Instructor: Dr. Kendra Nicks, PT, ScD, COMT, TPS
Associate Professor
Email: kendra.nicks@angelo.edu
Phone: (w) 325-942-2250
Office: HHS 224D
Office Hours: By appointment

Course Information

Course Description
This course will explore the interventions of therapeutic exercise that are commonly used by physical therapists. Students will develop competency in selection and implementation of therapeutic exercise with emphasis on safety, effectiveness, and evidence-based practice.

Course Credits
2 Credits (1-3-0)

Prerequisite and Co-requisite Courses
Successful completion of all previous DPT coursework

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the course.

Program Outcomes
Upon completion of PT 7252, Intro to Therapeutic Exercise, the student will be equipped for the completion of all practicum courses.

Student Learning Outcomes
Course Objectives:
Upon the completion of this course the student should be able to:

1. Discuss the theoretical basis for the application of therapeutic exercise on patients / clients with common conditions. Emphasis will be given to common musculoskeletal injuries and conditions, including post-operative states. 7D1, 7D22,7D23
2. Describe and demonstrate various types of therapeutic exercise and their impact on physical function.7D24,7D27
3. Discuss strategies for effective learning and exercise adherence.7D12
4. Describe indications and contraindications for the application of therapeutic exercise.7D16,7D20,7D33
5. Select and apply appropriate therapeutic exercise with emphasis on safety, effectiveness, and evidence-based practice.7D19,7D24,7D33
6. Assess response to treatments with therapeutic exercise and recognize adverse patient responses to therapeutic interventions. 7D4,7D5,7D8 , 7D17,7D31
7. Develop a progressive therapeutic exercise program to address specific functional importance.7D10,7D11
8. Effectively educate patients/family in the prescribed exercise proper form and prescription. 7D12
9. Appreciate the role of the patient in developing a plan of care and the right to consent to treatment.7D4, 7D5
10. Critically evaluate published studies related to topics in therapeutic exercise and musculoskeletal physical therapy.7D9

Course Delivery

This is an in person course offering.

Lecture, facilitated discussion, laboratory demonstration and practice, problem-solving sessions, self-instructional materials, reading and written assignments, small group work, clinical simulations/feedback sessions, and practical examinations.

There may be several open laboratory sessions available. They are for your benefit to work on your skill techniques and procedures with faculty available for guidance. They are unstructured in terms of assignments, as you know which skills, techniques and procedures you need to work on. Come prepared to utilize the time and faculty resources wisely. If you are
disruptive, in terms of didactic class or laboratory material review during these open lab sessions, then you will be barred from additional open laboratory use.

**Required Texts and Materials**


**Recommended Texts and Materials**

**Recommended Articles:**

Will be provided on blackboard or in references on the power point presentations.

**Technology Requirements**

You will be required to make a video during this class so Blackboard and your computers camera are required to work together through Kaltura or other supported programs on Blackboard.

**To participate in one of ASU’s education programs, you need this technology:**

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

**Topic Outline**

See schedule below

**Communication**
Faculty communication: Office hours and/or advising may be done in person or with the assistance of the telephone, Collaborate, Skype, etc.

Professor will be available via e-mail and will make every attempt to respond to request within 24 hours of student question are need.

Students are asked to e-mail professor with issues if they will not be attending class.

Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written exams (2) 20% each</td>
<td>40%</td>
</tr>
<tr>
<td>Practical Exam</td>
<td>40%</td>
</tr>
<tr>
<td>Video HEP Assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. The final course grade will be assigned based on the cumulative percentage of points earned throughout the course:

- A = 90-100
- B = 80-89
- C = 70-79
- F = 69 or less
Students must score 80% or better in total (A or B grade) in order to meet mastery and receive credit for this class. Exceptions may be sought by petition of the Academic Committee of the Physical Therapy Program and/or Course Coordinator who may require remediation and may be given the opportunity to repeat the activity.

**Written unit examinations and quizzes** may consist of multiple choice, true-false, short answer, essay questions and patient case studies. The examinations will address knowledge, analysis and application of concepts. Students are expected to take all written examinations on the day they are scheduled. **There will be no make-up examinations.**

**Practical exam** will be graded and students must meet mastery of 80%. **Retakes will be limited to one attempt.** If a retake is successfully completed, a score of no more than 80% will be recorded for the final grade of that practical exam.

**In class participation** is expected and students must be on time, and actively participate in class. Each unexcused tardy, absence, or un-professional behavior exhibited in class will contribute to 1% deduction from the total grade.

**Teaching Strategies**

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved *(beyond the materials and lectures presented in the course)* discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

**Assignment and Activity Descriptions**

*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.*

**Exercise Based Video Assignment**

This is a 3 part Assignment-
1. PowerPoint slide show
2. Exercise Videos
3. Response and feedback

**Part 1.** You will create a PowerPoint summary of the assigned topic to post in the Assignment folder
Key Components of PowerPoint summary
1. Summary of the condition
2. Corresponding phases of recovery
3. Discuss common devices that may be appropriate (ie, theraband, dumbells, gym machines etc)
References (minimum of 3)
No more than 10 slides and font must be greater than 16

**Instructional Video**

**Part 2.** You will then create videos of the HEP exercises- to be posted in Bb discussion board For this assignment, the
students will be assigned a condition to produce an instructional video for a HEP (refer to Dr. Atkin’s video instructions for procedure us-li.bbcollab.com/recording/7a9dc5b115d646cd80ce695da25c3c12

Each video should be of a therapist teaching the patient how to perform each exercise. Each person in the group will need to act as therapist for at least one of the videos. (self-select any phase of recovery and choose exercises to address that phase) and will include at least 3 exercises and no more than 5, for each condition, be sure to choose the most relevant exercises to address the most common impairments (strength, ROM, balance, mobility etc...) associated with each condition.

Education of patient on proper technique and reasoning for these exercises to the condition- make sure to have the equipment available. May use any home item as necessary.

Each exercise should be recorded as a separate video (do not record all exercise on a single video)
The video should be concise
Estimated duration of each video <= 2 minutes
Rehearse and practice prior to videoing
Key Components of each video
  1. Name and purpose of the exercise-how it fits into a goal
  2. Pt instruction including form and reasoning
  3. Be sure to include specified phases of recovery (ie. Acute, chronic etc)
  4. Dosage- weight, reps, sets, frequency, duration

Response and Feedback

In the discussion forum, the student is required to provide comments/feedback to at least 2 groups. Please make your responses constructive and thoughtful.
As a means of course review, you are encouraged to watch all of the videos and may provide additional feedback
GRADING- see rubric
The faculty looks forward to reviewing the project. Best wishes on your film making career!

Conditions
<table>
<thead>
<tr>
<th>Condition</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Shoulder impingement</td>
<td>Outpatient</td>
</tr>
<tr>
<td>2 Degenerative joint (Hip &amp; TKR replacement)</td>
<td>Acute care</td>
</tr>
<tr>
<td>3 Mechanical LBP</td>
<td>Outpatient</td>
</tr>
<tr>
<td>4 Lateral epicondylopathy</td>
<td>Outpatient</td>
</tr>
<tr>
<td>5 Generalized weakness due to prolonged bedrest</td>
<td>Acute care</td>
</tr>
<tr>
<td>6 Patella Femoral Pain</td>
<td>Outpatient</td>
</tr>
<tr>
<td>7 Mechanical neck pain</td>
<td>Outpatient</td>
</tr>
<tr>
<td>8 Lateral ankle sprain</td>
<td>Outpatient</td>
</tr>
<tr>
<td>9 Plantar Fasciopathy</td>
<td>Outpatient</td>
</tr>
<tr>
<td>10 Degenerative joint (shoulder replacement)</td>
<td>Acute care</td>
</tr>
</tbody>
</table>

**Assignment Submission**
All assignments MUST be submitted through the Assignments or Discussion Board link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at kendra.nicks@angelo.edu and attach a copy of what you are trying to submit. Then, please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**Late Work or Missed Assignments Policy**
Late work will be subject to points off if turned in past due date and time.

**General Policies Related to This Course**
All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²

**Student Responsibility and Attendance**
Online: This class is synchronous, you will be expected to be in class as the schedule shows unless scheduled otherwise. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 5 study hours per week on average.

**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).

**Accommodations for Students with Disabilities**

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs
Incomplete Grade Policy
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. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. 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. 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. Resources to help you understand this policy better are available at the ASU Writing Center.

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. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

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
Email: 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).

Course Schedule
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/24 Mon</td>
<td>8:00-12:30</td>
<td>Intro to Ther-ex - ROM and Stretching</td>
</tr>
<tr>
<td></td>
<td>5/26 Wed</td>
<td>8:00-12:30</td>
<td>1RM living and Resistance Exercise</td>
</tr>
<tr>
<td></td>
<td>5/28 Fri</td>
<td>8:30-12:30</td>
<td>Resistance Exercise &amp; BFR</td>
</tr>
<tr>
<td>2</td>
<td>5/31 Mon</td>
<td>8:00-12:30</td>
<td>NO Class-Memorial Day</td>
</tr>
<tr>
<td></td>
<td>6/02 Wed</td>
<td>8:00-12:30</td>
<td>Functional Mobility</td>
</tr>
<tr>
<td></td>
<td>6/04 Fri</td>
<td>8:30-12:30</td>
<td>Principles of Aerobic Exercise &amp; Surgical and Post-op management</td>
</tr>
<tr>
<td>3</td>
<td>6/07 Mon</td>
<td>8:00-12:30</td>
<td>Exam 1</td>
</tr>
<tr>
<td></td>
<td>6/09 Wed</td>
<td>8:00-12:30</td>
<td>Ther ex for spine/core</td>
</tr>
<tr>
<td></td>
<td>6/11 Fri</td>
<td>8:00-10:00</td>
<td>Ther ex for upper extremity</td>
</tr>
<tr>
<td>4</td>
<td>6/14 Mon</td>
<td>8:30-12:30</td>
<td>Ther- ex for lower extremity</td>
</tr>
<tr>
<td></td>
<td>6/16 Wed</td>
<td>8:00-12:30</td>
<td>Exercise for impaired balance</td>
</tr>
<tr>
<td></td>
<td>6/18 Fri</td>
<td>8:30-12:30</td>
<td>Mock Practical- video assignment due</td>
</tr>
<tr>
<td>5</td>
<td>6/21 Mon</td>
<td>8:00-12:30</td>
<td>Practical Exams</td>
</tr>
<tr>
<td></td>
<td>6/23 Wed</td>
<td>8:00-12:30</td>
<td>Practical Exams</td>
</tr>
<tr>
<td></td>
<td>6/25 Fri</td>
<td>8:30-10:30</td>
<td>Exam 2- response to videos due</td>
</tr>
</tbody>
</table>

**Grading Rubrics**

DPT 7252 Ther-Ex  
Summer 2020  
Angelo State University  
Video Assignment Grade Form
Student

**PowerPoint**
Pathology- including symptoms ________ 20 pts
Phases of Recovery ________ 10 pts
Common devices ________ 5 pts
References minimum of 3 ________ 2 pts

**HEP videos**
Name and purpose of each exercise ________ 15 pts
(How does it address a goal)
Concise and proper patient instruction ________ 20 pts
(Should include form as well as reasoning)
Phase of recovery ________ 4 pts
Dosage ________ 4 pts

Total ________ /80pts
Practical Examination Assessment for Therapeutic Exercise

Student ______________________________________________ Date ____________________

Total score: ____________________________/75 possible points

<table>
<thead>
<tr>
<th></th>
<th>Pos pts</th>
<th>Card 1</th>
<th>Card 2</th>
<th>Card 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper introduction and patient identification</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position the patient in a safe position</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Perform procedures as indicated (eg, ROM vs. stretching)</strong></td>
<td><strong>5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Perform procedures correctly (eg, stretch the intended muscles)</strong></td>
<td><strong>5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper patient education on form and request feedback from patient</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide clear and concise explanations/demonstrations</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prescribes the appropriate dosage to meet the goals for return to function</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform in an organized, confident, and timely manner</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>25</strong></td>
<td><strong>/25</strong></td>
<td><strong>/25</strong></td>
<td><strong>/25</strong></td>
</tr>
</tbody>
</table>

Skills in **BOLD** are required to meet mastery regardless of performance of other requirements
Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Select the SLO’s you use

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

2. https://www.angelo.edu/catalogs/
4. https://www.angelo.edu/services/disability-services/
5. https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
7. https://www.angelo.edu/dept/writing_center/academic_honesty.php
8. https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of