

UNIVERSITY OF WISCONSIN – STEVENS POINT – MASTER OF SCIENCE - ATHLETIC TRAINING  
SCHOOL OF HEALTH CARE PROFESSIONS

<b>Course Title: Therapeutic Interventions II – AT 721</b>	<b>Term: Spring</b>	<b>Credits: 2</b>
<b>Instructor: Holly Schmies</b>		
<b>Phone: 346-2922 Office; 715-572-9600 (Cell) Email: <a href="mailto:hschmies@uwsp.edu">hschmies@uwsp.edu</a></b>		
<b>Time and Place: TH 10:00am-12:00pm</b>	<b>Office hours: TBD; Available by appointment</b>	

**Required Textbook(s):** Houglum, P.A. *Therapeutic Exercise for Musculoskeletal Injuries*. 4<sup>th</sup> edition.

**Course Description:** Integration of the treatment and rehabilitation techniques to restore and enhance function in the active individual. Majority of focus on interventions related to the upper extremity.

Pre-requisite(s): AT 720

**Enduring Understanding:**

Athletic Training Students will understand that...

- Therapeutic intervention using clinical assessments and outcome measures along with consideration of stage in healing and patient goals will result in maximum patient participation and quality of life.
- Therapeutic interventions must address impairment, functional limitations, and participation restrictions.

**Essential Questions:**

- How can athletic trainers integrate knowledge of activity, healing, and injury/illness to develop effective therapeutic interventions?
- How do function, wellness, and health coincide for athletic training patients?
- What information is needed in order to develop, apply, and progress a therapeutic plan for individual patients?

**Knowledge (Know):**

Athletic training students will be able to/can...

- Understand and describe techniques used to improve pain, edema, mobility, strength, neuromuscular coordination and function.
- Describe the physiological responses to injury/illness and the influence these responses have on development and progression of therapeutic interventions.
- Describe and apply various types of therapeutic modalities, exercises, and other interventions related to specific disablements, injuries, or conditions.

**Skills (Able to do):**

Students will be able to/can...

- Develop therapeutic interventions that meet specified treatment and function goals.
- Analyze and educate patients on the impact of immobilization, inactivity, rehabilitation, and activity on the body and its systems.
- Identify and utilize outcome measures to recommend activity/limitations, return to activity/play decisions, and maximize progress in a therapeutic plan.

**Dispositions (Value/appreciate):**

Students will be able to/can...

- Select therapeutic outcomes by appropriate and educational communication with patients and other healthcare professionals.
- Appreciate the culture, values, and circumstances of individual patients regarding effectiveness of therapeutic intervention success.

## **COURSE POLICY and OTHER CONSIDERATIONS**

### **Attendance and Participation**

Attending class meetings is a requirement and professional expectation of the course/program. If you must miss class, please call the instructor before the missed class. Email or text is not acceptable – leave a voicemail if you do not get in touch with the instructor. The absence will be considered unexcused absence if contact is made via email or text. One excused absence is allowed with no loss of points, but for each absence after that, the student will have the following consequences:

- A student's grade will be dropped a by 10 points for every unexcused absence after the one freebie.
- Tardiness is considered an unexcused absence.
- Students are solely responsible for obtaining any course material missed due to absence.
- If you are taking this course as a hybrid offering since you are off-site for part of the semester for clinical education, you are responsible for staying in touch with the instructor and up-to-date with the course materials and assignments. Please refer to the Student Handbook for more information on the specific requirements for *Student Responsibilities in Hybrid/Online Coursework*.
- At all times, you are to silence your cell phone and have it out of view. Using your phone during class is a direct violation of professional behavior and not accepted during this course.
- There will be times when you will be asked to use your personal device (phone, tablet, computer) to access the Internet for learning resources. During this time, it is expected you stay focused within the learning exercise and refrain from being involved with email, messaging or social media. Again, this type of behavior is a direct violation of professional behavior.

### **Communication:**

One of the key components to your success in the AT program is communication. Communicate with your instructor. Communicate with your classmates. Ask questions. Get the information you need. You are here as a student, as a learner. Be that person! Ask for help. The only way anyone will know if you need help is when your learning assessments come back with a poor grade. At that point, you are behind. Stay ahead and keep up! Communicate (meaning TALK) with your instructor. Set up a time to meet and talk through it. Every AT faculty and staff will be willing to help – that is what we are here for.

### **Course Requirements:**

This course will include coursework and learning assessments specific to the CAATE Educational Competencies and the BOC Role Delineation Study to ensure we are working toward helping you become a competent athletic training professional. The specific competencies associated with the course and the assigned coursework and learning assessments will be fully communicated to you on the course schedule at the start of the course. The competencies associated with the course will also be provided in the AT Student Handbook under the curricular information.

## **ADDITIONAL INFORMATION**

### **Open Learning Environment and Professional Behavior:**

In all AT courses, you will be expected to act professionally and ethically. The NATA Code of Ethics is a great reference to how you should model professional behavior – and it will start in the classroom and clinical education setting. As we talk about sensitive topics, you will have an open mind and actively listen. Our goal is to treat each individual in class fairly and listen to their opinion and thoughts. It doesn't mean you always have to agree – but you need to be willing to try to understand. **All** students in the AT program, **WILL respect** individuality and diversity in the learning environment.

In many classes, you will be performing evaluation and touching each other as you will be doing in the AT profession. At all times, just like you would in the clinical setting, you will act professionally and properly communicate with your partner about what you will be doing. If at any time you feel uncomfortable with a certain skill or behavior, please talk to the instructor immediately.

### Academic Honesty:

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

**Plagiarism** - presenting someone else's words, ideas, or data as your own work.

**Fabrication** - using invented information or the falsifying research or other findings.

**Cheating** - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered.

**Academic Misconduct:** This includes academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

Academic dishonesty is NOT ACCEPTABLE. UWSP subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. The complete text of the chapter is available to you from the Dean of Students or you can visit [http://www.uwsp.edu/accreditation/docs/SA\\_PU\\_250.04.pdf](http://www.uwsp.edu/accreditation/docs/SA_PU_250.04.pdf) for more information.

### UWSP Policies

Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current UWSP Course Catalog or Student Handbook.

### ADA Statement

In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability Services for assistance with accommodations. It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature and extent of a disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability. Disabilities Services is located on campus at 103 Student Services Center, 1108 Fremont Street, UW-Stevens Point, Stevens Point, WI 54481.

**Grading scale:** The grades for your performance in this course will be awarded as follows:

<b>A:</b> 94-100%	<b>B:</b> 83-86%	<b>C:</b> 73-76%	<b>D:</b> 60-64%
<b>A-:</b> 90-93%	<b>B-:</b> 80-82%	<b>C-:</b> 70-72%	<b>F:</b> 59% or below
<b>B+:</b> 87-89%	<b>C+:</b> 77-79%	<b>D+:</b> 65-69%	

Assignments:

