Course Instructor: Orit Shechtman, Ph.D., OTR/L  
Office: HPNP room 2115  
Phone Number: 273-6021  
Email Address: oshechtm@phhp.ufl.edu  
Office Hours: Tuesday 2:30 – 4:30 PM, or by appointment

Preferred Method of Communication is email.

Prerequisites: anatomy and physiology, Co-requisites

PURPOSE AND OUTCOME

Course Overview:  
The purpose of this course is to provide the student with understanding of human movement and give a clinical perspective to the science of movement. Both kinematics (describing movement) and kinetics (the forces influencing movement) will be addressed. The course is designed for occupational therapy (OT) students with focus on clinical application of kinesiology to support development in children, rehabilitation in adults, and participation throughout the lifespan.

Relation to Program Outcomes:  
This course is one of the basic science courses taught in the first year of the OTD program. The knowledge gained in this course is necessary for subsequent courses addressing clinical assessment and treatment across the lifespan.

Course Objectives and/or Goals  
This course partially meets one of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). The student will:

B.1.4 Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, biology, anatomy, physiology, neuroscience, and kinesiology or biomechanics.

More specifically, at the conclusion of this course, the student will be able to perform the following:

1. Demonstrate knowledge of terminology and basic concepts of kinematics, kinetics, physiology and control of movement and muscle activity
2. For each of the following regions of the upper extremities: the shoulder complex, the elbow complex, the wrist and the hand, establish a schema of movement according to the involved bones, joints, and muscles. Additionally, know the specific features of movement and the possible functional deficiencies for that specific region.
3. For each of the following regions of the lower extremities: the pelvis and hip, the knee, the ankle, and the foot, establish a schema of movement according to the involved bones, joints, and muscles. Additionally, know the specific features of movement and the possible functional deficiencies for that specific region.
4. For the regions of trunk, neck, and head, establish a schema of movement according to the involved bones, joints, and muscles. Additionally, know the specific features of movement and the possible functional deficiencies for that specific region.
5. Analyze functional movements relating to posture, balance, lifting, reaching, grasping, walking, and performing activities of daily living (ADLs).
6. Compare and contrast movements of healthy humans with movements impaired by selected pathological conditions.

7. Perform activity analysis to analyze performance of a specific activity including:
   a. The movement(s) occurring at joints throughout the body.
   b. The types of muscle contractions occurring during the specific movement.
   c. The agonist(s), antagonist(s) and synergist(s) contributing to the movement.

**Instructional Methods**

The students will participate in lecture and learning activities. Some material will be delivered using blended learning.

**Blended Learning**

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s health professional.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule:**  ***Note: this is a tentative schedule!***

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/10</td>
<td>Introduction and terminology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>1/17</td>
<td>Kinetics: principles</td>
<td>Chapter 1-2</td>
</tr>
<tr>
<td>3</td>
<td>1/24</td>
<td>Kinematics: mechanical principles</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>4</td>
<td>1/31</td>
<td>Kinematics: mechanical principles</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>5</td>
<td>2/7</td>
<td>Shoulder complex</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>6</td>
<td>2/14</td>
<td>Muscle physiology Activity analysis</td>
<td>Chapter 3-4 Supplemental</td>
</tr>
<tr>
<td>7</td>
<td>2/21</td>
<td>10:40-12:10 - <strong>EXAM 1: CTC (bring your laptop)</strong> 1:15 – 2:45 - Elbow complex</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>8</td>
<td>2/28</td>
<td>Wrist</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>9</td>
<td>3/4-8</td>
<td><strong>SPRING BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/14</td>
<td>Hand</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>11</td>
<td>3/21</td>
<td>Vertebral Column</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>12</td>
<td>3/28</td>
<td>Pelvis and hip</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>13</td>
<td>4/4</td>
<td>10:40-12:10 - <strong>EXAM 2: In-class (bring your laptop)</strong> 1:15 – 2:45 - Knee</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>14</td>
<td>4/11</td>
<td>Knee (cont.), Ankle and foot</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>15</td>
<td>4/18</td>
<td>Functional activities</td>
<td>Chapter 12-14</td>
</tr>
<tr>
<td>16</td>
<td>4/25</td>
<td>Reading Days</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>5/2</td>
<td><strong>EXAM 3: 2:00-3:30 at the CTC (bring your laptop)</strong></td>
<td></td>
</tr>
</tbody>
</table>

***Note: this is a tentative schedule!***
Course Materials and Technology

A. Required:
1. Required reading materials will be posted on E-learning for every class (noted as S in the syllabus). E-Learning Website: http://elearning.ufl.edu/
3. TopHat classroom response system will be used in class. You must have access to it. Direct URL: http://app.tophat.com/e/059393. The 6-digit course code is 059393.

For technical support for this class, please contact the UF Help Desk at:
● http://helpdesk.ufl.edu/
● (352) 392-HELP (4357) - select option 2
● https://lss.at.ufl.edu/help.shtml

ACADEMIC REQUIREMENTS AND GRADING

Assignments
- Quizzes: there are online quizzes for a total of 140 points
- Exams: there are 3 exams, each is composed of 60 questions
- Assignments: there are two activity analysis assignments each worth 50 points.

Grading
The total points of all quizzes, exams, and assignments determines your letter grade (see the 3 tables below)

<table>
<thead>
<tr>
<th>Exam</th>
<th>Format</th>
<th># of questions</th>
<th>Points per question</th>
<th>Points per test</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Online</td>
<td>60</td>
<td>3</td>
<td>180</td>
<td>22.5</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Online</td>
<td>60</td>
<td>3</td>
<td>180</td>
<td>22.5</td>
</tr>
<tr>
<td>Exam 3</td>
<td>Online</td>
<td>60</td>
<td>3</td>
<td>180</td>
<td>22.5</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Online and in-class</td>
<td>Variable</td>
<td>Variable</td>
<td>150</td>
<td>18.75</td>
</tr>
<tr>
<td>Activity Analysis Assignment I</td>
<td>Online and in-class</td>
<td>Variable</td>
<td>Variable</td>
<td>50</td>
<td>6.25</td>
</tr>
<tr>
<td>Activity Analysis Assignment II</td>
<td>Online and in-class</td>
<td>Variable</td>
<td>Variable</td>
<td>50</td>
<td>6.25</td>
</tr>
<tr>
<td>Professional Behavior</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>1.25</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>800</td>
<td>100</td>
</tr>
</tbody>
</table>

**Professional points are based on class attendance.

Point system used (i.e., how do course points translate into letter grades):

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D-</th>
<th>Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>744-800</td>
<td>A</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>720-719</td>
<td>A</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>664-695</td>
<td>A</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>640-639</td>
<td>A</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>616-615</td>
<td>A</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>560-539</td>
<td>A</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>504-503</td>
<td>A</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>480-479</td>
<td>A</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D-</td>
<td>E</td>
</tr>
</tbody>
</table>

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at: http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx
Exam Policy
Exams are in Canvas and you will be taking them on your laptop computer. You will need to install the Respondus LockDown Browser before taking the exam. When possible, the exam will take place in the Computer Testing Center in the Communicore Building room CG-27/28. You must arrive on time for all exams.

Policy Related to Make up Exams or Other Work
Makeup exams will not be given without prior arrangements with the Course Instructor. “Prior” means at least one day in advance. Failure to do this will result in a zero grade for that test or assignment. Emergencies have to be documented (such as a medical exemption). Undocumented absence from an exam or an assignment will result in a score of “0” on that assignment.

Policy Related to Required Class Attendance
- Students are expected to attend lecture. TopHat will be used to collect attendance data. Missing lecture will result in subtracting 2 points per lecture missed.
- Missing class without prior arrangements (for definition of “prior” see above) will result in point subtraction as mentioned above. Personal issues regarding attendance or fulfillment of course requirements will be handled on an individual basis.
- All faculty members are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
1. Preparation for class: To maximize the use of class time, you are expected to:
   - Look at E-learning for announcements and get the notes prior to each class.
   - Read and study assigned readings prior to class, especially in case of blended lectures.
2. Class behavior: You are also expected to:
   - Be on time for class
   - Stay until class is dismissed
   - Silence your cellular phone
   - Be courteous by refraining from chatter and other distracting behaviors
   - Do not look at external material during class (newspaper, Facebook, twitter, etc.)
   - Arrange with the instructor in advance if you cannot attend class so you can get pertinent handouts and announcements

Communication Guidelines
Please email the instructors and TAs directly (email addresses are above). For digital communication expectations see: Netiquette Guidelines: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”
It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/ http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu
SUPPORT SERVICES

Accommodations for Students with Disabilities
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center (352) 264-6789 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

U Matter, We Care
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.