Medical Terminology and Conditions in Sport and Exercise

I. COURSE DESCRIPTION
KINE 4326 provides information about team physician and athletic trainer relationships, physical examinations, emergency equipment, medical terminology, athletic injuries, and problems related to the team physician. Prerequisite: KINE 3318 (Prevention & Care of Athletic Injuries).

II. RATIONALE
This course will provide information on medical terminology, risk management, general medical conditions and other topics that are related to the athletic trainer/sports medicine team relationship. This course is required for students majoring in Athletic Training and accepted into the Athletic Training Education Program at Texas A&M University-Corpus Christi. This course is to be taken concurrently with KINE 4193 (Clinical Experiences in Athletic Training VII) for all Athletic Training majors. This is a preparatory course for students seeking to be a Certified Athletic Trainer (ATC) as they plan to sit for the National Athletic Trainers’ Association Board of Certification (NATABOC) exam.

III. State Adopted Proficiencies for teachers and/or Administrators/Counselors:
   1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
   2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
   3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
   4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
   5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES COMPETENCIES AND CAATE COMPETENCIES & PROFICIENCIES:
   a. TExES Competencies: N/A

   b. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING
      (CAATE 4th Ed.)

Risk Management Competencies Instructed & Evaluated:
- RM-C2: Identify and explain the risk factors associated with common congenital and acquired abnormalities, disabilities, and diseases.
- RM-C14: Explain the precautions and risks associated with exercise in special populations.
- RM-C15: Describe the components for self-identification of the warning signs of cancer.

Pathology Competencies Instructed & Evaluated:
- PA-C5: Describe the etiology, pathogenesis, pathomechanics, signs, symptoms, and epidemiology of common orthopedic injuries, illnesses and diseases to the body’s systems.

Diagnosis Competencies Instructed & Evaluated:
- DI-C16: Explain medical terminology and abbreviations necessary to communicate with physicians and other health care professionals.

Medical Condition Competencies Instructed & Evaluated:
- MC-C1: Describe and know when to refer common congenital or acquired abnormalities, physical disabilities, and diseases affecting people who engage in physical activity throughout their life span (e.g., arthritis, diabetes).
- MC-C2: Understands the effects of common illnesses and diseases in physical activity.
- MC-C3: Describe common techniques and procedures for evaluating common medical conditions and disabilities including taking a history, inspection/observation, palpation, functional testing, special evaluation techniques (e.g., assessing heart, lung and bowel sounds), and neurological and circulatory tests.
• MC-C4: Describe and know when to refer common eye pathologies from trauma and/or localized infection (e.g., conjunctivitis, hyphema, corneal injury, sty, scleral trauma).
• MC-C5: Describe and know when to refer common ear pathologies from trauma and/or localized infection (e.g., otitis, ruptured tympanic membrane, impacted cerumen).
• MC-C6: Describe and know when to refer common pathologies of the mouth, sinus, oropharynx, and nasopharynx from trauma and/or localized infection (e.g., gingivitis, sinusitis, laryngitis, tonsillitis, pharyngitis).
• MC-C7: Describe and know when to refer common and significant respiratory infections, thoracic trauma, and lung disorders. (e.g., influenza, pneumonia, bronchitis, rhinitis, sinusitis, upper-respiratory infection (URI), pneumothorax, hemothorax, pneumomediastinum, exercise-induced bronchospasm, exercise-induced anaphylaxis, asthma).
• MC-C8: Explain the importance and proper use of a peak flowmeter or similar device in the evaluation and management of respiratory conditions.
• MC-C9: Describe strategies for reducing the frequency and severity of asthma attacks.
• MC-C10: Explain the possible causes of sudden death syndrome.
• MC-C11: Describe and know when to refer common cardiovascular and hematological medical conditions from trauma, deformity, acquired disease, conduction disorder, and drug abuse (e.g., coronary artery disease, hypertrophic cardiomyopathy, heart murmur, mitral valve prolapse, commotion cordis, Marfan’s syndrome, peripheral embolism, hypertension, arrhythmogenic right ventricular dysplasia, Wolf-Parkinson-White syndrome, anemias, sickle cell anemia and sickle cell trait [including rhabdomyolysis], hemophilia, deep vein thrombosis, migraine headache, syncope).
• MC-C12: Describe and know when to refer common medical conditions that affect the gastrointestinal and hepatic-biliary systems from trauma, chemical and drug irritation, local and systemic infections, psychological stress, and anatomic defects (e.g., hepatitis, pancreatitis, dyspepsia, gastroesophageal reflux, peptic ulcer, gastritis and gastroenteritis, inflammatory bowel disease, irritable bowel syndrome, appendicitis, sports hernia, hemorrhoids, splenomegaly, liver trauma).
• MC-C13: Describe and know when to refer common medical conditions of the endocrine and metabolic systems from acquired disease and acute and chronic nutritional disorders (e.g., diabetes mellitus and insipidus, hypothyroidism, Cushing’s syndrome, thermoregulatory disorders, gout, osteoporosis).
• MC-C14: Describe and know when to refer common medical conditions of the renal and urogenital systems from trauma, local infection, congenital and acquired disease, nutritional imbalance, and hormone disorder (e.g., kidney stones, genital trauma, gynecomastia, monorchidism, scrotum and testicular trauma, ovarian and testicular cancer, breast cancer, testicular torsion, varicoceles, endometriosis, pregnancy and ectopic pregnancy, female athlete triad, primary amenorrhea, oligomenorrhea, dysmenorrhea, kidney laceration or contusion, cryptorchidism).
• MC-C15: Describe and know when to refer common and/or contagious skin lesions from trauma, infection, stress, drug reaction, and immune responses (e.g., wounds, bacteria lesions, fungal lesions, viral lesions, bites, acne, eczema dermatitis, ringworm).
• MC-C16: Describe and know when to refer common medical conditions of the immune system from infection, congenital and acquired disease, and unhealthy lifestyle. (e.g., arthritis, gout, upper respiratory tract infection [UTI], influenza, pneumonia, myocarditis, gastrointestinal infection, urinary tract infection [UTI], sexually transmitted diseases [STDs], pelvic inflammatory disease, meningitis, osteomyelitis, septic arthritis, chronic fatigue and overtraining, infectious mononucleosis, human immunodeficiency virus (HIV) infection and AIDS, hepatitis B virus infection, allergic reaction and anaphylaxis, childhood infectious diseases [measles, mumps, chickenpox]).
• MC-C17: Describe and know when to refer common neurological medical disorders from trauma, anoxia, drug toxicity, infection, and congenital malformation (e.g., concussion, postconcussion syndrome, second-impact syndrome, subdural and epidural hematoma, epilepsy, seizure, convolution disorder, meningitis, spin bifida, cerebral palsy, chronic regional pain syndrome [CRPS], cerebral aneurysm).
• MC-C18: Describe and know when to refer common psychological medical disorders from drug toxicity, physical and emotional stress, and acquired disorders (e.g., substance abuse, eating disorders/ordered eating, depression, bipolar disorder, seasonal affective disorder, anxiety disorders, somatoform disorders, personality disorders, abusive disorders, and addiction).
• MC-C19: Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics.
• MC-C20: Describe and know when to refer common cancers (e.g., testicular, breast).
• MC-C21: Describe and know when to refer common injuries or conditions of the teeth (e.g., fractures, dislocations, caries).
• MC-C22: Explain the importance and proper procedures for measuring body temperature (e.g., oral, axillary, rectal).
Medical Condition Proficiencies Instructed:
• MC-P1: Obtain a medical history of the patient that includes a previous history and a history of the present condition.
• MC-P2: Perform a visual observation of the clinical signs associated with common injuries and/or illnesses including deformity, edema/swelling, discoloration, and skin abnormalities.
• MC-P3: Palpate the bones and soft tissues, including the abdomen, to determine normal or pathological characteristics.
• MC-P4: Apply commonly used special tests and instruments (e.g., otoscope, stethoscope, ophthalmoscope, peak flowmeter, chemical “dipsticks” [or similar devices]) and document the results for the assessment of:
  o MC-P4a: Vital signs including respiration (including asthma), pulse and circulation, and blood pressure
V. COURSE OBJECTIVES AND OUTCOMES

1. Define Sports Medicine
2. Identify members of the primary sports medicine team and describe their roles and responsibilities in sports injury care.
3. Explain the basic parameters of ethical conduct and standards of professional practice for athletic trainers.
4. Explain the standard of care and what factors must be proved to show legal breach of that duty of care.
5. Describe measures that can reduce the risk of litigation.
6. Identify the goals and objectives of the preparticipation exam (PPE)
7. Demonstrate the ability to take vital signs, and identify criteria used to denote abnormal pulse and blood pressure tests.

Acute Care Competencies Instructed & Evaluated:
- AC-C7: Identify the normal ranges for vital signs.
- AC-C16: Describe the injuries and illnesses that require medical referral.
- 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-C27: Identify the signs, symptoms, possible causes, and proper management of the following:
  - AC-C27a: Different types of shock
  - AC-C27b: Diabetic coma
  - AC-C27c: Seizures
- AC-C30: Identify information obtained during the examination to determine when to refer an injury or illness for further or immediate medical attention.

Acute Care Proficiencies Instructed:
- AC-P4: Perform a secondary assessment and employ the appropriate management techniques for non-life-threatening situations, including but not limited to:
  - AC-P4f: Different types of shock
  - AC-P4g: Diabetic coma
  - AC-P4h: Toxic drug overdose
  - AC-P4i: Allergic, thermal, and chemical reactions of the skin (including infestations and insect bites)

Psychosocial Competencies Instructed & Evaluated:
- PS-C6: Explain the importance of providing health care information to patients, parents/guardians, and others regarding the psychological and emotional well being of the patient.
- PS-C7: Describe the roles and function of various community-based health care providers (to include, but not limited to: psychologists, counselors, social workers, human resources personnel) and the accepted protocols that govern the referral of patients to these professionals.
- PS-C8: Describe the theories and techniques of interpersonal and cross-cultural communication among athletic trainers, their patients, and others involved in the health care of the patient.
- PS-C10: Identify the symptoms and clinical signs of common eating disorders and the psychological and sociocultural factors associated with these disorders.
- PS-PC12: Describe the basic signs and symptoms of mental disorders (psychoses), emotional disorders (neuroses, depression), or personal/social conflict (family problems, academic or emotional stress, personal assault or abuse, sexual assault, sexual harassment), the contemporary personal, school, and community health service agencies, such as community-based psychological and social support services that treat these conditions and the appropriate referral procedures for accessing these health service agencies.
- PS-C14: Explain the potential need for psychosocial intervention and referral when dealing with populations requiring special consideration (to include but not limited to those with exercise-induced asthma, diabetes, seizure disorders, drug allergies and interactions, unilateral organs, physical and/or mental disability).

Nutrition Proficiencies Instructed:
- NU-P2: Calculate energy expenditure, caloric intake and BMR.

Professional Development:
- PD-C9: Identify the objectives, scope of practice and professional activities of other health and medical organizations and professions and the roles and responsibilities of these professionals in providing services to patients.
8. Identify specific conditions that could exclude an athlete from participating in physical activity or sport.
9. Differentiate between the History or the injury, Observation and inspection, Palpation, and Special Tests (HOPS) injury assessment format and the Subjective evaluation, Objective evaluation, Assessment, and Plan (SOAP) note format used to assess and manage a musculoskeletal injury.
10. Locate the important bony and soft-tissue structures of the head and facial region.
11. Understand the importance of wearing protective equipment to prevent injury to the head and facial region.
12. Identify forces responsible for cranial injuries.
13. Describe signs and symptoms associated with a possible skull fracture.
14. Recognize the critical signs and symptoms that indicate focal or diffuse cranial injury.
15. Explain the evaluation and management of a cranial injury.
16. Identify the signs and symptoms indicating a facial fracture.
17. Describe the signs and symptoms of epistaxis, deviated septum, and fractured nose.
18. Describe the differences in managing a loose tooth versus a fractured or dislocated tooth.
19. Recognize common external and internal ear conditions and explain their management.
20. Describe the otoscope to assess nose and ear conditions.
21. Identify signs and symptoms of a serious nasal, ear, or eye injury that necessitates immediate referral to a physician.
22. Describe the evaluation of an eye injury and how to use an ophthalmoscope.
23. Describe the signs and symptoms of anemia and explain the potential impact of this blood disorder on sport and physical activity performance. Explain methods of minimizing the effects of anemia.
24. Identify the early signs of hemophilia and explain treatment for the condition.
25. Describe Reye’s syndrome and explain strategies for preventing the disorder.
26. Explain basic physiologic principles of shock, signs and symptoms, and management of shock.
27. Identify four stages of hypertension and describe the predisposing factors or diseases that place the individual at risk for developing hypertension.
28. Identify medications that can adversely elevate blood pressure.
29. Identify factors and conditions that can lead to hypotension.
30. Describe the management of hypertension and hypotension.
31. Identify epidemiologic factors and basic physiologic principles associated with sudden death in the physically active population.
32. Describe the pathophysiology of migraine headaches.
33. List the signs and symptoms of various types of migraine headaches.
34. Describe how migraine headaches are managed and prevented.
35. Differentiate between a seizure disorder and epilepsy.
36. Identify the causes of epilepsy.
37. Name and describe the seizure situation that constitutes a medical emergency.
38. Describe management of the more common types of seizures.
39. Explain exercise guidelines for individuals with controlled seizures.
40. Describe common skin lesions.
41. Describe signs and symptoms of an abscess, acne, onychia, paronychia, folliculitis, furuncles, carbuncles, cellulitis, and impetigo contagiosa.
42. Describe the signs and symptoms of tinea unguium, tinea pedis, tinea cruris, tinea corporis, tinea capitis, tinea versicolor, and candidiasis.
43. Describe the signs and symptoms of herpes gladiatorum, herpes zoster, verrucae, and molluscum contagiosum.
44. Explain the general management of bacterial, fungal, and viral skin infections.
45. Describe common skin irritations caused by mechanical reactions, such as intertrigo, athlete’s nodules, acne mechanic, and striae distensae. Explain the management of each condition.
46. Describe the signs and symptoms of sunburn, pernio, miliaria, eczema, psoriasis, and hyperhidrosis. Explain the management of each condition.
47. Differentiate between allergic contact dermatitis and irritant contact dermatitis, and explain the management of both conditions.
48. Describe the three different types of urticaria and explain the management of each type.
54. Contrast the signs and symptoms of hyperthyroidism and hypothyroidism.
55. Describe the management of thyroid disorders.
56. Contrast the signs and symptoms of acute and chronic pancreatitis.
57. Describe the management of acute and chronic pancreatitis.
58. Explain the insulin regulation of blood glucose (BG) levels.
59. Explain the physiologic basis of diabetes.
60. List and describe the four types of diabetes mellitus.
61. Describe what circulatory and neural complications and result from diabetes mellitus.
62. Contrast the signs and symptoms of insulin shock and diabetic coma.
63. Describe how to manage insulin shock and diabetic coma.
64. Explain nutritional recommendations for type 1 and type 2 diabetic athletes.
65. Identify physical activities that are indicated and contraindicated for physically active individuals with diabetes.
66. Explain the physiologic factors associated with common gastrointestinal (GI) conditions.
67. Identify and describe the common signs and symptoms associated with upper GI conditions such as dysphagia, gastroesophageal reflux, dyspepsia (indigestion), gastric (peptic) ulcers, gastritis, and gastroenteritis.
68. Identify and describe the common signs and symptoms associated with lower GI conditions such as irritable bowel syndrome, Crohn’s disease, ulcerative colitis, diarrhea, constipation, and hemorrhoids.
69. Describe the general management of upper and lower GI conditions.
70. Identify and describe other factors that may not be related to and injury or condition specific to the upper or lower GI tract, but may adversely affect the entire GI tract.
71. Identify the important bony and soft-tissue structures of the throat, thorax, and viscera.
72. List the primary and accessory organs in the female and male reproductive systems.
73. Explain the effects of hormones on the human body.
74. Identify measures to prevent injuries to the throat, thorax, and viscera.
75. Describe signs and symptoms, and appropriate management of superficial injuries of the throat, chest wall, and abdominal wall.
76. Describe internal complications of the thoracic area that may occur spontaneously or as a result of direct trauma, and can lead to a life-threatening situation.
77. Describe the signs and symptoms of intra-abdominal injuries and their management.
78. Identify injuries and conditions of the genitalia related to sport participation.
79. Describe the assessment of the throat, thorax, and visceral regions.
80. Explain physiologic factors associated with common respiratory tract conditions.
81. Identify and describe the signs and symptoms of common respiratory conditions, including the common cold, sinusitis, pharyngitis, laryngitis, tonsillitis, and allergic rhinitis.
82. Describe strategies that can be used to prevent the common cold.
83. Identify and describe the signs and symptoms of general respiratory conditions, including bronchitis, bronchial asthma, exercise-induced bronchospasm, influenza, and pneumonia.
84. Describe the management and treatment of common respiratory tract conditions.
85. Explain the use of a metered-dose inhaler, and a peak flow meter in the management of asthma.
86. Name several menstrual irregularities and the implications each may have on sport and exercise participation.
87. Explain indications and contraindications for sport and exercise participation during pregnancy.
88. Identify the categories of eating disorders and describe general signs and symptoms of each disorder.
89. Explain the effect of osteoporosis on physical activity and exercise.
90. Identify the components of the Female Athlete Triad and describe the impact of this condition on health and physical activity performance.
91. Discuss special considerations associated with physical activity for an amputee athlete, an athlete with cerebral palsy, and a visually impaired athlete.
92. Describe common injuries seen in senior athletes.
VI. COURSE TOPICS
The major topics to be considered are the relationship between physician and athletic trainer, the diagnosis and treatment of specific sport injuries, the cardiorespiratory system, the nervous system, the gastrointestinal and genitourinary system and other general medical conditions often found in athletes.

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
A. Traditional Experience: The course will include lecture, discussions, demonstrations, and practical application of the information. Research papers on topics discussed in class will also be included.
B. Clinical Experiences: There will be some opportunity for hands-on learning in the form of mini-lab exercises.

VIII. EVALUATION AND GRADE ASSIGNMENT
A. Your grade in this class will be determined from a point percentage. Points will be given for written exams, quizzes, papers, and mini-labs. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Written Exams = 2 @ 150 points</td>
<td>300</td>
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<tr>
<td>Quizzes = 5-10 @ 10-20 points</td>
<td>50 - ~50</td>
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<tr>
<td>Assignments = 5-10 @ 10-20 points</td>
<td>50</td>
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<tr>
<td>Research Paper = 150 points</td>
<td>150</td>
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<tr>
<td>Mini-Labs = 7-10 @ 10 points</td>
<td>80</td>
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<tr>
<td>Final Exam = 200 points</td>
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<tr>
<td>Total possible =</td>
<td>~830</td>
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B. Grading Scale:
90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
Below 60% = F

C. Final Exam:
The final exam will be cumulative and will be held in accordance with the University’s final exam schedule (found on SAIL).
IX. CLASS SCHEDULE AND POLICIES

A. TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Work Due</th>
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<tbody>
<tr>
<td>8/24</td>
<td>Introduction &amp; Review of Syllabus</td>
<td>Ch 1</td>
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<tr>
<td></td>
<td>Health Care Professions – Scope of Practice (AS1)</td>
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<tr>
<td>8/29</td>
<td>Intro to General Medical Conditions</td>
<td>Ch 1</td>
<td>Post AS1(IOL)</td>
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<tr>
<td>8/31</td>
<td>Preparticipation Examinations (PPE Mini Lab 1)</td>
<td>Ch 2</td>
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<td>9/5</td>
<td>Labor Day – No Class</td>
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<tr>
<td>9/7</td>
<td>Medical Evaluation Techniques &amp; Equipment (MT AS2)</td>
<td>Ch 2</td>
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<tr>
<td>9/12</td>
<td>Head and Facial Conditions</td>
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<td>AS2 due in class</td>
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<td>9/14</td>
<td>Head and Facial Conditions (MT AS3)</td>
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<td>9/19</td>
<td>Concussions (Nerve Assessment ML 2)</td>
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<td>9/21</td>
<td>EXAM I</td>
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<td>9/26</td>
<td>Nasal Conditions</td>
<td>Ch 10</td>
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<td>9/28</td>
<td>Oral and Dental Conditions</td>
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<td>10/3</td>
<td>Ear Conditions (MT AS4)</td>
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<td>10/5</td>
<td>Eye Conditions (Otoscope &amp; Ophthalmoscope ML 3)</td>
<td>Ch 9</td>
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<td>10/10</td>
<td>Respiratory Tract Conditions (MT AS9)</td>
<td>Ch 4</td>
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<td>10/12</td>
<td>Respiratory Tract Conditions (Peak Flow Meter ML 7)</td>
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<td>10/17</td>
<td>Cardiovascular Conditions (MT AS5)</td>
<td>Ch 5</td>
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<td>10/19</td>
<td>Cardiovascular Conditions (Auscultation ML 4)</td>
<td>Ch 5</td>
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<tr>
<td>10/24</td>
<td>Neurological Conditions (MT AS6)</td>
<td>Ch 8</td>
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<td>10/26</td>
<td>Infectious Diseases</td>
<td>Ch 12</td>
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<td>10/31</td>
<td>Dermatology- Dr. Marian Hendricks – Guest lecture</td>
<td>Ch 13</td>
<td>AS6 due in class</td>
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<td>11/2</td>
<td>Dermatology</td>
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<td>EXAM II</td>
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<td>Endocrine Conditions (MT AS7)</td>
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<td>11/14</td>
<td>Endocrine Conditions (MT AS8)</td>
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<tr>
<td>11/16</td>
<td>Gastrointestinal Conditions (Abdominal Quadrant ML 5)</td>
<td>Ch 6</td>
<td>Paper outline due (e-mail)</td>
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<td>11/21</td>
<td>Genitouinary and Gynecological Conditions</td>
<td>Ch 7</td>
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<tr>
<td>11/23</td>
<td>Genitouinary and Gynecological Conditions (Urinalysis ML 6)</td>
<td>Ch 7</td>
<td>AS8 due in class</td>
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<tr>
<td>11/28</td>
<td>Mental Health Conditions</td>
<td>Ch 15</td>
<td>AS9 due in class</td>
</tr>
<tr>
<td>11/30</td>
<td>Specific Athletic Populations</td>
<td>Ch 16</td>
<td>Paper rough draft due (e-mail)</td>
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<tr>
<td>12/5</td>
<td>Pharmacology</td>
<td>Ch 3</td>
<td>Final Paper Due (in class)</td>
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<tr>
<td>12/12</td>
<td>FINAL EXAM  2pm-4pm</td>
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B. CLASS POLICIES

Attendance, Schedule and Exams
The instructor reserves the right to change the schedule to cover all subjects thoroughly. Any changes in test dates will be announced in class at least one class prior to printed test date. Information presented in class may come from a source other than the textbooks. If you miss a class you need to obtain that material from a classmate or myself. It is to your benefit to attend class every day. No make-up tests will be given except under extreme circumstances. A physician’s note is necessary if you are ill. Those who know they will be missing an exam are required to speak with instructor in advance so that arrangements can be made to take the exam early. Attendance is STRONGLY encouraged. Class participation is STONGLY encouraged, and points will be given based on participation in mini-labs.

Technology - Blackboard
Syllabi, schedule, e-mail and discussion are available for this course on the campus WebCT. Grades will be updated and posted via Blackboard. Any questions about course materials and/or content should be directed towards this on-line tool first. Announcements and e-mail will be sent by the instructor should there be any changes to the schedule (please check this often).
Quizzes
Quizzes may be unannounced. Make-up quizzes will not be given unless the student is excused from class by the university (athletes etc.) or by a physician. Quizzes will be brief and may include multiple choice and/or short answer questions.

Papers
One paper will be assigned over the course of the semester. Length requirement is 8-10 pages (double spaces & 12 point font) and topics will be assigned. Bibliography should be included for resources used in proper APA style format. Papers may be e-mailed to me or given in hard-copy on or before the due date. Papers will not be accepted past midnight on the due date.

Mini-Labs
Mini-Labs will take place during scheduled class time and will include hands-on applications of the materials covered during the lecture. Points are given based on participation. Points can only be credited if the student attends class. Scheduled dates for mini-labs may change from the course schedule to accommodate for time, environment etc.

Assignments
Assignments may include reading or sharing articles or information pertaining to health-care professions. Additionally, medical terminology worksheets will be assigned throughout the course of the semester. Late assignments will not be accepted for points.

Academic Honesty
As per the university catalog, "university students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own). Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of ‘F’ to work in question;
6. Assigning grade of ‘F’ for course;
7. Recommendation for more severe punishment.

X. TEXTBOOKS
The textbooks adopted for this course:


XI. BIBLIOGRAPHY


XII. GRADE APPEALS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. DISABILITIES ACCOMMODATIONS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

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KINE 4326-Medical Terminology & Conditions in Sport and Exercise
Syllabus Acknowledgment Form

I, (print name)______________________________, certify by my signature that I have read and understand the class policies that have been presented in the class syllabus for KINE 4326-Medical Terminology & Conditions in Sport and Exercise at Texas A&M University-Corpus Christi.

Signature ___________________________ Date ___________________________

Student ID # _______________________

Submit this form to instructor via Blackboard e-mail, fax (361-825-3708), or in person (IH 179E).