TEXAS A&M UNIVERSITY-CORPUS CHRISTI
Department of Kinesiology
KINE 3318 – Prevention and Care of Athletic Injuries

Course Number and Section: KINE 3318-001
Meeting Time/Location: MTWR 10-11:55am, IH 158
Semester: Summer II 2015
Office Telephone: 825-2169

Instructor: Mikaela Boham, EdD, ATC/L
Office: IH 179E
Office Hours: By Appointment Only
E-Mail: Mikaela.boham@tamucc.edu

I. Course Description
KINE 3318 Prevention and Care of Athletic Injuries Provides the general knowledge and general application of theory, principles, and skills used in the prevention, care, and rehabilitation 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 Program at Texas A&M University-Corpus Christi. This course is to be taken concurrently with KINE 2192 (Clinical Experiences in Athletic Training II) 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 maintains 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
b. ATHLETIC TRAINING EDUCATION COMPETENCIES (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 impact syndrome 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/Student Learning Outcomes**

*This course is designed to enable students to:*
<table>
<thead>
<tr>
<th>Class</th>
<th>Course Objectives/Learning Outcomes</th>
<th>Measures</th>
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<tbody>
<tr>
<td>KINE 3318 Prevention and Care of Athletic Injuries</td>
<td>1. Build foundations of injury care and administer protective taping and wrapping, and equipment fitting</td>
<td>Labs</td>
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<td>2. Recognize and understand the basic process of</td>
<td>Exams,</td>
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<td>▪ Injury Assessment</td>
<td>Quizzes</td>
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<td>▪ Tissue Healing and Wound Care</td>
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<td>▪ Therapeutic Intervention – Therapeutic Modalities, Psychological Intervention, Pharmacology and Therapeutic Exercises</td>
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<td></td>
<td>▪ Developing Muscular strength, endurance and Power</td>
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<td></td>
<td>▪ Return to Sport/ Physical Activity</td>
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<tr>
<td></td>
<td>- Recognize, assess, manage and prevent</td>
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<td>▪ Head and Facial Conditions</td>
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<td></td>
<td>▪ Cervical and Thoracic Spinal Conditions</td>
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<td>▪ Lumbar Spinal Conditions</td>
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<td></td>
<td>▪ Throat, Thorax and Visceral Conditions</td>
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<td>▪ Shoulder Conditions</td>
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<td>▪ Upper Arm, Elbow, and Forearm Conditions</td>
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<td>▪ Wrist and Hand Conditions</td>
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<td>▪ Pelvic, Hip and Thigh Conditions</td>
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<td>▪ Knee Conditions</td>
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<td></td>
<td>▪ Lower Leg, Ankle, and Foot Conditions</td>
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<td></td>
<td>▪ Leading Causes of Sudden Death – such as Shock, Diabetic Emergency and Asthma Attack</td>
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<td>▪ Conditions of the Female Athlete and Eating Disorders</td>
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<td></td>
<td>▪ Common Infectious Diseases &amp; Dermatology</td>
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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. Clinical Experiences 15% (lab exercise)
C. High Impact Practices
   Labs – Collaborative Assignments and Projects
   In-class Discussion of various injuries – Diversity and Global Learning
   Preventive Measures and Assigned Research Reading & Discussion – Undergraduate Research, Diversity and Global Learning, Common Intellectual Experiences

VIII. Evaluation and Grade Assignment

*The methods of evaluation and the criteria for grade assignment are:*

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** (10 pts apiece, x 8) = 80 points
      **Total Possible = 680 points**
2. Performance Assessment
   Your final grade will be determined from your performance on exams, quizzes, lab activities, and assignments.

   B. Grading Scale
   
<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90.00-100%</td>
<td>A</td>
</tr>
<tr>
<td>80.00-89.99%</td>
<td>B</td>
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<tr>
<td>70.00-79.99%</td>
<td>C</td>
</tr>
<tr>
<td>60.00-69.99%</td>
<td>D</td>
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<tr>
<td>&lt; 60.00%</td>
<td>F</td>
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</tbody>
</table>

IX. Course Schedule and Policies
   
   A. A tentative course schedule (see appendix)
   
   B. Class Policies

   Exams & Quizzes
   
   **Exams:** Exams must be taken in class during the scheduled class session. If you are late to an exam you will not be given extra time to take it.
   
   **Quiz:** There will be approximately 8 announced quizzes throughout the semester over the material that was taught in class. All the quizzes will be given on-line through the BlackBoard, and are open for 24 hours (0:00am-11:59pm). Once closed, these quizzes will not be re-opened except a few extreme cases and students who missed this 24-hours period will receive zero points for the particular quiz. Students are responsible for obtaining a stable, reliable internet connection upon taking the quiz. Each quiz will be timed, and students are not allowed to re-take it once it’s submitted.

   Attendance & Tardiness
   
   **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.

   **Lab:** Points will be earned based on performance from lab. All work must be completed during the scheduled class period. If you are late to a lab, it will affect your lab grade and you will not be given extra time to complete.

   Late work /Make-up Exams
   
   If you miss the deadline for an assignment, you can still choose to turn it in for partial credit. If you missed the due time (i.e. during class) but still turned it in on the same day, there will be 10% deduction; 20% deduction for turning in on the next day, 40% the day after, and it increases until it reaches 100% (no credit) on the 5 days after the due date. No make-up exams or labs will be given except under extreme circumstances.

   Extra Credit
   
   Although extra credit will NOT be given upon personal request, it will be included at the end of the quiz and exam. There might be occasional extra credit assignments or attendance announced by the instructor throughout the semester.

   Cell Phone/Electronic Device Usage
   
   The use of such devices is prohibited during the class other than the class purposes (i.e. viewing PowerPoints, taking notes). During an exam or quiz you may not touch your cell phone or any other electronic device. If you do, you will be asked to leave and will receive zero points for that
quiz/exam. In addition, upon taking a quiz/exam, all bags, hats, etc. must be kept under your desk. Not adhering to these rules will be considered an attempt to cheat and will also result in zero points.

**Academic Integrity/Plagiarism.**

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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

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, such as dismissal from the program or from the University.

See the University Catalog for more information.

**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. (Include date for semester) is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**

Whenever citation is required, it must be done in the APA format.

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.
Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

X. Required or Recommended Readings
   Textbook:
XI. Bibliography

The knowledge bases that support course content and procedures include:


XII. List of Supplies

N/A

Appendix: Tentative Course Schedule for KINE 3318 – Prevention and Care of Athl. Inj (Spring 2015)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-Jul</td>
<td>Syllabi, Tissue Healing and Wound Care</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>7-Jul</td>
<td>Therapeutic Interventions</td>
<td>Ch. 7-9, 28</td>
</tr>
<tr>
<td>8-Jul</td>
<td>Injury Risk and Prevention (Epidemiology Basics)</td>
<td></td>
</tr>
<tr>
<td>9-Jul</td>
<td>Exam I</td>
<td>Ch. 6-9, 28</td>
</tr>
<tr>
<td>13-Jul</td>
<td>Head and Facial Conditions</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>14-Jul</td>
<td>Cervical, Thoracic, and Lumbar Spinal Conditions</td>
<td>Ch. 11&amp;12</td>
</tr>
<tr>
<td>15-Jul</td>
<td>Throat, Thorax, and Visceral Conditions</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>16-Jul</td>
<td>Exam II</td>
<td>Ch. 10-13</td>
</tr>
<tr>
<td>20-Jul</td>
<td>Shoulder Conditions</td>
<td>Ch. 14</td>
</tr>
<tr>
<td>21-Jul</td>
<td>Upper Arm, Elbow, and Forearm Conditions</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>22-Jul</td>
<td>Wrist and Hand Conditions</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>23-Jul</td>
<td>Exam III</td>
<td>Ch. 14-16</td>
</tr>
<tr>
<td>27-Jul</td>
<td>Pelvic, Hip, and Thigh Conditions</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>28-Jul</td>
<td>Knee Conditions</td>
<td>Ch. 18</td>
</tr>
<tr>
<td>29-Jul</td>
<td>Lower Leg, Ankle, and Foot Conditions</td>
<td>Ch. 19</td>
</tr>
<tr>
<td>30-Jul</td>
<td>EXAM IV</td>
<td>Ch. 17-19</td>
</tr>
<tr>
<td>3-Aug</td>
<td>Sudden Death in Athlete</td>
<td>Ch. 20, 22, 24&amp;25</td>
</tr>
<tr>
<td>4-Aug</td>
<td>Conditions of the Female Athlete</td>
<td>Ch. 27</td>
</tr>
<tr>
<td>5-Aug</td>
<td>Common Infectious Disease &amp; Dermatology</td>
<td>Ch. 26&amp;29</td>
</tr>
<tr>
<td>6-Aug</td>
<td>Exam V</td>
<td>Ch. 20,22,24-27&amp;29</td>
</tr>
</tbody>
</table>

*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.