



Department of Kinesiology | Athletic Training Program

ATR 6011: Advanced Functional Movement Interventions

3 Units

Spring 2026 | Quad 1

January 12 - March 8, 2026

In-Person Modality

Meeting Days: Mondays

Meeting Times: 8:00 am - 10:30 am

Meeting Location: Balboa 150 A & B

Instructor: Dr. Ross Brunett, DPT, PT, ATC

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Phone: N/A

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

This course will provide graduate level athletic trainers with an in-depth experience in movement interventions used to improve function, eliminate pain and enhance performance. Emphasis will be placed on utilizing movement screening and assessment to identify dysfunction, and then designing and effectively implementing corrective exercise programs (i.e., functional interventions) for a wide spectrum of patients and clients.

Program Learning Outcomes (PLO)

Upon completion of the Master of Science in Athletic Training (MS-AT), the successful student will be able:

1. To prepare students to demonstrate competency in interpreting evidence-based research and improving clinical standards and practice through clinical question development and research methodology.
2. To prepare students to develop expertise in the athletic training domains through an integrative experiential clinical model.
3. To equip students with appropriate knowledge and educational foundation required for an entry-level Certified Athletic Trainer.
4. To prepare students to establish and understand the importance of inter-professional relationships, while collaborating with other health care professionals to become effective communicators.
5. To prepare students to demonstrate preparation, knowledge and skill in the delivery of comprehensive health care to a diverse set of patients with musculoskeletal injuries and conditions and illnesses in a distinctly moral and ethical manner, integrating Christian faith with clinical practice.

Course Learning Outcomes (CLO)

The following learning outcomes will be achieved by students in this course:

1. Demonstrate the ability to perform sports science objective data gathering to determine biomechanical movement patterns and their respective injury risk. ^(CAATE#80,87)
2. Prescribe individualized therapeutic exercise programs with a focus but not limited to sport specific exercises and advanced functional movement interventions. ^(CAATE#73,82)
3. Create and implement injury prevention programs based on patient specific goals from their injury/medical history, clinical exam data and injury prevention testing battery. ^(CAATE#80,82,87)

CAATE Standards

1. **Standard 73** - Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:
 - Therapeutic and corrective exercise
 - Joint mobilization and manipulation
 - Soft tissue techniques

- Movement training (including gait training)
 - Motor control/proprioceptive activities
 - Task-specific functional training
 - Therapeutic modalities
 - Home care management
 - Cardiovascular training
2. **Standard 80** - Develop, implement, and assess the effectiveness of programs to reduce injury risk.
 3. **Standard 82** -Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client’s activity.
 4. **Standard 87** - Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.
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Institutional Learning Outcomes (ILO)

1. **Learning, Informed by our Faith in Christ**
Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
 2. **Growing, In a Christ-Centered Faith Community**
Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.
 3. **Serving, In a Context of Christian Faith**
Students will serve locally and/or globally in vocational and social settings.
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Required Texts and Recommended Study Resources

There are no required books for this course.*

*There will be study resources posted to Canvas to further your understanding of AFS. The material utilized is from the Gray Institute and Rehab United.

1. The foundation of the Rehab United educational curriculum model is largely credited to the Gray Institute and therefore, you will learn from a blend of resources from the Gray Institute, Rehab United’s Education program and real evaluation and treatment application experience.
2. The material prepared for this class are exclusive to this class and are not to be redistributed beyond this class.

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Assessment and Grading

Throughout this Quad I course students are tasked to:

- **Pre-Class Assignment - Article Precis & Discussion Board Prompt:** Prepare themselves for each class session with an article reading and analysis using the Rhetorical Precis Format and applying it to a discussion board. This course does not utilize a textbook, instead students will read a high level research article for every course topic to ensure they are learning the most up to date information available.
 - **Post-Class Assignment - Weekly Lab Activity worksheet + Video Reflection:** Follow up each class session with a post-class activity to apply the material learned into their clinical setting and provide a 60 second video reflection of its application to their patient case or general application if not directly used with their athlete.
 - **Case PPT Presentation - Rough Draft:** Apply information learned from each course week topic to 1 case they have encountered at their current clinical site. The athlete case selected needs to be in the mid - late stages of rehab that is projected to return to play within the timeline of this Quad I course or shortly thereafter.
 - **Case PPT Presentation - Final Draft:** Apply information learned from each course week topic to 1 case they have encountered at their current clinical site. The athlete case selected needs to be in the mid - late stages of rehab that is projected to return to play within the timeline of this Quad I course or shortly thereafter.
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Grading

Grade Distribution by Points

Assignment	Points
Article Precise Discussion Board (25 pts each x 7)	175
Article RoundTable - Discussion Leader Assignment	100
Lab Assignment worksheet & post class reflection video (50 pts x 6)	300
Patient Consent Form	25
Case PPT Presentation (Rough Draft)	50
Case PPT Presentation (Final Draft)	100
Presentation with other CHS programs	100
Total Points	850

Grading System

Traditional letter grades (A, B, C, D, F) including plus and minus grades are used to indicate the level of scholarship earned for each course. Except for the correction of an error, all traditional letter grades are final at the conclusion of the academic term. Once the degree has been posted on the student's official transcript, no change of grade action is allowed for courses leading to the degree. The grade of C is the lowest grade acceptable for graduate credit.

Academic Standing

Graduate students at Point Loma must obtain a 3.0 GPA to remain in good standing in the MS Kinesiology program. Additionally, all graduate students need to earn a C or higher in all graduate courses according to the catalog grading policy found here: [GPS Academic Standing](#)

Standard Grade Scale Based on Percentage of Points Earned

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Students must complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of "C" in each course and an overall 2.00 grade point average.

Incompletes and Late Assignments

- All assignments are to be submitted by the due date and time listed.
- Missed exams or quizzes may ONLY be made up with a legal, written excuse.
- Late work will only be accepted or graded under special circumstances.

PLNU Spiritual Care

Balboa Campus

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus, we have an onsite chaplain, Rev. Kevin Portillo, who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with Rev. Portillo, you may contact him directly at KevinPortillo@pointloma.edu.

PLNU Copyright Policy

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PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

- [APA Style: How to Cite ChatGPT](#)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](#).

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative

assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.