



Department of Kinesiology
KIN 280: Intro to Athletic Training
Course Credit Hours: 2 Units

Spring 2018

Meeting day(s): Tuesday	Instructor title and name: Ryan D. Nokes, MA, ATC
Meeting times: 11:35am – 1:15pm	Phone: N/A
Meeting location: LBRT 203	E-mail: rnokes@pointloma.edu
Additional info: N/A	Office location and hours: By appointment only
Final Exam: Thursday May 3 rd , 10:30am – 1:00pm	Additional info: No course pre-requisites required

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.

INSTRUCTOR INTRODUCTION

Welcome to KIN280! My name is Ryan Nokes, and I will be your instructor for this course. I am truly excited to embark with you on this journey as we learn about the athletic training profession and what it means to be a part of the sports medicine team. Below, you will find our syllabus for this course. A syllabus is a contractual obligation between the instructor and the student. Please read it carefully as it outlines the requirements of the course, and the roles of the instructor and the student. My hope is that by the end of the semester, we will accomplish our student learning outcomes and you will be inspired to be a part of the sports medicine team!

COURSE DESCRIPTION

This course equips students to recognize and provide care for the most commonly occurring orthopedic injuries to active individuals. Students will become proficient in using an objective evaluation methodology: to recognize and differentiate injury, to determine if referral to medical care is required, and to decide return-to-play status.

COURSE OBJECTIVES

Upon completing this course, students should be able to:

1. Delineate the realm of sports medicine and understand the profession of Athletic Training within the healthcare system.
2. Be conversant in the medical terminology related to Athletic Training and sports medicine.
3. Understand and utilize the components of the orthopedic examination process to identify the cause and signs & symptoms of the most common athletic injuries and illnesses.
4. Identify the methods for preventing, evaluating and treating injuries and illnesses that occur in the active population.

Athletic Training Education Program (ATEP) Learning Outcomes

1. Students will demonstrate cognitive and psychomotor competence in the 12 content areas of the Athletic Training Educational Competencies.
2. Students will exhibit advancing clinical proficiency in the practice of Athletic Training through development in knowledge, psychomotor skills and clinical reasoning, and through application of evidence-based decision making.
3. Students will be able to speak and write coherently on information in their discipline, and to communicate it effectively to a target audience.
4. Students will prepare to serve a diverse environment through experience with a variety of patient populations and clinical settings, and with various allied healthcare professionals.
5. Graduates will demonstrate the knowledge and skills required of an entry-level Certified Athletic Trainer.
6. Students and graduates will demonstrate the common values and behaviors of the Athletic Training profession in a distinctly moral and ethical manner, integrating the Christian faith with clinical practice.
7. Graduates will be prepared for careers that utilize Certified Athletic Trainers &/or graduate study or other employment in allied healthcare professions.

Kinesiology Department Learning Outcomes

1. Students will engage and demonstrate competence in current knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate, creatively apply and effectively communicate essential information in their discipline.
2. Students will demonstrate an appreciation for the beauty and gift of the human body—and the benefits of optimal health and physical fitness—by actively pursuing a healthy lifestyle.
3. Students will apply their emerging knowledge for the benefit of their clients, patients and the community.

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 2-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

ROLES AND RESPONSIBILITIES

Instructor

As your instructor, my role is to create a positive, safe, and open learning environment. We will take a team-orientated approach to learning where we will work together to dive deep into the material, have meaningful conversations, and become deep learners. My hope is that you will, in some way, grow both intellectually and personally once this course concludes.

Student

As a student, your role is to engage in the material, become responsible for your learning, and to work as a team with your instructor and your peers to become deep learners. You are required to come to class on-time and prepared to have meaningful conversations. To be successful in this course, you must complete the required readings and assignments on-time.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- Prentice, W. Essentials of Athletic Injury Management, 9th Edition. ISBN: 0078022614
May Also Buy 10th Edition

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 may 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, tablet, 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. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the (undergrad/ graduate as appropriate) academic catalog.

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.

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 has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) 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.

COURSE ASSESSMENT

- **Quizzes**
Online (Canvas) quizzes will enable you to read and interact with concepts after discussion in class; therefore, the quizzes are "open-book". You must complete each quiz corresponding to the material discussed in class. You will get two attempts for each quiz. Due dates for each quiz are listed in Canvas. No provision will be made for make-up quizzes.
- **Discussion Board Posts**
You will complete three discussion board posts throughout the semester. You will be required to post one original post and respond to at least two of your peers' posts. Discussion boards are intended to facilitate meaningful conversations with your classmates to enhance your understanding of the material. Due dates for the original post and the peer response post will be outlined in canvas on the weeks they are due.

- **Article Critiques**

You will have two experiences in reading, evaluating and communicating the scientific literature regarding two topics in sports medicine. These assignments will reinforce learning in two areas via an additional exposure to current topics using scientific based peer-reviewed journals.

Details: To supplement the textbook and our in-class discussions, you will be asked to read 2 research articles published recently in sports medicine journals and write a reaction/critique paper in AMA style. The topics of the articles will be of your choosing and must coincide with topics covered in class lecture. The intent of this assignment is for the student to be exposed to recent advances in the assessment, treatment, and/or rehabilitations of athletic injuries.

****You may be asked to share key findings with the class and contribute to a brief discussion while we cover the material in lecture. *****

Format: each critique should be no longer than 2 double-spaced pages, 12pt font, 1 inch margins. No title page, abstract or references are necessary.

Specific content requirements: you should write your paper using these four components:

1. **Bibliographic information** (e.g., author, title, journal, volume, pgs, yr)
2. **Key points** of article: Provide a brief overview of the major points of the article: *focus on new information and any new perspective that you learned.*)
3. **Critique:** Identify the major *Strengths & Weaknesses* of the article.
4. **Synthesis:** Provide a practical application of the information. (This is a crucial component where you cite the 'take-home' lesson you learned. How will this affect or change your future practice as a professional?)

- **Group Video Public Service Announcement**

Students will be assigned into groups to accomplish an in-depth analysis of one of the following topics listed below. Students may select their own topics as long as it is pre-approved by the instructor. The finished product should thoroughly present the topic and should be aimed at educating the general public about the topic. More information will be discussed in class.

Possible Topics:

- Concussion Education
- Sports Nutrition: Fueling Optimal Athletic Performance
- Addressing Disordered Eating: Strategies for health weight loss and weight gain
- Cardiac Screening for Pre-Participation Examinations
- Integration of exercises as part of a healthy lifestyle and preventer of disease

Format: each video should be 5-10 minutes in length. Each group must utilize at least three peer reviewed sources to support their claims. Each group member must speak at least once during the video. Video can be presented in any means the group deems best suited to display their content.

Specific content requirements:

1. General overview or presentation/topic (i.e. why is this topic important?)
2. Key points: what do you believe is important to share with the general public about this topic? What do they need to know?
3. Synthesis: Provide specific examples of how to implement this topic in specific settings (e.g. your field of interest)
4. Final summary of content and key take-home points

Discussion Board: each group is required to post their video as a new discussion board post. Each student will then be required to respond to at least two videos. Members in each group are required to answer any questions posed by peers.

- **Unit Examinations**

You will have examinations at the completion of each specific unit of study, generally about 4-5 weeks apart. The professor understands the travel schedule of student athletes and athletic training students. However, no provision is made for make-up exams other than those outlined in the Student Handbook. All students must arrange with professor to complete exams before any scheduled athletic competition.

- **Final Examination**

A comprehensive examination will be given to assess your knowledge and accomplishment of the course student learning outcomes over the semester. Please arrange any travel plans according to our final exam date since no provision is made for a make-up final.

COURSE GRADING

Assignments must be turned in **via Canvas** on their respective due date. Assignments submitted after the deadline **will not be accepted.**

<u>Course Grading Scale</u>			
A	>93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-66%
C+	77-79%	F	0-59%

COURSE REQUIREMENT WEIGHTING

Attendance and Participation	100 points
Quizzes (8x10, 1x20)	100 points
Discussion Board Posts (1x10, 2x20)	50 points
Article Critiques (2x50)	100 points
Examinations (3x100)	300 points
Group Video Project	150 points
Final Examination	<u>200 points</u>
Total	1000 points

Points are subject to modification

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.

TENTATIVE COURSE OUTLINE

Note: All assignments are due on Sunday at 11:59pm on the week they are assigned unless otherwise noted in canvas or in class. Assignments must be submitted via canvas.

Date	Description	Readings	Due
Week 1: NO CLASS	Syllabus/Course Introduction		
Week 2: January 16 th	The Athletic Training Profession & Sports Medicine Team Physical Conditioning & Injury Prevention	Ch. 1, 2, 4, 25 Appendix A, B	"About Me" Discussion Board (T/S) Quiz 1
Week 3: January 23 rd	Classification of Injury: The Language of Sports Medicine	Ch. 13	Quiz 2
Week 4: January 30 th	Primary Survey Emergency Action Plan Environmental Threats to Health	Ch. 7, 8, 9	Quiz 3
Week 5: February 6 th	Secondary Survey Injury Evaluation Injury Response & Healing Process	Ch. 11,13	Position Statement Discussion Board (T/S)
Week 6: February 13 th	Foot & Toe Anatomy/Pathologies	Ch. 14	Quiz 4 Exam 1 Online
Week 7: February 20 th	Ankle & Lower Leg Anatomy/Pathologies	Ch. 15	Quiz 5 Article Critique 1
Week 8: February 27 th	Knee Anatomy/Pathologies	Ch. 16	Quiz 6
SPRING BREAK			
Week 9: March 13 th	Catch-up/Review Day		
Week 10: March 20 th	Exam 2: Foot, Ankle, Knee *Hip & Pelvis Online Lecture*	Ch. 17	
Week 11: March 27 th	Spine & Rib Anatomy/Pathologies *Abdomen & Thorax Online Lecture*	Ch. 20, 21, 22	Super Quiz: Hip/Abdomen/Thorax
Week 12: April 3 rd	Brain/MTBI NATA Position Statement	Ch. 22	Quiz 7
Week 13: April 10 th	Shoulder Anatomy/Pathologies	Ch. 18	Quiz 8 Article Critique 2
Week 14: April 17 th	Elbow, Wrist, Hand Anatomy/Pathologies	Ch. 19	Exam 3 Online Group Video Project
Week 15: April 24 th	Final Jeopardy Review		Group Video Peer Responses
Week 16:	FINAL EXAMINATION		1:30 – 4:00pm

Course Competencies

Code	Competency/Proficiency
RM-C3	Identify and explain the epidemiology data related to the risk of injury and illness related to participation in physical activity.
RM-C4	Identify and explain the recommended or required components of a preparticipation examination based on appropriate authorities' rules, guidelines, and/or recommendations.
RM-C8	Explain the principles of effective heat loss and heat illness prevention programs. Principles include, but are not limited to, knowledge of the body's thermoregulatory mechanisms, acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, and weight loss.
RM-C9	Explain the accepted guidelines, recommendations, and policy and position statements of applicable governing agencies related to activity during extreme weather conditions.
RM-C10	Interpret data obtained from a wet bulb globe temperature (WGBT) or other similar device that measures heat and humidity to determine the scheduling, type, and duration of activity.
RM-C12	Explain the components and purpose of periodization within a physical conditioning program
RM-C16	Explain the basic principles associated with the use of protective equipment, including standards for the design, construction, fit, maintenance and reconditioning of protective equipment; and rules and regulations established by the associations that govern the use of protective equipment; and material composition.
RM-C17	Explain the principles and concepts related to prophylactic taping, wrapping, bracing, and protective pad fabrication
RM-C18	Explain the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints. This includes, but is not limited to, evaluating or identifying the need, selecting the appropriate manufacturing material, manufacturing the orthosis or splint, and fitting the orthosis or splint.
RM-C20	Recognize the clinical signs and symptoms of environmental stress.
RM-P6	Obtain, interpret, and make decisions regarding environmental data. This includes, but is not limited to the ability to:
RM-P6.1	Operate a sling psychrometer and/or wet bulb globe index
RM-P6.2	Formulate and implement a comprehensive, proactive emergency action plan specific to lightning safety
RM-P6.3	Access local weather/environmental information
RM-P6.4	Assess hydration status using weight charts, urine color charts, or specific gravity measurements
DI-C4	Explain directional terms and cardinal planes used to describe the body and the relationship of its parts.
DI-C6	Describe common techniques and procedures for evaluating common injuries including taking a history, inspection/observation, palpation, functional testing, special evaluation techniques, and neurological and circulatory tests.
DI-C10	Explain the roles of special tests in injury assessment.

- DI-C12 Describe strength assessment using resistive range of motion, break tests, and manual muscle testing.
- DI-C14 Describe the clinical signs and symptoms of environmental stress.
- DI-C16 Explain medical terminology and abbreviations necessary to communicate with physicians and other health professionals
- DI-C17 Describe the components of medical documentation (e.g. SOAP, HIPS and HOPS).
- DI-P1 Obtain a medical history of the patient that includes a previous history and a history of the present injury.
- DI-P2 Perform inspection/observation of the clinical signs associated with common injuries including deformity, posturing and guarding, edema/swelling, hemarthrosis, and discoloration.
- DI-P3 Perform inspection/observation of postural, structural, and biomechanical abnormalities.
- DI-P4 Palpate the bones and soft tissues to determine normal or pathological characteristics.
- DI-P5 Measure the active and passive joint range of motion using commonly accepted techniques, including the use of a goniometer and inclinometer.
- DI-P6 Grade the resisted joint range of motion/manual muscle testing and break tests.
- DI-P7 Apply appropriate stress tests for ligamentous or capsular stability, soft tissue and muscle, and fractures.
- DI-P8 Apply appropriate special tests for injuries to the specific areas of the body as listed above.
- MC-P4a Vital signs including respiration (including asthma), pulse and circulation, and blood pressure
- AC-C4 Know and be able to use appropriately standard nomenclature of injuries and illnesses.
- AC-C6 Differentiate the components of a secondary assessment to determine the type and severity of the injury or illness sustained.
- AC-C7 Identify the normal ranges for vital signs.
- AC-C9 Describe the current standards of first aid, emergency care, rescue breathing, and cardiopulmonary resuscitation for the professional rescuer.
- AC-C12 Describe the characteristics of common life-threatening conditions that can occur either spontaneously or as the result of direct trauma to the throat, thorax and viscera, and identify the management of these conditions.
- AC-C13 Describe the proper management of external hemorrhage, including the location of pressure points, use of universal precautions, and proper disposal of biohazardous materials.
- AC-C14 Identify the signs and symptoms associated with internal hemorrhaging.
- AC-C15 Describe the appropriate use of aseptic or sterile techniques, approved sanitation methods, and universal precautions for the cleansing and dressing of wounds.
- AC-C16 Describe the injuries and illnesses that require medical referral.
- AC-C17 Explain the application principles of rest, cold application, elevation, and compression in the treatment of acute injuries.
- AC-C18 Describe the signs, symptoms, and pathology of acute inflammation.

- AC-C19 Identify the signs and symptoms of head trauma, including loss of consciousness, changes in standardized neurological function, cranial nerve assessment, and other symptoms that indicate underlying trauma.
- AC-C20 Explain the importance of monitoring a patient following a head injury, including obtaining clearance from a physician before further patient participation.
- AC-C21 Define cerebral concussion, list the signs and symptoms of concussions, identify the methods for determining the neurocognitive status of a patient who sustains a concussion and describe contemporary concepts for the management and return-to-participation of a patient who sustains a concussion.
- AC-C22 Identify the signs and symptoms of trauma to the cervical, thoracic and lumbar spines, the spinal cord, and spinal nerve roots, including neurological signs, referred symptoms, and other symptoms that indicate underlying trauma and pathology.
- AC-C29 Identify the signs, symptoms, and treatment of patients suffering from adverse reactions to environmental conditions.
- AC-C30 Identify information obtained during the examination to determine when to refer an injury or illness for further or immediate medical attention.
- AC-P2 Perform an initial assessment to assess the following, but not limited to:
- AC-P2a Airway
- AC-P2b Breathing
- AC-P2c Circulation
- AC-P2d Level of consciousness
- AC-P2e Other life-threatening conditions
- AC-P3 Implement appropriate emergency treatment strategies, including but not limited to:
- AC-P3a Activate an emergency action plan
- AC-P4 Perform a secondary assessment and employ the appropriate management techniques for non-life-threatening situations, including but not limited to:
- PS-C5 Describe the basic principles of general personality traits, associated trait anxiety, locus of control, and patient and social environment interactions.
- PS-C10 Identify the symptoms and clinical signs of common eating disorders and the psychological and sociocultural factors associated with these disorders.
- NU-C7 Explain principles of nutrition as they relate to the dietary and nutritional needs of the patient (e.g., role of fluids, electrolytes, vitamins, minerals, carbohydrates, protein, fat, and others).
- NU-C8 Explain the physiological processes and time factors involved in the digestion, absorption, and assimilation of food, fluids, and nutritional supplements. Further, relate these processes and time factors to the design and planning of preactivity and postactivity meals, menu content, scheduling, and the effect of other nonexercise stresses before activity.
- NU-C11 Identify and interpret pertinent scientific nutritional comments or position papers (e.g., healthy weight loss, fluid replacement, pre-event meals, and others).
- NU-C12 Explain principles of weight control for safe weight loss and weight gain, and explain common misconceptions regarding the use of food, fluids, and nutritional supplements in weight control.
- NU-C13 Explain consequences of improper fluid replacement.

- NU-C14 Describe disordered eating and eating disorders (i.e., signs, symptoms, physical and psychological consequences, referral systems).
- AD-C1 Describe organization and administration of preparticipation physical examinations and screening including, but not limited to, developing assessment and record-keeping forms that include the minimum recommendations from recognized health and medical organizations, scheduling of appropriate health and medical personnel, and efficient site use.
- AD-C16 Identify and describe basic components of a comprehensive emergency plan for the care of acutely injured or ill patients, which include (1) emergency action plans for each setting or venue; (2) personnel education and rehearsal; (2) emergency care supplies and equipment appropriate for each venue; (3) availability of emergency care facilities; (4) communication with onsite personnel and notification of EMS; (5) the availability, capabilities, and policies of community-based emergency care facilities and community-based managed care systems; (6) transportation; (7) location of exit and evacuation routes; (8) activity or event coverage; and (9) record keeping.
- AD-C20 Differentiate the roles and responsibilities of the athletic trainer from those of other medical and allied health personnel who provide care to patients involved in physical activity and describe the necessary communication skills for effectively interacting with these professionals.
- PD-C11 Identify and access available educational materials and programs in health-related subject matter areas (audiovisual aids, pamphlets, newsletters, computers, software, workshops, and seminars).
- PD-C14 Interpret the current research in athletic training and other related medical and health areas and apply the results to the daily practice of athletic training.