

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number MATP 654 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

The goal of this course is to build upon rehabilitative and therapeutic exercise knowledge gained during MATP 622- Therapeutic Interventions I.

The instructor of MATP 622, 653, and 654 will teach these courses more holistically- looking at the whole patient during the rehabilitation process instead of in silos. This requires changes to the name, description, and outcomes of the three courses in order to incorporate all curricular content and redistribute appropriately.

New Title: Therapeutic Interventions II Lab

Description of MATP 654 will not change.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	-	I	I	I
2.	Description (not affecting content)	A	A	A	I	-	I	I	I
3.	Course term(s)	A	I	A	I	-	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	-	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	-	A	A	I
6.	Course number within the hundred	A	A	I	I	-	I	I	I
7.	Course number beyond the hundred	A	A	A	A	-	A	A	I
8.	Prerequisites	A	A	A	I	-	I	I	I
9.	Course fee(s)	A	-	A	-	-	-	A	I
10.	From U to G or G to U	A	A	A	A	-	A	A	I
11.	Cross-list course	A	A	A	A	-	A	A	I
12.	Department of record	A	A	A	A	-	A	A	I
13.	Close a course	A	A	A	A	-	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	-	A	A	I

	Change to the University Requirements (All Campuses)	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	—	A	—	A	—	A	—
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	—	A	—	A	A	A	—
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	—	—	—	A	—	A	—	A	—
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	—	A	—	A	A	A	—
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	—	—	—	—	—	A	A	A	A	—
2.	Policies governing academic probation and suspension	—	—	—	—	—	A	A	A	A	—
3.	Requirements for graduating with honors	—	—	—	—	—	A	A	A	A	—
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	—	A	A	—	A	—
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	—	A	A	—	A	—
7.	Educational Program — Add ³	A	A	A	A	—	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	—	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	—	A	A	—	A	—
10.	Minor — Revise	A	A	A	I	—	I	I	—	I	—
11.	Minor — Add	A	A	A	A	—	A	A	—	A	—
12.	Minor — Discontinue	A	A	A	A	—	A	A	—	A	—
13.	Degree — Add	A	A	A	A	—	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	—	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	—	R	A	—	A	A	A	A	I
16.	Minor — Discontinue	R	—	R	A	—	A	A	—	A	—
17.	Degree — Discontinue	R	—	R	A	—	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or AUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 Signature	1/19/23 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	1-23-23 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	1-23-23 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

University General Education Council	
_____ Chair's signature	_____ Approval date

Abilene Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of Faculty Senate	_____ Approval date

President	
_____ Signature	_____ Approval date

ACU Department of Kinesiology & Nutrition
Course Syllabus
MATP 654- Therapeutic Interventions II Lab
Fall, 2023

Instructor: Dr. Ramonica Scott "Doc Ro"
Office: Teague 108
Office Phone: (325) 674-2332
Cell Phone: (325) 400-6160 (text only)
Email: ras19d@acu.edu
Office Hours: Monday: 9am - 12pm
Tuesday: 1:30pm-2:30pm
Wednesday: 9am - 11am
Thursday: 1:30pm-2:30pm
Friday: 8am-3pm By appointment
Reply Expectations: Please allow 24 business hours for a response via email.

Contact Expectations: Please allow 24 business hours for a response via email.

Credit hours: 1 Hour

Semester/Year: Fall, 2023

Meeting Time/Place: T, TH from 11:00pm - 12:20pm, in Teague Athletic Training Classroom

Prerequisites: Formal acceptance for progression into the Master's Degree in Athletic Training.

Catalog Description: Lab class to accompany MATP 698. Co-enrollment in MATP 698 is required. to # 653 653

Intended Audience: Master of Athletic Training students

Mission Statements

ACU Mission: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College Mission: The mission of the College of Education and Human Services is to equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.

Department of Kinesiology & Nutrition: The mission of the Department of Kinesiology & Nutrition is to prepare students to serve and lead through the development of healthful lifestyles.

Mission of MAT program: The mission of the Master of Athletic Training program is to offer students a dynamic, respected program that challenges them to grow intellectually, academically, emotionally, and spiritually while preparing them for successful careers as athletic trainers.

Unique Christian Perspective: God created the human body perfectly. As athletic trainers, it is our job to respect God's creation. Athletic Trainers work with injuries and illnesses, but cannot heal an injury or illness. Only God can heal. Athletic Trainers can provide an environment conducive to healing. This course and other courses in the MAT program will help students understand how to integrate faith with physical healing.

Textbook(s):

Houglum, D. E., Houglum, P. A., Boyle-Walker, K. L. (2022). Rehabilitation of Musculoskeletal Injuries. United States: Human Kinetics. ISBN 978-1-7182-0315-0

Course Objectives:

Students will work toward two broad objectives:

1. Demonstrate various manual therapy techniques.
2. Formulate appropriate rehabilitation techniques for the different phases of injury rehabilitation.
3. Design rehabilitation plans for specific injuries.

Objectives/Outcomes/CAATE Curricular Content Addressed:

At the end of this course, the student will be able to:

	CAATE Curricular Content	Measurement
1	Analyze the impact of health literacy and social determinants of health on patient care and outcomes to determine healthcare strategies that empower patients and improve outcomes. (57)	Quizzes, Exam
2	Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery. (58)	Guided Practice, Skills Test
3	Use systems of quality assurance and quality improvement to enhance patient care. (63)	Guided Practice, Skills Test
4	Develop a care plan for each patient. The care plan includes (but is not limited to) the following: • Assessment of the patient on an ongoing basis and adjustment of care accordingly • Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care • Consideration of the patient's goals and level of function in treatment decisions • Discharge of the patient when goals are met or the patient is no longer making progress • Referral when warranted (69)	Guided Practice, Skills Test
5	Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following: • Therapeutic and corrective exercise • Joint mobilization and manipulation • Soft tissue techniques • Movement training (including gait training) • Motor control/proprioceptive activities	Guided Practice, Skills Test, Video Project: Peer Education

	• Task-specific functional training • Therapeutic modalities • Home care management • Cardiovascular training (73)	
6	Identify, refer, and give support to patients with behavioral health conditions. Work with other healthcare professionals to monitor a patient's treatment, compliance, progress, and readiness to participate. These behavioral health conditions include (but are not limited to) the following: • Suicidal ideation • Depression • Anxiety Disorder • Psychosis • Mania Eating Disorders • Attention Deficit Disorders (77)	Skills Test
7	Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following: • Durable medical equipment • Orthotic devices • Taping, splinting, protective padding, and casting (78)	Guided Practice, Skills Test
8	Develop, implement, and assess the effectiveness of programs to reduce injury risk. (80)	Guided Practice, Skills Test, Video Project: Peer Education
9	Practice cultural competency, foster cultural humility, and demonstrate respect in client/patient care. This includes (but is not limited to) the following: ● Using contemporary nomenclature of various identities. ● Analyzing the impact of group identification, including the intersectionality of multiple identities, on health disparities, patient care, and patient outcomes. ● Analyzing the impact of marginalization on health disparities, patient care, and patient outcomes. ● Developing strategies that minimize the impact of clinician based bias, prejudice, and privilege on patient interactions. ● Devising patient-centered interventions to diverse populations that account for the healthcare delivery system. (DEI #2)	Skills Test

Fall 2023 Tentative Course Outline Rehab Lecture:
57, 58, 63, 59, 69, 73, 77, 78, 80, DEI #2

Date:	Topic	CAATE Competency	Evaluation Method	Due Dates
Tues, Aug. 29th	- Syllabus Overview - Rehab Overview: "What are we addressing?"	57, 58, 59, 69, 73, 77, 80, DEI #2	Skills Test	
Thurs, Aug. 31st	- Guided Practice: Restoring ROM and Flexibility Lab	58, 63, 69, 73, 78, 80	Skills Test, Video Project	
Tues, Sept. 5th	- Restoring ROM and Flexibility Lab - Skills Practice	58, 63, 69, 73, 78, 80	Skills Test, Video Project	
Thurs, Sept. 7th	- Guided Practice: Ch. 13 Manual Therapy Lab	58, 63, 69, 73, 78, 80	Skills Test	
Tues, Sept. 12th	- Guided Practice: Ch. 13 Manual Therapy Lab	58, 63, 69, 73, 78, 80	Skills Test	
Thurs, Sept. 14th	- Ch. 13 Manual Therapy Lab - Skills Practice	58, 63, 69, 73, 78, 80	Skills Test	
Tues, Sept. 19th	Skills Test #1	58, 63, 69, 73, 78, 80		
Thurs, Sept. 21st	- Manual Therapy	58, 63, 69, 73, 78, 80	Skills Test,	Therapeutic Rehabilitation Plan, Part I: Due 11:59pm
Tues, Sept. 26th	- Guided Practice: Strength and Endurance Lab	58, 63, 69, 73, 78, 80	Skills Test, Video Project	

Thurs, Sept. 28th	- Guided Practice: Proprioception Lab - Skills Practice	58, 63, 69, 73,78, 80	Skills Test, Video Project	
Tues, Oct. 3rd	- Guided Practice: Functional & Performance Specific Development Lab	58, 63, 69, 73,78, 80	Skills Test, Video Project	
Thurs, Oct. 4th	- Skills Practice - Guided Practice: Foot, Ankle, Low Leg Lab - Shin Taping	58, 63, 69, 73,78, 80	Skills Test	
Tues, Oct. 10th	Skills Test #2	58, 63, 69, 73,78, 80		
Thurs, Oct. 12th	- Foot, Ankle, Low Leg Lab	58, 63, 69, 73,78, 80	Skills Test	
Tues, Oct. 17th	- Guided Practice: Knee Lab - McConnell taping	58, 63, 69, 73,78, 80	Skills Test	
Thurs, Oct. 19th	- Knee Lab - Skills Practice	58, 63, 69, 73,78, 80	Skills Test	Therapeutic Rehabilitation Plan, Part II: Due 11:59pm
Tues, Oct. 24th	Skills Test #3	58, 63, 69, 73,78, 80		
Thurs, Oct. 26th	- Guided Practice: Hip & Pelvis Lab	58, 63, 69, 73,78, 80	Skills Test	
Tues, Oct. 31st	- Hip & Pelvis Lab - Skills Practice	58, 63, 69, 73,78, 80	Skills Test	
Thurs, Nov. 2nd	- Guided Practice: Spine Lab	58, 63, 69, 73,78, 80	Skills Test	

Tues, Nov. 7th	- Spine Lab - Skills Practice	58, 63, 69, 73, 78, 80	Skills Test	
Thurs, Nov. 9th	- Guided Practice: Shoulder & Elbow Lab	58, 63, 69, 73, 78, 80	Skills Test	
Tues, Nov. 14th	Skills Test #4	58, 63, 69, 73, 78, 80		
Thurs, Nov. 16th	- Shoulder & Elbow Lab	58, 63, 69, 73, 78, 80	Skills Test	
Tues, Nov. 21st	- Outside of class assignment: Work on Video Project	58, 63, 69, 73, 78, 80	Skills Test, Video Project	
Thurs, Nov. 23th	THANKSGIVING			
Tues, Nov. 28th	- Skills Practice - Guided Practice: Wrist & Hand Lab	58, 63, 69, 73, 78, 80	Skills Test	
Thurs, Nov. 30th	- Wrist & Hand Lab	58, 63, 69, 73, 78, 80	Skills Test	Therapeutic Rehabilitation Plan, Part III: Due 11:59pm
Tues, Dec. 5th	- Skills Practice	58, 63, 69, 73, 78, 80		
Thurs, Dec. 7th	Skills Test #5	58, 63, 69, 73, 78, 80, DEI #2		
Tues, Dec. 11th - Friday, Dec. 15th	FINAL EXAM WEEK	58, 63, 69, 73, 78, 80		Video Project Due: Peer Education

Evaluation Methods:

- (11) Guided Practice - 10 points
- (5) Skills Test - 40 points
- Therapeutic Rehabilitation Plan - 70
- Video Project: Peer Education - 65
- Cumulative Final Exam - 80

Total Points Possible - 525

Guided Practice- Observations of the student will occur as the student is learning the therapeutic exercise process. During guided practice, the instructor may choose to help guide the student through an exercise by asking guiding questions. Guided Practices are done with every lab lesson. Missed guided practices can be completed at any time with a classmate and turned into me within a week of the missed class.

Skills Test- Skills test will be over how well the student can implement appropriate therapeutic exercises. These skills are vital as an Athletic Trainer. Proper progression of exercises will be covered in class prior to the skills test. Skills test will be completed in class. Missed skilled tests can ONLY be made up with the approval of the instructor (i.e., doctor's note, proof of emergency, etc).

Therapeutic Rehabilitation Plan - This will be an individual project for each student. The student is required to develop a therapeutic exercise program based on the concepts and techniques learned in class. To complete the project, the student will have to think critically to create an appropriate rehabilitation plan following an injury.

Video Project: Peer Education- Each student will make a video consisting of teaching a first year student about one of the following steps of the rehabilitation pyramid:

- Flexibility & Range of Motion
- Strength & Endurance
- Balance, Coordination, and Agility
- Functional Testing & Functional Exercises

The instructions and rubric will provide for further instructions.

Cumulative Final Exam - The final exam will require students to demonstrate skills and rehab prescription comprehension.

Grading Scale: Grade= Percent

A= 100-90%

B= 89-80%

C= 79-70%

D= 69-60%

F ≤59%

Course Policies

Class Attendance/Tardiness policy Students are expected to attend classes. Excessive tardiness or absences from class will reflect in the student's grade. No student with $\geq 25\%$ absences (excused or unexcused) will receive credit for this course. Only university-approved absences (*see the university student handbook*) will be accepted as excused absences. It is the student's responsibility to notify the instructor of excused absences. Likewise, tardiness is not appropriate for this class. Three tardies will result in one absence.

Participation: As this is a graduate course, students are expected to participate daily and complete all course requirements by the deadlines on Canvas.

Late assignments: Late assignments may be accepted on an individual basis with increasing penalty for each day they are late. Assignments lose 10% for each day they are late, and after 3 days students should not expect to receive credit for the assignment. Any extenuating circumstances that preclude a student from getting the assignment in on-time should be discussed with the professor as soon as possible, but no later than one day prior to the assigned deadline.

Professional Behavior in the Classroom or Lab:

All students are expected to exhibit consistent professional conduct in the classroom and laboratory setting. Students are expected to maintain a classroom environment that will ensure that all students have an opportunity to learn and participate. Disruptive classroom behaviors include cell phones, challenges to faculty authority, demanding special treatment, tardiness, leaving early, offensive remarks, chattering, reading newspapers or magazines, sleeping, or overt inattentiveness. Inappropriate behavior will result, minimally, in a request for the student to leave class. After the first incident of inappropriate behavior the instructor will discuss the behavior with the student as soon as possible following the class. If a second incident occurs the instructor will refer the student to the program director or department chair or formal counseling. Repeated offenses will result in disciplinary action deemed appropriate to the offense according to the Program Director.

Revision of Syllabus

The professor reserves the right to modify the course calendar or evaluation methods as he or she sees fit.

University Policies

ADA compliance:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The University Access Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with the University Access Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call 325-674-2667.

Academic integrity

Professionals are expected to practice with a commitment to high standards and integrity. The development of this commitment begins during academic training. Academic misconduct is considered to be an act contrary to professional ethics. Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the college, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: <https://acu.edu/office-of-the-provost/academic-policies/>.

Anti-Harassment policy:

As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following this link: <https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/>.

Bias Education and Response Team (BERT):

Bias incidents affect our ability to work with, instruct and learn from each other. For more information about the reporting process of bias incidents at ACU, see <https://acu.edu/about/diversity-and-inclusion/bert/>.

SOAR (Student Opportunities, Advocacy, and Resources):

SOAR partners with faculty, staff, parents and students to assist ACU students and connect them to resources available to support their path to success. For more information about SOAR or to make a SOAR recommendation, see <https://acu.edu/soar-program/>.