**Auburn University School of Kinesiology**

**Doctor of Physical Therapy Program**

**Course Number and Title:** KNPT9060: Physical Therapy Foundations, Therapeutic Exercise II

**Lecture Meetings:** 8:00-10:00

**Lecture Meetings Location:** STACT 231, KINE 024 (See course schedule for details)

**Laboratory Meetings:** 10:30-12:30

**Laboratory Meetings Location:** KINE 024

**Course Coordinator/ Co-Instructor/Co-Lab Director:**

**Name:** Blair Saale, PT, DPT

Board Certified Neurologic Clinical Specialist

**Office Number and Building:** KINE114

**Office Telephone Number:** (334) 884-1438

**Email Address:** [bps0052@auburn.edu](mailto:bps0052@auburn.edu)

**Co-Instructor/Co-Lab Director:**

**Name:** Kelly Thatcher, PT, DPT

Board Certified Neurologic Clinical Specialist

**Office Number and Building:** KINE 282

**Office Telephone Number:** (334) 884-4483

**Email Address:** [klt0070@auburn.edu](mailto:klt0070@auburn.edu)

**Office Hours**:

For both Dr. Saale and Dr. Thatcher, student conferences are available by appointment. In-person or virtual meetings through Zoom are available. Please email me or send a message through Canvas to request a meeting.

**Statement on Email/Canvas Message Response:**

The Course Instructors will typically respond to emails/Canvas messages within a 24-hour period. Emails/messages sent after 5:00pm will be addressed the next business day as able. Emails/messages sent on Friday, or the weekend will be addressed the following Monday as able. If I have not responded within a 48-hour business period, please email/message again, or call to discuss.

**Course Description:**

Foundations and principles of Therapeutic Exercise for clinical practice of PT. Discuss theories on how variety of therapeutic exercises produce beneficial physiological outcomes. Outline the process clinicians utilize to design appropriate therapeutic exercise programs. Interpret findings of a PT examination, identify impairments, functional limitations and/or disabilities. Methods to efficiently prescribe therapeutic exercise based on the exam findings will be addressed. Apply knowledge of various systems (musculoskeletal, cardiopulmonary, neurological) and discuss their relationship to these interventions.

**Credit Hours: 3**

**Lecture contact hours: 2 (30 hours)**

**Lab contact hours: 2** **(30 hours)**

**Student contact hours: 30 lecture hours, 30 lab hours (60 total hours)**

**Course Prerequisite:** Admission into the Auburn University Physical Therapy Program and successful completion of prior didactic courses.

**Required Texts:**

* Fruth, Stacie J. *Fundamentals of the Physical Therapy Examination. Patient Interview and Tests and Measures.* 3rd Ed. Burlington, MA, Jones & Bartlett Learning: 2025 (Should have from KNPT 9050)
* Kisner, C, Kolby, L.A.  *Therapeutic Exercise Foundations and Techniques, 8*th Ed. Philadelphia: F. A. Davis; 2023
* Norkin CC, White DJ. *Measurement of Joint Motion. A Guide to Goniometry*. 5th ed. FA Davis; 2017 (Should have from KNPT 9050)
* Pierson FM, Fairchild SL. *Principles and Techniques of Patient Care.* 7th ed. Elsevier; 2023 (Should have from KNPT 9050)
* Reese NB. *Muscle and Sensory Testing*. 4th ed. Elsevier; 2020 (Should have from KNPT 9050)

**Recommended Texts:**

* Biel, A. Trail Guide to the Body. 5th Ed, Books of Discovery: 2014.
* Osborne, A. Documentation for Physical Therapist Practice: A clinical decision-making approach. Burlington, MA, Jones & Bartlett Learning: 2016
* Cleland, Joshua *Netter’s Orthopaedic Clinical Examination,* 3rd Ed. St. Louis, Elsevier: 2016
* Magee, David J. *Orthopedic Physical Assessment,* 6th Ed. St. Louis, Mo: Saunders Elsevier: 2008
* Guide to Physical Therapist Practice 3rd Ed. APTA.

**Additional Course Materials:**

* Posted through Canvas Learning Management System as needed or provided by the instructor.

**Description of Teaching Methods and Learning Experiences:**

The instructional approach in this course is designed to engage students through a blend of teaching methods, ensuring a comprehensive understanding of the subject matter and the development of essential foundational physical therapy knowledge and skills. This course aims to introduce and build upon fundamental knowledge, developing key skills necessary for effective physical therapist practice across a diverse range of clinical settings and specialties. A computer that meets the minimal standards outlined in the student handbook is required. Internet access is also required. Canvas will be used to distribute information, conduct live video conferences/classes as needed, discussion boards posting, distribute and receive assignments, take exams/quizzes, and distribute grades. Communication about the class will be done through email, Canvas, or in person. Students are expected to check their AU emails and Canvas regularly for updates or information about the class.

The format of this course will include the development of psychomotor and patient care skills through laboratory experiences. During laboratory sessions students will be asked to practice/ perform patient skills and palpation on each other. Each student is responsible for making any physical limitations known to instructors and student partners. Failure to disclose limitations indicates consent, acknowledgement of and acceptance of any inherent risks. Every student has the right to refuse to serve as a subject for demonstration due to a disclosed injury. Lectures will be used to present basic information on the topics prior to demonstration and practice. Additional reading outside of lecture will be required to help you prepare. Although students will have an opportunity to practice the skills taught during the laboratory, additional time outside of the lab and classroom will be necessary for students to gain entry-level proficiency. The use of patient case studies may be used to help reinforce the principles being taught. To facilitate learning, students may be called upon to demonstrate skills previously covered in a class or laboratory session to provide additional recall opportunities.

**Note:** Canvas is a means of quickly providing grades in the course. It is the student’s responsibility to inform the instructor(s) of record if there are any errors or discrepancies in grades provided through Canvas.

The following teaching methods and learning experiences will be used:

1. **Lectures and Corresponding Learning Materials:** The course features traditional lectures, assigned readings, and curated video content available through a combination of textbooks and the Canvas learning management system. These resources provide students with a foundational knowledge and a clear framework for each topic.
2. **Laboratory Instruction and Demonstration**: Hands-on learning is a key component of this course. In the laboratory setting, students observe demonstrations by faculty, followed by opportunities to practice and refine techniques. Concepts introduced in lectures will be further explored through critical thinking and application exercises. Whenever possible, the lab sessions are designed to simulate clinical environments allowing students to develop and perfect their skills in a controlled, supportive setting. Demonstrations and hands on learning related to basic principles of PT examination, basic mobility, and basic therapeutic exercise will be used to foster learning and skill acquisition needed for later coursework.
3. **Student Interactions**: To foster deeper understanding, the course includes guided classroom and small group discussions whenever possible. Much of the lab work will also be structured around student interactions. These interactions allow students to engage with the material actively, exchange ideas with peers, and apply theoretical concepts to real-world scenarios. Lab assignments are intended to initiate collaboration, discussions, and hands-on practice to enhance critical thinking, problem-solving skills, performance, and teamwork. Peer learning outside of the classroom is highly encouraged to help facilitate hands-on-skills practice and reinforce concepts and critical thinking skills. Learning in the discussion format is a cooperative effort and everyone is expected to offer questions, ideas, and critical analysis of the concepts being discussed.
4. **Assignments:** As part of this course, students will complete occasional assignments. These assignments are designed to help students prepare for course discussions and/or reinforce the material covered in lectures and labs, encouraging students to apply their knowledge in practical scenarios and further engage with the material.
5. **Skills Development with Feedback:** Students will engage in structured and unstructured skills development activities, where they will receive targeted feedback from faculty. This iterative process of practice and feedback ensures that students achieve mastery of critical physical therapy techniques.
6. **Independent Study:** To reinforce learning and encourage self-directed exploration, students are expected to engage in independent study. This includes reviewing course materials, completing assigned readings, and practicing techniques outside of scheduled class times. Although students will have an opportunity to practice the skills taught during the laboratory, additional time outside of the classroom will be necessary for students to gain entry-level proficiency. Students may be called upon to demonstrate concepts or skills previously covered in a class or laboratory session.
7. **Continuous Informal Assessment:** Throughout the lab activities, faculty will conduct ongoing informal assessments of students' mastery of techniques. Constructive feedback will be provided both individually and as a group, allowing students to continuously improve their skills and confidence.

**Program Goals, Expected Student Outcomes, and Course Objectives**:

(Abbreviations: S= CAPTE standard)

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

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| **#** | **Course Objectives** | **CAPTE (2016)** | **CAPTE (2024)** |
| 1 | Explain mechanisms by which therapeutic exercises produce therapeutic benefits | S- 7D19-22, 7D27, 7D30 | 7D2-4, 7D10, 7D11 |
| 2 | Describe foundational principles and rationale for therapeutic exercise prescription as a management intervention for patients and/or clients. | S- 7D19-24, 7D27, 7D30 | 7D2-6, 7D10, 7D11 |
| 3 | Identify patient and/or client impairments, functional limitations and disabilities from examination findings/results. | S- 7D19-24, 7D27, 7D30 | 7D 2-6, 7D10, 7D11 |
| 4 | Select and provide rationale for therapeutic exercise interventions designed to address specific impairments, functional limitations and/or disabilities. | S- 7D19-24, 7D27, 7D30 | 7D 2-6, 7D10, 7D11 |
| 5 | Determine a patient/client’s need for unilateral and/or bilateral therapeutic exercise prescription to manage their condition. | S- 7D19-24, 7D27, 7D30 | 7D 2-6, 7D10, 7D11 |
| 6 | Describe the general classifications of therapeutic exercise administered in physical therapy as well as the circumstances under which they are appropriate. | S- 7D27 | 7D10 |
| 7 | Demonstrate competence in utilizing therapeutic exercise as an intervention for patient/client management including prescribing, designing, and instructing patients and/or clients in selected therapeutic exercises. | S- 7D19-24, 7D27, 7D30 | 7D 2-6, 7D10, 7D11 |
| 8 | Apply knowledge of variables relevant to therapeutic exercise progression throughout an episode of care for a patient and/or client. | S- 7D19-24, 7D27, 7D30 | 7D 2-6, 7D10, 7D11 |
| 9 | Consistently prescribe therapeutic exercise including patient/client instruction in all relevant dosage variables: repetitions, sets, hold time, frequency (how often per day or week), duration (how many days/weeks/months to continue therapeutic exercise), and resistance amount. | S- 7D19-24, 7D27, 7D30 | 7D 2-6, 7D10, 7D11 |
| 10 | Describe concepts, principles, and assessments related to balance. | S- 7D19-24, 7D27, 7D30 | 7D 2-6, 7D10, 7D11 |
| 11 | Select and prescribe appropriate exercises and activities designed to address balance impairments for a given patient/client. | S- 7D19-24, 7D27, 7D30 | 7D 2-6, 7D10, 7D11 |
| 12 | Given a mock patient, select and perform appropriate joint mobilization techniques and grade for extremity joints. | S- 7D19-24, 7D27, 7D30 | 7D 2-6, 7D10, 7D11 |
| 13 | Design and instruct appropriate exercise programs to improve the health of persons and community groups. | S- 7D19-24, 7D27, 7D30, 7D34 | 7D 2-6, 7D10, 7D11, 7D21 |
| 14 | Provide culturally competent physical therapy services for prevention, health promotion, fitness, and wellness to individuals, groups, and communities. | S- 7D19-24, 7D27, 7D30, 7D34 | 7D 2-6, 7D10, 7D11, 7D21 |
| 15 | Assess the impact of lifestyle and behaviors on health, wellness, and disease. | S- 7D19-24, 7D27, 7D30 | 7D 2-6, 7D10, 7D11 |
| 16 | Determine appropriate interventions that can be delegated to the physical therapist assistant based on laws, regulations and facility policies. | S- 7D19-24, 7D27-30 | 7D 2-7, 7D10, 7D11 |
| 17 | Identify and describe fundamental and legal practices associated with writing in the medical record. | S- 7D32 | 7D15 |
| 18 | Describe and distinguish between characteristic components of contemporary documentation styles used in physical therapy settings including The Patient Client Management Format and the Traditional SOAP Format. | S- 7D32 | 7D15 |
| 19 | Analyze samples of physical therapy documentation for consistency with appropriate clinical, ethical, and legal standards. | S- 7D32 | 7D15 |
| 20 | Create documentation utilized to record the management of physical therapy patients including initial evaluations, daily treatment records, patient progress notes, and discharge reports. | S- 7D32 | 7D15 |
| 21 | Describe fundamental considerations for compliance with Medicare documentation standards and Medicare reimbursement. | S- 7D32 | 7D15 |
| 22 | Perform accurate examination of sensory integrity to include light touch, sharp/dull, proprioception, and kinesthesia | S-7D19u | 7D2 |
| 23 | Perform and interpret basic tests and measures to include range of motion testing, muscle length testing, and strength testing | S-7D19o. S-7D19s | 7D2 |
| 24 | Demonstrate proficiency in palpation skills to locate bony and soft tissue landmarks of the upper extremities and spine. | S-7D19k, v | 7D2 |
| 25 | Identify environmental barriers to mobility and suggest modifications to maximize mobility within a particular home, work, or community setting | S- 7D19h | 7D2 |

**Course Schedule:**

*As each class progresses differently, this course schedule is subject to change. Written notice will be given for all major schedule changes.*

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| **Wk** | **Type** | **Topic** | **Location** | **Reading** | **CLO** |
| 1 | Lec | Course Overview; Principles of therapeutic exercise prescription; Review of Documentation Principles (BS)- | STACT 231 | Kisner Ch. 1 | 1-3, 6 |
|  | Lec | Introduction to Motor Learning Principles (KT) |  | Kisner Ch.1 pg. 27-38 |  |
|  | Lab | Application: Therapeutic Exercise and Motor Learning Principles (KT/BS)  **Motor learning assignment due 09/9/2025 at 5:00pm** |  |  |  |
| 2 | Lec | LE Muscle Length Testing, ROM ankle and foot (BS) | KINE 024 | Norkin (p. 270-287, 321-326; 382-385) | 3, 23-24 |
|  | Lec | Interv: Range of Motion, Stretching, and Joint Mobilizations (BS) |  | Kisner Ch. 3-5 | 1, 4, 12 |
|  | Lab | LE Exam and Therapeutic Exercise-ROM, Stretching, Joint Mobs (BS/KT) |  |  | 1, 3-4. 12, 23-24 |
| 3 | Lec | **Quiz 1**  Strength testing: ankle foot; Review LE (KT) |  |  |  |
| KINE 024 | Reese (p. 290-328) | 3, 23 |
|  | Lec | Interv: Resistance Exercise for Impaired Muscle Performance (KT) |  | Kisner Ch 6 pg. 171-208, 216-224 (PNF) | 1, 4, 5 |
|  | Lab | Prescribing interventions for decreased muscle performance (KT/BS) |  |  |  |
| 4 | Lec | Patient Case Activity (KT)  **Assignment due 9/6 at 5:00 pm** | STACT 231 |  | 3-5,7-8, 14 |
|  | Lec | Interv: Principles of Aerobic Exercise (KT) |  | Kisner Ch. 7 | 1, 4, 7 |
|  | Lab | Exercise Prescription: Aerobic Exercise (KT/BS) | KINE 024 |  |  |
| 5 | Lec | **Quiz 2**  Application Activity: Documentation Case (KT)  **Assignment due 9/11 at 5:00 pm** |  |  | 17-21 |
| STACT 231 |  |
|  | Lec | Intro to Health Prevention and Wellness (KT) |  | Kisner Ch. 2 | 13-15 |
|  | Lab | Health Prevention and Wellness Activity (KT/BS) | KINE 024 |  |  |
| 6 | Lab | **Practical Exam 1** | KINE 024 |  |  |
|  | Lec | Diagnosis specific considerations for exercise prescription (BS) | STACT 231 | Kisner Ch. 10-13 | 3-5 |
|  | Lec | Environmental Considerations for Mobility/ Intro to ADA (BS)  **Assignment due 9/24 at 5:00 pm** |  | Fairchild Ch. 13 | 25 |
| 7 | Exam | **Written Exam 1** | STACT 231 |  |  |
|  | Lec | Spine and Trunk (BS) | KINE 024 | Norkin Ch. 11-13; Reese Ch. 3 | 3, 12, 23-24 |
|  | Lab | Lab: Spine and Trunk (BS/KT) |  |  |  |
| 8 | Lec | Shoulder (KT) | KINE 024 | Norkin Ch 4 | 3, 12, 23-24 |
|  | Lec | Scapula (KT) |  | Reese Ch. 2 pg. 17-110 | 3, 12, 23-24 |
|  | Lab | Lab: Shoulder and Scapula (KT/BS) |  |  |  |
| 9 | Lec | Elbow/Wrist (BS) | KINE 024 | Norkin Ch. 5-6 | 3, 12, 23-24 |
|  | Lec | Hand (BS) |  | Norkin Ch. 7; Reese Ch 2 pg. 112-186 | 3, 12, 23-24 |
|  | Lab | Lab: Elbow/Wrist/Hand (BS/KT) |  |  |  |
| 10 | Lec | **Quiz 3**  Intro to Balance; Balance Screening Exam (BS) |  | Fruth Ch. 10 (p. 382-389) |  |
| KINE 024 | 3, 10 |
|  | Lec | Interventions for Balance (BS) |  | Kisner Ch. 8 | 1, 4, 7, 11 |
|  | Lab | Balance Lab (BS/KT) |  |  |  |
| 11 | Lab | **Practical Exam 2** | KINE 024 |  |  |
|  | Lec | Case Activity Part 1 | STACT 231 |  | 3-5,7-9 |
|  | Lec | Case Activity Part 2.  **Assignment due 10/31 at 5:00 pm** |  |  |  |
| 12 | Lec | **Quiz 4**  Sensory Exam (BS) | KINE 024 | Fruth Ch. 10 (p. 350-361) | 3, 22 |
|  | Lec | Neuro Exam: Myotomes, Nerve Root Integrity, Reflexes (BS) |  | Fruth Ch. 10 (p. 363-376; p. 401-403) | 3, 22 |
|  | Lab | Sensation Testing and Neuro Exam Part 1 (BS/KT) |  |  |  |
| 13 | Lec | Neuro Screen Exam: CN Screening (KT) | KINE 024 | Futh Ch. 10 (p. 391-395) | 3 |
|  | Lec | Introduction to Motor Control and Coordination Testing (BS) |  | Fruth Ch. 10 (p. 377-381) | 3 |
|  | Lab | Neuro Screen Exam Part 2 (BS/KT) |  |  |  |
| 14 | Lec | **Quiz 5**  Practice Considerations: Developing a treatment plan in the clinic (KT) | STACT 231 |  |  |
|  | 16, 7 |
|  | Lec | Functional Exercise (KT) |  |  | 1 |
|  | Lab | Lab: Functional Exercise Prescription (KT/BS) | KINE 024 |  |  |
| 15 | Lab | **Practical Exam 3** | KINE 024 | Kisner Ch. 9 | 1 |
|  | Lec | Other Exercise Considerations: Aquatics, Yoga, Pilates (KT) |  |  | 4, 7-9, 17, 20 |
|  | Lec | Case Application- Pulling it all together (KT) |  |  |  |
| 16 |  | **Final Written Exam** | STACT 231 |  |  |

**Course Evaluation and Grading Scale:**

Participation in these graded course components is not optional. Students will be responsible for materials presented in the lectures, labs, required texts and any assigned readings. Students are also responsible for material presented in other courses within the Auburn University physical therapy program curriculum as concepts within the program are interdependent. Once the material has been presented in class, students will be responsible for this material on subsequent examinations, courses, and clinical education components.

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| **Assessment** | **Points** | **Weight** |
| Quizzes | 200 | 20% |
| Lab Worksheets | 30 | 3% |
| Written Exam 1 | 200 | 20% |
| Written Final Exam | 200 | 20% |
| Practical Exams x 3 | 300 | 30% |
| Assignments | 70 | 7% |
| Total: | 1000 points | 100% |

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| **Grading Scale Points** | **Grade Scale** | **Letter Grade** |
| 900-1000 Points | 90-100% | A |
| 800-899 Points | 80- <90% | B |
| 700-799 Points | 70- <80% | C |
| 600-699 Points | 60- <70% | D |
| Less than 600 Points | <60% | F |

* The Doctor of Physical Therapy Program at Auburn University does NOT round grades.
* The last day to withdraw from a course or school without receiving a “W” grade is on the 15th class day, and until mid-semester.
* If a student withdraws between the 16th and 36th class day, a “W” will appear on the student’s transcript.
* Students withdrawing from a course between the 6th class day and the 15th class day will pay a course drop fee of $100.
* **Students must earn a grade of ‘C’ or higher to receive credit for this course.** Please refer to the AU DPT Student Handbook for policies on repeating courses that do not meet the minimum grade standard for graduate courses.

**Grade Disputes:**

If you would like to dispute a question or grade on an assignment or exam, you must do so in writing within **48 hours** of when the assignment or exam is returned. In your written dispute, you must include your rationale for the dispute and any related references (textbook, article, etc.).

**Exams and Online Quizzes**

Exams will be conducted in person using the Canvas learning management system or ExamSoft software requiring Examplify download by students. Students must bring a fully charged computer to complete the computer-based exams. If a technical issue occurs during an exam, it is the student’s responsibility to immediately inform the instructor(s) of record or the exam proctor.

Exams must be taken during the assigned dates and times. If a student is unable to take an exam as scheduled due to a medical reason, they must provide a written excuse from a physician to request a make-up exam. For other compelling and unexpected circumstances, students must contact the instructor(s) of record as soon as possible to be considered for a make-up exam. The decision to grant a make-up exam and any associated grading policies will be at the instructor(s) of record's discretion. A grade of zero will be assigned for missed exams due to unexcused absences.

Quizzes will be reviewed in class. Please refrain from any electronics or recordings during scheduled review times. Exam review with the course instructor(s) will be available by appointment. Please email the instructor of record to schedule a review.

**Lab Practical Exams**

To ensure competency in foundational clinical skills, students will complete **three practical exams covering various skills introduced and developed throughout the course.** Further instruction, including grading, will be shared by the instructors of record at a later date in Canvas.

**Lab Practical Safety Requirements**

Safety is a required element for all hands on skills. Any major safety violations will result in an automatic failure of your practical exam or skill check. Department retake policy will apply. Major safety violations will be determined as follows:

**Major Safety Violation \_\_\_ Yes \_\_\_ No**

*A major safety violation will result in automatic failure of any practical. These items could result in injury to the patient, student physical therapist, or both.*

*Major safety violations may include but are not limited to the following: neglecting to wheelchair or table brakes, failure to guard appropriately, failure to use a gait belt when needed, unsafe positioning (e.g. position that puts a patient at risk for injury such as too close to edge of bed), inappropriate environmental set up (e.g. transfer arrangement or unaddressed hazards), inappropriate footwear, body mechanics that put student physical therapist or patient at risk of injury, forgetting to perform safety screens if needed, failure to monitor patient response (e.g. vital signs if needed), or using inappropriate parameters for an exercise or modality that puts the patient at risk.*

**Assignments**

Assignments will be used during this course to help students prepare for class discussions, to reinforce major content, or enhance problem solving skills. Each assignment should reflect your work as an individual. No group work should be submitted unless designated as such on the assignment description in Canvas. Individual work helps the student develop their unique skills and provides feedback regarding that student’s mastery of content to date. All work should be submitted to Canvas by the specified due date. Late submissions will be subject to a 10% deduction per day late unless prior approval is granted for extenuating circumstances.

**Lab Worksheets**

Lab worksheets will be used to help students organize and apply lab skills and concepts during lab sessions. These worksheets will be due at the conclusion of the lab session unless otherwise designated by the Course Instructor. These will be uploaded to the appropriate assignment in Canvas as applicable.

Students are encouraged to engage fully in any lab discussions, share diverse perspectives, and apply critical thinking skills to enhance their understanding of physical therapy principles. Active participation in these assignments will not only contribute to course performance but also foster collaboration—an essential skill in clinical practice.

**COURSE EXPECTATIONS**

**Justification for Graduate Credit:**

Successful completion of the Auburn University Physical Therapy Program requires the student to demonstrate a depth and sophistication of knowledge substantially beyond the level required for a baccalaureate degree. Consequently, all courses are progressively more advanced in academic content than undergraduate courses. This program provides capable students with the opportunity to pursue advances study, training, and research designed to enhance their academic and professional development.

**Technology, Communication, & Social Media:**

Students are responsible for checking university email and the Canvas site regularly. Phones, tablets, laptops are welcome in the classroom for use in course related activities. Regular subtle use of devices (text, social media, etc.) should be avoided. Students are expected to refrain from phone calls, text-messaging, and online social networking during class and laboratory sessions.

**Lecture or Lab Recordings:**

Lectures may not be recorded (audio or video) unless you have received written permission from the instructor(s), or it is part of academic accommodations granted by the Office of Accessibility. If the instructor(s) grants you permission to record a lecture, recordings are **ONLY** for personal use and may not be posted or distributed in any form without explicit permission from the instructor(s) to do so.

**Class Attendance, Tardiness, & Participation:**

As adult learners in the AUPT program, every class and lab are important to facilitate development, and therefore attendance is mandatory for the scheduled didactic, lab, and clinical education experiences. We strongly encourage students to attend and actively participate in every lecture and lab session. Missing class adversely affects learning and contributes to poor academic performance. Tardiness also disrupts the class, your peers, and instructor(s). Being present and on time to every scheduled class or lab is the professional responsibility of the student. **Requests for an excused absence must be sent to the instructor(s) in writing at least one week in advance of class and may or may not be granted at the discretion of the instructor(s). In the event a student is absent due to sudden illness or other emergent circumstance, the instructor must be notified by email as soon as possible before class begins.** Any tardiness or absence from class without prior consent of the instructor(s) will be considered unexcused. At the discretion of the instructor(s), two unexcused absences in a course may result in a failing grade for the at course (see attendance policy in AU DPT Student Handbook). The student is responsible for all material covered in class regardless of whether an absence is excused or unexcused. Graded assignments, quizzes, and exams that are missed during an excused absence may be rescheduled with prior permission of the instructor(s). **Graded class work will not be rescheduled for unexcused absences; the student will receive a grade of ‘0’ for any missed work.**

**Excused Absences:**

Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays. **Requests for an excused absence must be sent to the instructor(s) in writing at least one week in advance of class and may or may not be granted at the discretion of the instructor(s). In the event a student is absent due to sudden illness or other emergent circumstance, the instructor must be notified by email as soon as possible before class begins.** Appropriate documentation for all excused absences is required.

**Religious Holidays:**

A student who is unable to participate in any class, examination, or assignment due to religious holiday requirements shall not be penalized, provided the instructor has been notified in writing **one week in advance** of the absence.

**Make Up Policy:**

Students may arrange to make up a missed major graded assessments (e.g., exams, quizzes, class assignments, presentations) only if the absence is officially excused in accordance with university, department, and class policies. The student is responsible for initiating arrangements to complete the missed work. Unless there are extenuating circumstances (e.g., prolonged illness, official university closure), make-up work will take place within two weeks from the time the student initiates arrangements for it but is at the discretion of the instructor(s). No make-up opportunities will be granted for unexcused absences, except in extraordinary circumstances and at the discretion of the instructor(s). Documentation supporting the excused absence may be required before a make-up is scheduled.

**Laboratory Dress Code Policy:**

To ensure a professional environment and promote safety and preparedness for clinical practice, all students enrolled in this course must adhere to the dress code policies established in the Auburn University Physical Therapy Student Handbook, course policies on Professional Behaviors and Attire. Specific instructions regarding laboratory dress code for this course are outlined below.

For hands-on lab sessions, students should wear attire that allows for unrestricted movement and facilitates effective examination and treatment techniques. Proper undergarments, such as sports bras and compression shorts, are recommended to ensure modesty and ease of movement. Additionally, students may be required to wear tank tops or sports bras for certain sessions involving palpation and assessment techniques. Knee-length athletic shorts should be worn for lower extremity assessments or treatment procedures. Course instructors will make every effort to provide students with advance notice regarding appropriate attire for upcoming laboratory sessions to optimize the learning experience. For personal safety, the safety of others, and the preservation of laboratory equipment such as upholstered tables, students are advised to avoid wearing loose or excessive jewelry or refrain from carrying sharp objects on their person.

Professionalism and hygiene are essential in the laboratory environment. Students are expected to wear clean, well-maintained clothing that is free from excessive wrinkles, stains, or damage. Maintaining good personal hygiene, including the use of deodorant, trimmed nails, and appropriate grooming, is required. To accommodate potential sensitivities, students should minimize the use of strong perfumes or colognes.

Failure to comply with the dress code policy may result in consequences such as a verbal warning, loss of participation credit, or dismissal from the lab session. Repeated or significant violations may require students to make up missed work at the instructor’s discretion. This policy mirrors expectations in clinical settings and is intended to foster a safe and professional learning environment. Students with any questions or accommodation requests should contact the course instructor in advance.

**Generative Artificial Intelligence Tools:**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT for graded assessments. Use of a Generative AI Tool to complete an assignment constitutes dishonesty. Students may use Generative AI tools as a study tool but be forewarned that AI tools are not trustworthy.

**Academic Honesty:**

All portions of the Auburn University Student Academic Honesty code (Title XII) found in the [Student Policy eHandbook](https://www.auburn.edu/student_info/student_policies/) as well as the AU Physical Therapy Program Student Handbook will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. The University adheres to a strict policy regarding cheating and plagiarism. These activities will not be tolerated in this class or within the AU Physical Therapy Program. Any cheating or plagiarism will result in a disciplinary review by Student Affairs. Penalties for cheating and plagiarism may include a failing grade on an assignment, failing the course, and/or expulsion from the AU Physical Therapy Program and Auburn University.

Examples of plagiarism include but are not limited to:

* Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs, and/or pages of work).
* Copying and pasting work from an online or offline sources directly and calling it your own.
* Using information you find from an online or offline source without giving the author credit or citing the source.
* Replacing words or phrases from another source and inserting your own words or phrases.
* Submitting a piece of work you did for one class to another class.

If you have questions on what is plagiarism, please consult the [policy](https://www.auburn.edu/academic/provost/academic-honesty/#:~:text=Cheating%20and%20plagiarism%20are%20expressly,in%20their%20areas%20of%20study.).

For more information on University and DPT Program policies regarding cheating and plagiarism, refer to the AU Catalogue and the DPT Program Student Handbook.

**Classroom Behavior & Mutual Respect:**

The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](https://www.auburn.edu/student_info/student_policies/) and the AU Physical Therapy Program Student Handbook for details of this policy. Professionalism and respect are core expectations in this course. As graduate students and future health care professionals, it is essential to foster a classroom environment grounded in civility, courtesy, and mutual respect. All students are expected to engage in discussions and group work with openness, professionalism, and a willingness to consider diverse viewpoints. Disagreements may occur, but they must be communicated in a respectful and constructive manner. Active listening, thoughtful participation, and respectful interactions with both peers and the instructor(s) are required at all times. Creating a supportive and inclusive learning environment allows everyone to thrive, and models the professional behavior expected in academic, clinical, and interprofessional settings.

**Emergency Contingency:**

If normal lecture or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and or course assignments will replace the original materials.

**STUDENT SUPPORT**

**Disability Accommodations:**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of Accessibility at (334)844-2096 and visit <https://accessibility.auburn.edu/steps-to-receive-accomodations/>. To avoid any delay in the receipt of any accommodations, you should contact the Office of Accessibility as soon as possible. Please note that accommodations are not retroactive, and that the instructor(s) cannot provide accommodations based upon disability until they have received an accommodation letter from the Office of Accessibility. Your cooperation is appreciated. If you have an existing documented disability, please provide the instructor(s) with documentation no later than the **second class meeting** so that reasonable accommodations can be made. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the course instructor(s).

Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contract the Office of Accessibility.

* + Email: [accessibility@auburn.edu](mailto:accessibility@auburn.edu)
  + Phone: (334) 844 – 2096
  + Location: Haley Center 1228

**Mental Health:**

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. The instructor(s) is/are available to speak with you regarding stresses related to your work in this course and can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling (334) 844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic.](https://cws.auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call (334) 844-5123 to speak with someone. Additional information can be found at <https://scps.auburn.edu/>.

**Basic Needs Resources:**

Anyone who faces challenges securing their food or housing and believes this may affect their performance in the course or others is urged to contact Auburn’s Basic Needs Center for support at <https://aucares.auburn.edu/basic-needs-resources/>. Furthermore, please notify the instructor(s) if you are comfortable in doing so this will allow the faculty member to connect you with any other known resources.

**Sexual Misconduct Resources Statement:**

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at <https://auburn.edu/administration/tix-eeo/>.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit <https://studentaffairs.auburn.edu/safe-harbor/>