2015

ATTR 387 Kinesiology

Leah Dunn
dunnl3@xavier.edu

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**Course Syllabus**

**FACULTY:** Leah S. Dunn, EdD, OTR/L and Rakhi Srivastava, OTR/L

**OFFICE:** 23 Cohen

**TELEPHONE:** (513)745-3154

**E-MAIL:** dunnl3@xavier.edu or through Canvas.

**OFFICE HOURS:** By confirmed appointment only
Leah: T/Th 1:30 pm –3:00 pm
Rakhi: W 5:50-6:30

**CLASS MEETING:** Wednesdays
Lab A (Leah): 10:00-11:50am
Lab B (Leah): 12:00pm-1:50 pm
Lab C (Rakhi): 2:00-3:50 pm
Lab D (Rakhi): 4:00-5:50 pm

**Lab ROOM:** Cohen 24(Craft Lab)/Cohen 42 (ADL Lab) * Check schedule for room.

**COURSE DESCRIPTION**
In-depth study designed for Occupational Therapy majors. Includes the study of human anatomy, the principles of body movement, and basic biomechanics. Prerequisite: Occupational Therapy Major. Co-requisite: ATTR 386.

**ABBREVIATED PROGRAM MISSION STATEMENT**
The Mission of the Department of Occupational Therapy is to graduate competent, caring, and ethical occupational therapy practitioners committed to best practice, lifelong learning, and occupational justice.

**ABBREVIATED PROGRAM PHILOSOPHY STATEMENT**
We believe:
- Humans are biopsychosocial beings who are transformed by participation in occupation.
- Meaningful occupations shape human beings and provide a bridge to health and wellness.
- Occupational therapists form a dynamic relationship with service participants to realize their occupational potential.
- Best practice in occupational therapy is client-centered, occupation-based, evidence-based, and grounded in sound ethical principles.

Furthermore, our student-centered focus on learning is driven by our belief that students are self-directed, active learners who construct their own knowledge in authentic contexts.
The sequence of our curriculum is based upon a developmental model, which builds knowledge and skills to form competent, caring & ethical practitioners.

**RELATIONSHIP TO INSTITUTIONAL MISSION**

♦ Develop student critical thinking skills  
♦ Innovative approach to problem solving  
♦ Promotes lifelong learning  
♦ Students are empowered to integrate academic, practical, …knowledge with questions of human values and ethical behavior  
♦ Creative problem solving

**RELATIONSHIP TO CURRICULUM DESIGN**

♦ Supports biopsychosocial perspective of humankind.  
♦ Provides foundational knowledge of human movement that supports concurrent and future course content, such as HOCS 321 – Movement analysis and MOCT505 – ROM/MMT.  
♦ Follows developmental sequence of applied knowledge of anatomy and physiology.  
♦ Occupation-based as content includes client factors that affect occupational performance.  
♦ Client-centered as content includes beginning evaluative techniques.

**PRIMARY COURSE OBJECTIVES**

Upon successful completion of course requirements, student will demonstrate competence in evaluation, screening and referrals as well as formulating and implementing intervention plans for clients within the age range from birth through early adulthood, including the following objectives:

<table>
<thead>
<tr>
<th>Objective</th>
<th>2011 ACOTE Standards</th>
<th>Course Assignment number</th>
<th>ACOTE Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.1.0 Foundational content requirements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate knowledge and understanding of the structure and function of the human structures and functions</td>
<td>B.1.1</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td><strong>B.4.0 Screening, evaluation and referral</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Demonstrate selected assessments of goniometric joint measurement and manual muscle testing using standard protocols and document result appropriately</td>
<td>B.4.1 B.4.10</td>
<td>1, 2, 3, 4, 5</td>
<td>2, 3, 7</td>
</tr>
<tr>
<td>3. Evaluate client(s)’ occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and nonstandardized assessment tools includes…Client factors, including values, beliefs, spirituality, body functions and body structures.</td>
<td>B.4.4</td>
<td>1, 2, 3, 5</td>
<td>1, 2, 3, 7</td>
</tr>
<tr>
<td><strong>B.5.0 Intervention plan: formulation and implementation</strong></td>
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<tr>
<td>5. Describe and demonstrate PROM, AAROM, AROM, and therapeutic exercise to optimize occupational performance.</td>
<td>B.5.3</td>
<td>1, 2, 3, 5</td>
<td>1, 7</td>
</tr>
<tr>
<td>6. Provide instruction for use of assistive devices for functional ambulation during occupational performance.</td>
<td>B.5.12</td>
<td>1, 2, 3, 5</td>
<td>1, 2, 3, 7</td>
</tr>
</tbody>
</table>
Key to ACOTE Assessment Measure: 1 Assignment; 2 Lab Test; 3 Objective Test; 4 Essay Test; 5 Project; 6 Presentation; 7 Demonstration; 8 Other - specify

REQUIRED TEXT (* textbooks will be used in future classes – do not rent)


ASSIGNED READINGS
NOTE: Students are required to complete all assigned readings prior to the class session/lecture.

<table>
<thead>
<tr>
<th>COURSE POLICIES</th>
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</table>

ACADEMIC HONESTY:
As integrity, honesty, and truthfulness are expected standards of ethical conduct, cheating, plagiarism and collusion will not be tolerated. As noted in the University catalogue, students found to be in violation of the Academic Honesty Policy will receive an “F” for the course and may be considered for expulsion from the University. Definitions of cheating, plagiarism, and collusion are as follows:

A. “Cheating” includes, but is not limited to:
1. Use of unauthorized assistance in taking quizzes, tests, or examinations.
2. Dependence on the aid of sources beyond those specifically authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out assignments.
3. The acquisition, without permission, of tests or other academic materials belonging to a member of the faculty or staff.
4. Fabrication or falsification of documentation or data.
5. Deception for the purpose of academic gain.

B. “Plagiarism” includes, but is not limited to:
1. The use, by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement on any course assignment.
2. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
3. Active/intentional and/or unintentional/passive use of another’s material or thoughts.

C. “Collusion” includes, but is not limited to:
1. Collaboration with another person or persons for the purpose of engaging in acts which constitute academic misconduct as defined above; or
2. Conspiring with another person for the purpose of aiding, abetting or contributing in a secondary way to an act of academic misconduct committed by another person as defined above.
3. A student allowing access to his/her independent work, which is then misused by the second student, will be guilty of collusion even if the work is used without the first person’s knowledge.
ACCOMODATIONS:
A student, who has a documented disability that requires accommodations in a classroom setting, must register with the Learning Assistance Center (LAC) before accommodations will be made. The first step of this process is to contact the Learning Assistance Center at (745-3280) on the Fifth floor of the Conaton Learning Commons, Suite 514, to coordinate reasonable accommodations. Documented and agreed-upon accommodations will be implemented only after a student meets with the professor and the professor signs the LAC form.

ATTENDANCE POLICY
Class attendance is expected at all class sessions. Attendance and tardiness will be tracked, as these are components of professional behavior. Excused absences will be in accordance with the Department of Occupational Therapy’s Policy on Attendance.

- Promptness for class is expected, as arriving late/leaving early cause disruption to the instructor and to the group process. Three unexcused late arrivals/self-dismissals to class (entry after the instructor has started at beginning of class or returning from breaks) will be treated as one unexcused absence.
- Students are to sign in on the sign-in sheet upon arrival to class (before class begins); in the case of a tardy arrival, the sheet should be signed at the end of class in order to avoid being marked absent. NOTE: please remain in the classroom once you have signed the sheet.
- Three late arrivals to class (including the beginning of class and returning from break) and/or self-dismissals will equal one unexcused absence.
  - A tardy or late arrival is defined as student entering the classroom after the professor has started class.
  - Note: in RARE circumstances, a tardy may be excused and this determination will be made according to the professor’s discretion. TARDINESS DUE TO PRINTING AN ASSIGNMENT OR CLASS HANDOUT IS CONSIDERED UNEXCUSED.
- For the second and each subsequent unexcused absence, three points are deducted from the student’s final course grade.
- Determination of whether an absence is excused or unexcused is up to the professor’s discretion. In general, an excused absence is an absence due to an unavoidable emergency, your own or a dependent’s serious illness, or funeral of an immediate family member (note: only the day of the funeral is excused). Unexcused absences include but are not limited to absences due to vacation or travel, doctor’s appointments (except in case of extreme illness), or other non-emergency events.
- Documentation is required for an excused absence (Example: doctor’s note, obituary) All documentation must be submitted to the instructor within 7 calendar days of the absence. Doctor’s notes must be on the official letterhead of the facility, signed and dated for each class missed. If appropriate documentation is not received in a timely manner, an otherwise excused absence will convert to an unexcused absence.
- If students miss an exam or quiz, a doctor’s note or other documentation of emergency must be submitted to the instructor before the exam or assignment will be rescheduled.
- Students missing a scheduled class session are responsible for obtaining any handout material or information presented from their peers, as well as completion of any in-class activities.
- In the event of an emergency, sickness, or an unanticipated late arrival to class (such as a traffic or weather delay), please notify the departmental secretary before class starts, or email the instructor as soon as is reasonably possible.
- A student who misses the equivalent of two classes (i.e. 6 contact hours) will be required to drop the class.
CANVAS:
Canvas will be used for posting of course documents: syllabus, grading criteria forms, and handouts. Students are responsible for downloading handouts prior to class. Assignment and exam scores will also be posted on Canvas.

ELECTRONIC MEDIA USAGE:
As a professional courtesy, all electronic devices should be turned off and stored out of sight during class. Electronic distractions and text messaging are not permitted during class. Exceptions maybe approved on a case-by-case basis with prior notification; e.g., due to a family emergency it may be necessary to have your cell phone turned on vibrate during a specific class. Use of laptops during lecture/lab is permitted for class related purposes only. Classroom activities may not be recorded by a student without instructor’s written permission.

E-MAIL ACCOUNTS:
All students are required to use the Xavier portal email account and Canvas email feature. Course information will be shared via Canvas, while department information is shared via Xavier email. It is the responsibility of the student to check his or her e-mail on a daily basis for course and department communications. The instructor will answer e-mails during normal business hours. E-mails sent after 5:00 p.m. or on weekends will be answered as able.

ESSENTIAL FUNCTIONS:
To pass this course students must meet all expectations, with or without LAC generated and instructor approved accommodations, that might arise in this class as identified on the Department of Occupational Therapy Essential Functions document. Please see the Department of Occupational Therapy website for the most recent updates to this document.

GRADE DISCREPANCY POLICY:
Any student who feels the grade received from the class instructor is in error (versus difference of opinion) may request the grade be reconsidered. To do so, a written statement of the area of discrepancy needs to be submitted to the course instructor. Such a statement needs to include documented and sound justification. Verbal requests for change of grade consideration will not be considered. The request must be presented within one week of student receiving the grade he or she would like to be reviewed. Requests for review of grade discrepancies will not be considered after the final day of the regular semester. Requests for review of grade discrepancies may result in additional point deduction for items not previously detected.

GRADE ‘ROUNDING UP’ POLICY:
Grades for assignments, quizzes and exams will be calculated out three decimal points and trimmed to two (e.g. 88.676 will become 88.67). Upon calculation of the final score, all grade percentages will be weighted as indicated and added together. At that time, and only at that time, grades will be rounded up to the nearest whole number (e.g. 92.56% will be rounded to 93%; 84.51 will be rounded to 85%). A grade lower than 0.5 of a percentage point will not be rounded up e.g. 92.49% will not be rounded up. In such a case the final percentage grade will be 92%.
Note: the Canvas gradebook does not calculate the final grade to the third decimal place. The instructor will maintain an Excel spreadsheet to ensure accuracy of the final grade.
ON-LINE SOCIAL NETWORKING:
On-line social networking (e.g., Facebook, MySpace, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. Violations may expose the offender to criminal and civil liability. Avoid disclosing any HIPAA- or academic- protected information regarding others. Keep all postings and photographs professional; and, avoid inflammatory or unflattering information on yours or another’s site. Make every effort to present yourself as mature, responsible, and professional. For further details see the advisory opinion published by the American Occupational Therapy Association's Ethics Commission at:

PROFESSIONAL BEHAVIOR/PARTICIPATION:
Professional behavior is expected within the classroom as well as with communications and interactions outside of the classroom. Students are expected to attend classes; arrive on time (i.e. be seated with class materials available at the start of class); actively participate in class discussions; not participate in side conversations during class; stay in the room while class is in session; using computer during class time for class purposes and, accept responsibility for actions.

RETURN OF GRADED ASSIGNMENTS:
Graded assignments will typically be returned within two weeks after turn-in. On rare occasions, return of graded assignments may be delayed beyond two weeks. If an assignment is not returned two weeks after turn-in, grades will be posted on Canvas and students notified via e-mail upon posting.

TIMELY SUBMISSION OF ASSIGNMENTS:
Assignments are due no later than the posted due date and time. For all assignments not turned in when due, 5 points will be automatically deducted. An additional 3 percentage points will be deducted for each weekday until the assignment is turned in. If a student has an unexcused absence on the day an assignment is due, the student will have 48 hours to turn in the assignment before late turn-in points are deducted. Assignments not turned in within 7 calendar days of the due date will receive a grade of “0”.

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B</td>
<td>85-92</td>
</tr>
<tr>
<td>C</td>
<td>77-84</td>
</tr>
<tr>
<td>F</td>
<td>76 and below</td>
</tr>
</tbody>
</table>

ASSIGNMENTS AND EVALUATION PROCEDURES

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therapeutic Skills Checkout</td>
<td>Range of Motion</td>
<td>20</td>
</tr>
<tr>
<td>Therapeutic Skills Checkout</td>
<td>Goniometer</td>
<td>20</td>
</tr>
<tr>
<td>Therapeutic Skills Checkout</td>
<td>Functional Muscle Testing</td>
<td>20</td>
</tr>
<tr>
<td>Therapeutic Skills Checkout</td>
<td>Assistive Device</td>
<td>20</td>
</tr>
<tr>
<td>Application Quiz</td>
<td>Skeleton</td>
<td>5</td>
</tr>
<tr>
<td>Application Quiz</td>
<td>Shoulder/Elbow</td>
<td>5</td>
</tr>
<tr>
<td>Application Quiz</td>
<td>Forearm/Wrist/Hand</td>
<td>5</td>
</tr>
<tr>
<td>Application Quiz</td>
<td>Lower Extremity</td>
<td>5</td>
</tr>
</tbody>
</table>
ASSIGNMENT DESCRIPTIONS

1. Therapeutic Skills Checkout:
   - ROM: Student will randomly select a card patient position (supine or sitting) and perform PROM on one upper extremity of the instructor. See rubric for grading details.
   - Goniometer: Student will randomly select a card indicating 3 upper extremity movements. Student will use goniometer to measure the joint angle of motion on a peer. See rubric for grading details.
   - FMT: Student will randomly select a card indicating 3 upper extremity movements. Student will then determine amount of muscle strength on a peer. See rubric for grading details.
   - Assistive Device: Student will randomly select a card indicating a lower extremity injury, select the appropriate assistive device, and provide instructions on use of the assistive device to the instructor

SCHEDULE: The schedule is considered tentative, changes and adjustments are inevitable during the semester. The schedule and subsequent revisions will be posted on Canvas. It is the students’ responsibility to check for schedule revisions each class meeting day.

Tentative Schedule
This schedule is subject to change. It is the students’ responsibility to check for updates daily on Canvas.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class Preparation</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, Aug. 26</td>
<td>Syllabus/Navigating the Body</td>
<td>Trail Guide: Ch. 1</td>
<td></td>
</tr>
<tr>
<td>Wednesday, Sept. 2</td>
<td>AROM/AAROM/PROM</td>
<td>ROM Exercise Handouts</td>
<td>Application Quiz</td>
</tr>
<tr>
<td>Wednesday, Sept. 9</td>
<td>AROM/AAROM/PROM</td>
<td>Virtual Lab</td>
<td></td>
</tr>
<tr>
<td>Wednesday, Sept. 16</td>
<td>Shoulder</td>
<td>Trail Guide: Ch. 2</td>
<td>ROM checkout</td>
</tr>
<tr>
<td>Wednesday, Sept. 23</td>
<td>Shoulder</td>
<td>Trail Guide: Ch. 2</td>
<td></td>
</tr>
<tr>
<td>Wednesday, Sept. 30</td>
<td>Elbow/Forearm</td>
<td>Trail Guide: Ch. 3</td>
<td>Application Quiz</td>
</tr>
<tr>
<td>Wednesday, Oct. 7</td>
<td>Wrist</td>
<td>Trail Guide: Ch. 3</td>
<td></td>
</tr>
<tr>
<td>Wednesday, Oct. 14</td>
<td>Hand</td>
<td>Trail Guide: Ch. 3</td>
<td>Application Quiz</td>
</tr>
<tr>
<td>Wednesday, Oct. 21</td>
<td>UE as a whole review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Oct. 28</td>
<td>Goniometer</td>
<td>Randomski: Ch. 7</td>
<td>Application Quiz</td>
</tr>
<tr>
<td>Wednesday, Nov. 4</td>
<td>Goniometer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Nov. 11</td>
<td>Goniometer checkout</td>
<td>Randomski: Ch. 7</td>
<td>Gonio checkout</td>
</tr>
<tr>
<td>Wednesday, Nov. 18</td>
<td>Functional Muscle Testing</td>
<td>Randomski: Ch. 7</td>
<td></td>
</tr>
<tr>
<td>Wednesday, Nov. 25</td>
<td>Thanksgiving Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, Dec. 2</td>
<td>Assistive Devices Instruction</td>
<td>Handouts</td>
<td>FMT checkout</td>
</tr>
<tr>
<td>Wednesday, Dec. 9</td>
<td>Lower Extremity/Posture</td>
<td></td>
<td>Assitive Device</td>
</tr>
<tr>
<td></td>
<td>Assistive Device Checkout</td>
<td></td>
<td></td>
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</tbody>
</table>