

# COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

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1. ADDITION \_\_\_ REVISION \_\_\_ TERMINATION \_\_\_

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2. IF REVISION: denote changes (i.e. Title only; Title, CIP and Description; etc.):

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3. COURSE NUMBER \_\_\_

4. COURSE TITLE \_\_\_\_\_

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5. IF REVISION: Previous Course No. \_\_\_\_\_ Previous Title \_\_\_\_\_

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6. FOR ADDITIONS AND REVISIONS -  
FIRST TERM/YEAR TO BE OFFERED:

Fall\_\_\_ Spring\_\_\_ Summer\_\_\_ Term\_\_\_\_\_

7. FOR TERMINATIONS ONLY -  
LAST TERM/YEAR TO BE OFFERED:

Fall\_\_\_ Spring\_\_\_ Summer\_\_\_ Term\_\_\_\_\_

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8. COLLEGE:

9. DEPARTMENT NAME:

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10. CIP CODE (Classification of Instructional Program / US Bureau of Labor Statistics): \_\_\_\_\_

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11. FIXED CREDIT HOURS: YES\_\_\_ NO\_\_\_

\_\_\_ Total Credit Hours

\_\_\_ Lec Contact Hours

\_\_\_ Lab Contact Hours

\_\_\_ Other Contact Hours

12. VARIABLE CREDIT HOURS: YES\_\_\_ NO\_\_\_

\_\_\_ Min Total Credit Hours \_\_\_ Max Total Credit Hours

\_\_\_ Min Lec Contact Hours \_\_\_ Max Lec Contact Hours

\_\_\_ Min Lab Contact Hours \_\_\_ Max Lab Contact Hours

\_\_\_ Min Other Contact Hours \_\_\_ Max Other Contact Hours

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13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES\_\_\_ NO\_\_\_ If YES, total number of times course can be taken \_\_\_\_\_

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14. MAXIMUM ENROLLMENT ALLOWED FOR COURSE: \_\_\_\_\_ Justification of maximum enrollment:

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15. CLASS SCHEDULE TYPE/ FACULTY WORKLOAD: Choose appropriate schedule type:

Faculty Workload: \_\_\_\_\_

Class schedule type justification:

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16. COURSE LEVEL:

17. GRADE TYPE:

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18. DEVELOPMENTAL COURSE: YES\_\_\_ NO\_\_\_

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19. CROSS-LISTED COURSE:

YES\_\_\_ WITH \_\_\_\_\_ NO\_\_\_

20. SPECIAL COURSE FEE? (Must be Board approved)

YES\_\_\_ Amount \$ \_\_\_\_\_ NO\_\_\_

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21. Required faculty qualifications to teach this course:

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22. GENERAL EDUCATION COURSE: YES \_\_\_\_\_ NO \_\_\_\_\_

If yes, please select one general education category:

If yes, please select up to three general education learning goals that reflect the priorities for student learning in the course. Please rank these in priority order, i.e. 1,2,3 by inserting the numbers/rankings into the boxes:

- \_\_\_\_ General Education Learning Goal 1: Ethical Reasoning
- \_\_\_\_ General Education Learning Goal 2: Global Learning
- \_\_\_\_ General Education Learning Goal 3: Information Literacy
- \_\_\_\_ General Education Learning Goal 4: Written Communication
- \_\_\_\_ General Education Learning Goal 5: Oral Communication
- \_\_\_\_ General Education Learning Goal 6: Critical Thinking
- \_\_\_\_ General Education Learning Goal 7: Quantitative Literacy

If the proposed new or revised course is a General Education course, please provide a short rationale why this course should be considered as a general education course.

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Attach the following:

- a) Class syllabus using the syllabus template.
- b) Memo from Library Dean assessing available and needed library resources and services.
- c) If applicable, memos from Department Chair(s) in affected department(s) stating support or that issues/conflicts are resolved.

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COURSE APPROVAL SIGNATURES

Department Chairperson

Jason D.  
Waggoner

Digitally signed by Jason D.  
Waggoner  
Date: 2020.02.04 17:05:51 -0500

Educator Preparation Committee

Dean of Kent Library

Barbara C.  
Glackin

Digitally signed by Barbara C.  
Glackin  
Date: 2020.02.04 16:33:51 -0500

General Education Council

College Council

Joe Pujol

Digitally signed by Joe Pujol  
Date: 2020.02.19 09:01:17  
-0500

Graduate Council

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To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the **email must come from your Southeast email account.**

**Registrar's Office Use Only**

SCACRSE \_\_\_\_\_ Degree Audit \_\_\_\_\_ Bulletin \_\_\_\_\_ Degree Map \_\_\_\_\_ SHATATR \_\_\_\_\_

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## Instructions for Completing Course Approval/Change Document

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1. Is the course an Addition, Revision or Termination?
2. If Revision: Please list changes being made to course such as title change; or title, CIP, and description change, etc.
3. Course Number: Two letters (choose discipline from drop down menu) and three numbers (i.e., EN 140). For course additions, ask for a list of available course numbers from the Registrar's Office.
4. Course Title: Full title of course.
5. If Revision: Indicate previous course number and/or title if change has been made. A new course number must be used if the revised course is not equivalent to the previous course offered.
6. For Additions and Revisions-First Semester/Year To Be Offered: Indicate first semester/year course is to be offered or when changes to the revised course will be put into place.
7. For Terminations Only-Last Semester/Year To Be Offered: Indicate last semester/year course is to be offered. For course terminations skip questions 10-22.
8. College Name: Choose the College Name from drop down menu. UI/IU courses belong to the School of University Studies.
9. Department Name: Choose the Department Name from drop down menu. UI/IU courses belong to the School of University Studies.
10. CIP Code: Enter six digit code number. Contact Institutional Research for information.
11. Fixed Credit Hours: Enter the total credit hours student will earn for course. Lecture, Lab, and/or Other Contact Hours should be completed as appropriate. Lecture contact hours should equal the student credit hours earned for the lecture component of the class. Lab contact hours will in most cases be entered as a 2 to 1 ratio (2 contact hours equals 1 student credit hour) for the lab component of the class. Other Contact hours will be entered for field experience courses, internships, practicums, etc.
12. Variable Credit Hours: If course is variable credit hour, indicate total minimum hours and total maximum hours for which credit can be received. Indicate minimum and maximum lecture, lab, and/or other contact hours as appropriate. See 10 for more detailed instructions.
13. Can This Course be Taken for Additional Credit: Indicate if students will be allowed to enroll in this course more than once for additional credit. NOTE: If the course allows for multiple repeats, it is outside the normal repeat procedure. If a student making a grade of 'D' or 'F' wants to repeat the course for a better grade, special handling is required.
14. Maximum enrollment allowed for course: Indicate the total number of students allowed to enroll in this course and the justification for that maximum.
15. Class Schedule Type/Faculty Workload: See Class Schedule Types sheet on Document Share for appropriate type of course and faculty workload.
16. Course Level: Choose appropriate course level from drop down menu. 500 level courses are mixed undergraduate/graduate.
17. Grade Type: Indicate if course is standard grade (A, B, C, etc.) or Credit/No Credit
18. Developmental Course: Indicate if course is to be offered for degree credit or developmental credit.
19. Cross-listed Course: List course that is cross-listed across disciplines (e.g., PY120/CF120)
20. Special Course Fee: Indicate course fee amount as approved by Board of Regents
21. Required faculty qualifications: What are the degrees, areas of specialty, and/or other characteristics of a faculty member that would qualify them to teach this course.
22. General Education Course: Choose NO, or the category in which the course falls and the general learning goals.

## Class Syllabus Template

**Course Number:** TX 651

**Course Title:** Therapeutic Interventions in Athletic Training II

**Catalog Description:** The underlying theories and application of the use of therapeutic exercise in athletic training practice.

**Prerequisites:** TX 650 – Musculoskeletal Assessment

**Co-requisites:**

**Credit Hours:** 3.0 Hours

**Semester:** Fall

**Class Meeting Time(s), location and format:** Face to Face

**Instructor:** TBD

**Instructor Contact Information:** TBD

**Concerns:** Questions, comments or request regarding this course should be taken to the instructor. Unanswered questions or unresolved issues about this class can be directed to Jason Wagganer, interim chairperson, at 573-651-2197 or [jwagganer@semo.edu](mailto:jwagganer@semo.edu)

**Course Learning Outcomes:**

1. Students will be able to compare surgical procedures for a variety of orthopedic conditions.
2. Students will be able to construct a treatment plan to address aspects of the healing process.
3. Students will be able to design a rehabilitation program for an athletic injury.

**Course-specific Required Materials:**

Houglum P., *Therapeutic Exercise of Musculoskeletal Injuries*. 4<sup>th</sup> ed. Human Kinetics Publishing. ISBN 97-1-4504-6883.

Assigned Journal Articles

**Course Content:**

Topic	Hours
Concepts of Rehabilitation Planning	1.5
The Healing Process	3
Concepts of Physics in Rehab	1.5
Psychological Aspects to Healing	1.5
Examination and Assessment for Rehabilitation	3.0
Range of Motion and Flexibility Interventions	1.5
Proprioception Interventions	1.5
Concepts of Strength and Endurance	1.5

Functional Assessments	1.5
Ambulation and Ambulation Aids	3
Aquatic Therapy	1.5
Manual Therapy: Joint Mobilizations	3
Rehabilitation of the Foot, Ankle, Leg	3
Rehabilitation of the knee	3
Rehabilitation of the Hip and Pelvis	3
Rehabilitation of the Shoulder and Arm	3
Rehabilitation of the Elbow & Forearm	3
Rehabilitation of the wrist and Hand	3
Rehabilitation of the Spine	3
Total	45 Hours

### CAATE Curricular Content Standards

1. Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery. (CAATE – 58)
2. Develop a care plan for each patient. The care plan includes (but is not limited to the following): (CAATE – 69)
  - a. Assessment of the patient on an ongoing basis and adjustment of care accordingly.
  - b. Collection, analysis, and use of patient-reported and clinician-related outcome measures to improve patient care.
  - c. Consideration of the patient’s goals and level of function in treatment decisions.
  - d. Discharge of the patient when the goals are met or when the patient is no longer making progress.
3. Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (But are not limited to) the following: (CAATE – 73)
  - a. Therapeutic and Corrective Exercise
  - b. Joint mobilization and manipulation
  - c. Soft tissue techniques
  - d. Motor control/proprioceptive activities
  - e. Task-specific training
  - f. Therapeutic Modalities
  - g. Home care management
  - h. Cardiovascular training
4. Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions. (CAATE – 74)
5. Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions: (CAATE – 79)
  - a. Osteoarthritis
6. Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the clients activity. (CAATE – 82)
7. Select and use biometrics and physiological monitoring systems and translate the data into effective preventative measures, clinical interventions, and performance enhancement (CAATE – 87)

### **Grading Scale and Policies:**

The grading for this course will be an average of points for the semester. Each assignment will be worth a specific point total toward the overall grade. The percentages for each section are listed below:

#### **Grading Scale**

90.00 – 100.00% - A

80.00 – 89.99% - B

70.00– 79.99% - C

<70.00% - F

\*\* Students must achieve a “C” or higher in all courses in the Athletic Training curriculum to matriculate through the program. Failure to achieve a “C” or higher will result in an intervention as described in the Program’s student handbook.

### **Evaluation of Learning**

#### **Quizzes:**

There will be unannounced quizzes throughout the semester to ensure that students are keeping up with the assigned readings and understanding the material. These quizzes will cover lab material, in class lectures and out of class readings. Quizzes that are missed due to tardiness or unexcused absences will not be allowed to be made up.

#### **Out of Class Assignments/Late Work**

There will be assignments given out on a periodic basis that are to be completed by the due date. These assignments will be given to you in class, by email or on Moodle. Students are expected to submit all assignments through Moodle. All assignments are due when class begins on the due date unless otherwise specified. **NO LATE WORK WILL BE ACCEPTED!!!** Make-up work must be done in a timely fashion and due dates for excused absences will be given on an individual basis. Work missed due to unexcused absences will not be allowed to be made-up under any circumstances.

#### **Pre-Class Work:**

There will be occasions when students will be required to complete readings/assignments before coming to class in order to facilitate lab sessions and understanding of the material. Failure to complete the work will leave you unprepared for the lab and may cause you to be not allowed in class for the day as you will detract from the learning experience and result in an unexcused absence. This will be your “admittance ticket” to class.

#### **Assigned Readings:**

Students are expected to complete the assigned readings before class in which the material is due to be covered. These dates are listed on the syllabus. This will assist the student in learning and retaining the material that is presented in class. Due to the content of the course and the limited time that is available for this semester, some material may be assigned as a self-study chapter. The instructor reserves the right to give a quiz over any assigned readings at any time to ensure that you are keeping up with the work.

#### **Exams:**

There will be five exams over the course of the semester (Four in class and a comprehensive final exam). These examinations will cover material from the textbook, material presented in class and homework assignments. As is the case with every athletic training course you will take the material builds on previous knowledge so some of the exams may be somewhat comprehensive in nature.

#### **Final Notebook:**

Each student will be required to submit a notebook with all of the materials acquired during this course. This should include lecture notes, handouts and check-offs etc. This notebook will be due when you come to take the final exam. A grading rubric will be attached to the end of this syllabus explaining grading criteria. Any attempt to share typed notes or academic dishonesty on this will result in a ZERO for the assignment. This is designed to be a resource for you.

**Research Summaries:**

Students at this level need to be aware of the importance of research in the field. Being able to read and critically examine the research in the field is extremely important for your professional development. Textbooks take an extended amount of time to publish so even the information in your book may be outdated by now. Therefore, I will supply current research articles for various chapters throughout the semester. For each article that is posted the student will be required to write a summary (Annotated bibliography). The requirements will be a minimum of ½ page, single spaced, Times New Roman Font, size 12 and 1” margins. Failure to follow the requirements of this assignment will result in a ZERO for the assignment.

**Clinical Skill Sheets:**

For certain topics presented in class there will be clinical skill sheets demonstrating competency in a specific clinical skill. These forms will be made available to you and must be completed on the day they are due. (AT Students Only)

**Special Assignments:****Rehabilitation Research Project:**

This project will be required to be a minimum of 15 pages in length and written using APA format (The page length does not include any pictures, diagrams etc). Each student will research a surgical rehabilitation program for a physically active patient (athlete). Injuries/ Conditions will be assigned by the instructor for this assignment.

This detailed assignment will address each section of the rehabilitation program that is necessary based on the patient’s condition and specific details, length of exercise periods, all exercises (including sets, reps and descriptions on exercises), therapeutic modalities (including all settings/parameters), home exercise programs, cross training, cardiovascular fitness, whole body training and other relevant sections to the injury and patient. This paper should include the following components:

1. Cover Page
2. Table of Contents
3. Content- (this may only come from texts, scholarly- refereed journals, and surgical protocols. a. Content Should include:
  - i. Detailed description of the functional anatomy
  - ii. Common and uncommon mechanisms of injury
  - iii. Common and uncommon signs and symptoms of injury
  - iv. Evaluative findings (Orthopedic, subjective, neurovascular, objective)
  - v. Pre-operative treatment approach (include goals)
  - vi. Surgical procedures including all options but focus on the most common.
  - vii. Home care before surgery begins
  - viii. Detailed Rehabilitation Plan that should include:
    1. HEP
    2. Description and parameters for all exercises and modalities
4. Outline the goals of rehabilitation for your injury and rehab per phase:
  - a. Based on an overreaching goal and RTP
  - b. Use STG to achieve that goal
  - c. Short and Long term goals through each phase
5. Relevant pictures, diagrams & figures



6. Minimum of 15 Academic sources found within the past 10 years 1. No more than 3 textbook sources can be used
7. All references MUST be cited in the paper
8. Conclusion  
This should include any pertinent information that is needed for future clinicians
9. Bibliography (APA Format)
10. Power-point Presentation

**Grading:** Students will be graded on depth and detail of the information provided, inclusion of all the sections and all directions followed detailed and accurate information, grammar, inclusion and usage of references, creativity and organization of the paper. A grading rubric for this paper will be distributed in class.

#### **Grading System:**

This course will use a weighted grading system. This means that each category in the gradebook will be weighted differently towards your overall grade in the course. Below is the weighting system and categories for each of the topics:

Assignments- 20%

*Notebook, In/Out of class assignments, Article Reviews, etc.*

Exams- 40%

In-Class exams, Final Exams, Practical Exams

Quizzes- 20%

*Moodle Quizzes and In-Class Quizzes*

Rehabilitation Project- 15%

*Project, Rubric posted on Moodle page*

**Rehabilitation Presentation – 5%**

*Rubric is posted on Moodle page – (May be asked to present in class)*

Total: 100%

**Final Exam Schedule: TBD**

#### **Other Course Information**

##### **General Classroom Policies:**

The following is a brief list of classroom courtesy guidelines that need to be followed at all times when in the classroom this semester. This list is not all inclusive and any actions (including those listed below) that are deemed detrimental to the learning environment while in the classroom may result in the student being asked to leave the classroom for the day and a loss of participation points.

1. Please talk only in class during times when discussion on a topic is encouraged. Talking during inappropriate times is disrespectful to the instructor and to your fellow classmates. This will take away from the learning environment. So please only talk during times when discussion is encouraged.
2. Be actively engaged in the lecture and learning process. This means you should not be working on homework for other courses, playing games on your phone, texting, tweeting, sleeping, etc. or anything else that may take away from the learning environment.

3. Please refrain from using a cellular phone or any other electronic device during class for anything other than academic purposes. If you are expecting a phone call please sit next to the door so that you may answer that without disrupting the class.
4. Please show up to class on time. This class will begin promptly at the start time. Arriving to class late is disruptive to the instructor and others in the class.
5. Please refrain from using foul or offensive language in the classroom. Every effort should be made to maintain a professional environment while in the classroom.

### **Other Course Policies/Information:**

#### **Electronic Communication**

I will frequently use your Southeast E-mail and Moodle to communicate with the class. This is the most effective and efficient way for me to disseminate information to the group and ensure that everyone receives the e-mail and information. Please check your e-mail on a regular basis and ensure that your mailbox is able to receive e-mails. I will only use the e-mail provided to you by the University for communication.

#### **ATEP Matriculation Clause**

This course must be completed in the original ATP curriculum sequence that is set for all athletic training students at Southeast Missouri State University. In order for students to advance to the next set of athletic training classes, each student **MUST** pass this course with a grade of C or better. Failure to achieve a C or better in this course will leave the student unable to matriculate through the curriculum.

#### **Out of Class Assignments/Late Work**

There will be assignments that will be given out on occasion over the semester to ensure students comprehend the material and are staying up to date on assigned readings. These assignments will be provided to you on Moodle and should be submitted in a Microsoft Word format through the Dropbox available on the Moodle Site. All assignments will be due by the assigned time/date listed in the instructions. Failure to submit an assignment by the time/date listed will result in a (0) ZERO for that assignment. **NO LATE ASSIGNMENTS WILL BE ACCEPTED WITHOUT PRIOR WRITTEN APPROVAL FROM THE INSTRUCTOR.** If you are going to be absent for a class it is your responsibility to submit the assignment before the due date.

#### **Attendance and Participation**

Students are expected to attend all classes for the courses in which they are enrolled. An absence from class, excused or unexcused, does not relieve the student of the responsibility to complete all assignments/requirements for the course. If the absence is for a University sanctioned event, the instructor will provide an opportunity to complete the coursework, **ONLY IF** arrangements are made **before** the absence. It is at the instructor's discretion to allow any make-up work for any other reason and this will be decided on a case by case basis. In order to achieve the objective for this course, you must be present and make an active effort to learn the material. The content covered in this course is not something that you can understand by sitting in class solely. You must spend time practicing the skills and reading the material outside of class. Participation in this class will make up a portion of your grade. If you are absent from class, not engaged, or not participating in class you will not receive any participation points for that day. Any student, not present for the entire first week of class will be dropped by the instructor for non-attendance as per University policy. Any questions regarding this process should be directed to the University Registrar.

**Academic Honesty** – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else’s work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct <http://www.semo.edu/responsible/redhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

**Accessibility** – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

**Civility** – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and [http://www.semo.edu/pdf/Conduct\\_Faculty\\_Resource\\_Guide.pdf](http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf)

**Mandatory Reporting** – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

**Student Success** – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at [supportnet.semo.edu](http://supportnet.semo.edu) to see any academic alerts, ask for help and to access resources to support your success at Southeast.