Texas A&M University – Corpus Christi
Prevention and Care of Athletic Injuries

Course Number: KINE 3318                  Instructor:
Class meeting:                              Office:
Semester: Fall 2014                      Office Hours:
Office Telephone:                          E-Mail:

I. Course Description
KINE 3318 provides the general knowledge and general application of theory, principles, and skills used in the prevention, care, and rehabilitation of athletic injuries. Materials fee required.

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 2191 (Clinical experiences in Athletic Training I) 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 (BOC) 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
a. TExES COMPETENCIES:
   Domain II – HEALTH-RELATED PHYSICAL FITNESS
   Competency 008 – The teacher understands principles and activities for developing and maintain flexibility, posture, and muscular strength and endurance.
Domain III – THE PHYSICAL EDUCATION PROGRAM
Competency 013 – The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid, and risk management.

b. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 5th Ed.)
Prevention and Health Promotion (PHP)
PHP-1. Describe the concepts (eg, case definitions, incidence versus prevalence, exposure assessment, rates) and uses of injury and illness surveillance relevant to athletic training.

PHP-2. Identify and describe measures used to monitor injury prevention strategies (eg, injury rates and risks, relative risks, odds ratios, risk differences, numbers needed to treat/harm).

PHP-3. Identify modifiable/non-modifiable risk factors and mechanisms for injury and illness.

PHP-4. Explain how the effectiveness of a prevention strategy can be assessed using clinical outcomes, surveillance, or evaluation data.

PHP-5. Explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases.

PHP-6. Summarize the epidemiology data related to the risk of injury and illness associated with participation in physical activity

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-17b. Asthma
   PHP-17c. Traumatic brain injury
   PHP-17d. Exertional heat stroke
   PHP-17e. Hyponatremia
   PHP-17f. Exertional sickling
   PHP-17g. Anaphylactic shock
   PHP-17h. Cervical spine injury
   PHP-17i. Lightning strike

PHP-19. Instruct clients/patients in the basic principles of ergodynamics and their relationship to the prevention of illness and injury

PHP-23. Apply preventive taping and wrapping procedures, splints, braces, and other special protective devices

PHP-24. Summarize the general principles of health maintenance and personal hygiene, including skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control

PHP-46. Identify and describe the signs, symptoms, physiological, and psychological responses of clients/patients with disordered eating or eating disorders.
PHP-47. Describe the method of appropriate management and referral for clients/patients with disordered eating or eating disorders in a manner consistent with current practice guidelines.

**Clinical Examination and Diagnosis (CE)**

- a. Musculoskeletal
- b. Integumentary
- c. Neurological
- e. Endocrine
- f. Pulmonary
- g. Gastrointestinal
- h. Hepatobiliary
- i. Immune
- j. Renal and urogenital
- k. The face, including maxillofacial region and mouth
- l. Eye, ear, nose, and throat

**CE-1.** Describe the normal structures and interrelated functions of the body systems.

**CE-2.** Describe the normal anatomical, systemic, and physiological changes associated with the lifespan.

**CE-3.** Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations.

**CE-4.** Describe the principles and concepts of body movement, including normal osteokinematics and arthrokinematics.

**CE-5.** Describe the influence of pathomechanics on function.

**CE-6.** Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.

**Acute Care of Injuries and Illnesses (AC)**

**AC-36.** Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for:

- AC-36a. sudden cardiac arrest
- AC-36b. brain injury including concussion, subdural and epidural hematomas, second impactsyndrome and skull fracture
- AC-36c. cervical, thoracic, and lumbar spine trauma
- AC-36g. internal hemorrhage
- AC-36h. diabetic emergencies including hypoglycemia and ketoacidosis
- AC-36i. asthma attacks
- AC-36j. systemic allergic reaction, including anaphylactic shock
- AC-36l. shock
- AC-36o. local allergic reaction.

**AC-37.** Select and apply appropriate splinting material to stabilize an injured body area.
Psychosocial Strategies and Referral (PS)

PS-1. Describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, and patient and social environment interactions as they affect patient interactions.

PS-2. Explain the theoretical background of psychological and emotional responses to injury and forced inactivity (eg, cognitive appraisal model, stress response model).

PS-3. Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (eg, motivation, confidence).

PS-4. Summarize and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved in the healthcare of the patient.

PS-5. Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change.

PS-6. Explain the importance of educating patients, parents/guardians, and others regarding the condition in order to enhance the psychological and emotional well-being of the patient.

PS-10. Explain the impact of sociocultural issues that influence the nature and quality of healthcare received (eg, cultural competence, access to appropriate healthcare providers, uninsured/underinsured patients, insurance) and formulate and implement strategies to maximize client/patient outcomes.

PS-14. Describe the psychological and sociocultural factors associated with common eating disorders.

V. Course Objectives/Learning Outcomes
- Build foundations of injury care and administer protective taping and wrapping
  - Recognize and understand the basic process of
    ▪ Injury Assessment
    ▪ Tissue Healing and Wound Care
    ▪ Developing a Therapeutic Exercise program
    ▪ Developing Muscular strength, endurance and Power
    ▪ Return to Sport/ Physical Activity
      - Recognize, assess, manage and prevent
        ▪ Head and Facial Conditions
        ▪ Cervical and Thoracic Spinal Conditions
        ▪ Lumbar Spinal Conditions
        ▪ Throat, Thorax and Visceral Conditions
        ▪ Shoulder Conditions
        ▪ Upper Arm, Elbow, and Forearm Conditions
        ▪ Wrist and Hand Conditions
        ▪ Pelvic, Hip and Thigh Conditions
        ▪ Knee Conditions
        ▪ Lower Leg, Ankle, and Foot Conditions
Shock, Syncopy, and Diabetic Emergency
- Conditions of the Female, Disabled and Senior Athlete
- Common Infectious Diseases & Dermatology

VI. Course Topics
*The major topics to be considered are:

The major topics to be considered are prevention, care, and rehabilitation of athletic injuries. Other topics include protective and preventative taping and bracing, blood borne pathogens, and performance enhancing drugs.

VII. Instructional Methods and Activities
*Methods and activities for instruction include:

A. Traditional Experiences 85% (lecture/discussion; demonstration; drill; guest speaker; video, etc)

B. Lab/Skills 15%

VIII. Evaluation and Grade Assignment
A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

1. Traditional Assessment
   - Exams (100 pts apiece, x 5) = 500 points
   - Lab (50 pts apiece, x 2) = 100 points
   - Quiz/Guest Speakers (10 pts apiece, x 10) = 100 points
   - Total Possible = 700 points

Grading Scale: 90-
   - 100% = A
   - 80-89% = B
   - 70-79% = C
   - 60-69% = D
   - Below 60% = F
### IX. Course Schedule and Policies

#### A. Tentative Course Schedule

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<th>Date</th>
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<tr>
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<td>Syllabus and Introduction</td>
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<td></td>
<td>Tissue Healing and Wound Care</td>
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<td>Injury Risk and Prevention (Epidemiology Basics)</td>
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<td>EXAM #1</td>
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<td>Head and Facial Conditions</td>
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<td>Cervical and Thoracic Spinal Conditions</td>
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<td>Throat, Thorax, and Visceral Conditions</td>
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<td>Upper Arm, Elbow, and Forearm Conditions</td>
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<td>Lab 2: Protective Taping and Wrapping - Lower Extremity</td>
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<td>Pelvic, Hip, and Thigh Conditions</td>
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<td>Psychosocial Considerations</td>
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*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 the tentative exam date.

B. Class Policies

**Exams**
Exams must be taken in class during the scheduled class session. **No make-up exams will be given except under extreme circumstances.** If you are late to an exam you will not be given extra time to take it.

**Guest Speakers**
This is an opportunity to gain valuable insight and information from other professionals in the field. Ten **(10) Points** will be earned for completion of notes or a short documentary on each speaker. No make-ups are allowed.

**Quiz/Lab**
Points will be earned based on performance from a quiz or lab. All work must be completed during the scheduled class period. If you are late to a quiz or a lab, you will not be given extra time to take it. No make-ups are allowed.

**Class Participation and Attendance**
Active participation and attendance are extremely important, however situations do occur. Please understand that I will work with any individual that may have a conflict regarding test or lab. Obviously those individuals that approach me **prior to the date** in question will have a more favorable outcome.

**Academic Integrity/Plagiarism.**
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
Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

X. Textbook(s)
The textbook(s) adopted for this course is/are:

XI. Bibliography
The knowledge bases that support course content and procedures include:

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 Rule13.02.99.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 Corpus Christi Hall 116.

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.
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 3318 – Prevention and Care of Athletic Injuries at Texas A&M University-Corpus Christi.

Student Signature_________________________ Date_________________

Student ID A # ____________________________