Minnesota State University, Mankato

Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):

College: Allied Health and Nursing
Department: Human Performance
Program: Athletic Training Major

Effective Date of Change: 09 - 07
Academic Year: 06 - 07
(CIP # 51.0913)

Type of Change: COURSE PROPOSALS

Proposed: Change in Credits

Title Current: Therapeutic Modalities in Athletic Training
Title Proposed: Therapeutic Modalities in Athletic Training

24-Char. Abbrev: HP 442

Course Designator and Number: HP 442
Number of Credits: 2

(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Rationale or Justification for change:
The content prescribed with the educational competencies and clinical proficiencies cannot be adequately covered and assessed under the current 2 credit course. Course content is pushed into a clinical course in order to be covered and for students to experience hands on practice with the medical equipment. In addition, senior exit surveys have consistently indicated the difficult nature of the content of this course and the need to expand the credit requirement and add a laboratory. This will increase the total credits required (6s credits) by one credit.

***For General Education or Cultural Diversity Courses Only***

General Education Course:

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name</th>
<th>(Maximum of 3 Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
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<tr>
<td>N/A</td>
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<tr>
<td>N/A</td>
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</tr>
</tbody>
</table>

For Writing Intensive Courses, attach a description of the kind and quantity of writing.

For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

Cultural Diversity Course:

(Please check one.)

- Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
- Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

***For New Courses***

(Check all that apply):

- Instructional Type: Lecture
- Course is an elective.
- Course is required for program
- Other courses are being changed or eliminated. (Explain.)

Course will be offered:

- Fall Semester
- Spring Semester
- Summer Session

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.
Minnesota State University, Mankato
Curriculum Proposal

***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.
b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
   http://www.mnsu.edu/acadaf/praforms/
d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
ey. A list of resources required to offer and support this program.
f. A description of how offering this program will affect department staffing.
g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

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***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:
   http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html

1. Creation of an entirely new program.
2. Redesign of existing programs, which takes any of the following forms:
   
   □ Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   
   □ Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   
   □ Change in program name.
   
   □ Change in program CIP #.
   
   □ Change in TOTAL program credits.
   
   □ Change in degree award. For example, changing a B.A. to B.S.
   
   □ Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)

3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. Closure of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
### Signature Page

#### Department
- [ ] Recommended
- [ ] Not Recommended

Comments:

**Department Chair**

Date: 8/29/06

#### College Curriculum Committee
- [ ] Recommended
- [ ] Not Recommended

Comments:

**Committee Chair**

Date: 9/25/06

#### College Dean
- [ ] Recommended
- [ ] Not Recommended

Comments:

**Dean**

Date: 10/27/06

#### General Education Subcommittee
- [ ] Recommended
- [ ] Not Recommended

Comments:

**General Education Subcommittee Chair**

Date: 10/27/06

#### Undergraduate Curriculum and Academic Policy Committee
- [ ] Recommended
- [ ] Not Recommended

Comments:

**UCAP Faculty Chair**

Date: 10/27/06

#### Faculty Association Graduate Committee
- [ ] Recommended
- [ ] Not Recommended

Comments:

**Faculty Association Graduate Chair**

Date: 10/27/06

#### Graduate Dean
- [ ] Recommended
- [ ] Not Recommended

Comments:

**Graduate Dean**

Date: 10/27/06

#### Academic Affairs Council
- [ ] Recommended
- [ ] Not Recommended

Comments:

**Assistant Vice President**

Date: 10/27/06

#### Senior Vice President and Vice President for Academic Affairs
- [ ] Approved
- [ ] Not Approved

Comments:

**Sr. Vice President / Vice Pres. Academic Affairs**

Date: 12/1/06

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**Revised September 2002**

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3
**Course Description:**
This course will provide an overview of the theory and application of medical equipment prescribed in the management of athletic injuries. This course is designed for those students in the athletic training program. Prerequisites: 341, and consent.

**Cognitive Course Objectives:**
The student will be able to:
1. determines the appropriate modality to accomplish treatment goals and objectives as they relate to wound healing and tissue repair.
2. describe methods of evaluating and recording progress of therapeutic modality treatments.
3. discuss the use of volumetric and anthropometric measurements to determine the effectiveness of treatment outcomes for reduction of inflammation.
4. understand the body’s physiological responses during and following the application of therapeutic modalities, including cryotherapies, thermotherapies, electrotherapies, ultrasound, traction, massage and soft tissue therapies.
5. describes the role and function of the common pharmacologic agents that are used in conjunction with therapeutic modalities i.e. phonophoresis and iontophoresis agents.
6. explain the principles of physics, including basic concepts associated with the acoustic and electromagnetic spectra (e.g. frequency and wavelength), and heat/energy transfer as associated with therapeutic modalities.
7. interpret terminology, principles, and basic concepts of electricity as associated with electrotherapies.
8. defines, describes, compares, and contrasts contemporary pain-control theories.
9. understands the role of therapeutic modalities in the control of acute and chronic pain.
10. describes the electrophysics, physical properties, bio physics, set-up, indications, contraindications, and specific physiologic effects associated with the commonly used therapeutic modalities listed in 4 and 5 above.
11. discuss the typical physiologic and psychologic responses to trauma as they relate to the use of therapeutic modalities.
12. understands and interprets local, state, and federal regulations for the operation, use, and safety standards of therapeutic modalities.

13. understands the manufacturers guidelines for the regular inspection and maintenance of therapeutic modalities.

**CLINICAL COURSE OBJECTIVES:**
The student will:
1. be able to perform a physical examination of a patient in order to determine the specific stage of tissue healing for the purposes of indications and contraindications for specific modality use/application.

2. be able to assess patient outcomes such as, but not limited, to measures of inflammation and edema through anthropometric assessment techniques.

3. be able to appropriately position the patient for treatment.

4. be able to select and apply therapeutic modalities (cryotherapy, thermotherapy, electrotherapy, ultrasound, traction, massage and soft tissue techniques) according to guidelines established through this course.

5. be able to develop treatment outcomes and assess progress relative to specific modalities progressions.

6. be able to inspect the patient, therapeutic modality, and treatment area for potential safety hazards.

**Please review the Educational Competencies and Proficiencies for the MSU Athletic Training Program for a listing of the specific educational competencies and clinical proficiencies assigned to this course.

**COURSE REQUIREMENTS:** (Approximate Point Values Only)

<table>
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<tr>
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<tr>
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<td>Assignments/Quizzes</td>
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<td></td>
</tr>
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**All papers and assignments are expected on time, professional, typed, and properly referenced (APA Style) unless otherwise stated by the instructor.**
GRADING:

Will be based on a percentage of total points with written tests and practical examinations weighted at 85% and remaining assignments at 15%.

A - 100 to 90%
B - 89 to 80%
C - 79 to 70%
D - 69 to 60%
F - 59% and below

**Make use of your afternoon hours to learn, quiz each other and keep up with class materials. You will need to know this information for the rest of your career!**

***The student must understand that the athletic training education program (ATEP) is a clinically intensive program of study. You will be asked to act as a subject so that other students may practice a variety of athletic training techniques. During the course of acting as a subject, bodily contact between students and between faculty and subjects will be necessary to facilitate the learning process. This contact will be limited to appropriate and necessary contact, however should you have any difficulty with this form of education please contact your instructor immediately. In addition, please consult the links below if you believe that inappropriate contact has occurred. This information is also available in the University Bulletin.***

****All University standards for academic conduct and academic dishonesty, as per [http://www.mnsu.edu/supersite/administration/basic-stuff/policies.html#ah](http://www.mnsu.edu/supersite/administration/basic-stuff/policies.html#ah) and the “Basic Stuff Handbook” MSU student handbook located at [http://www.mnsu.edu/supersite/administration/basic-stuff/toc.html](http://www.mnsu.edu/supersite/administration/basic-stuff/toc.html). In addition, as per University and program policy disruptive behavior in the classroom will not be tolerated. Disruptive behavior is defined as behavior that interferes with student learning and/or faculty teaching. This is consistent with the University “Statement of Student Responsibilities” found at [http://www.mnsu.edu/supersite/administration/basic-stuff/policies.html#responsibilities](http://www.mnsu.edu/supersite/administration/basic-stuff/policies.html#responsibilities). Disruptive students will be asked to leave class and the “Disruptive Classroom Behavior and Academic Dishonesty Referral Procedure to the Office of Student Affairs” procedure found at [http://www.mnsu.edu/conduct/referralprocedure.html](http://www.mnsu.edu/conduct/referralprocedure.html) will be enacted.

Every Attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations and/or contact the Disability Services Office at (507) 389-2825 (V) or 1-800-627-3529 (MRS/TTY).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic Area</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Introduction and Evidence-Based Medicine.</td>
<td>Starkey Ch. 1 and Handouts</td>
</tr>
<tr>
<td>August</td>
<td>Tissue Healing and Modalities – When, Why, &amp; How</td>
<td>Starkey Ch. 1 and Handouts</td>
</tr>
<tr>
<td>August</td>
<td>Tissue and wound healing laboratory</td>
<td>Starkey Ch. 1 and Handouts</td>
</tr>
<tr>
<td>September</td>
<td>Tissue Healing (continued) and Tissue Response to Immobilization &amp; Interventions</td>
<td>Starkey Ch. 1 and Handouts</td>
</tr>
<tr>
<td>September</td>
<td>Pain Theories and control</td>
<td>Starkey Ch. 2 and handouts</td>
</tr>
<tr>
<td>September</td>
<td>Pain assessment and abatement laboratory</td>
<td>Laboratory handouts and worksheet</td>
</tr>
<tr>
<td>September</td>
<td>Pain Control and Pain Assessment</td>
<td>Quiz over Tissue Healing and Pain</td>
</tr>
<tr>
<td>September</td>
<td>Therapeutic Principles</td>
<td>Starkey Appendix B</td>
</tr>
<tr>
<td>September</td>
<td>The Physics behind the Therapeutic Principles Laboratory</td>
<td>Handouts</td>
</tr>
<tr>
<td>September</td>
<td>Treatment Delivery Development &amp; Legal Considerations</td>
<td>Starkey Ch. 3</td>
</tr>
<tr>
<td>September</td>
<td>EMS/Acoustic spectra and heat/energy transfer.</td>
<td>Starkey Ch. 4</td>
</tr>
<tr>
<td>September</td>
<td>Energy Transfer Laboratory</td>
<td>Laboratory handouts and worksheet</td>
</tr>
<tr>
<td>September</td>
<td>Examination #1</td>
<td>Begin to Review Electrical Stim CD-ROM</td>
</tr>
<tr>
<td>September</td>
<td>Principles of Cryotherapy</td>
<td>Starkey Ch. 5, 6, &amp; Review HP 341 notes</td>
</tr>
<tr>
<td>September</td>
<td>Cryotherapy Laboratory</td>
<td>Starkey Ch. 5 and 6</td>
</tr>
<tr>
<td>October</td>
<td>Cryotherapy Modalities (ice pack, gel pack, chemical pack, ice massage, cryo-compression, cold spray)</td>
<td>Starkey Ch. 5 and 6 and handouts</td>
</tr>
<tr>
<td>October</td>
<td>Principles of Thermal Therapy</td>
<td>Starkey Ch. 5 and 6 and handouts</td>
</tr>
<tr>
<td>October</td>
<td>Thermal Therapy Laboratory</td>
<td>Laboratory handouts and worksheet</td>
</tr>
<tr>
<td>October</td>
<td>Introduction to the Principles of Electricity &amp; Biophysics</td>
<td>Quiz Starkey Ch. 11, 12, &amp; Electrical Stim CD-ROM</td>
</tr>
<tr>
<td>October</td>
<td>Electrical Agents - direct current (DC), alternating currents</td>
<td>Starkey Ch. 13</td>
</tr>
<tr>
<td>October</td>
<td>Electricity Laboratory</td>
<td>Laboratory handouts and worksheet</td>
</tr>
<tr>
<td>October</td>
<td>Electrical Agents - Iontophoresis</td>
<td>Laboratory handouts and worksheet</td>
</tr>
<tr>
<td>October</td>
<td>Electrical Agents - biphasic, soviet</td>
<td>Starkey Ch. 13, Begin to Review Ultrasound CD-ROM</td>
</tr>
<tr>
<td>October</td>
<td>Electricity Application Laboratory -biphasic, soviet</td>
<td>Laboratory handouts and worksheet</td>
</tr>
<tr>
<td>October</td>
<td>Electrical Agents - interferential, TENS, MENS</td>
<td>Starkey Ch. 13</td>
</tr>
<tr>
<td>October</td>
<td>Electrical Agents - interferential, TENS, MENS</td>
<td>Starkey Ch. 13</td>
</tr>
<tr>
<td>October</td>
<td>Electricity Application Laboratory interferential, TENS, MENS</td>
<td>Laboratory handouts and worksheet</td>
</tr>
<tr>
<td>October</td>
<td>Examination #2</td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Activity</td>
<td>Source</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>November</td>
<td>Diathermy (shortwave and microwave)</td>
<td>Starkey Ch. 9 &amp; 10</td>
</tr>
<tr>
<td>November</td>
<td>Diathermy Laboratory</td>
<td>Laboratory handouts and worksheet</td>
</tr>
<tr>
<td>November</td>
<td>Ultrasound</td>
<td>Starkey Ch. 7 &amp; 8</td>
</tr>
<tr>
<td>November</td>
<td>Ultrasound</td>
<td>Starkey Ch. 7 &amp; 8</td>
</tr>
<tr>
<td>November</td>
<td>Ultrasound Laboratory</td>
<td>Laboratory handouts and worksheet</td>
</tr>
<tr>
<td>November</td>
<td>Phonophoresis</td>
<td>Starkey Ch. 7 &amp; 8 and handouts</td>
</tr>
<tr>
<td>November</td>
<td>Phonophoresis</td>
<td>Quiz</td>
</tr>
<tr>
<td>November</td>
<td>Phonophoresis Laboratory</td>
<td>Laboratory handouts and worksheet</td>
</tr>
<tr>
<td>November</td>
<td>Mechanical Modalities – Traction</td>
<td>Starkey Ch. 17</td>
</tr>
<tr>
<td>November</td>
<td>Mechanical Modalities-Massage</td>
<td>Starkey Ch. 16</td>
</tr>
<tr>
<td>November</td>
<td>Traction and Massage Laboratory</td>
<td>Laboratory handouts and worksheet</td>
</tr>
<tr>
<td>November</td>
<td>Mechanical Modalities - Soft Tissue Mobilization</td>
<td>Handouts (Houglum Ch. 6)</td>
</tr>
<tr>
<td>November</td>
<td>Soft Tissue Mobilization Laboratory</td>
<td>Laboratory handouts and worksheet</td>
</tr>
<tr>
<td>December</td>
<td>Mechanical Modalities – Joint Mobilization</td>
<td>Handouts (Houglum Ch. 6)</td>
</tr>
<tr>
<td>December</td>
<td>Joint Mobilization Laboratory</td>
<td>Laboratory handouts and worksheet</td>
</tr>
<tr>
<td>December</td>
<td>Mechanical Modalities – Light Therapies, EMG, hyperbaric oxygen, magnets</td>
<td>Starkey Ch. 19, 18, 20, 21</td>
</tr>
<tr>
<td>December</td>
<td>Mechanical Modalities – Light Therapies, EMG, hyperbaric oxygen, magnets</td>
<td>Starkey Ch. 19, 18, 20, 21</td>
</tr>
<tr>
<td>December</td>
<td>Final Examination</td>
<td></td>
</tr>
</tbody>
</table>

Practical Examinations Will Be Scheduled Throughout Semester and will begin after the laboratory for each modality has been completed. The student may ONLY begin to apply modalities to patients during their clinical rotations AFTER s/he has passed each modality-specific practical examination.
HP 442 Therapeutic Modalities in Athletic Training
Minnesota State University, Mankato

Instructor: Dr. Patrick Sexton, ATC/R, CSCS
Office: HC 1400
Phone: 389-2092
E-Mail: patrick.sexton@mnsu.edu

Text:
Therapeutic Modalities for Athletic Trainers, Starky, C.
Handouts as provided by the instructor via D2L, e-mail, and/or the program website;
www.mnsu.edu/athletictraining, click on the “current students” link. These documents will be provided in lieu of a
handbook, thus you will be responsible for reading and printing them for class.
NOTE: Please check your e-mail on a regular (Daily!) basis!

COURSE DESCRIPTION:
This Course will provide an overview of the theory and application of medical equipment prescribed in the
management of athletic injuries. This course is designed for those students in the athletic training program.
Prerequisites: 341, and consent

COGNITIVE COURSE OBJECTIVES:
The student will be able to:
1. determines the appropriate modality to accomplish treatment goals and objectives as they relate to
   wound healing and tissue repair.

2. describe methods of evaluating and recording progress of therapeutic modality treatments.

3. discuss the use of volumetric and anthropometric measurements to determine the effectiveness of
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7. interpret terminology, principles, and basic concepts of electricity as associated with electrotherapies.

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and specific physiologic effects associated with the commonly used therapeutic modalities listed in 4
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11. discuss the typical physiologic and psychologic responses to trauma as they relate to the use of
therapeutic modalities.
12. understands and interprets local, state, and federal regulations for the operation, use, and safety standards of therapeutic modalities.

13. understands the manufacturers guidelines for the regular inspection and maintenance of therapeutic modalities.

**CLINICAL COURSE OBJECTIVES:**
The student will:
1. be able to perform a physical examination of a patient in order to determine the specific stage of tissue healing for the purposes of indications and contraindications for specific modality use/application.

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**COURSE REQUIREMENTS: (Approximate Point Values Only)**

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**Make use of your afternoon hours to learn, quiz each other and keep up with class materials. You will need to know this information for the rest of your career!**

***The student must understand that the athletic training education program (ATEP) is a clinically intensive program of study. You will be asked to act as a subject so that other students may practice a variety of athletic training techniques. During the course of acting as a subject, bodily contact between students and between faculty and subjects will be necessary to facilitate the learning process. This contact will be limited to appropriate and necessary contact, however should you have any difficulty with this form of education please contact your instructor immediately. In addition, please consult the links below if you believe that inappropriate contact has occurred. This information is also available in the University Bulletin.****

All University standards for academic conduct and academic dishonesty, as per http://www.mnsu.edu/supersite/administration/basic-stuff/policies.html#ah and the “Basic Stuff Handbook” MSU student handbook located at http://www.mnsu.edu/supersite/administration/basic-stuff/toc.html. In addition, as per University and program policy disruptive behavior in the classroom will not be tolerated. Disruptive behavior is defined as behavior that interferes with student learning and/or faculty teaching. This is consistent with the University “Statement of Student Responsibilities” found at http://www.mnsu.edu/supersite/administration/basic-stuff/policies.html#responsibilities. Disruptive students will be asked to leave class and the “Disruptive Classroom Behavior and Academic Dishonesty Referral Procedure to the Office of Student Affairs” procedure found at http://www.mnsu.edu/conduct/referralprocedure.html will be enacted.

Every Attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations and/or contact the Disability Services Office at (507) 389-2825 (V) or 1-800-627-3529 (MRS/TTY).
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>August 28</td>
<td>Introduction and Tissue Healing.</td>
<td>Starkey Ch. 1</td>
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<td>August 30</td>
<td>Tissue Healing and Modalities – When, Why, &amp; How</td>
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<td>September 6</td>
<td>Tissue Response to Immobilization &amp; Interventions</td>
<td>(Suggested Andrews Ch. 2)</td>
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<td>September 11</td>
<td>Pain Theories and control</td>
<td>Starkey Ch. 2</td>
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<td>September 13</td>
<td>Pain Control.</td>
<td>Ch. 2 &amp; readings Quiz</td>
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<td>September 18</td>
<td>Therapeutic Principles</td>
<td>Starkey Appendix B</td>
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<td>September 20</td>
<td>Treatment Delivery Development &amp; Legal Considerations</td>
<td>Ch. 3</td>
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<td>September 25</td>
<td>EMS/Acoustic spectra and heat/energy transfer.</td>
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<td>September 27</td>
<td>Examination #1</td>
<td>Review Electrical Stim CD-ROM</td>
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<td>October 2</td>
<td>Cryo- &amp; Thermal Therapy</td>
<td>Ch. 4 &amp; Review HP 341 notes</td>
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<td>Electrical Agents – Principles of Electricity &amp; Biophysics</td>
<td>Ch. 5, CD-ROM</td>
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<td>October 16</td>
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<td>October 23</td>
<td>Electrical Agents &amp; Ionophoresis</td>
<td>Review Ultrasound CD-ROM</td>
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<td>November 1</td>
<td>Examination #2</td>
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<td>November 6</td>
<td>Diathermy</td>
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<td>November 8</td>
<td>Ultrasound</td>
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<td>November 15</td>
<td>Ultrasound &amp; Phonophoresis</td>
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<td>Ultrasound - Laboratory</td>
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<td>Mechanical Modalities – Traction, Massage, Soft Tissue</td>
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<td>December</td>
<td>Final Examination</td>
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Practical Examinations Will Be Scheduled Throughout Semester – Sign-up sheets will be posted prn