TEXAS A&M UNIVERSITY-CORPUS CHRISTI
KINE 3320 – Introduction to Therapeutic Intervention

Course Number and Section: KINE 3320.001
Name of Instructor: Mikaela Boham, EdD, ATC, LAT
Class meeting time and location: TR 0930-1045, IH 263
Office: Island Hall, Room 179E
Semester: Fall 2018
Office Hours: MW 0900-1130 or by appointment
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Course Description
KINE 3320 Introduction to Therapeutic Intervention provides the student with general knowledge of current theory and application of various therapeutic interventions used in the treatment of musculoskeletal injuries, including thermal therapy, cryotherapy, manual therapy, and therapeutic exercises. Prerequisite: KINE 3318 – Prevention and Care of Athletic Injuries.

Rationale
This course prepares students seeking to become certified athletic trainers, occupational therapists or physical therapists with the information required to properly select and apply therapeutic modalities and/or therapeutic exercises for the treatment and rehabilitation of musculoskeletal injuries.

State Adopted Proficiencies for Teachers and/or Administrators/Counselors
N/A

TExES Competencies
N/A

NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 5th Ed.)

KINE 3320 Introduction to Therapeutic Interventions

Texas A&M University-Corpus Christi - Athletic Training Program

BOC Role Delineation Study/Practice Analysis, Sixth Edition (Athletic Training Education Competency)

**Not all Athletic Training Competencies are taught in this course as there are often multiple competencies for each role delineation study area/item. Role Delineation items listed are at least partially covered by this course.**

DOMAIN I: Injury/illness prevention and wellness protection

B. Interpret individual and group pre-participation and other relevant screening information (e.g., verbal, observed, written) in accordance with accepted and applicable guidelines to minimize the risk of injury and illness.

    Skill in:
    7. Collecting appropriate pre-participation screening information (AC 5)

D. Maintain physical activity, clinical treatment and rehabilitation areas by complying with regulatory standards to minimize the risk of injury and illness.

    Knowledge of:
    1. Laws, regulations and policies (e.g., institutional, state and national) regarding safety and sanitation (PHP 7, PHP 20, TI 19, PD 3, PD 4, PD 5)

    2. Manufacturer’s guidelines for maintaining equipment and devices (PHP 22, TI 19)

    Skill in:
5. Maintaining a safe and sanitary environment in compliance with established standards (e.g., OSHA, universal precautions, local health department and institutional policy) (PHP 22, TI 19, TI 20, PD 4, PD 5, PD 7)

7. Recognizing malfunction or disrepair of therapeutic modalities, rehabilitation equipment or furnishings in clinical and treatment areas (TI 20)

G. Promote healthy lifestyle behaviors using appropriate education and communication strategies to enhance wellness and minimize the risk of injury and illness.

Knowledge of:
2. Accepted nutritional practices (PHP 32, PHP 33, PHP 35, PHP 38, PHP 39, PHP 45)

Skill in:
11. Educating appropriate individuals on nutritional disorders, maladaptation, substance abuse and overtraining (PHP 32, PS 18)

DOMAIN II: Clinical Evaluation and Diagnosis

A. Obtain an individual’s history through observation, interview and/or review of relevant records to assess injury, illness or health-related condition.

Knowledge of:
8. Signs and symptoms of injuries, illnesses and health-related conditions (CE 13, CE 20, CE 21, PS 12)

Skill in:
11. Obtaining and recording information related to injuries, illnesses and health related conditions (CE 13, CE 20, CE 21)
15. Identifying the extent and severity of injuries, illnesses and health-related conditions (CE 13)
19. Relating signs and symptoms to specific injuries, illnesses and health-related conditions (CE 13, CE 21)

D. Formulate a clinical diagnosis by interpreting the signs, symptoms and predisposing factors of the injury, illness or health-related condition to determine the appropriate course of action.

Knowledge of:
1. Basic pharmacology associated with diagnosis and courses of action (TI 24, TI 25, TI 26, TI 27, TI 28, TI 29, TI 30, TI 31)

E. Educate the appropriate individual(s) about the clinical evaluation by communicating information about the injury, illness or health-related condition to encourage compliance with recommended care.

Knowledge of:
3. Patient confidentiality rules and regulations (PS 18, PD 3, PD 4, PD 5)
4. Potential health-related complications and expected outcomes (CE 8)

DOMAIN III: Immediate and Emergency Care

A. Coordinate care of individual(s) through appropriate communication (e.g., verbal, written, demonstrative) of assessment findings to pertinent individual(s).

Knowledge of:
1. Components of the emergency action plan(s) (AC 2, AC 3, AC 4, AC 8, HA 21)

B. Apply appropriate immediate and emergency care procedures to prevent the exacerbation of health-related conditions to reduce the risk factors for morbidity and mortality.
Knowledge of:
1. Appropriate management techniques for life-threatening health-related conditions (e.g., respiratory, cardiac and central nervous) (AC 5, AC 6, AC 7, AC 19, AC 20, AC 22, AC 27, AC 28, AC 30, AC 33, AC 34, AC 38)

C. Implement appropriate referral strategies, while stabilizing and/or preventing exacerbation of the condition(s), to facilitate the timely transfer of care for health-related conditions beyond the scope of practice of the Athletic Trainer.

Knowledge of:
1. Common management strategies for life- and non-life-threatening health-related conditions (AC 36, AC 37, AC 38, AC 39)
5. Roles of medical and allied health care providers (AC 2)

Skill in:
6. Communicating with appropriate professionals regarding referral and treatment for individuals (PS 18)

D. Demonstrate how to implement and direct immediate care strategies (e.g., first aid, emergency action plan) using established communication and administrative practices to provide effective care.

Skill in:
8. Instruction of emergency care techniques (AC 43)

DOMAIN IV: Treatment and Rehabilitation
A. Administer therapeutic and conditioning exercise(s) using appropriate techniques and procedures to aid recovery and restoration of function.

Knowledge of:
1. Adaptation of the cardiovascular and muscular systems related to treatment, rehabilitation and reconditioning (TI 4, TI 8)

2. Age-specific considerations related to treatment, rehabilitation and reconditioning (TI 5, TI 8)

3. Available equipment and tools related to treatment, rehabilitation and reconditioning (CE 6, TI 10)

6. Inflammatory process related to treatment, rehabilitation and reconditioning (TI 1)

7. Neurology related to treatment, rehabilitation and reconditioning (TI 1, TI 4, TI 5)

8. Pharmacology related to treatment, rehabilitation and reconditioning (TI 29, TI 30)

9. Principles of adaptation and overload of tissues (TI 4, TI 5, TI 8)

10. Principles of adaptation of systems (TI 4, TI 5, TI 8)

11. Principles of strength and conditioning exercises (e.g., plyometrics, core stabilization, speed, agility and power) (TI 8)

12. Principles of therapeutic exercise (e.g., isometric, isotonic, isokinetic, work, power and endurance) (TI 8, TI 13, TI 17)

13. Proprioception and kinesthesis related to treatment, rehabilitation and reconditioning (TI 8, TI 17, TI 24)
15. Structure, growth, development and regeneration of tissue (TI 1, TI 4, TI 5)

Skill in:

17. Applying exercise prescription in the development and implementation of treatment, rehabilitation and reconditioning (e.g., aquatics, isokinetics and closed-chain) (TI 11, TI 17)

18. Evaluating criteria for return to activity (CE 19, CE 20, CE 22, TI 11, PS 3)

B. Administer therapeutic modalities (e.g., electromagnetic, manual, mechanical) using appropriate techniques and procedures based on the individual’s phase of recovery to restore functioning.

Knowledge of:

1. Available therapeutic modalities related to treatment, rehabilitation and reconditioning (TI 10, TI 14)

2. Indications and contraindications for therapeutic modalities (TI 11)

3. Inflammatory process related to therapeutic modalities (TI 1)

5. Physiological response to therapeutic modalities (TI 3, TI 5, TI 8)

6. Principles of mechanical, electromagnetic and acoustical energy (TI 8, TI 9)

7. Principles of therapeutic exercise (e.g., isometric, isotonic, isokinetic, work, power and endurance) (TI 8)

8. Structure, growth, development and regeneration of tissue (TI 8)

9. Theories of pain (TI 2, TI 3)

Skill in:

10. Applying manual therapy techniques (TI 13, TI 14, TI 15)

11. Applying thermal, electrical, mechanical and acoustical modalities (TI 9)

12. Communicating with appropriate professionals regarding referral and treatment for individuals (CE 22, TI 11)

13. Recognizing the status of systemic illnesses (TI 11, CIP 5)

D. Administer treatment for injury, illness and/or health-related conditions using appropriate methods to facilitate injury protection, recovery and/or optimal functioning for individual(s).

Knowledge of:

4. Pharmacology related to the treatment of injuries, illnesses and health-related conditions (TI 25, TI 26, TI 27, TI 28, TI 29, TI 30, PHP 48)

5. Psychological reaction to injuries, illnesses and health-related conditions (TI 8, PS 1, PS 2)

6. Structure, growth, development and regeneration of tissue (TI 8)

Skill in:

8. Applying thermal, electrical, mechanical and acoustical modalities (TI 9)
9. Communicating with appropriate professionals regarding referral and treatment for individuals (CE 22, TI 10, TI 31, PS 6)

E. Reassess the status of injuries, illnesses and/or health-related conditions using appropriate techniques and documentation strategies to determine appropriate treatment, rehabilitation and/or reconditioning and to evaluate readiness to return to a desired level of activity.

Knowledge of:
1. Adaptation of the cardiovascular and muscular systems related to rehabilitation, recovery and performance (TI 5, TI 18)
2. Age-specific considerations related to rehabilitation, recovery and performance (CE 7, TI 5)
3. Indications and contraindications related to rehabilitation, recovery and performance (TI 5, TI 8)
4. Inflammatory process related to rehabilitation, recovery and performance (TI 1)
5. Neurology related to rehabilitation, recovery and performance (TI 5)
6. Principles of adaptation and overload of tissues (TI 4)
7. Principles of strength and conditioning exercises (e.g., plyometrics, core stabilization, speed, agility and power) (TI 8)
8. Principles of therapeutic exercise (e.g., isometric, isotonic, isokinetic, work, power and endurance) (TI 8)
9. Proprioception and kinesthesis related to rehabilitation, recovery and performance (TI 8)
10. Structure, growth, development and regeneration of tissue (TI 5, TI 8)

Skill in:
15. Evaluating criteria for return to activity (CE 9, CE 19, TI 7)
16. Interpreting assessment information necessary to modify, continue or discontinue treatment plans (CE 14, CE 15, TI 4, TI 7, TI 10, TI 12)

F. Provide guidance and/or referral to specialist for individual(s) and groups through appropriate communication strategies (e.g., oral and education materials) to restore an individual(s) optimal functioning.

Skill in:
10. Identifying appropriate individuals to educate (TI 10, PS 18)

DOMAIN V: Organizational and Professional Health and Well-being
E. Demonstrate an understanding of statutory and regulatory provisions and professional standards of the practice of athletic training in order to provide for the safety and welfare of individual(s) and groups.

Knowledge of:
1. Appropriate equipment and facility inspection procedures and documentation (PHP 18, TI 19, TI 20)
2. Federal and state statutes, regulations and adjudication which apply to the practice and/or organization and administration of athletic training (e.g., OSHA, DEA, Title IX, Civil Rights Act, HIPAA, Buckley Amendment, labor practices, patient confidentiality, insurance, record keeping) (TI 21, PS 18, PD 4, PD 6)
5. Manufacturer’s operational guidelines (PHP 20, TI 19)

F. Develop a support/referral process for interventions to address unhealthy lifestyle behaviors.

Knowledge of:
4. Confidentiality policies (PS 18)

Course Objectives/Learning Outcomes

This course is designed to enable students to:

<table>
<thead>
<tr>
<th>Class</th>
<th>Course Objectives/Learning Outcomes</th>
<th>Measures</th>
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</thead>
<tbody>
<tr>
<td>KINE 3320 Intro to Therapeutic Interventions</td>
<td>1. Describe the physiological and pathological processes of trauma, wound healing and tissue repair and their implications on the selection and application of therapeutic modalities used in a treatment and/or rehabilitation program.</td>
<td>Quizzes, Exams, Final Exam, - multiple choices, short answers, essay questions, true and false Critical Thinking Assignments – Students will be presented with scenarios for injuries and will be asked to determine proper treatment protocols based on sages of healing Final Project – 3-phase therapeutic intervention plan for a condition assigned</td>
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<td>2. Describe different pain control theories and the neuroscience of pain modulation.</td>
<td>Quizzes, Exams, Final Exam,</td>
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<td>3. Formulate strategies to develop coping skills necessary to overcome psychological distress.</td>
<td>Quizzes, Exams, Final Exam,</td>
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<td>4. Identify indications for application of therapeutic interventions and contraindications for the non-use of therapeutic interventions.</td>
<td>Quizzes, Exams, Final Exam, Critical Thinking Assignments, Labs, &amp; Final Project</td>
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<td>6. Discuss the physiology and importance of reestablishing each of the following components of rehabilitation: ROM and flexibility; Neuromuscular control; Postural stability and balance; Muscular strength, power, and endurance, cardiorespiratory fitness</td>
<td>Quizzes, Exams, Final Exam, Critical Thinking Assignments, &amp; Final Project</td>
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<td>7. Explain the importance of documentation and demonstrate the proper use of medical terminology</td>
<td>Quizzes, Exams, Final Exam, Critical Thinking Assignments, &amp; Final Project</td>
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<td>8. Analyze the patient’s needs and design the holistic (combining therapeutic modalities, manual therapy, and therapeutic exercises), patient-centered therapeutic intervention plan based on the type/severity of injury as well as the physiology of healing.</td>
<td>Quizzes, Exams, Final Exam, Critical Thinking Assignments, Labs, &amp; Final Project</td>
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Course Topics

- The major topics to be considered are:
  - How inflammation, pain, and tissue healing affect which therapeutic intervention is appropriate.
  - Pain theories and associated neuroscience.
  - The role that current research plays in selecting and setting up therapeutic intervention parameters to provide the most effective and beneficial treatment for your patient (Evidence-Based Medicine).
  - Psychosocial responses to injuries and the application of the International Classification of Functioning (ICF) model and clinical outcomes assessments including clinician- vs patient-based outcome measures to evaluate evidence-based athletic training practices.
  - How, why, and when to select certain therapeutic interventions based off of what therapeutic effect/stress possessed and delivered combined with the state of tissue healing.
• Describe all indications and contraindications for various therapeutic interventions taught in this course.
• Re-evaluation and determination of progression/adjustments to the therapeutic intervention plan for the individual patient.

**Instructional Methods and Activities**

Methods and activities for instruction include:

A. Traditional Experiences: 90% (lecture/discussion; demonstration; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences: 10% (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise)
C. High Impact Practices
   a. Evidence-Based Class Discussion – collaborative assignments and projects, research
   b. Simulated Scenario Interactive Discussion – collaborative assignments and projects
   c. Labs – collaborative assignments and projects
   d. Final Project – undergraduate research, common intellectual experiences and projects

**Evaluation and Grade Assignment**

The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes
   1. Traditional Assessment
      Getting to Know YOU = 10 points
      Written Exams (3) = 100pts/each (total = 300pts)
      Comprehensive Final Exam = 150pts
      Quizzes (~10) = 10-15pts/each (approximate total = 100-150pts)
      Labs (4) = 25 pts/each (total = 100pts)
      Final Project (1) = 100pts
      Class Participation = 25pts
      **Total = ~850pts**

   2. Performance Assessment
      There will be a performance assessment (25 points) of your class participation. To receive all 25 points you must be present and participate in class discussions and laboratory activities. Your 3rd unexcused absence and every absence thereafter will result in the reduction of 5 points.

B. Grading Scale
   90.00-100% = A
   80.00-89.99% = B
   70.00-79.99% = C
   60.00-69.99% = D
   < 60.00 % = F

**Course Schedule and Policies**

A. Tentative course schedule (see appendix)
B. Class Policies

**Assessment Instructions:**

**Written Exams & Cumulative Final Exam**

Three written exams will be given at the conclusion of their respective sections. Material covered on the exam will mainly be from class lectures & notes as well as the textbook. There will also be material included on the exams from the lectures that don’t correspond with a chapter in the book. The Cumulative Final Exam will include test questions from the previous exams as well as a portion of questions over new information covered since the 3rd exam. No make-up exams will be given except under extreme circumstances.
When taking an exam – you may not use your cell phone or any other electronic device until you have left the room. Hats must be off, and all bags, and other personal items must be kept under your desk. Not adhering to these rules will be considered an attempt to cheat, resulting in zero (0) points in an exam.

Quizzes
There will be ~10 announced quizzes throughout the semester over the material that was taught in class or from the assigned readings. All the quizzes will be given on-line through the Blackboard, and are open for 24 hours (12:00am-11:59pm). Once closed, these quizzes will not be re-opened except a few extreme cases and students who missed this 24-hours period will receive zero points for the particular quiz. Students are responsible for obtaining a stable, reliable internet connection upon taking the quiz. Each quiz will be timed, and students are not allowed to re-take it once it is submitted.

Labs
Tentatively, four (4) laboratory opportunities will be held in the classroom for students to experience therapeutic modalities and manual therapy. For each session, students will participate in activities and complete a lab activity sheet. There is a total of 25 points available for each lab. Students are expected to attend and actively participate in all aspects of the lab activity.

Final Project
An individual scenario will be assigned to each student at the beginning of the semester. The student will develop a 3-phase (early, middle, late) therapeutic intervention plan (100 pts) to help the patient in the scenario achieve their goals. Students must demonstrate the ability to integrate therapeutic modalities, manual therapy techniques, and therapeutic exercises and formulate the comprehensive, holistic plan for the assigned patient. Students will be required to include details such as the parameter for modalities/manual therapy and the number of sets/repetitions within their project. Additional details will be discussed in class, and an example as well as the guideline/rubric will be provided on Blackboard.

Additional Course Policies:
Attendance & Tardiness
Attendance will be checked daily, and two (2) tardy will be counted as one (1) absence. You are expected to be present each time the class meets; however, I will allow for two unexcused absences in a semester. It is to your benefit to attend class and participate daily as this course is extremely challenging. There will be a performance assessment (25 points) of your class participation. To receive all 25 points you must be present and participate in ALL class discussions and laboratory activities. Your 3rd unexcused absence and every absence thereafter will result in the reduction of 5 points.

An unexcused absence is any absence that is not an emergency or not due to a university related function/event in which you are required to participate. An example of an emergency constitutes you going to the Emergency Department and bringing a note from the physician or other similar events as determined by the instructor. An example of a university event would be an athlete traveling with their team, traveling to represent the university, and other similar situations. If you know you will miss a day of class for a university event it is your responsibility as a student to communicate with the instructor beforehand or you will be ineligible to make up the points from that day AND it will be counted as an unexcused absence. If you have a situation occur out of your control that you feel is an emergency please make contact with your instructor as soon as possible. Obviously, communication is of most importance in all of these situations. Again, it is your responsibility to call or email your instructor if you are not able to attend classes.

Late work
If you miss the deadline for an assignment, you can still choose to turn in for a period of 24 hours for partial credit. If you missed the due date & time (i.e. due time listed on blackboard) but turn the assignment in within a 24 hour period from the due date and time, there will be 50% deduction of earned credit for the assignment. Any assignments turned in more than 24 hours after the due date and time will not receive any credit. No make-up exams or labs will be given except under extreme circumstances. Students must be prepared to provide evidence of extreme circumstances to verify for the instructor the reasoning.
Citations & Formatting
Whenever citation is required, it must utilize APA format. Additionally, students are required to submit work utilizing 12-point font, Times New Roman or Arial, 1” margins. All documents submitted to Blackboard need to be in one of the following formats: .doc, .docx, .rtf, .pdf, .xls, .xlsx. If you need assistance regarding the proper format for documents, please make an appointment with your instructor.

Extra Credit
Although extra credit will NOT be given upon personal request, it may be included at the end of an exam or quiz.

Classroom/Professional Behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Cell Phone/Electronic Device Usage
Please do not use your cell phones especially during your lab time. If you are caught taking pictures of athletes or any one (athlete or not) in the athletic training center, you will be dismissed from class and will receive a zero for the day. Keeping our patient’s confidentiality is of premium importance. Cell phones and electronic devices are not be to used in class, and should be turned off or on vibrate during lectures.

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:
1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of ‘F’ to work in question;
6. Assigning grade of ‘F’ for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.
See the University Catalog for more information.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. XX, XXXX is the last day to drop a class with an automatic grade of “W” this term.

Textbook(s)
The textbook(s) adopted for this course is/are:
Recommended but not required supplementary textbook(s) is/are:

Website:
Blackboard (www.bb9.tamucc.edu)

List of Supplies:
All supplies will be provided for you within the Athletic Training Course.

Bibliography
The knowledge bases that support course content and procedures include:
6. Peer-reviewed literature related to therapeutic modalities.

Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 117. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Civility
Texas A&M University–Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University
facilities (i.e., emails, web sites, and (Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Appendix:
Tentative Course Schedule for KINE 3320 – Intro to Therapeutic Interventions (Fall 2018)

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Class Format</th>
<th>Quiz</th>
<th>Associated Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues</td>
<td>8/28</td>
<td>Introduction to Therapeutic Modalities, Intervention Strategies</td>
<td>In person</td>
<td>Quiz #1 - Ch. 3 &amp; 4</td>
<td>Ch. 3</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>8/30</td>
<td>Administrative Considerations</td>
<td>In person</td>
<td>Quiz #2 - Ch. 1</td>
<td>Ch. 1</td>
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<tr>
<td>2</td>
<td>Tues</td>
<td>9/4</td>
<td>ONLINE - Tissue Response to Injury</td>
<td>Online</td>
<td>Quiz #3 - Ch. 2</td>
<td>Ch. 2</td>
</tr>
<tr>
<td></td>
<td>Thurs</td>
<td>9/6</td>
<td>ONLINE - Psychology and Psychology of Pain</td>
<td>In person</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Tues</td>
<td>9/11</td>
<td>PICO Article Critique</td>
<td>In person</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>9/13</td>
<td>Exam I</td>
<td>In person</td>
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<td>Ch. 1-4</td>
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<tr>
<td>4</td>
<td>Tues</td>
<td>9/18</td>
<td>ONLINE - Thermal Modalities</td>
<td>Online</td>
<td>Quiz #4 - Ch. 5</td>
<td>Ch. 5</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>9/20</td>
<td>Rehabilitation Scenarios</td>
<td>In person</td>
<td>Quiz #5 - Ch. 6, 14</td>
<td>Ch. 6, 14</td>
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<tr>
<td>5</td>
<td>Tues</td>
<td>9/25</td>
<td>ONLINE - Article Assignment - Thermal Modalities</td>
<td>Online</td>
<td>Quiz #8 - Ch. 18</td>
<td>Ch. 18</td>
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<td>Thurs</td>
<td>9/27</td>
<td>Lab Day - Thermal Modalities</td>
<td>In person</td>
<td>Quiz #9</td>
<td>Article</td>
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<td>6</td>
<td>Tues</td>
<td>10/2</td>
<td>Exam II</td>
<td>In person</td>
<td></td>
<td>Ch. 5,6,14</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>10/4</td>
<td>ONLINE - Principles of Electrical Stimulation</td>
<td>Online</td>
<td>Quiz #6 - Ch. 11</td>
<td>Ch. 11</td>
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