 18 (Denegar) CHs 16,17,22,23 & 24 pp.420-1 (Houglum)	
	Date	Topic - Unit #1	Textbook	
Week 2	1/22 & 1/24	Rehabilitation of Hip Joint and Pelvis <i>Evidence Based Moments - PRT/MET</i> (See EBMs on BlackBoard)	CH 24 (Houglum)	
		Review of Electromagnetic Spectrum/Modality Laws Introduction to Principles of Electrical Stimulation	CHs 1 & 7 (Denegar)	
	Date	Topic - Unit #1	Textbook	
Week 3	1/29 & 1/31	Finish Hip Joint and Pelvis Principles and Clinical Application of Electrical Stimulation for Pain Relief and Sensory Swelling Reduction	CH 24 (Houglum) CHs 7 & 8 (Denegar)	
		Oscillation Therapy/Intermittent Compression Therapy Biofeedback	CH 18 (pp. 320-321) (Denegar) CH 9 (pp. 177-180) (Denegar)	
	Date	Topic - Finish Unit #1	Topic - Begin Unit #2	Textbook
Week 4	2/5 & 2/7	FINISH/REVIEW OF UNIT #1 CONCEPTS <i>Evidence Based Moments - Hip Rehab/Pain Estim</i> (See EBMs on BlackBoard)		
		TEST - UNIT #1 - Wednesday UNIT #2 - Principles of Electrical Stimulation for Muscle Contraction, Wound Healing, and Medication Delivery		CH 9 (Denegar)
	Date	Topic - Unit #2		Textbook
Week 5	2/12 & 2/14	Clinical Application of Electrical Stimulation for Muscle Contraction, Wound Healing, and Medication Delivery		CHs 7, 8 & 9 (Denegar)
		Concepts of Core Stabilization and Assessment <i>Evidence Based Moments - Muscle/Wound/Ionto Estim</i> (See EBMs on BlackBoard)		CH 17 (Houglum)

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	Date	Topic - Unit #2	Textbook
Week 6	2/19	Rehabilitation of Spine and Sacroiliac Region	CH 18 (Houglum)
	& 2/21	Traction Therapy	CH 18 (pp. 315-320) (Denegar)
		Rehabilitation of Thoracic Spine/Ribs/Scalenes	

	Date	Topic - Unit #2	Textbook
Week 7	2/26	<i>Evidence Based Moments - Low Back/Thoracic/Ribs</i> (See EBMs on BlackBoard)	
	& 2/28	Spine, Sacroiliac, Thoracic Spine and Ribs Therapeutic Protocols	
		TEST-Unit #2 - Wednesday Postural Assessment and Therapeutic Interventions	

Week 8: Practical Exam for Midterm - Muscle Energy; Positional Release; Pain Electrical Stimulation and Specific Hip Rehabilitation

	Date	Topic - Unit #3	Textbook
Week 8	3/5 & 3/7	Principles and Clinical Application of Therapeutic Ultrasound	CH 12 & 13 (Denegar)

SPRING BREAK - March 12th-16th

	Date	Topic - Unit #3	Textbook
Week 9	3/19	<i>Evidence Based Moments Ultrasound</i> (See EBMs on BlackBoard)	
	& 3/21	Principles and Clinical Application of Shortwave Diathermy	CH 12 & 13 (Denegar)
		Principles of Laser and Light Therapy	CH 14 & 15 (Denegar)

	Date	Topic - Unit #3	Topic - Unit #4	Textbook
Week 10	3/26	Clinical Application of Laser and Light Therapy		CH 14 & 15 (Denegar)
	& 3/28	<i>Evidence Based Moments Diathermy</i> (See EBMs on BlackBoard)		
		TEST - UNIT #1 - Wednesday UNIT #3 - Introduction to Shoulder Rehabilitation Role of the Scapula		

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	Date	Topic - Unit #4	Textbook
Week 11	4/2	Overhead Sports and Throwing Mechanics Rehabilitation of Shoulder and Shoulder Girdle	CH 19 (Houglum)
	&	WEDNESDAY:	
	4/4	<i>No Class - Interprofessional Education Day</i> <i>ASSIGNMENTS will be completed online</i>	

	Date	Topic - Unit #4	Textbook
Week 12	4/9	Rehabilitation of Shoulder and Shoulder Girdle	CH 19 (Houglum)
	&	<i>Evidence Based Moments Laser & Light/Shoulder Exercises</i>	
	4/11	(See EBMs on BlackBoard)	
		Rehabilitation of Elbow and Forearm	

	Date	Topic - Unit #4	Textbook
Week 13	4/16	Rehabilitation of Elbow and Forearm	CH 20 (Houglum)
	&	Throwing Progressions	
	4/18	<i>Evidence Based Moments Shoulder Protocols</i> (See EBMs on BlackBoard)	

	Date	Topic - Unit #4	Textbook
Week 14	4/23	Rehabilitation of Wrist and Hand	CH 21 (Houglum)
	&		
	4/25		

	Date	Topic - Unit #4 and REVIEW	
Week 15	4/30	<i>Evidence Based Moments Elbow/Wrist/Hand</i> (See EBMs on BlackBoard)	
	&	Group EB Case Study Presentations on Wednesday	
	5/2		

TEST Unit #4: Monday May 7th - 11 am - 1:30 pm

FINAL PRACTICAL EXAM

Week of Monday 5/7 - Friday 5/12 - TBD