KINE 5347: Advance Functional Assessment and Corrective Exercise
Fall 2019

Instructor Information

Instructor:
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Office Hours:
By appointment

Instructor:
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By appointment

Course Information

Section Information:
KINE 5347-001 Advance Functional Assessment and Corrective Exercise

Time and Place of Class Meetings:
PEB 202
Tuesday 8:00 am – 11:50 am

Description of Course Content:
This course is designed to provide the entry level athletic training student with classroom and laboratory experiences that introduce functional assessment and corrective exercises. Specific topics will include advanced manual therapy techniques designed to restore body symmetry and theories of functional movement. Evidence-based application of functional assessment, evaluation and assignment of corrective exercises will be emphasized along with the critical appraisal of research studies regarding the effectiveness and efficacy of a variety of advanced therapeutic interventions.

Course Objectives:
1. Introduce students to the various functional movement assessments.
2. Introduce students to the various functional certifications.
3. Introduce students to the various evidence-based resources for functional movement assessments.
4. Introduce students to numerous return to play functional sport testing procedures.
5. Introduce students to valid and reliable injury preventative programs.
6. Introduce students to corrective exercise sequences to supplement functional assessments.
Student Learning Outcomes:
After completing this course, students will be able to:
1. Properly execute various functional movement assessments, including National Academy of Sports medicine screening as well as the Functional Movement Screen and Select Functional Movement Assessment.
2. Explain the principles of movement dysfunctions and application of corrective exercise regimen.
3. Implement corrective procedures based on the most valid evidence-based research.
4. Properly execute the various preventative and return to play sport testing procedures.
5. Create and present descriptions of various movement dysfunctions and underlying causes.
6. Perform a complete assessment and corrective exercise assignment to patients dealing with musculoskeletal dysfunctions.

Required Textbooks and Other Course Materials:

"text used for NASM CES course

i-HomeExerciseProgram - www.i-HEP.com info@i-HEP.com

Descriptions of major assignments and examinations:
Comprehensive Written Final Exam
One written exam will be given in this course at the end of the semester. This exam will encompass all material from the semester. The exam will be given during the final exam time period in class using Canvas Respondus Lockdown Browser.

Practical Exam
There will be one comprehensive final practical exam for this class. The one comprehensive practical exam will be offered in class only on a designated date. The practical exam will allow students to perform portions of select movement assessment screens, rehab protocols, manual therapies, return to play assessments based on randomly drawn scenarios and additionally will be multifaceted with recall, application, and analysis questions throughout. Use your lecture notes, textbooks, and assignments to prepare yourself for the exams. Missed exams can only be made up if absence was excused. All missed and late exams must be made up within one week of original due date unless prior arrangements are made with instructor or you will receive a zero grade.

Assignments
Each student is expected to prepare for class by reading the assigned chapter(s) and handouts prior to class. Assignments are DUE on the posted or announced date at the beginning of class, unless otherwise indicated. If an assignment is turned in late, 20% of the total points will be deducted from the assignment for each day late. Missed assignments can only be made up if absence was excused. All missed and late assignments must be made up within one week of original due date unless prior arrangements are made with instructor or you will receive a zero grade. Note: All course assignments are not limited to those listed. Other assignments will be assigned throughout the course of the semester.
There will be several assignments throughout the course of the semester. The following are descriptions of major course assignments:

**Rehabilitation Program Design**
Students will create several rehabilitation programs throughout the course of the semester, based off of identified functional deficits in the clinical scenarios that are provided. Completed rehabilitation programs will cover both lower and upper extremity deficits. The format, guidelines, and scoring of each rehabilitation program assignment will be posted to Blackboard. You are encouraged to use published research that identifies common protocols and types of exercises. All rehabilitation programs MUST identify a Patient rated outcome scale that will be completed prior to, during, and after rehabilitation program.

**Peer Functional Assessment (FMS/OHS/SLS/SFMA) Video**
Each student will be required to complete one (1) FMS, one (1) OHS/SLS, one (1) SFMA, and one (1) upper extremity transitional assessment on clients/patients not within MSAT program. Do your own assessment on a person using the tool you want to employ. That means you will be doing four (4) total assessments on four (4) different people. Each assessment must be completed using appropriate paperwork and documentation of the test. Each assessment also needs to be accompanied by identifying the TOP two (2) functional deficits that need to be addressed and how you will address them.

Each student will receive an assignment to videotape **ONE (1) of the four people** you assess and edit the video where scoring and the reasons are demonstrated either verbally or via text within the video.

**Final Assessment & Corrective Exercise Project**
Each student will be assigned a Level 1 Entry Level Master’s Student to perform functional assessments and prescribe corrective exercises across the continuum based on their musculoskeletal history and static postural assessment. Patient rated outcome scale(s) must be selected as a means of marking progress and time points and types of assessments need to be identified. A detailed rehabilitation progression will be created to span the course of a 4-week period. More details will be provided with exact guidelines.

**Clinical Query/Literature Review**
Clinical questions will be assigned to teams of people with the goal of each group providing a graded clinical recommendation in relation to conclusions about their assigned topic. You will be asked to obtain minimum of **5 high quality articles**. Students will present clinical query and answer(s) to clinical query with evidence from the research articles using PowerPoint presentation **during the assigned class period**. All presentations will end with clinical bottom line(s)/take home messages(s) that will guide clinical practice. Grades for presentation will be assigned based on rubric that focuses on content and quality of presentation. Specific examples will be provided for assistance.

Literature Review paper will be a written document that provides an in-depth review of research articles, conclusions, and recommendations. This will resemble a Systematic Review and will include more than the 5 research articles.
Quizzes
Quizzes will be given throughout the semester.
Anatomy Quizzes: Are completed on-line and MUST be submitted before due date.
In-class Quizzes: These quizzes will be both announced and unannounced, so be prepared every lecture period. Quizzes will contain material from previous lectures and discussions. Be prepared for short answer, labeling, and multiple-choice questions. Missed quizzes can only be made up if absence was excused. Same rules apply for make-ups.

Other Information
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.

Class Preparation, Note Taking, and Post Class Activities
Here are some evidence-based study tips as: https://youtu.be/p60rN9JEapq

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.

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. Synthesize the information you are learning and apply it whenever you get the chance. Do not be afraid to ask questions or challenge the current medical or scientific assumptions. Your brain will only grow in response to how much it is challenged and used.

The following Knowledge and Skills and/or Standards will be addressed in this class

<table>
<thead>
<tr>
<th>Athletic Training Educational Competencies</th>
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<tbody>
<tr>
<td>Prevention and Health Promotion (PHP)</td>
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<tr>
<td>PHP 26, 27, 30, 31</td>
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<tr>
<td>Clinical Examination (CE)</td>
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<tr>
<td>CE 4, 5, 7, 9, 19, 20 b-e, 21 a-g</td>
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<tr>
<td>Therapeutic Intervention</td>
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<tr>
<td>TI 7, 10-12, 14, 18</td>
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Grading Information

Grading:

Tentative Evaluation: As instructors of this course, we reserve the right to alter grade distribution within the two major categories of Unit Examination/Quizzes and Assignments.

<table>
<thead>
<tr>
<th>Examinations/Quizzes – 40%</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Comprehensive Written Final</td>
<td>15%</td>
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<tr>
<td>Final Practical Exam</td>
<td>25%</td>
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</table>

<table>
<thead>
<tr>
<th>Quizzes – 20%</th>
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<tbody>
<tr>
<td>Anatomy and Course content</td>
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</table>

<table>
<thead>
<tr>
<th>Coursework – 40%</th>
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<tbody>
<tr>
<td>Assignments</td>
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<tr>
<td>Presentations</td>
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</tbody>
</table>

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.

Classroom Policies

“Life is what happens, while you are busy making other plans” John Lennon

Remember: Communication is the key.

Cell Phone Policy

No cell phones in class for verbal or text message conversations. Please turn them off or silence them during our class period. If you actively perform or receive cell phone calls or text messaging during class, I will confiscate your electronic device. No exceptions.

Computers can be used in class to facilitate learning. However if they are used to “surf” the web or perform tasks that are outside of class learning objectives, then the instructor has the right to request that you leave the class. Please respect your classmates and their learning as your texting, “surfing”, and computer/phone use that is not related to class is very distracting and not an example of team learning.

Attendance and Class Preparation

At University of Texas at Arlington, taking attendance is not required. Rather, 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. 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 must 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.

Class attendance is required. Excused absences include university approved absences or those that I receive notification of (i.e. illness, doctor appointments, etc.) in a timely manner. Class begins at 8:00 am. Tardiness is NOT acceptable. After three late arrivals you will be given one unexcused absence. Two unexcused absences will automatically drop your grade by one letter (i.e., A to B, B to C, etc.).

Each student is expected to prepare for class by reading the assigned chapter(s) and handouts prior to class. If you miss a class, you are responsible for obtaining all information presented. Remember: Poor planning on your part is not an emergency on my part.

Each student is expected to prepare for class by reading the lab material prior to class. If you miss a class, you are responsible for obtaining all information presented and you are encouraged to contact instructor for essential details. Remember: Poor planning on your part is not an emergency on my part.

Missed Examinations, Quizzes, and Assignments
Missed exams, quizzes, and assignments can only be made up if approved by instructor. All missed exams, quizzes, and homework must be made up within one week of original due date.

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. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for quizzes, etc.

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.
## 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. –Meredith and Dr. T*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material/ Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Class Overview; Syllabus; Introduction to Screening &amp; Assessment; Human Movement Science</td>
<td>Cook Chapter 1; NASM Chapter 2</td>
</tr>
<tr>
<td>9/3</td>
<td>Anatomy Review; Understanding Movement &amp; Impairments; The Joint by Joint Concept</td>
<td>Cook Chapter 2, 3 &amp; Appendices 1&amp;2; NASM Chapter 3</td>
</tr>
<tr>
<td>9/10</td>
<td>Handheld Dynamometry &amp; Isokinetic Testing Introduction OHS/SLS</td>
<td>Cook Chapter 4, 7, 8; NASM Chapter 6</td>
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<tr>
<td>9/17</td>
<td>Introduction to FMS</td>
<td>Cook Chapter 5, 6, 9</td>
</tr>
<tr>
<td>9/24</td>
<td>Review FMS UE Transitional Assessment Posture Assessment</td>
<td>NASM Chapters 7, 8</td>
</tr>
<tr>
<td>10/1</td>
<td>Introduction to SFMA &amp; SFMA Breakouts</td>
<td>NASM Chapter 5</td>
</tr>
<tr>
<td>10/8</td>
<td>SFMA Breakouts Review gait assessment</td>
<td>Peer Assessment OHS/SLS/FMS – Video Due</td>
</tr>
<tr>
<td>10/15</td>
<td>Breathing &amp; Rolling Partner Assessment</td>
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<tr>
<td>10/22</td>
<td>Overview of Clinical Tools</td>
<td>Cook Chapters 10, 11, 12; NASM Chapter 1, 9 &amp; Section 4</td>
</tr>
<tr>
<td>10/29</td>
<td>Overview of Clinical Tools</td>
<td></td>
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<tr>
<td>11/5</td>
<td>Overview of Corrective Exercise Inhibit</td>
<td>Cook Chapters 13, 14; NASM Chapters 9, 10, 11 &amp; Section 4</td>
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<tr>
<td>11/12</td>
<td>Lengthen</td>
<td>NASM Chapters 9, 10, 11 &amp; Section 4</td>
</tr>
<tr>
<td>11/19</td>
<td>Activate</td>
<td>NASM Chapters 10, 11 &amp; Section 4</td>
</tr>
<tr>
<td>11/26</td>
<td>Integrate</td>
<td></td>
</tr>
<tr>
<td>12/3</td>
<td>Bringing it all together – total patient assessment and treatment</td>
<td></td>
</tr>
<tr>
<td>12/5 and 12/10</td>
<td>Final Written Exam &amp; Final Practical Exams</td>
<td>Final Practical: Thursday December 5th in Afternoon by appointment Written Exam: Tuesday 12/10 – 8:00 – 10:30 am</td>
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</tbody>
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## 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](http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) page which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
Additional Information

Department of Kinesiology – Drop Policy:

It is the responsibility of the student to add or drop classes or withdraw from school within the appropriate time frame established by the University Registrar. (The departments are not allowed nor obligated to add or drop students from classes.) Deadlines can be found in the current Schedule of Classes.

Master of Science in Athletic Training Program Grade Requirement: 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.
   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.

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

Student Success Programs:
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, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

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.

Librarian to Contact:
Peace Ossom Williamson- peace@uta.edu – 817-272-6208
Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Library Information

Research or General Library Help
Ask for Help
- Academic Plaza Consultation Services (library.uta.edu/academic-plaza)
- Ask Us (ask.uta.edu/)
- Research Coaches (http://libguides.uta.edu/researchcoach)

Resources
- Library Tutorials (library.uta.edu/how-to)
- Subject and Course Research Guides (libguides.uta.edu)
- Librarians by Subject (library.uta.edu/subject-librarians)
- 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/)