



Department of Kinesiology
**ATR 102L: Risk Management &
Emergency Response
Laboratory**

Number of Units: 1

Spring 2019

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|---|---|
| Meeting days: Tuesday | Instructor: Nicole Cosby, PhD, ATC |
| Meeting times: 1:30-3:25pm | Office phone: 1-619-849-2901 |
| Meeting location: K3 | E-mail: nicolecosby@pointloma.edu |
| Any additional info: | Office hrs: Monday, Wednesday, Friday 7-11 |
| Final Exam: May 1, 2016; 7:30am – 10am | Canvas Login: canvas.pointloma.edu |

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 and AIM

This course aims to provide you with clinical practice eventual mastery of the emergency based skills that you will need as a health professional to perform treatment in emergency situations. Students will be prepared to act as first responders in health related situations and be prepared with the following skills:

- ✓ Cardiopulmonary Resuscitation
- ✓ Emergency Airway Care
- ✓ Spine Boarding
- ✓ Oxygen Administration
- ✓ First Aid Care

In the process, you will develop an emerging mastery of the Educational Competencies of the NATA's Educational Council (See Appendix D for details on these Competencies in preparation for the Board of Certification Examination for Athletic Trainers)

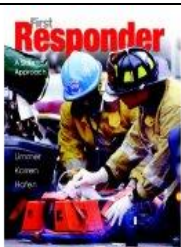
To be successful in this course, students must synthesize information presented in the lecture and laboratory and apply it to the clinical setting. Specifically, this means that studying for quizzes and tests should involve reviewing and integrating the essential ideas contained in both the lectures and the textbook. Where possible, we will do activities in class or have study sessions to improve your retention. Graded assignments (e.g., tests, quizzes, and group projects) will be used to help students identify, recall, synthesize and apply the key concepts in risk management and emergency response

STUDENT LEARNING OUTCOMES

Upon completing this course, you should be able to:

1. Students will be able to perform a physical assessment on an (un)conscious patient in an emergency situation
2. Students will be able to recognize the need to apply supplemental oxygen in an emergency situation
 - a. Students will be able to determine which delivery device to use based on patient's level of responsiveness
3. Student will be able to recognize the signs and symptoms associated with cardiac arrest
 - a. Students will be able to determine treatment regime based on the patients levels of responsiveness
4. Student will be able to perform CPR on a patient in need
5. Students will be able to assess patients with head injury and determine what treatment is necessary during their assessment.

REQUIRED TEXTS

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|---|-------------------------|---|
|  | Title | First Responder: A skills approach |
| | Author | Daniel Limmer, Keith Karren and Brent Hafen |
| | ISBN | 9780130982728 |
| | Publisher | Brady |
| | Publication Date | September 6, 2006 |

ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

FERPA POLICY

As a student at Point Loma, you have a legal right to privacy as outlined in the federal FERPA (Family Educational Rights and Privacy Act) legislation. If I post grades or return assignments, I'll do so in a way that does not publically reveal your name, PLNU student ID, or social security number without your written permission. See [Policy Statements](#) for full text.

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

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.

USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222.

You are welcome to bring your laptop, iPad, and/or cell phone to class—but please make sure you use them appropriately and responsibly. ***If a tech tool becomes a distraction or disruption while class is in session, I will ask you to put it away or invite you to no longer bring it to class.***

ACADEMIC HONESTY

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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

ACTIVE LEARNING AND EVIDENCE BASED MEDICINE

Active Learning

Your active participation in this class will be required. You will be responsible for your own learning by reviewing class material before and after class. I will guide you in this process; however, in the end the onus of learning will be your responsibility. **Become intrinsically motivated to improve yourself and your understanding of therapeutic modality treatments** and techniques; if you do this you will succeed every time.

Here are some KEYS to success:

- o EFFORT (Work hard)
- o APPROACH (Work smart)
- o ATTITUDE (Think positively)

Evidence Based Medicine

Evidence based medicine (EBM) is the integration of clinically relevant research, clinical skills and experience, and patient preferences and values (Sackett et al 2000). The increased awareness **and focus on the practice of Evidence Based Medicine comes from our daily need for valid information about diagnosis, prognosis, therapy, and prevention.** We want to ask local questions about the effectiveness of therapeutic modalities and design ways to find answers. The EBM portion of this course is **designed so students can explore therapeutic modalities commonly used in the athletic training setting** and determine what **evidence is available to support their current uses.**

COURSE REQUIREMENTS

**Please Note: The PLNU Catalog states that 1 semester unit represents an hour of class per week, and 2 hours of preparation are normal for each hour of class. Therefore, if you spend about 2 hrs per week outside of class in preparation, you will significantly increase your chances of doing well!*

Course Assignments

A. Group Project (100 points each)

Students will be split up into groups of three. Each group will be assigned 3-4 skill(s) sections to cover.

This project should include video which includes:

- (1) step by step instructions on how to perform their assigned skill(s); (one student will read the script as the other students are performing the task)
- (2) each student in the group **MUST** participate and contribute to the performance of the skill(s) and/or the writing of the script
- (3) Within each skill video please provide safety tips and/or precautions that first responders should take prior to performing skill or encountering a patient.

Please perform your assigned skill(s) as if you were trying to sell your video to online buyers. Once you have your videos complete please insert your videos and/or still shots into windows movie maker (pc) or iMovie (mac).

ONE STUDENT IN EACH GROUP **MUST CREATE A YOUTUBE ACCOUNT** AND **UPLOAD THE VIDEO TO YOUTUBE. THIS LINK MUST BE SENT TO THE PROFESSOR BY THE DUE DATE** (please see course schedule for due dates).

B. Individual Skills (15@15 pts each)

These skills are designed to test the student's practical knowledge of the material. In order to participate in hands-on work and labs students should dress in or bring a change of comfortable clothes to class. Please do not wear excessive make-up or jewelry. **A pocket mask and gloves to are required to participate in skill practice testing and in class labs. These materials will be provided by the professor.**

Course Exams

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Lab Practicals (5@50 points each)

The exam will be comprised practical skills testing.

ASSESSMENT AND GRADING

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| A. Group Project | 100 | 17% |
| B. Individual Skills | 225 | 40% |
| C. Lab Practicals (5@50 pts each) | 250 | 43% |
| TOTAL | | 575 |

All assignments are due at the beginning of the class period in which they were assigned. Classes missed due to athletic events, planned family functions or athletic training assignments must be planned and arranged with the professor before class.

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), you have responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor.

| Date | Lab Topic | Due |
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| 1-19-16 | Glove Removal Initial Assessment | |
| 2-9-16 | Physical Examination SAMPLE, Blood Pressure | |
| 2-16-16 | Oxygen Admin | |
| 2-23-16 | Rescue Breathing | |
| 3-1-16 | CPR | |
| 3-15-16 | CPR | |
| 3-22-16 | CPR/AED | |
| 3-29-16 | Choking | |
| 4-5-16 | Choking | First Draft Video |
| 4-12-16 | Lifting and Moving Patients | |
| 4-19-16 | Spine Boarding/Splinting | |
| 4-26-16 | Spine Boarding/Splinting | |
| 5-3-1 | Final Lab Practical | Final Draft Video |

| Code | Description |
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| ATR 102 | Risk Management & Emergency Response |
| AC-1 | Explain the legal, moral, and ethical parameters that define the athletic trainer's scope of acute and emergency care. |
| AC-2 | Differentiate the roles and responsibilities of the athletic trainer from other pre-hospital care and hospital-based providers, including emergency medical technicians/paramedics, nurses, physician assistants, and physicians. |
| AC-3 | Describe the hospital trauma level system and its role in the transportation decision-making process. |
| AC-4 | Demonstrate the ability to perform scene, primary, and secondary surveys. |
| AC-5 | Obtain a medical history appropriate for the patient's ability to respond. |
| AC-6 | When appropriate, obtain and monitor signs of basic body functions including: pulse, blood pressure, respiration, pulse oximetry, pain, and core temperature. Relate changes in vital signs to the patient's status. |
| AC-7 | Differentiate between normal and abnormal physical findings (eg, pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology. |
| AC-8 | Explain the indications, guidelines, proper techniques, and necessary supplies for removing equipment and clothing in order to access the airway, evaluate and/or stabilize an athlete's injured body part. |
| AC-9 | Differentiate the types of airway adjuncts (oropharyngeal airways [OPA], nasopharyngeal airways [NPA] and supraglottic airways [King LT-D or Combitube]) and their use in maintaining a patent airway in adult respiratory and/or cardiac arrest. |
| AC-10 | Establish and maintain an airway, including the use of oro- and nasopharyngeal airways, and neutral spine alignment in an athlete with a suspected spine injury who may be wearing shoulder pads, a helmet with and without a face guard, or other protective equipment. |
| AC-10a | oropharyngeal airway |
| AC-10b | nasopharyngeal airway |

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| AC-11 | Determine when suction for airway maintenance is indicated and use according to accepted practice protocols. |
| AC-12 | Identify cases when rescue breathing, CPR, and/or AED use is indicated according to current accepted practice protocols. |
| AC-13 | Utilize an automated external defibrillator (AED) according to current accepted practice protocols. |
| AC-14 | Perform one- and two- person CPR on an infant, child and adult. |
| AC-15 | Utilize a bag valve and pocket mask on a child and adult using supplemental oxygen. |
| AC-16 | Explain the indications, application, and treatment parameters for supplemental oxygen administration for emergency situations. |
| AC-17 | Administer supplemental oxygen with adjuncts (eg, non-rebreather mask, nasal cannula). |
| AC-18 | Assess oxygen saturation using a pulse oximeter and interpret the results to guide decision making. |
| AC-19 | Explain the proper procedures for managing external hemorrhage (eg, direct pressure, pressure points, tourniquets) and the rationale for use of each. |
| AC-20 | Select and use the appropriate procedure for managing external hemorrhage. |
| AC-21 | Explain aseptic or sterile techniques, approved sanitation methods, and universal precautions used in the cleaning, closure, and dressing of wounds. |
| AC-22 | Select and use appropriate procedures for the cleaning, closure, and dressing of wounds, identifying when referral is necessary. |
| AC-23 | Use cervical stabilization devices and techniques that are appropriate to the circumstances of an injury. |
| AC-24 | Demonstrate proper positioning and immobilization of a patient with a suspected spinal cord injury. |
| AC-25 | Perform patient transfer techniques for suspected head and spine injuries utilizing supine log roll, prone log roll with push, prone log roll with pull, and lift-and-slide techniques. |
| AC-25a | supine log roll |
| AC-25b | prone log roll with push |
| AC-25c | prone log roll with pull |
| AC-25d | lift-and-slide |
| AC-26 | Select the appropriate spine board, including long board or short board, and use appropriate immobilization techniques based on the circumstance of the patient's injury. |
| AC-27 | Explain the role of core body temperature in differentiating between exertional heat stroke, hyponatremia, and head injury. |
| AC-30 | Explain the role of rapid full body cooling in the emergency management of exertional heat stroke. |
| AC-36 | Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for: |
| AC-36a | sudden cardiac arrest |
| AC-36d | heat illness including heat cramps, heat exhaustion, exertional heat stroke, and hyponatremia |
| AC-36g | internal hemorrhage |
| AC-36h | diabetic emergencies including hypoglycemia and ketoacidosis |
| AC-36j | systemic allergic reaction, including anaphylactic shock |
| AC-36k | epileptic and non- epileptic seizures |
| AC-36l | shock |
| AC-36m | hypothermia, frostbite |
| AC-37 | Select and apply appropriate splinting material to stabilize an injured body area. |

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| AC-38 | Apply appropriate immediate treatment to protect the injured area and minimize the effects of hypoxic and enzymatic injury. |
| AC-39 | Select and implement the appropriate ambulatory aid based on the patient's injury and activity and participation restrictions. |
| AC-40 | Determine the proper transportation technique based on the patient's condition and findings of the immediate examination. |
| AC-41 | Identify the criteria used in the decision-making process to transport the injured patient for further medical examination. |
| AC-42 | Select and use the appropriate short-distance transportation methods, such as: the log roll or lift and slide, for an injured patient in different situations. |
| AC-43 | Instruct the patient in home care and self-treatment plans for acute conditions. |
| CE-16 | Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions. |
| CE-20 | Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: |
| CE-20h | circulatory assessments (pulse, blood pressure, auscultation) |
| CE-20i | abdominal assessments (percussion, palpation, auscultation) |
| CIP-6 | Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of: vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding). |
| HA-16 | Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infectious diseases and discuss how they apply to the practicing of athletic training. |
| HA-17 | Identify key regulatory agencies that impact healthcare facilities, and describe their function in the regulation and overall delivery of healthcare. |
| HA-20 | Create a risk management plan and develop associated policies and procedures to guide the operation of athletic training services within a healthcare facility to include issues related to security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals. |
| HA-21 | Develop comprehensive, venue-specific emergency action plans for the care of acutely injured or ill individuals. |
| HA-22 | Develop specific plans of care for common potential emergent conditions (eg, asthma attack, diabetic emergency). |
| HA-24 | Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics. |
| HA-29 | Explain typical administrative policies and procedures that govern first aid and emergency care. |
| PHP-10 | Explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss. |
| PHP-12 | Summarize current practice guidelines related to physical activity during extreme weather conditions (eg, heat, cold, lightning, wind). |
| PHP-17 | Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to: |
| PHP-17a | Cardiac arrhythmia or arrest |
| PHP-17d | Exertional heat stroke |

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| PHP-17g | Anaphylactic shock |
| PHP-17h | Cervical spine injury |
| PHP-17i | Lightning strike |
| PHP-21 | Summarize the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints. |
| PHP-36 | Describe current guidelines for proper hydration and explain the consequences of improper fluid/electrolyte replacement. |
| PS-17 | Describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan for all parties affected by the event. |