COURSE SYLLABUS
INTRODUCTION TO THERAPEUTIC EXERCISE THEORY & APPLICATION
PTH 210A
2 credit hours / 2 contact hours

INSTRUCTOR: Eric Osman PT/ATC
College of Applied Science & Arts
Room 62 & 64
Phone: 618-614-8110
Email: eosman32@aol.com

OFFICE HOUR: Tuesday & Thursday 3:00pm to 4:00pm (after lab session)

CLASS SCHEDULE:
Tuesday & Thursday 12:00pm to 12:50pm

TEXTBOOKS:
Required:


PREREQUISITE TO: PTH 230A&B, PTH 212A&B, PTH 214, PTH 321A&B

COURSE CATALOG DESCRIPTION:
PTH 210A – Introduction to Therapeutic Exercise Theory: This course is an introduction to therapeutic exercise theory. Students will apply basic neuroanatomy and theoretical concepts related to therapeutic exercise and identify treatment interventions and special tests associated with specific orthopedic conditions. Co-requisite: PTH 210B. Prerequisite: PTH 207 with a minimum grade of C. Restricted to major.
COURSE OBJECTIVES:

Upon successful completion of this course, the student shall be able to:

1. Understand the scientific principles related to therapeutic exercise as measured by performance on written exams.

2. Identify common orthopedic conditions related to the upper extremity and apply appropriate treatment interventions as measured by performance on written exams.

3. Identify common orthopedic conditions related to the lower extremity and apply appropriate treatment interventions as measured by performance on written exams.

4. Identify special tests commonly utilized in physical therapy examinations as measured by performance on written exams.

5. Understand the normal gait pattern and recognize common gait deviations as measured by performance on written exams.

6. Understand body mechanics, common postural abnormalities and associated structural and soft tissue adaptations as measured by performance on written exams.

7. Distinguish between structural and nonstructural scoliosis as measured by performance on written exams.

8. Identify common orthopedic conditions related to the cervical and lumbar spine and apply appropriate treatment interventions as measured by performance on written exams.

OUTLINE OF TOPICS OF LECTURE:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>Principles of Stretching and ROM</td>
<td>10.0%</td>
</tr>
<tr>
<td>Principles of Muscle Performance</td>
<td>12.5%</td>
</tr>
<tr>
<td>Upper Extremity Dysfunctions and Treatment</td>
<td>25.0%</td>
</tr>
<tr>
<td>Lower Extremity Dysfunctions and Treatment</td>
<td>25.0%</td>
</tr>
<tr>
<td>Gait</td>
<td>12.5%</td>
</tr>
<tr>
<td>Posture &amp; Scoliosis</td>
<td>5.0%</td>
</tr>
<tr>
<td>Cervical &amp; Lumbar Spine</td>
<td>10.0%</td>
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SCHEDULE OF WHEN TOPICS ARE TAUGHT:

Topic 1 (8/25 & 8/27)

**Lecture** – Introduction to course syllabus; physiology and principles of ROM and stretching. Kisner 1, 3, and 4

Topic 2 (9/1 & 9/3)

**Lecture** – Physiology and types of muscle contraction; muscle performance related to endurance, power and strength. Kisner 6 and 7

Topic 3 (9/15 & 9/17)

**Lecture** – Shoulder anatomy, arthrokinematics, scapulohumeral rhythm, force couple relationships, peripheral nerve sensation and dermatomes, shoulder dysfunctions and treatment interventions. Kisner 17, Konin 3

Topic 4 (9/22 & 9/24)

**Lecture** – Shoulder anatomy, arthrokinematics, scapulohumeral rhythm, force couple relationships, peripheral nerve sensation and dermatomes, shoulder dysfunctions and treatment interventions.

Topic 5 (9/29 & 10/1)

**Lecture** – Elbow and forearm anatomy, arthrokinematics, peripheral nerve sensation and dermatomes, elbow dysfunctions and treatment interventions. Kisner 18, Konin 4

Test # 1 (10/6) – NO Lecture 10/8  FALL BREAK (10/13)

Written test and practical exam
Topic 6 (10/15 & 10/20)

**Lecture** – Wrist and hand anatomy, arthrokinematics, peripheral nerve sensation and dermatomes, wrist and hand dysfunctions and treatment interventions. Kisner 19, Konin 5

Topic 7 (10/22 & 10/27)

**Lecture** – Wrist and hand anatomy, arthrokinematics, peripheral nerve sensation and dermatomes, wrist and hand dysfunctions and treatment interventions.

Topic 8 (10/29 & 11/3)

**Lecture** – Hip joint and pelvic anatomy, arthrokinematics, peripheral nerve sensation and dermatomes, hip dysfunctions and treatment interventions. Kisner 20, Konin 9

Topic 9 (11/5 & 11/10)

**Lecture** – Knee anatomy, arthrokinematics, peripheral nerve sensation and dermatomes, knee dysfunctions and treatment interventions. Kisner 21, Konin 10

Test # 2 (11/12) NO lecture 11/17

**Written test and practical exam**

Topic 10 (11/19 & 11/24)

**Lecture** – Foot and ankle anatomy, arthrokinematics, peripheral nerve sensation and dermatomes, ankle and foot dysfunctions and treatment interventions.

**Lecture** – Gait: Stance and swing phase, determinants of gait, biomechanics, and muscle function. Kisner 22, Konin 11

Topic 11 (12/1 & 12/3)

**Lecture** – Posture/scoliosis and lumbar spine: Common postural abnormalities, structural versus nonstructural scoliosis, body mechanics; lumbar anatomy, common dysfunctions and treatment interventions. Kisner 14,15 and Konin 2,7
Topic 12 (12/8 & 12/10)

Lecture – Lumbar and cervical anatomy; common dysfunctions and treatment interventions

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Test # 3 (Final 12/15)

Written test and practical exam

DESCRIPTION OF TEACHING METHODS AND LEARNING EXPERIENCES

The lecture and written test component of the course is designed to increase the student’s cognitive domain of learning (knowledge base) by providing a didactic teaching experience. PowerPoint presentations will be complimented with examples that are clinically based. Students are encouraged to participate in the lecture component by asking questions and relating their own experiences to the topics discussed.

STUDENT EVALUATION:

Grading Policy:

All students in the physical therapist assistant program will be graded in a standard procedure for all written tests and practical examinations.

Grading Scale:

A percentage scale utilized for all written exams is based on the minimal test score that is required to pass the licensure examination.

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>270-300 points</td>
<td>= A</td>
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<tr>
<td>240-269 points</td>
<td>= B</td>
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<tr>
<td>210-239 points</td>
<td>= C</td>
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<tr>
<td>180 -209 points</td>
<td>= D</td>
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<tr>
<td>Less than 179</td>
<td>= E</td>
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<table>
<thead>
<tr>
<th>Points</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>3 Written tests</td>
<td>300</td>
</tr>
<tr>
<td>Total Points</td>
<td>300</td>
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NOTE: A grade of C or above is required for the Physical Therapist Assistant Program. Sample test questions with answers will be provided on Desire-To-Learn.
Class attendance and participation will not be calculated into the course grade as a percentage score. However, it is the expectation of the program faculty that all PTA students demonstrate a professional interest in the material, attend all classes and actively participate. Utilization of cell phones, other than recording lectures or videoing labs, will not be tolerated during class time. It is expected that phones will be shut off during class.

**Student Grades/Confidentiality** – No information regarding student grades or class progress will be communicated via telephone or email. If you have questions regarding current course grades or course information, students must speak directly with the instructor. This may be possible either immediately before or after class, during office hours or by making an appointment to meet with the instructor.

**SIU Policy on “Incomplete” as a Course Grade** – The following text is taken from the 2014-2015 Undergraduate Catalog, p. 32:

An *INC* is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An *INC* must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student’s grade point average. Students should not reregister for courses in which an *INC* has been assigned with the intent of changing the *INC* grade. Re-registration will not prevent the *INC* from being changed to an *F*.

**Classroom Attendance Policy** – This is a professional program. Attendance in class is expected, but is the responsibility of the student. Students should be prepared to participate in class at the designated start time for the course. Prepared means the student is seated in the class with all necessary classroom supplies available to them and assignments due that day are turned in to the instructor. The University Policy on Accommodating Religious Students may be found in the 2014-2015 Undergraduate Catalog, p. 579.

**Academic Dishonesty** - Each student is responsible for making himself/herself aware of the policies and procedures in the Student Conduct Code that pertain to Acts of Academic Dishonesty. These policies cover such acts as plagiarism, preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and solicitation, aiding, concealing, or attempting conduct in violation of this code. See the Morris Library Guide on Plagiarism (http://libguides.lib.siu.edu/plagiarism).

**Disruptive Behavior Policies** – As with any public forum, the classroom is a shared space where consideration and compassion for others are not negotiable. To learn the interpersonal and professional skills offered in the course requires that, as with a sport or any instrument, we practice them daily. A positive attitude, a willingness to listen and learn, and an embrace of differences as well as similarities...these are just a few of the dynamics we will strive to practice.
Sexual harassment, either verbal or physical, will not be tolerated in this class, this program, or at Southern Illinois University Carbondale. Students engaged in harassing behavior will be removed from the program immediately.

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ from you is an important part of your education in this class, as well as an essential preparation for your career.

**Electronic Devices** - The use of electronic devices, such as cell phones, will not be permitted in the classroom. All electronic devices should be TURNED OFF when entering the classroom. In the case of an emergency, persons may call the School of Allied Health office at (618) 453-7211 and a message will be delivered to the classroom.

**SIU Emergency Procedures** - Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus and the Emergency Response Guideline pamphlet. It is also available on BERT'S website at [http://www.bert.siu.edu/](http://www.bert.siu.edu/) and on the Department of Safety's website [www.dps.siu.edu](http://www.dps.siu.edu).

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Supplementary Assistance** – With the cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall B-150, (453-5738) or [http://disabilityservices.siu.edu/](http://disabilityservices.siu.edu).

Notice: If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact the instructor as soon as possible. The Office of Disability Support Services (DSS) offers various support services and can help you with special accommodations. You may wish to contact DSS at 453-5738 or go to Room 150 in Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.

**Saluki Cares** – The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. You may contact Saluki Cares at (618) 453-5714 or [siucares@siu.edu](mailto:siucares@siu.edu).