Course Name: Evidence-Based Evaluation & Treatment of the Sacroiliac Joint and Spine

Course Prefix: AT

Course Number: 4750

Submitted by (Name & E-Mail): Jennifer Ostrowski (jennostrowski@weber.edu)

Current Date: 8/20/14

College: Education

Department: HP&HP

From Term: Fall 2015

Substantive

new

Current Course Subject N/A

Current Course Number

New/Revised Course Information:

Subject: AT

Course Number: 4750

Check all that apply:

This is for courses already approved for gen ed.

Use a different form for proposing a new gen ed designation.

DV CA HU LS PS SS

EN AI QL TA TB TC TD TE

Course Title: Statistics and Evidence-Based Practice

Abbreviated Course Title: EBP Spine

Course Type: LEL

Credit Hours: 2 or if variable hours: to

Contact Hours: Lecture 1 Lab 1 Other

Repeat Information: Limit 0 Max Hrs 0

Grading Mode: standard

This course is/will be: a required course in a major program

a required course in a minor program

a required course in a 1- or 2- year program

elective

Prerequisites/Co-requisites:

AT 3300 and AT 3301 and AT 3501

Course description (exactly as it will appear in the catalog, including prerequisites):

**Credits:** **(2)**   
**Typically taught:**  
**Spring [Full Sem]**

This course will focus on evidence-based evaluation and management of the spine and pelvis, including the cervical spine, thoracic spine, lumbar spine and the sacroiliac joints. The student must integrate anatomical structures, physiology principles, and evaluative techniques to provide a basis for critical decision-making and management for these pathologies. Pre-requisites: AT 3300 and AT 3301 and AT 3501

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

Evaluation of undergraduate athletic training curriculum demonstrates a lack of depth of evaluation and management of the sacroiliac joint and the cervical, thoracic, and lumbar spine. This type of upper-division, specialized course content will set our graduates apart from graduates of the 242 other undergraduate athletic training programs. This course meets the following learning objectives:

1. Identify normal applied biomechanics of the spine and sacroiliac joints.
2. Evaluate and diagnose conditions of the cervical spine, thoracic spine, lumbar spine, and sacroiliac joint utilizing all aspects of the assessment process (visual inspection, palpation, range of motion, strength testing, special tests, and neurologic exam).
3. Complete a mechanical evaluation of the spine and pelvis using a McKenzie approach to spinal assessment.
4. Identify red flags for non-orthopedic conditions of the spine.
5. Complete a neurologic exam for a patient with CNS or spinal nerve root pathology.
6. Develop a treatment plan for conditions of the cervical spine, thoracic spine, lumbar spine, and sacroiliac joint; including the use of range of motion, stretching, strengthening, manual therapy, stabilization and postural exercises.
7. Demonstrate appropriate selection and application of various manual therapy techniques for the spine and pelvis.

INFORMATION PAGE

for substantive proposals only

1. Did this course receive unanimous approval within the Department?

Yes

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No similar courses exist on campus; current department/program courses do not have room in

curriculum for this additional content.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

No similar courses exist on campus

4. Is this course required for certification/accreditation of a program?

No; accreditation standards do not require specific courses, rather they do require specific educational competencies to be addressed. This course will address the following competencies:

* CIP-4d.4: Perform a comprehensive clinical examination of a patient with neck injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.
* CIP-4f.6: Perform a comprehensive clinical examination of a patient with spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.
* AC-36c.3: Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for cervical, thoracic and lumbar spine trauma.

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. For course proposals, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).

WEBER STATE UNIVERSITY

**DEPARTMENT OF HEALTH PROMOTION AND HUMAN PERFORMANCE**

**Athletic Training Program**

**Spring 2015**

**Course**: AT 4750: Evidence-Based Evaluation & Treatment of the Sacroiliac Joint and Spine

**Credit Hours:** 2 Credit Hours

**Week Schedule:** Wednesday, 10:30-12:20

**Instructor:** Jennifer Ostrowski, PhD, LAT, ATC

**Office:** SB 315

**Phone:** 801-626-7224

**Email:**  JennOstrowski@weber.edu

*Course Description:* This course will focus on evidence-based evaluation and management of the spine and pelvis, including the cervical spine, thoracic spine, lumbar spine and the sacroiliac joints. The student must integrate anatomical structures, physiology principles, and evaluative techniques to provide a basis for critical decision-making and management for these pathologies.

***Pre-Requisites:*** AT 3300 and AT 3301 and AT 3501

***Required Materials:*** AT 4750 course packet (purchase from book store)

***Course Objectives:* (Commission on Accreditation of Athletic Training Education (CAATE) 5th Edition Competencies, when appropriate, are listed in parentheses):**

At the conclusion of this course, students will be able to successfully:

1. Identify normal applied biomechanics of the spine and sacroiliac joints. (TI-18)
2. Evaluate and diagnose conditions of the cervical spine, thoracic spine, lumbar spine, and sacroiliac joint utilizing all aspects of the assessment process (visual inspection, palpation, range of motion, strength testing, special tests, and neurologic exam).
3. Complete a mechanical evaluation of the spine and pelvis using a McKenzie approach to spinal assessment. (CIP-4f.6)
4. Identify red flags for non-orthopedic conditions of the spine.
5. Complete a neurologic exam for a patient with CNS or spinal nerve root pathology.
6. Develop a treatment plan for conditions of the cervical spine, thoracic spine, lumbar spine, and sacroiliac joint; including the use of range of motion, stretching, strengthening, manual therapy, stabilization and postural exercises.
7. Demonstrate appropriate selection and application of various manual therapy techniques for the spine and pelvis. (AC-36c.3)

**Open Lab:** As part of her contract with WSU, Whitney Batchelor (club sports athletic trainer) will hold a 90-minute open lab skills session each week. This semester, these will be held on (TBA each semester). If you plan to attend, you MUST contact her by the end of the day on the day before the open lab (text name and course number to 801-682-5340 to confirm). If no students contact her, the lab will be cancelled.

**Course Evaluation: (course objectives listed in parentheses)**

1. Patient Problems (3@20 pts) (2, 6, 7) 60 points
2. Quizzes (6@10 pts) (1, 2, 4) 60 points
3. Written Examinations (3 @ 50 pts) (1, 2, 4, 6) 150 points
4. Oral/Practical Examinations (3 @ 50 pts) (2-7) 150 points
5. Attendance 50 points

**Total Points: 470**

The final course grade will be assigned according to the following percentages of total points possible. **PLEASE NOTE: final grades are NOT rounded. Students must earn the minimum percentage required in order to earn the corresponding letter grade (for example, 79.8 is a C+, not a B-).**

**1. Patient Problems:** Patient problems will be included at the end of each unit. Dates for these assignments can be found in the course syllabus. These are **individual assignments. Students who work together will each receive a “0” for the assignment. Students who repeatedly work together will be given an “E” for the course and will be charged with academic dishonesty.**

**2. Quizzes:** 6 quizzes will be given during the semester. Dates for the quizzes can be found on the course schedule. All quizzes will be taken outside of class on Canvas.

**3-4. Written & Practical Examinations:** There will be three written exams in this course. The three exams will consist of multiple choice, multiple-multiple choice questions, short answer and essay questions. The course will also include three practical examinations and will include both evaluation and treatment.

**Stating Your Case:** During the Practical Exam you will be asked to evaluate a patient in real-time, determine a diagnosis and make treatment recommendations. I will have a copy of the patient problem and will be recording your responses and actions. You will receive this copy at the end of the evaluation and will then have 24 hours to reflect on the choices you made during the exam and to ***explain WHY you did what you did*** (explain both your actions AND your inactions). If you are able to ***defend your choices*** OR are able ***to identify better options***, you may earn points back on your exam. The original exam (as well as any modifications made) must be returned to the instructor within 24 hours. If it is not received, you will earn a “0” for the exam.

**5. Attendance**: Attendance at all class sessions is mandatory. Attendance will be taken daily. Students will lose 5 points from the total possible attendance points for each unexcused absence (NOTE: excused absences include WSU-sponsored team travel. Childcare issues, personal travel, and work commitments are NOT considered excused absences). Tardiness will not be tolerated; tardy is defined as more than 5 minutes late. Two tardies = 1 absence. The student is responsible for any information missed due to absences. Make-up quizzes and examinations will be available only to those with excused absences. If you miss class for any reason, excused or unexcused, it is your responsibility to determine what you missed and what you need to do to get caught up.

**Late Assignments:** All assignments are due at the time indicated on the syllabus.Late assignments will result in a grading penalty of 10% **per day**. No assignments will be accepted after April 17, 2015.

**Weber State University Policies & Procedures**

### *Academic Integrity: Cheating and other forms of academic dishonesty will NOT be tolerated. The policy of the Weber State University Student Code found at* [*http://weber.edu/ppm/6-22.htm*](http://weber.edu/ppm/6-22.htm) *will be enforced. Any individual caught cheating on examinations and/or assignments or plagiarizing will receive an automatic “E” for their final grade. Furthermore, a letter will go into the student’s file describing the situation and the WSU Dean of Students will be notified.*

***Turnitin.com:*** WSU subscribes to TurnItIn.com, an electronic service that verifies the originality of student work. Enrollment in this course may require you to submit some or all of your assignments to it this semester, and documents submitted to TurnItIn.com are retained, anonymously, in their databases. Continued enrollment in this course constitutes an understanding of, and agreement with, this policy.

# Students with Disabilities: Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. For more information about the SSD, contact them at 801-626-6413, [ssd@weber.edu](mailto:ssd@weber.edu), or departments.weber.edu/ssd.

**Harassment/Discrimination:** Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment. Thus, students in this class should practice professional deportment, and avoid treating others in a manner that is demeaning or derisive in any respect.

While diverse viewpoints and opinions are welcome in this class, in expressing them, we will practice the mutual deference so important in the world of work. Thus, while I encourage you to share your opinions, when appropriate, you will be expected to do so in a manner that is respectful towards others, even when you disagree with them.

If you have questions regarding the university’s policy against discrimination and harassment you may contact the university’s AA/EO office (626-6239) or visit its website: <http://departments.weber.edu/aaeeo/>

**HPHP Student Code**

<http://www.weber.edu/wsuimages/HPHP/StudentCode/HPHPStudentCode.pdf>

**Campus Closure Policy:** If, for any reason, Weber State University must close the campus for an extended period of time, this course will continue online through Canvas. Course presentations will be posted via Canvas and you will submit your assignments through WSU Online. During this time, quizzes will be taken off campus, still using ChiTester.

**Class Cancellation:** If I need to cancel class unexpectedly, I will inform you via a Canvas announcement. I would recommend that you set these up so that you can receive them as text messages so that you have as much notice as possible about class cancellations.

**Email Policy:** Weber State University is now requiring all faculty and staff to use students' Weber e-mail accounts. If we were to send any personal information or grades to your Hotmail or Yahoo account that is not secure, we would be violating the FERPA Act (Family Educational Rights and Privacy Act), which requires us to keep your personal information and grades secure.

To comply with this requirement, we will now only send students e-mails to their WSU e-mail accounts. You are still free to use whatever account you'd like, but we would suggest that you forward your WSU e-mail to your other account if you are going to do this. Otherwise, you will likely be missing important e-mails from your professors.

To set it up to forward your Weber e-mail to any other account:

Log into your Wildcat mail account (log into the WSU portal and then click on Wildcat Mail at the top).

Click on Options at the top (small box at the top that has little boxes with checkmarks).

Click on the Mailbox Management tab at the top.

Under the statement "Forward all new messages", choose "Yes."

Enter the e-mail address in the box below that "Forward to:".

Click "Save" at the bottom.

**Tech Support for Online Classes (Canvas LMS) Tech Support for email and Password Reset**

**801-626-6499, or 1-800-848-7770, Option 5 then 1 801-626-7777 or 1-800-848-7770, Option 5 then 1**

**Canvas “How to’s”: Support Documents:** [**http://departments.weber.edu/ce/distancelearning/CanvasFAQ.aspx**](http://departments.weber.edu/ce/distancelearning/CanvasFAQ.aspx)

**Navigate through this Demo course to learn how to use Canvas:** [**https://learn-wsu.uen.org/courses/8878**](https://learn-wsu.uen.org/courses/8878)

#### The instructor reserves the right to make changes/additions to the syllabus and will ensure that students who are present in class have a voice in accepting changes. All changes made to the course syllabus will be in favor of the student.

***Tentative*** ***Course Schedule***

|  |  |  |
| --- | --- | --- |
| ***Week*** | ***Topic*** | ***Assigned Readings*** |
| Week 1: 1/8 | Syllabus  SI Joint Evaluation (lecture/lab) (2 hours)  SI Patient Problems (due 1/22) | ***Quiz: SI Evaluation (by 1/15)*** |
| Week 2:  1/15 | Sacroiliac Joint Treatment (lecture/lab) (2 hours) | ***Quiz: SI Treatment (by 1/22)*** |
| Week 3:  1/22 | Review/Practice Session (1 hour)  (SI Patient Problems due) |  |
| Week 4:  1/29 | ***Written & Practical Exam 1: SI Joint*** | ***(written open 1/28-1/30)*** |
| Week 5:  2/5 | Lumbar Spine Evaluation & Treatment (lecture/lab) |  |
| Week 6:  2/12 | Lumbar Spine Evaluation & Treatment (lecture/lab)  Lumbar Spine Case Studies  Lumbar Evaluation Patient Problems (due 2/19) | ***Quiz: LS Evaluation (by 2/14)*** |
| Week 7:  2/19 | (date not needed) |  |
| Week 8:  2/26 | Review/Practice Session  (Lumbar Rx Patient Problems due) | ***Quiz: LS Treatment (by 2/28)*** |
| Week 9:  3/5 | ***Written & Practical Exam 2: Lumbar Spine*** | ***(written open 3/4-3/6)*** |
| Week 10:  3/10-14 | ***NO CLASS: SPRING BREAK!*** |  |
| Week 11:  3/19 | Thoracic Spine Evaluation & Treatment |  |
| Week 12:  3/26 | Cervical Spine Evaluation |  |
| Week 13:  4/2 | Cervical Spine Evaluation & Treatment | ***Quiz: CS Evaluation (by 4/4)*** |
| Week 14:  4/9 | Cervical Spine Treatment  Cervical Spine Patient Problems (due 4/16) | ***Quiz: CS Treatment (by 4/11)*** |
| Week 15:  4/16 | ***Written & Practical Exam 3: Cervical & Thoracic Spine*** | ***(written open 4/14-4/16)*** |