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. **TEXAS Competencies**  
- N/A
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, HA 24)
2. Behavioral risks (e.g., nutritional, sexual, substance abuse, blood-borne pathogens, sedentary lifestyle and overtraining) (PHP 5, PHP 24, PHP 25)
4. Common risks (e.g., musculoskeletal, integumentary, neurological, respiratory and medical) (PHP 6, CE 3)
5. Effective communication techniques (e.g., multimedia videos, pamphlets, posters, models, handouts and oral communication) (PHP 18)
7. Mechanisms of common and catastrophic injury (PHP 3)

**Skill in:**
11. Identifying risks PHP (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) (AC 1)

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

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:**
2. Effective communication techniques (e.g., multimedia videos, pamphlets, posters, models, handouts and oral communication) (PHP 18)
3. Effective use of prophylactic/protective measures (PHP 2)

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

**Knowledge of:**
3. Health-related conditions that pose risk (PHP 5)

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

**Knowledge of:**
2. Emergency communication systems (HA 24)
4. Ergonomic and epidemiological risk factors as they relate to participation (PHP 19)
6. Hazards common in activity areas (e.g., surface irregularities, obstructions, inadequate offsets, moisture and other foreign objectives, inadequate lighting, inadequate ingress and egress) (PHP 18)
7. Hazards common to equipment (e.g., shoulder pads, goal posts, computer keyboards, desk chairs, hand trucks) (PHP 18, PHP 19)

Skill in:
12. Conducting inspections and recognizing hazards (PHP 18)
15. Recognizing characteristics in participants that would predispose them to environmental and ergonomic risks (PHP 18, PHP 19)

F. Maintain or improve physical conditioning for the individual or group by designing and implementing programs (e.g., strength, flexibility, CV fitness) to minimize the risk of injury and illness.

Knowledge of:
1. Components of a physical conditioning program (PHP 25)
3. Ergonomics (PHP 19)
4. Human physiology (PHP 25)

G. Promote healthy lifestyle behaviors using appropriate education and communication strategies to enhance wellness and minimize the risk of injury and illness.

Knowledge of:
7. Related nutritional disorders, inactivity-related diseases, overtraining issues and stress-related disorders (PHP 24)

Skill in:
8. Accessing information concerning accepted guidelines for nutritional practices (PHP 36)
10. Communicating with appropriate professionals regarding referral and treatment for individuals (PHP 43, PHP 47, PS 14)
12. Recognizing signs and symptoms of nutritional, addiction and stress-related disorders (PHP 43, PHP 46, PS 14)

DOMAIN II: Clinical Evaluation and Diagnosis

A. Obtain an individual’s history through observation, interview and/or review of relevant records to assess injury, illness or health-related condition.

Knowledge of:
1. Biomechanical factors associated with specific activities (CE 4, CE 21)
3. Injuries, illnesses and health-related conditions associated with specific activities (CE 21)
4. Medical records as a source of information (CE 21)
5. Pathomechanics of injury (CE 21)
6. Pathophysiology of illnesses and health-related conditions (CE 21)
7. Relationships between injuries, illnesses and health-related conditions and outside factors (e.g., predisposing, nutritional, ergogenic aids, infectious agents and medications) (CE 21, PS 14)
8. Signs and symptoms of injuries, illnesses and health-related conditions (CE 21)
9. Standard medical nomenclature and terminology (CE 1, CE 2)

Skill in:
11. Obtaining and recording information related to injuries, illnesses and health related conditions (CE 21)
12. Identifying anatomical structures involved in injuries, illnesses and health-related conditions (CE 21)
14. Identifying psychosocial factors associated with injuries, illnesses and health-related conditions (CE 21)
18. Recognizing predisposing factors to specific injuries, illnesses and health-related conditions (CE 21)
19. Relating signs and symptoms to specific injuries, illnesses and health-related conditions (CE 21)
B. Utilize appropriate visual and palpation techniques to determine the type and extent of the injury, illness or health-related condition.

Knowledge of:
1. Human anatomy with emphasis on bony landmarks and soft tissue structures (CE 21)

Skill in:
10. Identifying bony surface landmarks and soft tissue abnormalities of specific injuries, illnesses and health-related conditions (CE 1)
12. Locating and palpating bony landmarks, articulations, ligamentous structures, musculotendinous units and other soft tissues (CE 1, CE 21)
13. Palpating appropriate structures in order to assess the integrity of human anatomical/physiological systems (CE 1, CE 21)
14. Recognizing severity of pathological signs and symptoms of injuries, illnesses and health-related conditions (CE 21)

C. Utilize appropriate tests (e.g., ROM, special tests, neurological tests) to determine the type and extent of the injury, illness or health-related condition.

Knowledge of:
1. Mechanics, principles and techniques of specific/special tests (ligamentous, neurological, manual, fracture and functional tests) (CE 21)
2. Signs and symptoms of systemic failure during exercise (CE 21)
3. Signs, symptoms and interpretations of specific/special tests (CE 21)
4. Standard/individual special tests for range of motion, muscular strength, structural integrity and functional capacity (CE 21)

Skill in:
5. Assessing muscular strength through the use of manual or non-manual muscle tests (CE 21)
6. Assessing neurological function (CE 21)
7. Assessing joint range of motion using test and measurement techniques (CE 21)
8. Identifying appropriate specific/special tests (CE 21)
9. Identifying location, type, function and action of each joint (CE 21)
10. Identifying structural and functional integrity of anatomical structures (CE 21)
11. Interpreting the information gained from specific/special tests (CE 21)
12. Performing specific/special tests (CE 21)

D. Formulate a clinical diagnosis by interpreting the signs, symptoms and predisposing factors of the injury, illness or health-related condition to determine the appropriate course of action.

Knowledge of:
2. Signs, symptoms and predisposing factors related to injuries, illnesses and health-related conditions (CE 21)
4. Indications for referral (CE 16)
5. Standard medical terminology and nomenclature (CE 1)
6. Pathomechanics of injuries and/or health-related conditions (CE 21)

Skill in:
8. Identifying appropriate courses of action (e.g., treatment plan, referral) (CE 16)
9. Interpreting the pertinent information from the evaluation (CE 21)
10. Synthesizing applicable information from an evaluation (CE 21)

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:
6. Standard medical terminology and nomenclature (CE 1)
Skill in:
7. Communicating with appropriate professionals regarding referral and treatment for individuals (PS 14)
8. Directing a referral to the appropriate professionals (CE 16)
9. Interpreting standard medical terminology and nomenclature and describing the nature of injuries, illnesses and health-related conditions in basic terms (CE 1)

**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 3)

Skill in:
5. Educating individuals regarding standard emergency care procedures (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.

Knowledge of:
1. Appropriate management techniques for life-threatening health-related conditions (e.g., respiratory, cardiac and central nervous) (AC 34)
4. Common life-threatening medical situations (e.g., respiratory, central nervous and cardiovascular) (AC 36)
8. Physiologic reactions to life-threatening conditions (AC 36)
10. Signs and symptoms of common medical conditions (AC 36)

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:
1. Common management strategies for life- and non-life-threatening health-related conditions (AC 36)
4. Indications for referral to other health care providers (PS 14)

**DOMAIN IV: Treatment and Rehabilitation**

A. Administer therapeutic and conditioning exercise(s) using appropriate techniques and procedures to aid recovery and restoration of function.

Knowledge of:
3. Available equipment and tools related to treatment, rehabilitation and reconditioning (CE 6)

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:
4. Pathomechanics of common and catastrophic injury (CE 3, CE 4)
6. Pathomechanics of the injury or condition (CE 4)

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:
2. Medical and allied health care professionals involved in the treatment of injuries, illnesses and health-related conditions. (CE 22)
3. Pathophysiology associated with systemic illness, communicable diseases and infections (e.g., bacterial, viral, fungal and parasitic) (PHP 5, PHP 6)
Skill in:
9. Communicating with appropriate professionals regarding referral and treatment for individuals (CE 22)
10. Directing a referral to the appropriate professionals (CE 22)
11. Indications for referral (CE 22, PS 14)

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

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:
8. Institutional drug testing and substance abuse policies (PHP 17, PHP 18)
11. Institutional risk management policies and procedures (PHP 18)
14. Standard medical terminology and nomenclature (CE 1)

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:
4. Institutional drug testing and substance abuse policies (PS 14)

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:
1. Appropriate equipment and facility inspection procedures and documentation (PHP 18)
6. Safe playing and treatment environments (PHP 18)

V. Learning Objectives

Given lectures, discussions, videos and/or other materials the student will be able to:

1. Recognize and understand the basic process of:
   - Injury Assessment
   - Tissue Healing and Wound Care
   - Therapeutic Intervention – Therapeutic Modalities, Psychological Intervention, Pharmacology and Therapeutic Exercises
   - Return to Sport/ Physical Activity

2. 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
   - Leading Causes of Sudden Death – such as Shock, Diabetic Emergency and Asthma Attack
   - Conditions of the Female Athlete and Eating Disorders
   - 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:*

- Traditional Experiences 85% (lecture/discussion; demonstration; drill; guest speaker; video, etc)
- Clinical Experiences 15% (lab exercise)
- 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 Assignments

*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 a piece x 4) = 400 points
   - Final Exam = 150 points
   - Homework (50 pts a piece x 2) = 100 points
   - Quiz (10 pts a piece x 5) = 50 points
   - Total: 700 pts

B. Grading Scale

- 90.00-100% = A
- 80.00-89.99% = B
- 70.00-79.99% = C
- 60.00-69.99% = D
- < 60.00% = F

IX. Course Schedule and Policies

A. A *tentative* course schedule (see appendix)
B. Class Policies

**Course Policies**

*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 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.
**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 5 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-hour 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.

**Late work and Make-up Exams**

Any late submission of assignments, lab works or exams will be accepted. **No make-up exams or labs will be given except under extreme circumstances.**

**Extra Credit**

Extra credit is an opportunity NOT a requirement, so do not rely on it to boost your grade at the end of the semester. No extra credit opportunities will be given to any individual student, IF any extra credit opportunities arise all students will be informed of the opportunity.

**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. **November 6th (FRI)** is the last day to drop a class with an automatic grade of “W” this term.

**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 (can be in place of classroom/professional behavior)**

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.

**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. **Textbook**

**Required Readings**


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 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 CCH 117. 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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*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.