

**ANGELO STATE UNIVERSITY**

**Bachelor of Science in Health Science Professions**

**HSP 3415**

**Therapeutic Interventions for Musculoskeletal Injuries**

**FALL 2019**

**Chelsea Procter-Willman, MS, LAT, ATC**



ANGELO STATE UNIVERSITY

Department of Health Science Professions

**COURSE NUMBER**

HSP 3415

**COURSE TITLE**

Therapeutic Interventions for Musculoskeletal Injuries

**CREDITS**

(3-3-0)

**PREREQUISITE COURSES**

BIOL 2423 or HSP 2401 or BIOL 2123

BIOIL 2323 or HSP 2101 &amp; 2301

**FACULTY**

Chelsea Procter-Willman, MS, LAT, ATC

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Phone: 325-486-6423

Email: [cprocter@angelo.edu](mailto:cprocter@angelo.edu) (preferred method of communication)**OFFICE HOURS**

Tuesday 10:00am-2:00pm, Thursday 9:30am-11:00am and by appointment

**COURSE DESCRIPTION**

This course instructs HSP students on the theory and practical application of therapeutic modalities and exercise for musculoskeletal injuries.

**PROGRAM OUTCOMES**

Upon completion of the program of study for the Health Science Professions, the graduate will be prepared to:

**STUDENT LEARNING OUTCOMES**

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>
1. Introduce the effects, development, and progression of tissue during trauma and repair.	Lab worksheets, practical exam, online quizzes, exams, and rehab tool project
2. Discuss the concepts and theories that relate to different components related to therapeutic modalities and rehabilitative exercises.	Lab worksheets, practical exam, online quizzes, exams, and rehab tool project
3. Describe and explain functional testing procedures, functional measurements as a basis for implementing an individualized	Lab worksheets, practical exam, online quizzes, exams, and rehab tool project

rehabilitation program as well as appropriate usage of therapeutic interventions throughout the healing cycle.	
4. Illustrate the basic components of general therapeutic exercise and therapeutic modalities applications.	Lab worksheets, practical exam, online quizzes, exams, and rehab tool project
5. Discuss and describe principles of ethical decision making including the use of critically appraised topics and evidence based medicine.	Lab worksheets, practical exam, online quizzes, exams, and rehab tool project

**REQUIRED TEXTS AND MATERIALS**

Higgins, M. Therapeutic Exercise from Theory to Practice. F.A. Davis. 978-0-8036-1364-5  
 Starkey, C. Therapeutic Modalities, 4<sup>th</sup> Edition. F.A. Davis. 978-0-8036-2593-8

**STUDENT RESPONSIBILITY AND ATTENDANCE**

It is the student’s responsibility to be on time for class, participate in class discussions, and be actively engaged in the learning process. Instructions and assignments will often be given during class, therefore it is in your best interest to attend. If you have to miss class due to an unforeseen event/accident or illness, please contact the instructor prior to the start of class. Pending the reason for your absence, the instructor may inform you of any missed homework assigned during class. Not acceptable reasons for absences include but are not limited to: over sleeping, work, wanting to leave early or come back late from the weekend, and celebrating a friend, relative or pet’s birthday. If you are sick, let the instructor know and bring a physician’s note when you come back to class.

**LATE WORK OR MISSED ASSIGNMENTS POLICY** Late work will not be accepted unless you have received permission from the instructor prior to the due date. If you miss an assignment due to an unexcused absence, you are out of luck. Show up for class!

**ACADEMIC HONESTY** Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. The Department of Health Science Professions adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) <http://www.angelo.edu/content/files/17358-university-honor-code>. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

**PLAGIARISM**

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work,

idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

### **STUDENTS WITH DISABILITIES**

1. "Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation."

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at [studentservices@angelo.edu](mailto:studentservices@angelo.edu) to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities. Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

### **INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

### **STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**

"A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence." Please see ASU Operating Policy [10.19](#).

### **COPYRIGHT POLICY**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

## **SYLLABUS CHANGES**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

### **Title IX at Angelo State University:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

Face to Face: Mayer Administration Building, Room 210

Phone: 325-942-2022

E-Mail: [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325- 942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942- 2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

This course is graded strictly on points NOT percentages. The amount of points you earn determines your grade in the course. I DO NOT ROUND UP GRADES at the end of the semester. It is your responsibility to keep track of the total course points you have accumulated and take advantage of the bonus points available in the course.

**ALL EXAMS ARE CLOSED BOOK IN CLASS EXAMINATIONS. THIS MEANS YOU ARE EXPECTED TO TAKE ALL EXAMS ON THE SCHEDULED DATE UNDER THE SUPERVISION OF THE INSTRUCTOR. ANY ABSENCE DURING A SCHEDULED TIME MUST BE DISCUSSED ON AN INDIVIDUAL BASIS WITH THE INSTRUCTOR PRIOR TO THE ABSENCE ON WHEN AND IF THE EXAM MAY BE MADE UP.**

## GRADING SYSTEM

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

<b>4 Exams (100 points each)</b>	<b>400 pts</b>	<b>A: 1300-1170.00 points</b>
<b>Final Exam</b>	<b>200 pts</b>	<b>B: 1169.99-1040.00 points</b>
<b>Practical Exam</b>	<b>200 pts</b>	<b>C: 1039.99-910.00 point</b>
<b>Product Design and Infomercial</b>	<b>200 pts</b>	<b>D: 909.99-780.00 points</b>
<b>Lab Worksheets/Assignments</b>	<b>100pts</b>	<b>F: 779.99 points and below</b>
<b>Participation</b>	<b>100 pts</b>	
<b>Online Quizzes</b>	<b>100pts</b>	
<b>TOTAL:</b>	<b>1300 pts</b>	

## Tentative Class Schedule

Date	Topic	Assignment	LAB	Ch.
8/26/19	Introduction / Syllabus			
8/28/19	Injury Response Process		Functional Movement Screen	S1
8/30/19	The Physiology of Pain	Online Quiz #1	Girth Measurements & Goniometry	S2
9/2/19	<b>No Class- LABOR DAY</b>			
9/4/19	Development & Delivery of Intervention Strategies		PICO Questions & Goal Setting	S3
9/6/19	Intro to Designing a Rehab Program		SOAP Note Practice and Communication Lab	H1
9/9/19	Psychological Aspects of Rehab	Online Quiz #2	Relaxation Techniques	H3
9/11/19	Catch Up Day/Review	EBP & PICO Assignment Due		
9/13/19	<b>Exam #1</b>			S: 1, 2, 3; H: 1,3
9/16/19	Stretching		Stretching & Foam Rolling	H5
9/18/19	Core		Core Exercises	H8
9/20/19	Thermal Modalities	Online Quiz #3		S5
9/23/19	Thermal Modalities			S6
9/25/19	Cold and Superficial Heating Agents Lab Day	Online Quiz #4		S:5 & 6
9/27/19	Joint Mobs -Special Guest Dr. White			H6
9/30/19	Proprioception		Balance and Dynamic Stabilization	H13
10/2/19	Plyometric Exercises	Rehab Project Idea Submission		H9
10/4/19	Plyometric Exercises	Online Quiz #5	Plyo Lab Day	H9
10/7/19	Catch Up Day/Review		Mock Practical Exam	

10/9/19	Exam #2			S; 5, 6; H:5,6,8,9,13
10/11/19	Ultrasound		Intro to set up	S7
10/14/19	Ultrasound		Application Parameters	S7
10/16/19	Ultrasound	Online Quiz #6	Scenarios	S7
10/18/19	Aquatic Exercise		Pool Workout Design	H12
10/21/19	Aquatic Exercise		POOL DAY	H12
10/23/19	Muscle Stimulation		Intro to Wavelengths	S12
10/25/19	Muscle Stimulation		Application Parameters	S12
10/28/19	Muscle Stimulation	Online Quiz #7	Scenarios	S12
10/30/19	Catch Up Day/Review		Mock Practical Exam	
11/1/19	Exam #3			S: 7 & 12 H: 12
11/4/19	Intermittent Compression			S14
11/6/19	Traction		Basic Traction Techniques	S16
11/8/19	Traction –Possible Non-Traditional Modalities Special Guest?	Online Quiz #8	Traction Tools	S16
11/11/19	Aerobic Conditioning –Possible Non-Traditional Modalities Special Guest?			H11
11/13/19	Aerobic Conditioning	Online Quiz #9	Aerobic Conditioning Day	H11
11/15/19	Massage		Basic Massage Techniques	S17
11/18/19	Laser	Online Quiz #10	Set and Parameters	S19
11/20/19	Catch Up/Review	Product Design Paper	Mock Practical Exam	
11/22/19	NO CLASS- STUDY FOR EXAM			
11/25/19	Exam #4			S: 14, 16, 17, 19 H: 11
11/27/19	NO CLASS- THANKSGIVING BREAK			
11/29/19	NO CLASS- THANKSGIVING BREAK			
12/2/19	Product Presentation and Infomercial Viewing			
12/4/19	Practical Exam			S: 1, 2, 3, 5, 6, 7, 12, 14, 16, 17, 19 H: 1, 2, 5, 6, 8, 13, 11, 12
12/6/19	NO CLASS- STUDY FOR FINAL			
12/9/19	Cumulative Final Exam – 1pm-3pm			S: 1, 2, 3, 5, 6, 7, 12, 14, 16, 17, 19 H: 1, 2, 5, 6, 8, 13, 11, 12

**\*\*Note: Quizzes must be taken in class and may NOT be taken off site\*\***

## **ASSIGNMENT/ACTIVITY DESCRIPTIONS**

### **Practical Exam: 200 points**

This practical exam is designed to test your ability to utilize skills learned throughout the semester. There will be both therapeutic modality application and therapeutic rehabilitation design aspects.

### **Rehab Tool Project Design Paper and Infomercial: Paper will be worth 100 pts; infomercial will be worth 100 pts.**

Rehabilitation tools can be pretty expensive and depending on what type of job you land in the future, you may have a pretty tight budget. This assignment will allow you an opportunity to create a unique rehabilitation tool that you may be able to incorporate into your future practice. You may choose to put a new spin on an old tool or create a brand new tool all together. To gain the full points, you'll need to write up build/design a rehab tool, design a rehab protocol around the tool, and create a 3-minute long infomercial to demonstrate and "sell" your tool and program. Please see the provided rubrics for more information.

### **Lab Worksheets- 100 points**

There will be numerous in class worksheets that students will utilize throughout the semester. These are provided to guide students through clinical application of skills and to provide a "check-list" of sorts to ensure that they are not missing any steps. These also provide practice opportunities to help prepare students for the practical exam.

### **Participation- 100 points**

Participation points are awarded for coming to class and being prepared. You will be expected to participate as an active learner during all labs. This course will provide many hands-on opportunities as well as time to practice any skills that you would like to continue to improve upon.

## **End of Syllabus**

## Rehab Tool Design Instructions

### *General Criteria:*

- Cover Page to include:
  - Name
  - Date
  - Name of the Rehab Device or Tool
  - Instructor
  - Semester
- Double space and flush left with no indentions. One-inch margins. Include page numbers on footer that are flushed right. Do not justify the right margin. You MUST include figures and diagrams to clarify your design description. Please use proper paper etiquette, including an introduction, body, and conclusion. Make sure that the paper has proper transitioning and grammar. This mechanics are critical and will be graded as well as the content of the text. A minimum of one paragraph should be presented for each of the following content areas:
  - Back ground and statement of need
  - Design components include diagrams and photographs
  - Development and materials cost
  - Directions for use
  - Rehab plan (supplement with information presented in tabular format)
  - Any Documented clinical outcomes
  - What makes this device unique?
- Provide detailed researched information on what type of injury this device can be used to treat or rehabilitate. Make sure that you explain what particular stage of the recovery process would be most benefited by this device. You should provide a table or chart of a progression of exercises that would include this devise during recovery and rehabilitation. Base your design on sound principles, evidence based practice, and patient compliance.
- Include the use of any modalities that might be helpful in returning an athlete to play while using your rehab tool.
- Please include a reference page in APA format.

### Presentation (Infomercial Video)

- Exactly 3 minutes in length
- Must have title frame that gives name of product, names of product developers, class and semester
- Essential elements of the video include:
  - a. Introduce product and demonstrate its use
  - b. Must demonstrate a thorough understanding of the 9 components of a well-designed rehab program
  - c. Must demonstrate to audience expert knowledge
  - d. Must maintain audience interest
  - e. Must encourage audience to use your product

## HSP 3415 Project Rubrics

### Project Design Paper

	<b>10 points</b> Fully meets all requirements and expectations	<b>5 points</b> Partially meets requirements	<b>0 points</b> Does not meet minimum requirements	
<b>Purpose</b>	<ul style="list-style-type: none"> <li>Provides a distinct purpose for the product</li> <li>Gives a convincing reason why this product should be constructed or purchased</li> </ul>	<ul style="list-style-type: none"> <li>Provides a distinct purpose for the product</li> <li>Gives an unconvincing or unclear reason for construction or purchase</li> </ul>	<ul style="list-style-type: none"> <li>Gives an unclear a purpose for the product or provides no purpose</li> </ul>	
<b>Discussion of similar techniques or products</b>	<ul style="list-style-type: none"> <li>Provides a list or example of other similar products</li> <li>Gives reason why this product is better or different</li> </ul>	<ul style="list-style-type: none"> <li>Provides a list or example of other similar products</li> <li>Does not give reason why this product is better</li> </ul>	<ul style="list-style-type: none"> <li>Supplies no list of other products and does not make any comparison</li> </ul>	
<b>Tables &amp; Charts</b>	<ul style="list-style-type: none"> <li>Provides tables or charts that illustrate market trends, exercise routines, assembly techniques, or other such information</li> <li>Table / charts are clearly constructed and clarify information for the audience</li> </ul>	<ul style="list-style-type: none"> <li>Provides tables or charts that but they do not clarify information</li> <li>Tables and charts are not constructed in an organized manner or are confusing to the audience</li> </ul>	<ul style="list-style-type: none"> <li>No tables, charts, or graphs are provided</li> </ul>	
<b>Product manufacture/ production</b>	<ul style="list-style-type: none"> <li>Provides a detailed breakdown of production including                             <ul style="list-style-type: none"> <li>Materials costs</li> <li>Assembly time</li> <li>Total cost of product in materials and man-hours</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Provides a breakdown of production but does not give all information requested</li> </ul>	<ul style="list-style-type: none"> <li>Provides no production cost information</li> </ul>	
<b>Exercise program</b>	<ul style="list-style-type: none"> <li>Provides a detailed exercise program with the technique or device including:                             <ul style="list-style-type: none"> <li>Description of exercise</li> <li>Progression of exercise</li> <li>Modification techniques</li> <li>Gage for levels from which to begin</li> <li>Illustrations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Provides an exercise program with the technique or device but includes only description and progression</li> </ul>	<ul style="list-style-type: none"> <li>Provides no exercise program or program is vague</li> </ul>	
<b>Demonstrates Understanding</b>	<ul style="list-style-type: none"> <li>Written paper demonstrated exceptional knowledge of all 9 components of a well-designed rehabilitation program:</li> </ul>	<ul style="list-style-type: none"> <li>Written paper demonstrated knowledge of components of a rehabilitation program, however not all components were either discussed or demonstrated in the rehab program design</li> </ul>	<ul style="list-style-type: none"> <li>Written paper did not demonstrate student's knowledge of components of a rehabilitation program, either through discussion in the text or in the design of the rehab program</li> </ul>	
<b>Liability</b>	<ul style="list-style-type: none"> <li>Provides a detailed list of precautions specific to patient type</li> <li>Provides precautions specific to the technique or product</li> <li>Provides contraindications for specific populations or medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>Provides precautions &amp; contraindications that are general but not specific to the technique or patient population</li> </ul>	<ul style="list-style-type: none"> <li>Gives no precautions or no contraindications</li> </ul>	
<b>References</b>	<ul style="list-style-type: none"> <li>Provides more than the minimum required references</li> <li>All references are cited in appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>Provides at least 5 references</li> <li>All references are cited in appropriate APA format</li> </ul>	<ul style="list-style-type: none"> <li>Either provides less than 5 references</li> <li>References are incorrectly cited</li> </ul>	
<b>Format</b>	<ul style="list-style-type: none"> <li>Presentation paper includes                             <ul style="list-style-type: none"> <li>Title Page: must include title of project, your name, HSP 3415</li> <li>Table of contents: sections organized and identified by page numbers</li> <li>Margins: 1-inch margins all the way around</li> <li>Page numbers should be located in footer flushed right</li> <li>Font body: 12 font</li> <li>Font titles: 14 font</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Presentation paper missing one of the following                             <ul style="list-style-type: none"> <li>Title Page: must include title of project, your name, HSP 3415</li> <li>Table of contents: sections organized and identified by page numbers</li> <li>Margins: 1-inch margins all the way around</li> <li>Page numbers should be located in footer flushed right</li> <li>Font body: 12 font</li> <li>Font titles: 14 font</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Presentation paper missing more than one of the following                             <ul style="list-style-type: none"> <li>Title Page: must include title of project, your name, HSP 3415</li> <li>Table of contents: sections organized and identified by page numbers</li> <li>Margins: 1-inch margins all the way around</li> <li>Page numbers should be located in footer flushed right</li> <li>Font body: 12 font</li> <li>Font titles: 14 font</li> </ul> </li> </ul>	
<b>Originality</b>	<ul style="list-style-type: none"> <li>Never before seen</li> </ul>	<ul style="list-style-type: none"> <li>New spin on existing technique or product</li> </ul>	<ul style="list-style-type: none"> <li>Same old thing</li> </ul>	
<b>Total</b>				<b>/100</b>

**Project Infomercial**

	<b>10 points</b> Fully meets all requirements and expectations	<b>5 points</b> Partially meets requirements	<b>0 points</b> Does not meet minimum requirements	
<b>Story Board</b>	<ul style="list-style-type: none"> <li>•The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue.</li> <li>•All sketches are organized and numbered in a logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>The thumbnail sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue</i></li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of a storyboard</li> </ul>	
<b>Video Quality</b>	<ul style="list-style-type: none"> <li>•The video is edited with only high quality shots remaining.</li> <li>•Video moves smoothly from shot to shot.</li> <li>•A variety of transitions are used to assist in communicating the main idea and smooth the flow from one scene to the next.</li> <li>•Shots and scenes flow seamlessly.</li> <li>•Digital effects are used appropriately for emphasis.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>The video is edited in few spots.</i></li> <li>•<i>Several poor shots remain.</i></li> <li>•<i>Transitions from shot to shot are choppy, and the types of wipes and fades selected are not always appropriate for the scene.</i></li> <li>•<i>There are many unnatural breaks and/or early cuts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• The video is unedited and many poor shots remain.</li> <li>• No transitions between clips are used.</li> <li>• Raw clips run back to back in the final video.</li> </ul>	
<b>Infomercial Length</b>	<ul style="list-style-type: none"> <li>•Video is exactly 3 minutes in length</li> </ul>	<ul style="list-style-type: none"> <li>•<i>Video is off target in either direction by less than 10 seconds</i></li> </ul>	<ul style="list-style-type: none"> <li>• Video is off target by more than 15 seconds in either direction</li> </ul>	
<b>Product Name</b>	<ul style="list-style-type: none"> <li>•Product name is memorable</li> <li>•descriptive of purpose</li> <li>•professional (not silly)</li> </ul>	<ul style="list-style-type: none"> <li>•<i>Product name is</i></li> <li>•<i>Not memorable not professional</i></li> <li>•<i>Or</i></li> <li>•<i>Is not descriptive of purpose</i></li> </ul>	<ul style="list-style-type: none"> <li>• Product name is</li> <li>• Silly or unprofessional</li> </ul>	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>•The introduction is compelling and provides motivating content that hooks the viewer from the beginning of the video and keeps the audience's attention.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>The introduction is clear and coherent and evokes interest in the topic but does not create a strong sense of what is to follow.</i></li> </ul>	<ul style="list-style-type: none"> <li>• The introduction is either nonexistent or does not orient the audience to what will follow.</li> </ul>	
<b>Demonstrated Use of Product</b>	<ul style="list-style-type: none"> <li>•Program shows a continuous progression of ideas</li> <li>•Use of product was easily followed and understood.</li> <li>•Well documented and organized. Excellent, well thought out explanation</li> </ul>	<ul style="list-style-type: none"> <li>•<i>Portions may be poorly documented and/or organized. Hard to follow the progressions. Explanation shows some effort.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Not organized.</li> <li>• Difficult to follow. Poor quality shows poor effort.</li> </ul>	
<b>Product display</b>	<ul style="list-style-type: none"> <li>•Product is demonstrated to the audience</li> <li>•Product is provided for display</li> </ul>	<ul style="list-style-type: none"> <li>•<i>Product is provided for display</i></li> </ul>	<ul style="list-style-type: none"> <li>• Product is neither demonstrated nor provided for display</li> </ul>	
<b>Product Presentation</b>	<ul style="list-style-type: none"> <li>•Provides a detailed description of the technique or product</li> <li>•Description "sells" the product to the audience</li> <li>•Identified the advantages of the use of this product over others</li> </ul>	<ul style="list-style-type: none"> <li>•<i>Provides a description but does not give the audience a thorough understanding</i></li> <li>•<i>Or fails to identify the advantages of this product over others</i></li> </ul>	<ul style="list-style-type: none"> <li>• Does not provide the audience with much product detail</li> </ul>	
<b>Demonstrates Understanding</b>	<ul style="list-style-type: none"> <li>•Infomercial demonstrated exceptional knowledge of all 9 components of a well-designed rehabilitation program:</li> <li>•Audience was convinced of the expertise of the information presented in the infomercial</li> </ul>	<ul style="list-style-type: none"> <li>•<i>Infomercial demonstrated some knowledge of components of a rehabilitation program,</i></li> <li>• <i>Expertise was questionable.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Audience was not convinced of the expertise of the information presented in the infomercial</li> </ul>	
<b>Audience Rating</b>	<ul style="list-style-type: none"> <li>•Avg rating = 21-24</li> </ul>	<ul style="list-style-type: none"> <li>•Avg rating = 18-20.9</li> </ul>	<ul style="list-style-type: none"> <li>• Avg rating below 18</li> </ul>	
<b>Total</b>				<b>/100</b>