



College of Health and Human Performance

Department of Exercise Sciences



Spinal Mobilization

ExSc 625R, Section 1

Fall Semester 2008, Credit Hours: 2

8:00 to 9:50 AM, Monday

123 RB

Instructor: Dr. Wayne Johnson

Office: 266 SFH

Office Hours: MWF 10:30 to 12:00

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Prerequisites

Help students know if they are ready to take your course by listing the knowledge, skills, or experience you expect them to have.

Required Materials

- Philip E. Greenman , *Principles of Manual Medicine*, 3rd, LWW, 1996
Principles of Manual Medicine 2nd or 3rd edition, 1996, by Philip E. Greenman
ISBN: 0-683-03558-4

Course Description

This course is designed to give an introduction into spinal mobilization techniques, theory and practice. This course will cover basic palpation, spinal motion assessment, and application of spinal mobilization techniques.

This will be "a hands on course" including palpation, assessment, and application of the interventions. You will also use Internet materials for this course, Blackboard for assignments and quizzes. You will be asked to practice the techniques outside on class and report on your experiences.

Course Purpose

This course will provide practioners with skills to use during manual medicine interventions. It will also expose students to literature related to manual medicine and help their lifelong learning and mastery of this topic. These skills have the potential to become a valuable resource in the treatment of individuals with spinal conditions.

Course Learning Outcomes

1. Students will explore and report on literature related to spinal conditions and manual medicine treatments.
*Relates to Program Learning Outcome: MS AT Outcomes 1, 2, 3, 4 and PhD Outcomes: 1, 3, 4
2. Students will demonstrate ability to assess common spinal motion conditions, develop a treatment plan and perform that treatment plan. This will be done through written and practical assignments and exams.
*Relates to Program Learning Outcome: MS AT Outcomes: 3 and PhD Outcomes: 1, 4
3. Students will develop and conduct a pilot or mini research study related to spinal mobilizations.
*Relates to Program Learning Outcome: MS AT Outcomes: 3 and PhD Outcomes: 1, 4
4. Outcome 4
*Relates to Program Learning Outcome:
5. Outcome 5
*Relates to Program Learning Outcome:

Student Learning Goals

I encourage you to make a few of goals for your own learning for the course.

- 1.
- 2.
- 3.

Classroom Procedures

This course will mainly be hands on learning. We will begin with a discussion of general principles related to spinal mobilization. We will then begin with the cervical spine and continuing down the spine and ending with the SI joint.

For each section you will be asked to find at least three individuals outside of class on whom you will perform the mobilizations we are learning in class. You will record the technique you used, and you and the individual will report on the experience. A form will be provided for you to use.

Participation

As a “hands on” learning course, participation is essential. It will be beneficial to review the written descriptions of the techniques in the book before coming to class.

Recommended Study Habits & Tips

Practice, practice, practice

Assessment Breakdown

Assessments	Points Possible
Cervical section (quiz and assignment):	
Thoracic section (quiz and assignment):	
Lumbar section (quiz and assignment):	
Sacral section (quiz and	

assignment):	
Research article review:	
Pilot or research project:	
Mid-term Exam:	
Final Exam:	

Assignment Descriptions

Provide helpful descriptions of course assignments. Include descriptions of the types of questions on quizzes & exams. If you have more detailed explanations for assignments, tell students where they can find the full directions. Assignments should be linked to students' lives, challenging yet attainable, and inspiring.

Grading Procedures

Grades will be based on points earned.

		A	94-100	A-	90-93
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	60-66	D-	

Course Schedule

A schedule will be provided

*The instructor reserves the right to change the Course Schedule depending on the students' needs or course delays.

Course Policies

This section explains the overall policies for your class. State the policies positively, and describe the standards you expect your students to meet (and which you will meet as well).

Policies may include: attendance, late work, missing assignments, makeup work, extra credit, requesting extensions, reporting illnesses, and so on.

Academic Honesty

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that "character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Plagiarism

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harcourt Brace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor

by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Program Learning Outcomes:

MS ATC

1. Students will demonstrate a foundational understanding of clinical research, including design, methods, and applied statistics.
2. Students will demonstrate the ability to critically analyze current clinical research.
3. Students will show knowledge of and practice clinical skills beyond the required competencies and proficiencies practiced as an entry level athletic training student.
4. Students will demonstrate oral and written communication skills with emphasis on presentation of clinically relevant research.
5. Students will successfully complete a capstone original research project.

PhD

1. Students will be prepared for an academic role in the university setting.
2. Students will be prepared to teach at the university level.
3. Students will be engaged in ongoing clinically related research. Students will be prepared to present their data at professional meetings and publish their findings in professional journals.
4. Students will be prepared to mentor students in clinically related research.
5. Students will be prepared to develop internal and external grants for research funding.