



## **Course Syllabus: Therapeutic Modalities for the Athletic Trainer**

**Gunn College of Health and Human Services**

ATRN 2903 Section 201

Spring 2021

### **Contact Information**

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### **Course Description**

The purpose of this course is to provide the prospective athletic trainer with the knowledge and skill necessary to apply and make clinical decisions in use therapeutic modalities for the health care of the physically active. Course will be offered as a hybrid with a combination of in class face to face sessions and zoom distance classes.

### **General Course Information**

1. Prerequisites: a. ATRN 1073
2. Co-Prerequisite ATRN 2901
3. Credit: Three semester hours
4. Intended Audience: ATRN majors
5. Days, Times, Place: MWF 10-10:50, D.L. Ligon, 219
6. Texts:
  - a. Starkey, Chad: Therapeutic Modalities, FA Davis, 4<sup>th</sup> ed., 2013

### **Course Objectives**

Upon successful completion of this course students will be able to demonstrate the appropriate knowledge and skill base to understand the basic principles of:

1. Describe and differentiate the physiological and pathophysiological responses to inflammatory and non-inflammatory conditions and the influence of these responses on the design, implementation, and the progression of therapeutic interventions. (TI-1)

2. Compare and contrast current theories of pain perception and pain modulation as well as differentiate between palliative and acute and chronic pain control intervention. (TI2-3)
3. Describe the psychosocial factors that affect persistent pain sensation and perception and identify multidisciplinary approaches for assisting patients with persistent pain (PS-9)
4. Determine the effectiveness and efficacy of an therapeutic intervention utilizing evidence-based practice concepts (EBP-10)
5. Compare and contrast the physiological responses to injury and healing across the lifespan as well as the theory and principles relating to the expected physiological responses of a therapeutic intervention program. (TI-5, 8)
6. Explain the principles of therapeutic modality intervention that are associated with the application of thermal, mechanical, electromagnetic, and acoustic energy to the body and how they relate to the development of therapeutic interventions (TI-9)
7. Integrate self-treatment into the interventions when appropriate, including instructing the patient regarding self-treatment plans. (TI-10)
8. Design therapeutic interventions to meet specified treatment goals including but not limited to indications, contraindications, precautions for the interventions; positioning and patient preparation for the intervention; describe the expected effects and potential adverse reactions to the patient; apply the intervention, using parameters appropriate to the intended outcome; reassess the patient to determine the immediate impact of the intervention. (TI-11a-f)
9. Use the results of ongoing clinical examinations to determine when a therapeutic intervention should be progressed, regressed, or discontinued (TI-12, CE-13, 14)
10. Describe the relationship between the application of therapeutic modalities and the incorporation of active, passive exercise and/or manual therapies. (TI-13)
11. Inspect therapeutic equipment and the treatment environment for potential safety hazards and identify manufacturer, institutional, state, and/or federal standards that influence the approval, operation, inspection, maintenance, and safe application of therapeutic modalities. (TI-19, 20)
12. Based on the comprehensive clinical examination of a patient establish overall treatment goals and implement a therapeutic intervention to target the treatment goals for that condition.

(CIP-4)

13. Integrate and interpret various forms of standardized documentation to recommend activity level, make return to play decisions and maximize patient outcomes and progress in treatment plans for inflammatory or non-inflammatory conditions. (CIP-4)

### Tentative Course Schedule

<b>Class</b>	<b>Topic</b>	<b>Reading</b>
1/11	Course Introduction, Injury Response and Treatment Planning	Chapter 1
1/13	Injury Response and Treatment Planning	Chapter 1
1/15	Physiology and Psychology of Pain— <b>CHAPT 1 QUIZ</b>	Chapter 2
<b>1/18</b>	<b>MLK Day NO Class</b>	
1/20	Physiology and Psychology of Pain	Chapter 2
1/22	Development and Delivery of Intervention Strategies— <b>CHAPT 2 QUIZ</b>	Chapter 3
1/25	Development and Delivery of Intervention Strategies	Chapter 3
1/27	Development and Delivery of Intervention Strategies	Chapter 3
1/29	Administrative Considerations— <b>CHAPT 3 QUIZ</b>	Chapter 4
2/1	Cryotherapy and Thermotherapy <b>Evidence Based Therapeutic Modalities Project-selected</b>	Chapter 5
<b>2/3</b>	Cryotherapy and Thermotherapy <b>UNIT ONE EXAM (ONLINE Chapters 1-4) OPENS 2/5-CLOSES 2/7</b>	Chapter 5
2/5	Cryotherapy and Thermotherapy	Chapter 5
2/8	Cryotherapy and Thermotherapy	Chapter 5
2/10	Cryotherapy and Thermotherapy	Chapter 5
2/12	Cryotherapy and Thermotherapy--Application-- <b>CHAPT 5 QUIZ</b>	Chapter 6
2/15	Cryotherapy and Thermotherapy—Application	Chapter 6
2/17	Cryotherapy and Thermotherapy—Application	Chapter 6
2/19	Therapeutic Ultrasound— <b>CHAPT 6 QUIZ</b>	Chapter 7
2/22	Therapeutic Ultrasound--	Chapter 7
2/24	Therapeutic Ultrasound-Application-- <b>CHAPT 7 QUIZ</b>	Chapter 8
<b>2/26</b>	Therapeutic Ultrasound-Application <b>UNIT TWO EXAM (ONLINE Chapters 5-6) OPENS 2/26-CLOSES 2/28</b>	Chapter 8
3/1	Shortwave Diathermy--- <b>CHAPT 8 QUIZ</b>	Chapter 9
3/3	Shortwave Diathermy	Chapter 9
3/5	Shortwave Diathermy--Application— <b>CHAPT 9 QUIZ</b>	Chapter 10
<b>3/8</b>	Principles of Electrical Stimulation	Chapter 11
<b>3/10</b>	Principles of Electrical Stimulation	Chapter 11
<b>3/12</b>	Principles of Electrical Stimulation-- <b>Evidence Based Therapeutic modalities Project Due by 11 pm--</b>	Chapter 11
3/15	Electrical Stimulation techniques -- <b>CHAPT 11 QUIZ</b>	Chapter 12
3/17	Electrical Stimulation techniques --	Chapter 12
<b>3/19</b>	Electrical Stimulation techniques -- <b>UNIT THREE EXAM(ONLINE Chapters 7-10) OPENS 3/19 CLOSES 3/21</b>	Chapter 12
3/22	Clinical Application of Electrical Agents-- <b>CHAPT 12 QUIZ</b>	Chapter 13

<b>Class</b>	<b>Topic</b>	<b>Reading</b>
3/24	Clinical Application of Electrical Agents	Chapter 13
3/26	Clinical Application of Electrical Agents	Chapter 13
3/29	Intermittent Compression-- <b>CHAPT 13 QUIZ</b>	Chapter 14
3/31	Intermittent Compression	Chapter 14
<b>4/2</b>	<b>No Class Easter Break</b>	
4/5	Traction	Chapter 16
4/7	Traction-- <b>CHAPT 14 QUIZ-- UNIT FOUR EXAM(ONLINE 11-13) OPENS 4/9CLOSSES 4/11</b>	Chapter 16
4/9	Therapeutic Massage-- <b>CHAPT 16 QUIZ</b>	Chapter 17
4/12	Therapeutic Massage	Chapter 17
4/14	Biofeedback-- <b>CHAPT 17 QUIZ</b>	Chapter 18
4/16	Biofeedback	Chapter 18
4/19	Low Level Laser	Chapter 19
4/21	Low Level Laser <b>CHAPT 18 QUIZ</b>	Chapter 19
4/23		TBA
4/24 to 4/27	<b>Final Exam—Chapts 16,17,18 and frequently missed from Units 1-4</b>	

### Course Evaluation

1. Course Requirements:
  - a. Completion of chapter quizzes and unit written examinations covering material presented in the textbook, lectures, and references materials.
  - b. Regular attendance and participation in class discussion
  - c. Completion of the EBP assignment.
  
2. Grading:

Assignments	Points
Chapter Quiz's (5-15 pts each)	80 to 160
Class Discussions	60 to 80
Unit Exams 75 Pts each (4 x 75)	300
Evidence based project assignment	60
Final Exam	100
Total Points	600 to 700

### 3. Grading Scale:

Grade	Points
A	90 to 100% of total points
B	80 to 89% of total points
C	70 to 79% of total points
D	60 to 69% of total points
F	Less than 60 % of total points

## **Chapter Quizzes**

There will be an online quiz the next class period after the completion the lectures on that chapter. Each quiz will be from 5-15 points in length. All material for the quizzes will come entirely from assigned readings.

## **Evidence Based Practice Assignment**

As a future clinician it is important that you learn to practice in an evidence-based manner. As such the Evidence Based Practice project will involve you researching a clinical question to determine the efficacy of various therapeutic interventions. Criteria for the project and information on selection of the clinical questions will be presented in class and on D2L.

## **Class Discussions**

There will be ongoing class discussions related to the material currently being presented in class. Students will earn 5-10 points per discussion. Student must be present in class and participate in the discussion in order to earn the discussion points.

## **Exams**

There will be four unit exams as listed on the course syllabus. These exams will be given through D2L learning platform and are timed. The exams will cover the specific material listed in the course schedule and are multiple choice, true false type of questions. **Please note all quizzes will be given through the lock down browser in D2L. Please read the instruction sheet on lock down browser before starting a quiz (located in the syllabus tab)**

## **Final Exam**

The final exam is a comprehensive exam covering all material presented throughout the semester. **Please note all quizzes will be given through the lock down browser in D2L. Please read the instruction sheet on lock down browser before starting a quiz (located in the syllabus tab)**

## **Attendance Policy**

Class attendance is mandatory. More than two (2) unexcused absences from lecture/lab periods will serve to lower a student's grade one letter. Attendance at written examinations is mandatory. Absence without prior approval will result in a grade of zero being recorded for the exam. Medical excuses for illness are allowed. However, all medical excuses for missed class must be written, dated, and signed by the attending MD on the appropriate stationary or Rx pad. The medical excuse must state that you were not to attend class and **with the specific dates of absences noted.** All medical excuses not received on the second day after you return to class will not be allowed.

## **ZOOM Classroom Policy**

Class attendance during zoom streaming sessions is mandatory, make sure you log in to the class on time. When participating in a Zoom class a student must have their webcam on and point towards themselves (not at the ceiling, floor, dog etc. The instructor should be able to see your full face. Zoom class are conducted just as if you were in a classroom. You are not in your pajamas, your pets are not an issue, you are in an isolated, quiet setting so you can participate in class. No hats, sunglasses or other distracting materials. All Zoom class sessions will be conducted during normally scheduled class times. Missed Zoom lecture sessions will count towards the absence policy for the class. If you are quarantined because of Covid19 you will be expected to be in class by zoom unless excused by you physician

### **Classroom Etiquette**

Student & professor agree that class time will be dedicated to mutual respect and focus. For example, to avoid distraction cell/mobile phones will be on 'vibrate' mode and placed away (e.g., in backpack) so students and professor can focus on class activities/instruction. (This applies to all electronic devices).

#### **What I expect from you:**

- Attend every class meeting
- Come to each class prepared, having done the assigned reading
- Participate in class
- Respect your fellow students and their role in this course

#### **Covid19 Procedures:**

- Facemasks must be worn at all times. The mask must cover both your mouth and nose (it is not a chin strap)
- Wash your hands before entering and immediately after leaving the classroom
- Seating is 1 person per table, maintain 6ft social distancing as much as possible
- Make sure you perform the MSU covid19 safety check before coming to class. You must show the instructor your green check mark upon entering, starting the class each day.
- If you are sick **DO NOT COME TO CLASS.** Email your instructor and if you have COVID19 symptoms contact your family physician or Vincent Health Service immediately

### **Academic Honesty/Dishonesty**

Midwestern State University is built upon a strong foundation of integrity, respect, and trust, All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated.

Plagiarism is strictly forbidden on any course assignment. (This includes class notes and fellow students work!) All, work, besides your own, should be cited and a reference given. Do not misrepresent nay of your efforts on any academic task for which you will receive a grade.

# Student Honor Creed

***"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."***

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

*Written and adopted by the 2002-2003 MSU Student Senate.*

## **DEFINITIONS.**

**A. ACADEMIC DISHONESTY.** An action attempted or performed that misrepresents one's involvement in an academic endeavor in any way, or assists another student in misrepresenting his or her involvement in an academic endeavor. Examples of academic dishonesty include, but are not limited

- i. Plagiarism: presenting the work (i.e., ideas, data, creations) of another, wholly or in part, as one's own work without customary and proper acknowledgement of sources and extent of use, unless authorized by the instructor
- ii. Cheating: using information, study aids, notes, materials, devices, or collaboration not explicitly approved by the instructor. For example: doing a class assignment for someone else or allowing someone to copy one's assignment; copying from, or assisting, another student during an examination; or stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.
- iii. Fraud: altering or inventing data, research, or citations for an academic endeavor; fabricating, forging or otherwise misrepresenting to an instructor or an institution one's past or current academic or professional activities; impersonating someone or allowing oneself to be impersonated for an examination or other academic endeavor; using a ghost writer, commercial or otherwise, for any type of assignment.
- iv. Violation of Standards: violations against ethical and professional standards required by individual University programs, academic courses, and clinical programs that may result in qualification for entry into a profession that maintains standards of conduct.
- v. Multiple Submissions: submitting, wholly or in part, the same academic endeavor to earn credit in two or more courses without explicit approval by all concerned instructors.

- vi. Interference/Obstruction: interfering with academic efforts of other students to gain unfair advantage for personal academic advancement. Interference may include but is not limited to, sabotage, harassment, tampering, bribery, or intimidation of another student.
- vii. Complicity: assisting another person in any act of academic dishonesty as defined above.

B. ACADEMIC ENDEAVOR. Any student activity undertaken to earn University credit or meet some other University program requirement. Examples of academic endeavors include, but are not limited to:

- i. Course assignments (written/oral, projects, research, exhibitions of work)
- ii. Exams (written/oral, quizzes)
- iii. Clinical assignments (internships, rotations, practica)
- iv. Presentations (on and off campus)
- v. Publications
- vi. Independent study coursework
- vii. Plan B papers/projects, theses, dissertations
- viii. Student media associated with academic credit

**Students are expected to do their own work at all times. This includes all tests, papers, quizzes, projects, reports, and notebooks. Plagiarism of any authors (even fellow classmates) work will not be tolerated.**

Copying of materials using a previous student's work, notebook, etc. will not be tolerated. Students who miss class will need to get notes from other students. **HOWEVER, IT IS EXPECTED THAT THIS WORK WILL BE REDONE IN THEIR OWN WORDS.** Students using computers, word processors, etc. may not share discs or other materials between each other. To do so will be considered the same as copying of materials. In all cases students who allow for the copying of materials will be treated just like the student who does the copying.

STUDENTS WHO ARE FOUND TO BE IN VIOLATION OF THIS POLICY WILL HAVE A GRADE OF ZERO RECORDED FOR THE INVOLVED PAPER, TEST, QUIZ, PROJECT, REPORT OR NOTEBOOK. **FURTHERMORE THESE STUDENTS WILL BE REFERRED TO THE APPROPRIATE DEPARTMENT, COLLEGE, OR UNIVERISTY COMMITTEE FOR THE APPROPRIATE DISCIPLINARY ACTION**

### **Students With Disabilities**

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the



services, programs, or activities of a public entity, or be subject to discrimination by any such entity.” The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397.4140, TDD (940) 397.4515, or 3410 Taft Blvd., Clark Student Center 168.

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. If you have problems while taking an exam, text me immediately. If it is during normal hours I can fix it quickly or if it is in the evening it may be the next day.

### **Emergency Exit Procedures**

In the event of an emergency please evacuate the room in an orderly fashion through the nearest exit. The nearest exit is either through either set of doors at the front of the room. Follow the exit signs to the nearest available exit.

Once exiting the building, please meet your instructor at: across the street from D. L. Ligon in front of the tennis courts.

The fire extinguisher is located immediately outside of the classroom by the door to the left of the podium

### **MSU Alert**

All students are encouraged to participate in the University’s emergency warning system “MSU ALERT”. Because of this your cell phone should be set to vibrate. If all of our phones go off at the same time we should take the appropriate action. If your cell phone vibrates by itself please ignore it and continue with class. .

### **College Policies**

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful

possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.