KINE 5290-002: Special Topics in Kinesiology  
Foundations of Orthopedic Assessment and Therapeutic Interventions  
Summer 2019

Instructor Information

<table>
<thead>
<tr>
<th>Instructors:</th>
<th>Laura Kunkel, EdD, LAT, ATC, PES</th>
<th>Cindy Trowbridge PhD, LAT, ATC, CSCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>PEB 112C</td>
<td>PEB 112D</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>817-272-6874</td>
<td>817-272-3134</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:laura.kunkel2@uta.edu">laura.kunkel2@uta.edu</a></td>
<td><a href="mailto:ctrowbridge@uta.edu">ctrowbridge@uta.edu</a></td>
</tr>
<tr>
<td>Faculty Profile:</td>
<td><a href="https://mentis.uta.edu/explore/profile/laura-kunkel">https://mentis.uta.edu/explore/profile/laura-kunkel</a></td>
<td><a href="https://mentis.uta.edu/explore/profile/dr-cynthia-trowbridge">https://mentis.uta.edu/explore/profile/dr-cynthia-trowbridge</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By appointment</td>
<td>By appointment</td>
</tr>
</tbody>
</table>

Course Information

Section Information:
KINE 5290-002 (Will be KINE 5230 after summer 2019)

Time and Place of Class Meetings:
PEB 202 M/W 1:00-3:50pm

Description of Course Content:
This course is designed to provide the entry level athletic training student with classroom and laboratory experiences to develop fundamental skills in orthopedic injury assessment and an understanding of the theory and the basic principles of therapeutic interventions including planning, implementing, documenting, and evaluating intervention programs for the rehabilitation and reconditioning of injuries and illnesses of those involved with physical activity.

Required Textbooks and Other Course Materials:

Student Learning Outcomes:
*By the completion of this course, students will be able to:*

1. Use both patient-centered and clinician-centered approaches to obtaining a medical history in order to use the information obtained as part of the needs analysis and goal setting for therapeutic intervention planning.
2. Appropriately document an injury evaluation as well as rehabilitation/treatment progress note in the form of a SOAP note in order to communicate effectively with administrators and other health care professionals.
3. Employ medical terminology related to injury pathology in order to communicate effectively with other health care professionals.
4. Identify comorbidities and patients with complex medical conditions in order to determine an appropriate care plan.
5. Use the International Classification of Functioning, Disability, and Health (ICF) in order to determine a patient’s level of disability and create goals for a therapeutic intervention program.
6. Recognize indications for a variety of laboratory-based musculoskeletal diagnostic techniques and conditions they identify in order to make appropriate referrals for diagnostic testing.
7. Apply and interpret findings from physical examination procedures, including inspection/observation, assessment of joint motion, and neurological screening in order to develop a differential diagnosis and design a therapeutic intervention program based on patient needs.
8. Recognize common signs and symptoms associated with a variety of injury types in order to develop a differential diagnosis.
9. Recognize the importance of using evidence to support choices for therapeutic interventions and learn how to find and use recent evidence or data to effectively problem solve and make informed decisions.
10. Utilize clinical decision rules/clinical prediction rules, clinical practice guidelines, and outcome measures in order to improve clinical practice.
11. Understand the terminology, principles, and basic concepts of tissue healing, pain, therapeutic phases including return to sport/work, and passive and active interventions designed to address goals of a musculoskeletal rehabilitation program.
12. Use common methods of communication and engagement to Assess-Develop-Implement-Evaluate (Plan-Do-Check-Act) therapeutic plans for quality improvement designed to improve therapeutic intervention efficiency, effectiveness, accountability, and patient centered outcomes.

Grading:
Assignments and Discussion Boards
Throughout the semester there will be assignments and discussion board activities posted on Canvas. Each assignment should be handed in according to due dates posted on Canvas. Each student must turn in his/her own work to receive credit.

Exams
There will be four exams throughout the semester, including one practical, two unit written exams and one comprehensive written exam. Students will sign-up for times to complete their practical exam, and the three written exams will be offered in class. Dates on syllabi are provided. 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. Missed exams can only be made up with approval from the instructors.

Quizzes
Quizzes will be given throughout the semester. These quizzes may be both announced and unannounced, so be prepared every lecture period. Quizzes will contain material from previous lectures and discussions as well as any required pre-class readings. Be prepared for short answer, labeling, and multiple choice questions. Missed quizzes can only be made up with approval from the instructors.

Professional Development
Class Notebook/Binder:
At the end of the semester, each student is required to turn in his/her course notebook for a grade. A three-ring notebook is expected to be neat and organized with section tabs and a table of contents OR you may submit a small 3-ring notebook with table of contents and returned assignments along with a “thumb drive” that is neatly organized and contains all lecture material. The notebook should include notes, articles, handouts, quizzes, and student assignments. When returned, this notebook should be saved and used as a reference point for future study.

Lecture/Lab Activity Participation:
Throughout the course students are expected to be engaged and participate in class discussions, activities, etc at all times. Please see course policies regarding cell phone and computer use and professionalism.

Students are expected to keep track of their performance throughout the semester which Canvas facilitates, and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.
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Tentative Evaluation:

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations</td>
<td></td>
</tr>
<tr>
<td>Practical Exam</td>
<td>5%</td>
</tr>
<tr>
<td>Written Exam 1</td>
<td>10%</td>
</tr>
<tr>
<td>Written Exam 2</td>
<td>10%</td>
</tr>
<tr>
<td>Written Exam 3 (comprehensive)</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>45%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Assignments &amp; Discussion Boards</td>
<td>40%</td>
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<tr>
<td>Professional Development</td>
<td></td>
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<tr>
<td>Lecture/Laboratory activity participation AND</td>
<td></td>
</tr>
<tr>
<td>Notebook</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
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Grading Scale:  
A = 90%; B = 80%; C = 70%; D = 60%; F = 59% and below

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.

Course & Program Policies:

Class Preparation, Note Taking, and Post Class Activities
Here are some evidence-based study tips as: [https://youtu.be/p60rN9JEapg](https://youtu.be/p60rN9JEapg)  
**Preparation is essential to maximize your learning experience.** Each student is expected to prepare for class by reading the assigned chapter(s) and handouts prior to class.  
Students are expected to take written or typed notes of required pre-class readings and in-class lectures and may use these notes while answering in-class questions and at times may be allowed to use them for in-class quizzes (based on instructor’s discretion). [https://www.youtube.com/watch?v=gsb-U8bZpig](https://www.youtube.com/watch?v=gsb-U8bZpig)  
Note taking - 5 proven ways to take notes: Outline, Cornell notes, Mind Map, Flow, or Write-on-slide. [https://www.youtube.com/watch?v=AffuwyJZTQQ](https://www.youtube.com/watch?v=AffuwyJZTQQ)

**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.

**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. Hence, a 2-credit course might have a minimum expectation of 6 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc. However, because this is a summer class which is condensed, students should expect to spend more than 6 hours per week of study outside of class.
Course Attendance: At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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 instructors of this section, we expect students to be in attendance for each class meeting. The course attendance policy is provided below. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Attendance Policy: There is a relationship between attendance and grades. Class attendance is expected except in the case of an excused absence. An excused absence is one in which the instructor is notified in advance of class through e-mail with a reason for the absence, and the instructor approves the absence as excused. Examples of absences that would be excused are a funeral for an immediate family member, a medical emergency in the immediate family, or personal illness or medical emergency (written proof of illness by the treating healthcare provider is required). In the case of an excused absence, the student is responsible for obtaining work missed in class, and every effort possible should be made to complete in-class assessments (i.e. quizzes) prior to the absence.

From time to time a student may be given the opportunity to travel with a team as part of their clinical experience. Team travel is a privilege that is earned through hard work and professionalism, and provides a valuable learning experience for students. Upon advanced notification, the instructor may approve absences for team travel when appropriate, however students must make up work ahead of time.

A student’s grade will be dropped by one letter grade if they have two or more unexcused absences. Unexcused absences are those absences that do not fall within the description of an excused absence (above). Being late to class is also unacceptable. If a student is late to class more than once, the second late arrival will equal one unexcused absence and will be recorded by the instructor at each class. Each late arrival after the second will continue to count as an unexcused absence. Chronic tardiness or absences are evidence that the student is not ready to become a professional (or to graduate).

Cell Phones and Other Technology: The use of cell phones and text messaging are strictly forbidden during class time, except when their use is part of a learning activity. The use of cell phones and other disruptive behaviors may result in dismissal from the class, resulting in an unexcused absence. Technology use in the classroom must be for the sole purpose of enhancing the teaching and learning process. Laptops used for taking notes and iPods used to record class discussions are examples of technology that would be appropriate to use during class. Cell phones used for talking and texting during class are examples of inappropriate use of technology during class time.

Professionalism: Professionalism includes the following: punctuality, no cell phone use, and appropriate communications (e.g. e-mail, phone, etc.). Students should arrive before class begins and leave only after the instructor has dismissed the class. Cell phones should be turned off and put away during the entirety of class, except in cases in which they are being used for learning activities. Appropriate communications (e-mail, phone, etc.) include using salutations and appropriate grammar, language, and tone in e-mail and personal communications.
Proper terminology – Using proper athletic training terminology helps eliminate confusion or inconsistencies when explaining the AT’s role in health care. It is important for students to develop a habit of using proper terminology, therefore students are expected to do so when speaking and writing about athletic training. The use of “trainer”, “training room”, or similar phrases in course work will not be accepted and will result in a 1-point deduction on the assignment for each. Shortening “athletic trainer” to AT is acceptable. Refer to the NATA for proper athletic training terminology.

Submission of Course Materials: Any course work submitted during class time or another course’s scheduled time will result in the grade of a zero for that assignment, quiz, etc. Doing class work in other courses is unacceptable. All course materials to be handed in are due at the beginning of class period unless otherwise noted in the syllabus. Late submissions – All course materials that are submitted past the designated due dates/times will receive a 20% deduction from the associated grade for each day late.

Master of Science in Athletic Training Program Retention Criteria and Policy:
MSAT students' academic and clinical progress will be closely monitored each semester. In order to remain in the MSAT program, students must:
1. Maintain a cumulative GPA of 3.0 or higher.
2. Maintain a 3.0 GPA or higher in athletic training core courses.
3. Students may not earn a "C" grade or lower in any required course containing AT education competencies.
   a. Students who earn a grade of "C" or lower in any required course must meet with their academic advisor and petition to continue in the MSAT Program.
   b. Any student who fails to meet the retention criteria will be placed on probation in the MSAT program. If standards are not met by the end of the probationary period, the student will be dismissed from the program.
   c. If allowed to repeat a course, the student must earn a grade of B or higher in order to remain in the program. Students will not be allowed to continue in the program until the course is repeated with a grade of a B or higher. For example, if a student earns a "C" in a course only offered in the fall semester, he/she must wait until the course is offered again (the next fall) before proceeding in the program.
   d. Failure to repeat the course, or earn a grade of "B" or better, will result in dismissal from the program.
   e. Students who do not gain good academic standing with the program in the semester following completion of the probation semester will be academically dismissed.
   f. A student who has been dismissed for failure to maintain a GPA 3.0 may petition the AT Faculty Committee to continue in the program: see section below concerning petitions.
4. Adhere to professionalism standards and documents cited in the MSAT Policies and Procedures Manual including but not limited to: the university's academic integrity policies, the NATA Code of Ethics, the BOC's Standards of Practice, course syllabi, to the MSAT Policies and Procedures Manual, and to policies/regulations established at each assigned clinical site. Students with three professional conduct/digression reports may be suspended or dismissed from the program. If students have a history of professional conduct or behavior issues, with a written record of conduct warning or digression reports, and earn a "C" in a course, the student will be required to meet with the faculty to determine if the student can continue.
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a. For minor professionalism infractions, the faculty/staff/preceptor will complete "Student Conduct Warning" form. If a student obtains 3 of these, he/she will be dismissed from the program (3 strikes and you're out rule).

b. For major professionalism offenses (serious offenses such as a confidentiality breach, etc.) a Student Conduct Digression Report will be completed the student may be dismissed from the program depending on the nature of the offense. The Athletic Training Program faculty committee will make the determination on whether or not the student can repeat the course and continue in the program.

Petitions to Continue in the MSAT Program
Students who wish to submit a petition to continue in the MSAT Program must meet with their Academic Advisor. During that meeting, students should be prepared to discuss how/why plans to regain good academic standing during the probation semester were not successful and develop a specific plan for improvement. The student is responsible for submitting the petition electronically. The student's petition to continue in the MSAT Program will be reviewed by the Athletic Training faculty committee. If the committee agrees to approve the student's petition to continue, the Academic Advisor will work with the student to review/revise the student's degree plan and assist with clearing the student for enrollment.

Expected Professional Behavior
Students are expected to adhere to the NATA Code of Ethics and to behave professionally, as described in the MSAT Policies and Procedures Manual.

Note: Failure to meet the above retention standards may result in probation, suspension, or termination from the MSAT Program.

Institution Information
UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:
Drop Policy
Disability Accommodations
Title IX Policy
Academic Integrity
Student Feedback Survey
Final Exam Schedule

University Academic 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 University Catalog. For graduate courses, see Graduate Grading Policies. For student complaints, see Student Complaints.

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://www.uta.edu/ao/faq/).

**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. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@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/. Faculty
are encouraged to discuss plagiarism and share the following library tutorials
http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

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

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/

Emergency Exit Procedures: Should we experience an emergency event that requires evacuation of the
building, students should exit the room and move toward the nearest exit, which is located in the hallway
leading to PEB 202. When exiting the building during an emergency, do not take an elevator but use the
stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for
evacuation and will make arrangements to assist individuals with disabilities.
Students should also subscribe to the MavAlert system that will send information in case of an emergency to
their cell phones or email accounts. Anyone can subscribe at https://mavalert.uta.edu/.

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 by appointment, drop-in tutoring, mentoring
(time management, study skills, etc.), major-based learning centers, counseling, and federally funded
programs. For individualized referrals, students may call the Maverick Resource Hotline at 817-272-6107,
send a message to resources@uta.edu, or view the information at Resource Hotline

IDEAS Center:
The IDEAS Center (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers FREE tutoring and
mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a
transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at
www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-
minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register
and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits,
workshops, and specialized services for graduate students and faculty are also available. Please see Writing
Center: OWL for detailed information on all our programs and services.
The Library’s 2nd floor Academic Plaza (http://library.uta.edu/academic-plaza) offers students a central hub of
support services, including IDEAS Center, University Advising Services, Transfer UTA and various
college/school advising hours. Services are available during the Library’s hours of operation.

Kinesiology Librarian:
Peace Ossom Williamson- peace@uta.edu – 817-272-6208
Office: Central Library 214A
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Research or General Library Help

- **Academic Plaza Consultation Services** (library.uta.edu/academic-plaza)
- **Ask Us** (ask.uta.edu/)
- **Library Tutorials** (library.uta.edu/how-to)
- **Subject and Course Research Guides** (libguides.uta.edu)
- **Librarians by Subject** (library.uta.edu/subject-librarians)
- **Research Coaches** (http://libguides.uta.edu/researchcoach)
- **A to Z List of Library Databases** (libguides.uta.edu/az.php)
- **Course Reserves** (https://uta.summon.serialssolutions.com/#!/course_reserves)
- **Study Room Reservations** (openroom.uta.edu/)


Stop. Think. Protect Yourself. **You Have Choices.**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

**YOUR OPTIONS TO AN ACTIVE**

<table>
<thead>
<tr>
<th>AVOID</th>
<th>DENY</th>
<th>DEFEND</th>
</tr>
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</table>
| • AVOID the situation. **Stay away** from the area and campus.  
  • If you can safely leave the area, **RUN**.  
  • Get others to leave the area, if possible.  
  • Prevent others from entering the area.  
  • Know your exit and escape options.  
  • If in a parking lot, get to your car and leave.  
  • If in an unaffected area, stay where you are.  
  • When you are safe, call UTA PD at 817.272.3003 or 911 with information you have. |
| • If you can't leave the area safely, **DENY** or slow entry to the intruder:  
  • Lock/barricade doors with heavy items.  
  • Turn off lights/projectors/equipment.  
  • Close blinds and block windows.  
  • Stay away from doors and windows.  
  • Silence phones and **remain quiet**. Don’t let your phone give you away.  
  • HIDE and take cover to protect yourself.  
  • Be prepared to run or defend yourself. |
| • If you can't AVOID or DENY entry to the intruder, **DEFEND** your location:  
  • As a last resort, **FIGHT** for your life.  
  • Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc.  
  • Use the element of surprise.  
  • Work together as a team. Develop a plan. Commit to your actions. Your life depends on it.  
  • Be aggressive, loud, and determined in your actions. |

Follow **ALL** instructions.

**For more information, go to:** [police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)  
Emergency: 817.272.3003  
Non-Emergency: 817.272.3381  
police.uta.edu

Additional information for active threat and other emergency situations can be found through [https://police.uta.edu/emergency-management](https://police.uta.edu/emergency-management).
# Course Schedule

*As the instructors for this course, we reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Dr. T and Dr. Kunkel*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Class Prep</th>
<th>Due</th>
</tr>
</thead>
</table>
| 1    | 6/3  | Syllabus and Course Expectations  
The Examination Process |            |     |
|      | 6/5  | The Examination Process | Starkey CH 1 PGs  
3-14  
The ICF Model | Assignment #1 |
| 2    | 6/10 | Quiz #1  
The Examination Process |            |     |
|      | 6/12 | Quiz #2  
The Examination Process | Starkey CH 1 PGs  
14-28 | Assignment #2 |
| 3    | 6/17 | The Examination Process  
Musculoskeletal Diagnostic Techniques | Starkey CH 5  
Diagnostic Guide  
SOAP note (bring a paper copy) |     |
|      | 6/19 | Quiz #3  
Evidence-Based Practice in the Diagnostic Process | EBP Modules | EBP Assignment |
| 4    | 6/24 | Exam #1  
Injury Pathology Nomenclature (online module) |            | Quiz #4 (online) |
|      | 6/26 | Injury Pathology Nomenclature (online module) |            | EBP Assignment |
| 5    | 7/1  | Quiz #5  
Foundations of Therapeutic Interventions | Prentice CH 16 Handouts | Initial SOAP Note #1 |
|      | 7/3  | Evidence Based Practice for Therapeutic Interventions  
Building Blocks of Rehabilitation | Prentice CH 16 Handouts | Initial SOAP Note #2 |
| 6    | 7/8  | Problem Solving/Goal Setting – Assess-Develop-Implement-Evaluate  
Therapeutic Record Keeping (SOAP rehabilitation note) | Handouts | Online Quiz #6 |
|      | 7/10 | Tissue Healing - Phases and Time Frames | Prentice CH 10 pp.268-278 Handouts | Goal setting Assignment |
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<table>
<thead>
<tr>
<th>Week</th>
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<th>Topic</th>
<th>Class Prep</th>
<th>Due</th>
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<tr>
<td>7</td>
<td>7/15</td>
<td>Exam #2 Effects of Immobilization/Disuse Physiology and Principles of Range of Motion Restoration</td>
<td>Handouts</td>
<td>Online Quiz #7 EB Moments on Immobilization and Restoration of ROM</td>
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<td>7/17</td>
<td>Land-based Cardiovascular Training – Importance of maintaining fitness throughout a rehabilitation program</td>
<td>Handouts</td>
<td>Program Design for Fitness Maintenance</td>
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<td>8</td>
<td>7/22</td>
<td>Physiology and Psychology of Pain and Measuring Pain (Subjective/Objective)</td>
<td>Prentice CH 10 pp.278-282</td>
<td>Online Quiz #8 Rehabilitation SOAP note</td>
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<td></td>
<td>7/24</td>
<td>SWATA Annual Clinical Symposium</td>
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<td>9</td>
<td>7/29</td>
<td>Pain Control Theories</td>
<td>Handouts</td>
<td>Online Quiz #9 Patient Rated Outcome Scales</td>
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<td>7/31</td>
<td>Exam #3 (Comprehensive)</td>
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<td>10-11</td>
<td>8/5-8/12</td>
<td>CLINICAL EDUCATION</td>
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