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 4293 (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 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 AND CAATE Competencies & Proficiencies:
   a. TExES Competencies: N/A
   b. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 5th Ed.)

V. Course Objectives and Outcomes
1. Discuss the basic difference between orthopedic and general medical assessment
2. Use proper communication as a tool in the general medical assessment of the physically active person
3. Implementation of laws that govern care and privacy of patients
4. Apply principles of disease transmission
5. Understand issues concerning sport qualification
6. Describe a basic general medical examination, including a comprehensive history and physical exam
7. Describe and demonstrate the proper use of evaluation tools and techniques for assessment of general health
8. Demonstrate proper evaluation during a preparticipation examination
9. Apply the basics of auscultation, and assessment of vital signs to determine any abnormalities
10. Describe the anatomy and function of the nervous system
11. Recognize and assess an athlete with a suspected concussion or other head injury
12. Describe and implement a return to play progression for an athlete after a sport-related concussion
13. Recognize and refer an individual with signs or symptoms of a life-threatening neurological condition
14. Describe chronic neurological conditions and their effect on athletic participation
15. Differentiate and determine when to make a referral to a physician for further neurological evaluation
16. Describe the basic anatomy of the ear, nose, mouth, throat, eye, and skull
17. Perform a basic evaluation of the ear, nose, mouth, throat, face and eye identifying normal and pathological conditions
18. Identify the implications for participation in athletics with various conditions of the ear, nose, mouth, throat, and eye
19. Describe the basic anatomy and physiology of the respiratory system
20. Define common normal and abnormal respiratory patterns
21. Identify characteristics of normal and abnormal breath sounds
22. Recognize common pathological conditions including signs and symptoms, differential assessment, referral, standard medical treatment, and implications for participation in athletics
23. Understand the anatomy and physiology of the cardiovascular system
24. Understand cardiovascular adaptations to exercise
25. Identify various cardiac arrhythmias
26. Identify signs and symptoms of cardiovascular abnormalities
27. Know when to refer an athlete to a physician for further cardiovascular abnormalities
28. Recognize signs and symptoms of common systemic ailments
29. Relate the warning signs of malignancies involving the lymphatic system and blood
30. Recognize and refer those with signs and symptoms of a malfunctioning thyroid
31. Recognize and refer those with signs and symptoms of diabetes
32. Describe the basic anatomy of the abdomen and gastrointestinal system
33. Recognize conditions of the gastrointestinal system that require referral
34. Describe appropriate initial management of common disorders of the gastrointestinal tract
35. Recognize conditions of the gastrointestinal system that may preclude the athlete from participation, and which symptoms are self-limiting
36. Name common genitourinary and gynecological disorders
37. Describe conditions of the genitourinary and gynecological system that warrant referral
38. Refer patients with signs or symptoms of an STI to a physician
39. Understand signs and symptoms of cancer and preventative measures including self-examinations
40. Recognize signs of common substance abuse, psychological disorders, and disordered eating.
41. Intervene appropriately with individuals who demonstrate signs and symptoms of substance abuse and psychological disorders
42. Identify a variety of educational and supportive resources that are available to both professionals and patients affected by these disorders
43. Explain common infection transmission routes and their prevention
44. Describe the importance of maintaining immunization against diseases for which there is a vaccine
45. Identify the signs and symptoms of common infectious diseases
46. Describe the anatomy of the integumentary system
47. Recognize signs and symptoms of common skin conditions
48. Contrast the differences among viral, fungal, and bacterial skin conditions
49. Differentiate which acute skin conditions are contraindicated for certain athletic participation
50. Discuss components of the general medical history necessary when assessing persons with selected disabilities
51. Recognize the importance of the preparticipation physical examination in identifying baseline norms in the athlete with a disability
52. Identify the interaction of disability-related attributes with illness-related characteristics
53. Spell and define flashcard prefixes, suffixes, and stem words.
54. Identify and explain the function of specific word parts.
55. Describe how medical compound terms (words) are constructed.
56. Build compound terms using multiple word parts in a combining form.
57. Fracture and Analyze key compound medical terms found on the Word Part Flashcards, Multiple Choice
Questions, and Lecture Slides.
58. Define key compound medical terms found on the flashcards, both Literally and Actually.
59. Spell and Define medical equipment, treatment, disease, and diagnostic compound terms.
60. Identify Visually and Describe Verbally some of the medical problems, disorders, and diseases presented in the lectures.
61. Interpret and Understand medical course content, literature, records, and research.
62. Interpret and Understand word (term) meanings from a wide variety of academic disciplines in the Arts, Sciences, Humanities, Education, Agriculture, and Technology.

VI. Course Topics
The major topics to be considered include pathology and diagnosis of general medical conditions and communication using medical terminology.

VII. Instructional Methods and Activities
A. Traditional Experience: The course will include lecture, discussions, demonstrations, and practical application of the information.
B. Clinical Experiences: There will be some opportunity for hands-on learning in the form of lab exercises.
C. On-Line Experience: The medical terminology portion of the course will be delivered via e-book with will include flashcards, exams, and a final comprehensive exam.

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>Medical Conditions</th>
<th>300 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Exams = 3 @ 100 points</td>
<td></td>
</tr>
<tr>
<td>Assignments &amp; Quizzes = 5-10 @ 10-20 points</td>
<td>~60 points</td>
</tr>
<tr>
<td>Labs = 3 @ 20 points</td>
<td>~60 points</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td></td>
</tr>
<tr>
<td>Completed Summary Sheet (Flashcards &amp; MC Exams)</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam (online exam)</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Total course points= ~620 points

B. Grading Scale:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60 % = F

C. Final Exam:
Medical Conditions: The final exam will be held in person in accordance with the University’s final exam schedule (found on SAIL). The final exam will be a comprehensive assessment of all information from the Medical Conditions portion of the course.

Medical Terminology: The final exam will be on-line will be a comprehensive assessment of all information from the Medical Terminology e-book.
**IX. Class Schedule and Policies:** The instructor reserves the right to change the schedule to cover all subjects thoroughly and make adjustments for the size and need of the class members. Any changes to exam dates will be announced prior to the exam.

### A. Tentative COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Syllabus Review and Introduction - Ch 1</th>
<th>MT Ch 1: Overview (1) &amp; Intro (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Medical Exam and Diagnostic Testing - Ch 2 &amp; 3</td>
<td>MT Ch 2: Basics of Med Term (1&amp;2)</td>
</tr>
<tr>
<td><strong>Skills Day</strong> – Assessing Height, Weight, BP, Pulse Rate and Rhythm, Respiratory Rate and Rhythm, Temperature, Visual Acuity</td>
<td>MT Ch 2: Basics of Med Term (3)</td>
</tr>
<tr>
<td>Head Injuries &amp; Neurological Conditions – Ch 11</td>
<td>MT Ch 3: Diag Equip (1 &amp;2)</td>
</tr>
<tr>
<td>Head Injuries &amp; Neurological Conditions – Ch 11</td>
<td>MT Ch 3: Diag Equip (3 &amp;4)</td>
</tr>
<tr>
<td>Facial Injuries (ear, nose, throat &amp; mouth) – Ch 13</td>
<td>MT Ch 4 : Integrated Med (1)</td>
</tr>
<tr>
<td>Facial Injuries (ear, nose, throat &amp; mouth) – Ch 13</td>
<td>MT Test 1</td>
</tr>
<tr>
<td><strong>Skills Day</strong> – Neurological Testing, Balance Testing, Using an Ophthalmoscope, Using an Otoscope</td>
<td>MT Ch 5: Flash Cards (1)</td>
</tr>
<tr>
<td>Exam I</td>
<td>MT Ch 5: Flash Cards (2)</td>
</tr>
<tr>
<td>Infectious Disease &amp; Dermatological Conditions - Ch 15 &amp;16</td>
<td>MT Ch 5: Flash Cards (2)</td>
</tr>
<tr>
<td><strong>Guest Lecture:</strong> Dermatological Conditions</td>
<td>MT Ch 5: Flash Cards (3)</td>
</tr>
<tr>
<td>Psychological Disorders – Ch 18</td>
<td>MT Ch 5: Flash Cards (3)</td>
</tr>
<tr>
<td>Psychological Disorders – Ch 18</td>
<td>MT Ch 5: Flash Cards (4)</td>
</tr>
<tr>
<td><strong>Guest Lecture:</strong></td>
<td>MT Ch 5: Flash Cards (4)</td>
</tr>
<tr>
<td>Neurological System – Ch 11</td>
<td>MT Ch 6: Musculo Skeletal (1 &amp; 2)</td>
</tr>
<tr>
<td>Neurological System – Ch 11</td>
<td>MT Ch 6: MusculoSkeletal (3 &amp; 4)</td>
</tr>
<tr>
<td>Neurological System – Ch 11</td>
<td>MT Ch 6 : MusculoSkeletal Test 2</td>
</tr>
<tr>
<td>Respiratory Conditions – Ch 7</td>
<td>MT Ch 7: Nervous System (1 &amp; 2)</td>
</tr>
<tr>
<td>Respiratory Conditions – Ch 7</td>
<td>MT Ch 7: Nervous System (1 &amp;2)</td>
</tr>
<tr>
<td>Respiratory Conditions – Ch 7</td>
<td>MT Ch 7: Nervous System Test 3</td>
</tr>
<tr>
<td>Cardiovascular Conditions – Ch 8</td>
<td>MT Ch 8: Circulatory System (1 &amp; 2)</td>
</tr>
<tr>
<td>Cardiovascular Conditions – Ch 8</td>
<td>MT Ch 8: Circulatory System (3 &amp; 4)</td>
</tr>
<tr>
<td><strong>Skills Day</strong> – Auscultation of Heart and Lung Sounds, Pulse Oximeter, and Peak Flow Meter</td>
<td>MT Ch 8: Circulatory System Test 5</td>
</tr>
<tr>
<td><strong>Guest Lecture:</strong> Cardiac Conditions</td>
<td>MT Ch 8: Circulatory System Test 6</td>
</tr>
<tr>
<td>Gastrointestinal Conditions – Ch 9</td>
<td>MT Ch 9: Respiratory System (1 &amp; 2)</td>
</tr>
<tr>
<td>Gastrointestinal Conditions – Ch 9</td>
<td>MT Ch 9: Respiratory System Test 4</td>
</tr>
<tr>
<td>Gastrointestinal Conditions – Ch 9</td>
<td>MT: Ch 12: Urinary System (1 &amp; 2)</td>
</tr>
<tr>
<td>Genitourinary and Gynecological Conditions – Ch 10</td>
<td>MT: Ch 12: Urinary System Test 6</td>
</tr>
<tr>
<td>Genitourinary and Gynecological Conditions – Ch 10</td>
<td></td>
</tr>
<tr>
<td>Genitourinary and Gynecological Conditions – Ch 10</td>
<td></td>
</tr>
</tbody>
</table>
Thanksgiving Break – No Class
Systemic and Endocrine Disorders – Ch 14
Systemic and Endocrine Disorders – Ch 14
Working with Special Populations – Ch 19
Working with Special Populations – Ch 19
Reading Day – No Class
Final Exam

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 STRONGLY encouraged, and points will be given based on participation on lab days.

Technology – Blackboard - [https://bb9.tamucc.edu/](https://bb9.tamucc.edu/)
The course syllabi, schedule, e-mail and discussion are available for this course on the campus Blackboard. 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). **Blackboard Technical Help:** (361) 825-2692

Scientific and Medical Terminology E-Textbook:
The medical terminology portion of the course is a student centered Online computer based classroom course. The tutorial format has an online printable textbook containing interactive audio-visual lecture pages that prepare each student for the self-testing flashcards and the multiple choice self-test questions. These activities must be completed in full before you can take the final exam online at the end of E-Textbook. Your results are automatically graded and sent to you and your instructor along with your completed summary sheet. **E-Book Technical Help:** E-mail: Go to the E-Textbook Website and click “CONTACT US” on the bottom left of the Tool Bar or go to: support@cipcourses.com Phone: Toll Free 1-866-280-2900

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.

Labs
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 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. Late assignments will not be accepted for points.
Mutual Respect
It is expected that everyone is respectful of the learning environment. Thus, any activity or behavior that is a distraction (i.e. cell phone use, internet surfing, sleeping, talking in individual groups) will be addressed immediately, and may result in the instructor asking that individual to leave the room. If you are expecting an important phone call, please excuse yourself from the classroom.

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:


Note: Purchasing Your On-Line Textbook at: E-Textbook Website Address: [www.tamuccmedterm.com](http://www.tamuccmedterm.com) with online final examination $99.95 . All Purchasing Instructions Available When Creating Account on your School Website!

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](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. Disability 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.