

Fall 2023

KINE 4328-001 Athletic Therapeutic Exercise

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Office Hours: Tuesday and Thursday- 900 AM or by appointment

Textbook:

Therapeutic Exercise for Musculoskeletal Injuries; 4th Edition, ISBN 978-1-4504-6883-1, Peggy A Houglum

Class Meeting: T / TH @ 8 am to 9 am;

Course Description:

This course is designed to provide both a theoretical and clinical basis for the use of therapeutic Exercise in the rehabilitation setting, as well as impart knowledge pertaining to the physiological effects, indications, contraindications, and applications of therapeutic rehabilitation of all athletic injuries. **Prerequisites or Co-requisites:** ATH TRGN I/II

Purpose of Course:

The purpose of this course is to understand therapeutic exercise which enables a clinician to effectively choose the most effective treatment options based on the current research, clinical circumstances, and patient preferences.

Style of Teaching

The objectives of this course will be met through an integrated teaching style that will include discussion, the use of pop quizzes, and PowerPoint presentations. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class.

Learning Objectives

Students Shall:

1. Discuss the qualities of professionalism in rehabilitation

2. Discuss the principles, goals, and objectives of rehabilitation
3. Describe the relationship among goals, progression, and examination
4. Identify the healing phases
5. Identify the primary factors of subjective examination
6. Define the SOAP note and explain its significance in rehabilitation
7. Define the difference between the range of motion and flexibility
8. Explain the proprioceptive exercises for upper and lower body exercises
9. List of PNF techniques commonly used in rehabilitation and their purposes
10. Discuss an example of the use of proper body mechanics by the rehabilitation clinician during a treatment program
11. Discuss the general concept of gait and abnormal gait
12. Describe the mechanical differences between walking and running
13. Identify and discuss the physical properties of wear that affect the ability to exercise in water
14. Understand how to appropriately progress an athlete regarding their injury

Attendance

Attendance for the class is mandatory

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Grade calculation	Grade (Points)	Grading Scale	
Class attendance/Participation/Pop Quizzes/Labs/Discussions	50%	90 and Above	A
Exams – Mid-term / Final	50%	69 to 79%	C
		59 to 69%	D
Total percentage of grade	100%	59% and Below	F

No Late Assignments Will Be Accepted.

No Credit Will Be Given for Any Late Assignments.

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related to injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Integrity Statement

Academic integrity represents the choice to uphold ethical responsibility for one's learning

within the academic community, regardless of audience or situation.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

ADA Statement

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu.

Week	Tuesday	Thursday	Activity
1	8/29	8/31	Review Syllabus and Chapter one
2	9/5 No Class	9/7	Chapter 2-Healing and Chapter three - Physics
3	9/12	9/14	Chapter 4 Exam, Records, SOAP notes, and progression
4	9/19	9/21	Chapter 5 ROM, Chapter 6 Proprioception, Chapter 7 Strength
5	9/26	9/28	Chapters 8 and 9 -Plyo and Functional
6	10/3	10/5	Chapter 10 and chapter 11
7	10/10	10/12	Review and Midterm
8	10/17	10/19	Chapter 12 Aquatics and Chapter 13 Manual Therapy
9	10/24	10/26	Chapter 14 Equipment and Chapter 15 body considerations
10	10/31	11/2	Chapter 16 - create a program; Chapter 17/Chapter 24 hip/Pelvic
11	11/7	11/9	Chapters 19 and 20 Shoulder and elbow
12	11/14	11/16	Chapters 23 and 22 - knee and ankle
13	11/21	11/23	No Class for Thanksgiving
14	11/28	11/30	Spine
15	12/5		Review

Finals to be TBA

Zoom Etiquette for Classes

- 1. Join the meeting early** – Show your respect for the other meeting attendees, and join a Zoom meeting up to five (5) minutes before it is scheduled to start.
- 2. Dress appropriately** – One of the magical things about working remotely is the freedom to wear anything to work. It's the dream, right? Still, there is no reason to show your fellow students your PJs and bedhead. Take a few minutes to throw on a clean shirt and brush your hair. The best part of actually getting ready while attending class remotely is that you will put yourself in the right headspace to be productive.
- 3. Be aware of your surroundings** – Your fellow students will not be able to hear your ideas or take you seriously when there is a pile of dirty clothes in the corner behind you. You also want to avoid looking like you work from the inside of a cave because of bad lighting. Adjust your work setup so that you face a window or are exposed to plenty of light. And make sure your background is professional and work-appropriate. This means:
 - No beds (unmade or made) in the background
 - No messy rooms or open closets where everyone can see your clutter
 - No NSFW artwork

While kids and pets are adorable (and a much-needed distraction when you're feeling overwhelmed), your fellow students will not love having to talk over a screaming child or barking dog. So, be mindful of noise.
- 4. Mute your microphone when you are not talking** – There is nothing more frustrating than hearing that alien echo noise from conflicting microphones. Save everyone from the ear-splitting madness by

joining the meeting while on mute. Unless you live alone, your house is probably pretty noisy these days. Muting your microphone when you're not speaking allows other participants to chime in and share their thoughts without distraction or frustration.

5. Have your camera turned on – Remember to look into the camera when talking instead of looking at yourself. If you are looking at yourself on the screen while you are talking, it will seem like your attention is elsewhere. Direct eye contact with the camera while speaking gives attendees the impression that you are looking at them rather than off to the side, which creates an environment where everyone feels engaged and present in the conversation. Again, as much as possible, position your web camera and monitor at eye level so you can look into the camera and simulate that eye-to-eye connection with other attendees. If you are sharing a screen to discuss a report, chart, worksheet, etc., try to place the image on your screen close to your webcam, this will help your eyes align with the camera.

6. Speak up – Don't be afraid to project your voice. Your classmates will appreciate being able to hear you without having to strain their ears or turn their volume all the way up.

7. No food allowed – Try to eat a snack before your virtual class. No one wants to see you stuff your face with chips while discussing coursework. Not only is it distracting to others, but you also will not be able to focus on the task at hand because you will be worried about dropping crumbs all over your keyboard.

8. Stay seated and stay present – It may be tempting to check your inbox or carry on a side conversation during a dull moment in a meeting, but don't do it. You might miss out on key information or an opportunity to give input. If you are using your webcam, use attentive body language: sit up straight, do not make big extraneous movements, and do not let your eyes wander too much.

