Course Description:
This course provides general knowledge of the athletic training profession, epidemiology of athletic injuries, the pre-participation physical exam, strength and conditioning of athletics, environmental concerns, protective equipment, emergency management of athletic injuries and sports nutrition. Materials fee required.

Learning Objectives:

1. Identify the historical foundation in athletic training, various employment settings, and licensure and certification
   Measure: Multiple choice, short answer, participate in classroom discussion on Blackboard

2. Learn about the health care administration in athletic training, pre-participation physical exams, legal concerns regarding tort, liability, and negligence, and the processes involving insurance.
   Measure: Assignment(s) short answer definitions and multiple choice, matching and true/false questions

3. Identify principles of conditioning, nutritional and environmental considerations
   Measure: Short answer definitions, participate in classroom discussion on blackboard, multiple choice, matching and true/false question(s), lab

4. Understand the proper fit and selection of protective sports equipment, mechanisms and characteristics of sports trauma
   Measure: Short answer definitions, multiple choice, matching and true/false question(s), lab

5. Describe Acute care and emergency procedures, learn to establish plan for handling emergency situations, and learn pharmacology as it relates to athletic training
   Measure: Short answer definitions, multiple choice, matching and true/false question(s), lab
**Major Course Requirements:**
The major topics to be considered are introduction to the profession of athletic training, epidemiology of athletic injuries, the pre-participation physical exam, strength and condition of athletes, pharmacology in athletic training, environmental concerns, protective equipment, emergency management of athletic injuries, and sports nutrition.

The course will include lecture/discussions, demonstrations, and clinical education (hands-on application).

**GUEST SPEAKER:** Points will be earned for completion of specific criteria on each speaker. This has to be completed during class time. No make-ups are allowed!

**ASSIGNMENT:** Points will be earned for completion of an assignment that will be due on a specified date. Specifics regarding the criteria of the assignment will be identified in class.

**EXAMS:** Exams must be taken in class during the scheduled class session. Make-up exams will only be allowed if the student was ill and has a physicians note stating such. Examination material is taken from the class text book, notes and lecture.

**QUIZ/LAB:** Points will be earned based on performance from a quiz or lab. All work must be completed during the scheduled class period. No make-up labs or “pop” quizzes are allowed.

**ATTENDANCE:**
Attendance is **MANDATORY** and promptness to class is expected. I will utilize a sign in sheet to track attendance. Your attendance may make a difference in your overall grade.

Your grade in this class will be determined from a points earned. The grade scale is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100% = A</td>
<td>630 – 700 = A</td>
</tr>
<tr>
<td>80-89% = B</td>
<td>560 – 623 = B</td>
</tr>
<tr>
<td>70-79% = C</td>
<td>490 – 553 = C</td>
</tr>
<tr>
<td>60-69% = D</td>
<td>420 – 483 = D</td>
</tr>
<tr>
<td>Below 60% = F</td>
<td></td>
</tr>
</tbody>
</table>

| Exams (3) = | 300 points |
| Guest Speaker (3) = | 75 points |
| Assignment | 25 points |
| Lab (5) = | 100 points |
| Final Exam = | 100 points |
| “Pop” Quiz (5) = | 100 points |
| Total points = | 700 points |
Required or Recommended readings

**Textbook:**

**Recommended or Supplemental reading:**
NATA position statements or consensus statements

**Website:** [www.nata.org](http://www.nata.org) (recommended only)

**List of Supplies:** N/A

**State Adopted Proficiencies/ TExES competencies (COE):**

A. **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.

B. **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.

C. **EQUITY IN EXCELLENCE FOR ALL LEARNERS:** The teacher responds appropriately to diverse groups of learners.

D. **LEARNER-CENTERED COMMUNICATION:** While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

E. **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.

**TExES COMPETENCIES AND CAATE 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.

**PROGRAM STUDENT LEARNING OUTCOMES**

A. **BS in Athletic Training**
   1. National Competencies & Proficiencies for Athletic Training (CAATE 5th Ed.)
   2. Depth and breadth of knowledge-state licensure.
B. BS Kinesiology EC-12 Kinesiology
   1. Knowledge of health-related physical fitness
   2. Knowledge of physical education programs

C. BS Kinesiology Exercise Science
   1. Knowledge of fitness and exercise
   2. Knowledge of anatomy and physiology

D. BS Kinesiology Pre-PT/OT
   1. Knowledge of Anatomy and Physiology
   2. Knowledge of fitness and exercise
   3. Knowledge of preventive care
   4. Knowledge of rehabilitation of injuries

b. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 5th Ed.)

BOC Domains

| I. Injury/Illness Prevention and Wellness Protection |
| II. Clinical Evaluation and Diagnosis |
| III. Immediate and Emergency Care |
| IV. Treatment and Rehabilitation |
| V. Organization and Professional Health and Well-Being |

Texas A&M University-Corpus Christi - Athletic Training Program

BOC Role Delineation Study/Practice Analysis, Sixth Edition (Athletic Training Education Competency)

**Not all Athletic Training Competencies are taught in this course as there are often multiple competencies for each role delineation study area/item. Role Delineation items listed are at least partially covered by this course.**

DOMAIN I: Injury/illness prevention and wellness protection

A. Minimize risk of injury and illness of individuals and groups impacted by or involved in a specific activity through awareness, education and intervention.

Knowledge of:

1. Roles of appropriate individuals (e.g., administrators, management, parents/guardians/family members, coaches, participants and members of the health care team) in risk and illness prevention (PHP 18, AC 2, HA 24)
2. Behavioral risks (e.g., nutritional, sexual, substance abuse, blood-borne pathogens, sedentary lifestyle and overtraining) (PHP 5, PHP 24, PHP 25)

3. Catastrophic risks (e.g., cardiorespiratory, neurological, thermoregulatory, endocrinological and immunological) (PHP 10, PHP 11)

5. Effective communication techniques (e.g., multimedia videos, pamphlets, posters, models, handouts and oral communication) (PHP 18)

6. Environmental risks (e.g., heat, cold, altitude, sunburn, insects, visibility/lighting and lightning) (PHP 10, PHP 11)

Skill in:

11. Identifying risks PHP (PHP 1, PHP 5, PHP 17, CIP 3)

B. Interpret individual and group pre-participation and other relevant screening information (e.g., verbal, observed, written) in accordance with accepted and applicable guidelines to minimize the risk of injury and illness.

Knowledge of:

1. Established laws, regulations and policies (e.g., institutional, state and national) (PD 3, PD 4, PD 5, AC 1)

2. Established guidelines for recommended participation (PD 5, PD 8, PD 9)

4. Privacy laws (PD 3)

Skill in:

6. Applying established guidelines and regulations (PD 3, PD 4, PD 5)

9. Identifying health-related conditions that may limit or compromise participation (PHP 5)

10. Identifying established guidelines and regulations (PD 4, PD 5, PHP 12)

C. Identify and educate individual(s) and groups through appropriate communication methods (e.g., verbal, written) about the appropriate use of personal protective equipment (e.g., clothing, shoes, protective gear and braces) by following accepted procedures and guidelines.

Knowledge of:

1. Commercially available protective products (PHP 20, PHP 21, PHP 22)

4. Established standards pertaining to protective equipment (e.g., NOCSAE and ASTM) (PHP 20, PD 5)

5. Intended purpose, limitations and capabilities of protective equipment (PHP 20, PHP 21)

6. Legal risks and ramifications of making equipment modifications (PHP 20, PHP 21, PD 3, PD 4, PD 5)
7. Legal and safety risks involved in the construction and use of custom and commercial protective devices (PHP 20, PHP 21, PD 3, PD 4, PD 5)

8. Manufacturer’s guidelines regarding selection, fit, inspection and maintenance of equipment (PHP 20, PHP 21, PHP 22)

9. Materials and methods for fabricating custom-made protective devices (PHP 21)

10. Physical properties of the protective equipment materials (e.g., absorption, dissipation and transmission of energy) (PHP 20, PHP 21, PHP 22)

**Skill in:**

12. Fabricating and fitting custom-made devices (PHP 21)

14. Interpreting rules regarding protective equipment (PHP 20, PD 5)

**D. Maintain physical activity, clinical treatment and rehabilitation areas by complying with regulatory standards to minimize the risk of injury and illness.**

**Knowledge of:**

1. Laws, regulations and policies (e.g., institutional, state and national) regarding safety and sanitation (PHP 7, PHP 20, TI 19, PD 3, PD 4, PD 5)

3. Health-related conditions that pose risk (PHP 5)

**Skill in:**

4. Complying with manufacturer’s recommendations for maintenance of equipment (PHP 20)

6. Recognizing noncompliance with safety and sanitation standards (PHP 7)

**E. Monitor environmental conditions (e.g., weather, surfaces, client work-setting) using appropriate methods and guidelines to facilitate individual and group safety.**

**Knowledge of:**

3. Environmental conditions that create risk (e.g., heat, humidity, cold, altitude, pollution, weather extremes, insect swarms, infectious pathogens and ergonomic conditions) (PHP 10)

5. Established standards regarding environmental risks (e.g., governing body rules/regulations, NATA, NCAA, ACSM, etc.) (PHP 12, HA 15, HA 16, PD 3, PD 4, PD 5)

8. Methods for reducing risk from environmental conditions (e.g., activity scheduling, clothing selection and fluid replacement) (PHP 10, PHP 11, PHP 12)

9. Policies and procedures for removing participants from environmental risk situations (e.g., heat index, lightning and activity scheduling) (PHP 11)
**Skill in:**

14. Recognizing environmental and ergonomic risks (PHP 13)

17. Using available resources to gather/interpret information regarding environmental data (PHP 13)

**DOMAIN II: Clinical Evaluation and Diagnosis**

E. Educate the appropriate individual(s) about the clinical evaluation by communicating information about the injury, illness or health-related condition to encourage compliance with recommended care.

**Knowledge of:**

3. Patient confidentiality rules and regulations (PS 18, PD 3, PD 4, PD 5)

5. Role and scope of practice of various health care professionals (AC 2, PS 10, PD 1, PD 2, PD 8, PD 9)

**DOMAIN III: Immediate and Emergency Care**

A. Coordinate care of individual(s) through appropriate communication (e.g., verbal, written, demonstrative) of assessment findings to pertinent individual(s).

**Knowledge of:**

1. Components of the emergency action plan(s) (AC 2, AC 3, AC 4, AC 8, HA 21)

3. Roles of individual members of the medical management team (AC 2, PD 8, PD 10)

**Skill in:**

4. Communicating effectively with appropriate individuals (e.g., medical providers, patients, parents, administrators) (AC 2)

5. Educating individuals regarding standard emergency care procedures (AC 2, AC 3)

B. Apply appropriate immediate and emergency care procedures to prevent the exacerbation of health-related conditions to reduce the risk factors for morbidity and mortality.

**Skill in:**

18. Managing common non-life-threatening and life-threatening emergency situations/health-related conditions (e.g., evaluation, monitoring and provision of care) (AC 1, AC 2, AC 7, AC 11, AC 12, AC 13, AC 14, AC 15, AC 16, AC 17, AC 18)

C. Implement appropriate referral strategies, while stabilizing and/or preventing exacerbation of the condition(s), to facilitate the timely transfer of care for health-related conditions beyond the scope of practice of the Athletic Trainer.

**Knowledge of:**

2. Emergency action plan(s) (AC 1, AC 2)

5. Roles of medical and allied health care providers (AC 2)
D. Demonstrate how to implement and direct immediate care strategies (e.g., first aid, emergency action plan) using established communication and administrative practices to provide effective care.

Knowledge of:
5. Roles of medical and allied health care providers (AC 2)

**DOMAIN IV: Treatment and Rehabilitation**

C. Apply braces, splints or other assistive devices according to appropriate practices in order to facilitate injury protection to achieve optimal functioning for the individual.

Knowledge of:
3. Legal risks and ramifications for bracing (PHP 20)
6. Pathomechanics of the injury or condition (CE 3, CE 4, CE 5)

D. Administer treatment for injury, illness and/or health-related conditions using appropriate methods to facilitate injury protection, recovery and/or optimal functioning for individual(s).

Knowledge of:
3. Pathophysiology associated with systemic illness, communicable diseases and infections (e.g., bacterial, viral, fungal and parasitic) (PHP 5, PHP 6, HA 15)

**DOMAIN V: Organizational and Professional Health and Well-being**

A. Apply basic internal business functions (e.g., business planning, financial operations, staffing) to support individual and organizational growth and development.

Knowledge of:
2. Credentialing systems and general requirements for pertinent professions (PD 2, PD 6)
6. Institutional and federal employment regulations (e.g., EEOC, ADA and Title IX) (HA 15, HA 16, HA 17, PD 3)

B. Apply basic external business functions (e.g., marketing and public relations) to support organizational sustainability, growth and development.

Knowledge of:
2. Credentialing systems and general requirements for pertinent professions (PD 3)
6. Institutional and federal employment regulations (e.g., EEOC, ADA and Title IX) (HA 15, HA 16, HA 17, PD 3)

C. Maintain records and documentation that comply with organizational, association and regulatory standards to provide quality of care and to enable internal surveillance for program validation and evidence-based interventions.

Knowledge of:
2. Credentialing systems and general requirements for pertinent professions (PD 3)
5. Federal and state statutes, regulations, and adjudication that apply to the practice and/or organization and administration of athletic training (e.g., OSHA, DEA, Title IX, Civil Rights Act, HIPAA, Buckley Amendment, labor practices, patient confidentiality, insurance and record keeping) (PD 3, HA 10)

6. Guidelines and regulations for decreasing exposure to environmental hazards (PD 3, PD 5)

7. Guidelines for development of risk management policies and procedures (PD 3, PD 5)

9. Institutional, governmental and appropriate organizational guidelines for safety, health care delivery and legal compliance (PD 3, PD 4, PD 5)

10. Institutional review boards, policies and procedures regarding informed consent guidelines (PD 8)

15. State statutes, regulations and adjudication that directly govern the practice of athletic training (e.g., state practice and title acts, state professional conduct and misconduct acts, liability and negligence) (PD 3, PD 4, PD 5)

16. State statutes, regulations and adjudication governing other professions which impact the practice of athletic training (e.g., medicine, physical therapy, nursing, pharmacology) (PD 8)

Skill in:

19. Obtaining, interpreting, evaluating and applying relevant policy and position statements (PD 3, PD 5)

22. Researching professional standards and guidelines (e.g., BOC, NATA, state organizations) (HA 10, PD 3, PD 4, PD 5, PD 6)

D. Demonstrate appropriate planning for coordination of resources (e.g., personnel, equipment, liability, scope of service) in event medical management and emergency action plans.

Knowledge of:

2. Criteria for determining the legal standard of care in athletic training (e.g., state statutes and regulations, professional standards and guidelines, publications, customs, practices and societal expectations) (PD 3, PD 4, PD 5, PD 6)

5. Institutional, governmental and appropriate organizational guidelines for safety, health care delivery and legal compliance (HA 29, PD 3, PD 4, PD 5, PD 6)

6. Institutional review boards, policies and procedures regarding informed consent guidelines (PD 8)
11. State statutes, regulations and adjudication that directly govern the practice of athletic training (e.g., state practice and title acts, state professional conduct and misconducts acts, liability and negligence) (HA 15, HA 16, HA 17, PD 3, PD 4, PD 5, PD 6)

12. State statutes, regulations and adjudication governing other professions that impact the practice of athletic training (e.g., medicine, physical therapy, nursing, pharmacology) (HA 15, HA 16, HA 17, PD 8)

Skill in:

16. Obtaining, interpreting, evaluating and applying relevant policy and position statements (PD 8)

18. Researching professional standards and guidelines (e.g., BOC, NATA, state organizations) (PD 3, PD 4, PD 5)

E. Demonstrate an understanding of statutory and regulatory provisions and professional standards of the practice of athletic training in order to provide for the safety and welfare of individual(s) and groups.

Knowledge of:

2. Criteria for determining the legal standard of care in athletic training (e.g., state statutes and regulations, professional standards and guidelines, publications, customs, practices and societal expectations) (PD 3, PD 4, PD 5)

5. Manufacturer’s operational guidelines (PHP 20, TI 19)

6. Safe playing and treatment environments (PHP 12, PHP 18)

F. Develop a support/referral process for interventions to address unhealthy lifestyle behaviors.

Knowledge of:

3. Community resources (PD 8, PD 10, AC 2)

8. Institutional and governmental regulations regarding drug use, substance abuse and mental illness (PD 3, PD 4, PD 5)

10. Role and scope of practice of various health care professionals (HA 1, PD 4, PD 5, PD 6)

OTHER NOT SPECIFIED BY DOMAIN

Identify the necessary components to include in a preparticipation physical examination as recommended by contemporary guidelines (e.g., American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness) (PHP 8)

Explain the role of the preparticipation physical exam in identifying conditions that might predispose the athlete to injury or illness (PHP 9)
Identify strategies to educate colleagues, students, patients, the public, and other healthcare professionals about the roles, responsibilities, academic preparation, and scope of practice of athletic trainers (PD 11)

Course Policies:
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 Board of Certification (BOC) exam.

The instructor reserves the right to change the schedule to cover all subjects thoroughly. This is the first time this course has been offered. It is very likely that the SCHEDULE WILL CHANGE. Information presented in class may come from a source other than the textbook. If you miss a class you will need to obtain that material from a classmate. It is your responsibility!

ATTENDANCE:
Attendance is MANDATORY and promptness to class is expected. I will utilize a sign in sheet to track attendance. Your attendance may make a difference in your overall grade.

Late work and Make-up exams:
No make-up work or tests will be given except under extreme circumstances. A physician’s note is necessary if you are ill. If you cannot reach me please contact the office of Student Affairs for assistance. 361-825-2612 or Visit at University Center, room 318.

Extra Credit:
No extra credit will be provided

Cell Phone/ Electronic Device Usage:
No cell phones or mobile devices

Other Information:
Tutoring & Learning Center 361-825-5933
Call TALK2ME 825-5263
Student Affairs 825-612
University Counseling Center 825-2703
Academic Integrity/ Plagiarism:

**Academic Honesty**
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 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.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.
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. (November 6, 2015) is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations:

- APA formatting

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.

Course Outline: (Tentative)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 9-01</td>
<td>Guest Speaker: Terry Greenup ATC LAT TSATA District 9 rep</td>
<td></td>
</tr>
<tr>
<td>R 9-03</td>
<td>#2. Administration: Pre-Participation Physical Examinations: Lecture</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Lab will be instructed in 2192 Clinical 1</td>
<td></td>
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<tr>
<td>T 9-08</td>
<td>#3. Administration: Legal Concerns and Insurance Issues: Lecture</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>R 9-10</td>
<td>EXAM 1: (Ch. 1, 2, &amp; 3)</td>
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<tr>
<td>T 9-15</td>
<td>Results Exam 1. #4. Training and Conditioning: Lecture</td>
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<tr>
<td>R 9-17</td>
<td>#4. Training and Conditioning: Lecture</td>
<td>Chapter 4</td>
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<td>Date</td>
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<tr>
<td>T 9-22</td>
<td>9-24</td>
<td><strong>Guest Speaker:</strong> Coach Richard Burnett, Director Strength &amp; Conditioning</td>
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<tr>
<td>R 9-24</td>
<td></td>
<td>#5. Nutritional considerations: Lecture</td>
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<td>T 9-29</td>
<td>10-01</td>
<td>#6. Environmental Considerations: Lecture</td>
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<tr>
<td>T 10-06</td>
<td></td>
<td>Lecture continued:</td>
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<tr>
<td>R 10-08</td>
<td></td>
<td>Lab 1: (Measure Heat Index reading) <em>Use 2191 (clinical 1) lab time to complete</em></td>
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<td>EXAM 2: (Ch. 4, 5, &amp; 6)</td>
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<tr>
<td>T 10-13</td>
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<td>Results Exam 2 Introduce: Risk Management: Protective Sports Equip.</td>
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<tr>
<td>R 10-15</td>
<td></td>
<td>#7. Protective sports equipment: Lecture</td>
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<tr>
<td>T 10-20</td>
<td></td>
<td>Lab 2: Protective Sports Equipment &amp; <em>taping</em></td>
</tr>
<tr>
<td>R 10-22</td>
<td></td>
<td>#8. Mechanisms and Characteristics of Sports Trauma</td>
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<tr>
<td>T 10-27</td>
<td></td>
<td>Psychosocial intervention: (Lecture) <em>(take home lab #3)</em></td>
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<tr>
<td>R 10-29</td>
<td></td>
<td>#9. Acute Care and Emergency Procedures: Lecture</td>
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<tr>
<td>T 11-03</td>
<td></td>
<td>Lecture continued:</td>
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<tr>
<td>R 11-05</td>
<td></td>
<td>Lab 4: (Acute Care &amp; Emergency Procedures)</td>
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<tr>
<td>T 11-10</td>
<td></td>
<td>Lab 5: (Spine boarding &amp; Splinting)</td>
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<tr>
<td>R 11-12</td>
<td></td>
<td>Guest Speaker: Blake George ATC LAT</td>
</tr>
<tr>
<td>T 11-17</td>
<td></td>
<td>EXAM 3: (Ch. 7, 9, &amp; 12)</td>
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<tr>
<td>R 11-19</td>
<td></td>
<td>Results Exam 3 Take Home Assignment: Due!</td>
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<tr>
<td>T 11-24</td>
<td></td>
<td>#10. Pharmacology, Drugs, and Sports: Lecture</td>
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<tr>
<td></td>
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<td>Include review for final exam.</td>
</tr>
<tr>
<td>R 11-26</td>
<td></td>
<td>Thanksgiving Break Thursday 26th-27th.</td>
</tr>
<tr>
<td>T 12-01</td>
<td></td>
<td>Last Day of Classes! Final (FINAL EXAM !)</td>
</tr>
</tbody>
</table>