I. Course Description
KINE 4326 Medical Terminology and Conditions in Sport and Exercise 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 2325 or KINE 3318 or BIOL 2401.

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 4193 (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 (if applicable)
   a. TExES COMPETENCIES: N/A
   b. ATHLETIC TRAINING EDUCATION COMPETENCIES (BOC Role Delineation Study/Practice Analysis, 6th)
      **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:**
  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)
  7. Mechanisms of common and catastrophic injury (PHP 3)
  8. Preventive measures (e.g., safety rules, accepted biomechanical techniques, ergonomics and nutritional guidelines) (PHP 4)

  **Skill in:**
  10. Identifying appropriate resources (CIP 3)
  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:**
  2. Established guidelines for recommended participation (PD 5, PD 8, PD 9)

  **Skill in:**
  8. Identifying appropriate resources (CIP 1, CIP 3)
  9. Identifying health-related conditions that may limit or compromise participation (PHP 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:**
  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.

  **Skill in:**
  13. Monitoring techniques (e.g., weight charts, fluid intake and body composition) (PHP 14)
  16. Recommending and implementing appropriate methods for addressing hazards (CIP 3)

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

  **Knowledge of:**
  4. Predisposing factors for nutritional and stress-related disorders (PHP 32, PHP 45, PS 13)
  5. Professional resources for addictions (e.g., tobacco, alcohol and narcotics) (PS 13)
  6. Professional resources for stress management and behavior modification (e.g., anger management, HIV/STD prevention and operational stress control) (CE 22, PS 11)
  7. Related nutritional disorders, inactivity-related diseases, overtraining issues and stress-related disorders (PHP 24, PHP 32, PHP 33, PHP 35, PHP 45, PS 12)

  **Skill in:**
  8. Accessing information concerning accepted guidelines for nutritional practices (PHP 35, PHP 36, PHP 37, PHP 39, PHP 40, PS 13)
  10. Communicating with appropriate professionals regarding referral and treatment for individuals (PHP 43, PHP 47, PS 11, PS 14, PD 10)
  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:**
  8. Signs and symptoms of injuries, illnesses and health-related conditions (CE 13, CE 20, CE 21, PS 12)

  **Skill in:**
  11. Obtaining and recording information related to injuries, illnesses and health related conditions (CE 13, CE 20, CE 21, PS 12)
  15. Identifying the extent and severity of injuries, illnesses and health-related conditions (CE 13)
16. Identifying the impact of supplements and prescription and nonprescription medications associated with injuries, illnesses and health-related conditions (CIP 1, CIP 5)
19. Relating signs and symptoms to specific injuries, illnesses and health-related conditions (CE 13, 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:*
6. Signs of injuries, illnesses and health-related conditions (CE 20, PS 12)

*Skill in:*
10. Identifying bony surface landmarks and soft tissue abnormalities of specific injuries, illnesses and health-related conditions (CE 1, CE 20, PS 12)

**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.**

*Skill in:*
8. Identifying appropriate courses of action (e.g., treatment plan, referral) (CE 12, CE 16, PD 10)
9. Interpreting the pertinent information from the evaluation (CE 17, CE 18, CE 21)
10. Synthesizing applicable information from an evaluation (CE 17, CE 18, CE 21, CIP 2)

**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:*
5. Role and scope of practice of various health care professionals (AC 2, PS 10, PD 1, PD 2, PD 8, PD 9)
6. Standard medical terminology and nomenclature (CE 1)

*Skill in:*
7. Communicating with appropriate professionals regarding referral and treatment for individuals (PS 11, PS 14)

**DOMAIN III: Immediate and Emergency Care**

**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 5, AC 6, AC 7, AC 19, AC 20, AC 22, AC 27, AC 28, AC 30, AC 33, AC 34, AC 38)
2. Appropriate use of emergency equipment and techniques (e.g., AED, CPR masks and BP cuff) (PHP 15, PHP 16, CE 23, AC 6, AC 7, AC 8, AC 9, AC 10, AC 29, AC 31, AC 32, AC 35, TI 28)
4. Common life-threatening medical situations (e.g., respiratory, central nervous and cardiovascular) (AC 7, AC 27, AC 36)
8. Physiologic reactions to life-threatening conditions (AC 36)
9. Pharmacological and therapeutic modality usage for acute health-related conditions (AC 27, AC 31, AC 32, AC 35, TI 30)
10. Signs and symptoms of common medical conditions (AC 27, AC 36)

*Skill in:*
14. Performing cardio-pulmonary resuscitation techniques and procedures (AC 12, AC 13, AC 14, AC 15, AC 16, AC 17, AC 18)
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)
19. Measuring, monitoring and interpreting vital signs (AC 6, AC 7, AC 28, AC 29, AC 32)
22. Using standard medical equipment (AC 31, AC 32, TI 28)

**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, AC 37, AC 38, AC 39)
3. Health-related conditions beyond the scope of the Athletic Trainer (PS 11)
4. Indications for referral to other health care providers (PS 11, PS 14, PS 15)

*Skill in:*

7. Directing a referral to the appropriate professionals (PS 11)
11. Recognizing acute health-related conditions beyond the scope of the Athletic Trainer (CIP 5, CIP 6)

**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:
4. Functional criteria for return to activity (CE 19, TI 7)

Skill in:
18. Evaluating criteria for return to activity (CE 19, CE 20, CE 22, TI 11, PS 3)

B. Administer therapeutic modalities (e.g., electromagnetic, manual, mechanical) using appropriate techniques and procedures based on the individual's phase of recovery to restore functioning.

Skill in:
12. Communicating with appropriate professionals regarding referral and treatment for individuals (CE 22, TI 11)
13. Recognizing the status of systemic illnesses (TI 11, CIP 5)
14. Recognizing the status of bacterial, viral, fungal and parasitic infections (CIP 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)

Skill in:
7. Applying topical wound or skin care products (CIP 4, CIP 5)
9. Communicating with appropriate professionals regarding referral and treatment for individuals (CE 22)
10. Directing a referral to the appropriate professionals (CE 22, PS 11)
12. Recognizing the status of systemic illnesses (CIP 5)
13. Recognizing the status of bacterial, viral, fungal and parasitic infections (CIP 5)

E. Reassess the status of injuries, illnesses and/or health-related conditions using appropriate techniques and documentation strategies to determine appropriate treatment, rehabilitation and/or reconditioning and to evaluate readiness to return to a desired level of activity.

Knowledge of:
4. Functional criteria for return to activity (CE 19, TI 7)

Skill in:
15. Evaluating criteria for return to activity (CE 9, CE 19, TI 7)

F. Provide guidance and/or referral to specialist for individual(s) and groups through appropriate communication strategies (e.g., oral and education materials) to restore an individual(s) optimal functioning.

Knowledge of:
3. Available support systems (e.g., psychosocial, community, family and health care) related to rehabilitation, recovery and performance (PS 11, HA 30)
7. Referral resources (CE 22, PD 10)

Skill in:
9. Directing a referral to the appropriate professionals (CE 22, PS 11, PD 10)
11. Indications for referral (CE 22, PS 14, PD 10)

**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:
4. Evidence based practice, epidemiology studies and clinical outcomes assessment (CE 10, CE 11, TI 7)

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:
1. Appropriate medical equipment and supplies (AC 8, AC 9, AC 10, AC 13, AC 15, AC 16, AC 18, HA 19, HA 20)

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

Skill in:
13. Identifying appropriate individuals to educate (CIP 3, CIP 9)
17. Networking and recruiting qualified medical team members (PS 11)
18. Nurturing professional relationships (PS 11)

V. Course Objectives/Student Learning Outcomes

This course is designed to enable students to:

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 are:
The major topics to be considered include pathology and diagnosis of general medical conditions and communication using medical terminology.

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

A. Traditional Experiences 85% (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences 15 % (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise; value clarifications)
C. High Impact Practices
Evidence-Based Class Discussion – collaborative assignments and projects, research
Simulated Scenario Interactive Discussion – collaborative assignments and projects
SOAP Note Writing – medical-writing intensive assignments
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
   Medical Conditions
   **Written Exams (3) = 100pts/apiece**
   **Quizzes (~8) = 12-15pts/apiece**
   **Labs (4) = 20 pts/apiece**
   **Participation = 20 pts**
   **Medical Terminology**
   **Completed Summery Sheet = 75 pts**
   **Average of 7 Chapter Timed/Graded Tests = 75pts**
   **Final Exam (online) = 100pts**
   **Total = ~770 pts**

2. Performance Assessment
   Your final grade will be determined from your performance on exams, quizzes, and assignments. There are also points awarded for participation, which may be adversely affected by poor attendance.

B. Grading Scale

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

IX. Course Schedule and Policies

A. Tentative course schedule (see appendix)
B. Class Policies

Written Exams & Final Exam

Three written exams will be given at the conclusion of their respective section. Material covered on the exam will mainly be from class lectures & notes as well as the textbook. There may also be material included on the exams from the lectures that don’t correspond with a chapter in the book. The final exam for Medical Term is an on-line comprehensive assessment of all information from the Medical Terminology e-book.

Quizzes

There will be approximately 7-8 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-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.

Attendance & Tardiness

Attendance will be checked daily, and **two(2) tardinesses will be counted as one (1) absence**. It’s to your benefit to attend class and participate daily as this course is extremely challenging. You are expected to be
present each time the class meets; however, I understand that life happens and I will allow for two unexcused absences in a semester. There will be a performance assessment (20 points) of your class participation. Although the first two unexcused absences in the semester will not affect this participation grade, your 3rd unexcused absence and every absence thereafter will result in the reduction of 5 points.

An unexcused absence is any absence that is not an emergency or not due to a university related function/event in which you are required to participate. An emergency constitutes you going to the ER and bringing me a note from the ER doctor. A university event would be an athlete traveling with their team, traveling to represent the university, and similar situations. If you know you will miss a day of class for a university event you MUST communicate this with me beforehand or else you will not be able to make up the points from that day AND it will be counted as an unexcused absence. If you have a situation occur out of your control that you feel is an emergency then let me know ASAP and I will handle these situations with discretion. Obviously, communication is of most importance in all of these situations. You should call me or email me to inform me if you will not be able to attend a class in the future.

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 will be given except under extreme circumstances. If you are late to an exam or quiz you will not be given extra time to take it.

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. November 11, 2016 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:**


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.

**Recommended or Supplemental Reading:**
Hard copy of the e-textbook above is optional ($29.95)

**Website:**

XI. **Bibliography**

*The knowledge bases that support course content and procedures include:*


XII. **List of Supplies** (if applicable)
N/A

**Appendix**

A. Tentative Course Schedule for KINE 4326 – MT & Conditions in Sport and Exercise (Fall 2016)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Associated Reading</th>
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<tbody>
<tr>
<td>24-Aug</td>
<td>Syllabus and Introduction to Medical Conditions</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>26-Aug</td>
<td>MT: Overview and Intro, Basics of Med Term</td>
<td>MT Ch. 1,2</td>
</tr>
<tr>
<td>29-Aug</td>
<td>The Medical Examination</td>
<td>Ch. 2</td>
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<tr>
<td>31-Aug</td>
<td>Diagnostic Imaging and Testing</td>
<td>Ch. 3</td>
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<tr>
<td>2-Sep</td>
<td>Lab #1: Preparticipation Exam</td>
<td>MT: Basics of MT, Diagnostic Equipment</td>
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<tr>
<td>5-Sep</td>
<td>NO CLASS – LABOR DAY</td>
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<tr>
<td>7-Sep</td>
<td>Neurological System</td>
<td>Ch. 11</td>
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<tr>
<td>9-Sep</td>
<td>Neurological System MT: Diagnostic Equipment, Integrated Medicine, Chapter Test #1</td>
<td>Ch. 11 / MT Ch. 3,4</td>
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<td>12-Sep</td>
<td>Ear, Nose, Throat, and Mouth</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>14-Sep</td>
<td>Ear, Nose, Throat, and Mouth</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>16-Sep</td>
<td>MT: Flashcards</td>
<td>MT Ch. 5</td>
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<td>19-Sep</td>
<td>Ear, Nose, Throat, and Mouth, The Eye</td>
<td>Ch. 13, 12</td>
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<tr>
<td>21-Sep</td>
<td>Lab #2: Neurological Testing, Balance, Ophthalmoscope, Otoscope</td>
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<th>Date</th>
<th>Event</th>
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<tr>
<td>23-Sep</td>
<td>Exam #1</td>
<td>Ch. 1-3,11-13</td>
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<tr>
<td>26-Sep</td>
<td>Infectious Disease</td>
<td>Ch. 15</td>
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<td>28-Sep</td>
<td>Infectious Disease &amp; Dermatological Conditions</td>
<td>Ch. 15, 16</td>
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<td>30-Sep</td>
<td>MT: Musculoskeletal, Chapter Test #2</td>
<td>MT Ch. 6</td>
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<td>3-Oct</td>
<td>Dermatological Conditions</td>
<td>Ch. 16</td>
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<td>5-Oct</td>
<td>Psychological and Substance Abuse Disorders</td>
<td>Ch. 18</td>
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<td>7-Oct</td>
<td>MT: Nervous System, Chapter Test #3</td>
<td>MT Ch. 7</td>
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<td>10-Oct</td>
<td>Psychological and Substance Abuse Disorders</td>
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<td>12-Oct</td>
<td>Cardiovascular Conditions</td>
<td>Ch. 8</td>
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<td>14-Oct</td>
<td>MT: Circulatory System, Chapter Test #4</td>
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<td>17-Oct</td>
<td>Cardiovascular Conditions</td>
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<td>19-Oct</td>
<td>Sudden Death</td>
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<td>21-Oct</td>
<td>MT: Respiratory System, Chapter Test #5</td>
<td>MT Ch. 9</td>
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<td>24-Oct</td>
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<td>26-Oct</td>
<td>Respiratory System</td>
<td>Ch. 7</td>
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<tr>
<td>28-Oct</td>
<td>MT: Urogenital System, Chapter Test #6</td>
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<td>31-Oct</td>
<td>Respiratory System</td>
<td>Ch. 7</td>
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<td>2-Nov</td>
<td>Lab #3: Lung Auscultation, Pulse Oximeter, Peak Flow Meter</td>
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<td>4-Nov</td>
<td>Lab #4: Heart Auscultation, Chest Percussion MT: Endocrine System, Chapter Test #7</td>
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<td>7-Nov</td>
<td>Exam #II</td>
<td>Ch. 7,8,15,16,18 Sudden Death</td>
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<tr>
<td>9-Nov</td>
<td>Gastrointestinal System</td>
<td>Ch. 9</td>
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<tr>
<td>11-Nov</td>
<td>MT: Finishing up, Appendix and Bibliography</td>
<td>MT Ch. 12</td>
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<td>14-Nov</td>
<td>Gastrointestinal System</td>
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<td>16-Nov</td>
<td>Genitourinary and Gynecological Systems</td>
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<td>18-Nov</td>
<td>MT: Final Exam</td>
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<td>21-Nov</td>
<td>Genitourinary and Gynecological Systems</td>
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<td>23-Nov</td>
<td>Systemic Disorders</td>
<td>Ch. 14</td>
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<td>25-Nov</td>
<td>NO CLASS – HAPPY THANKSGIVING!</td>
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<td>Systemic Disorders</td>
<td>Ch. 14</td>
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<td>30-Nov</td>
<td>Working with Special Population</td>
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<td>1-Dec</td>
<td>Working with Special Population</td>
<td>Ch. 19</td>
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<tr>
<td>5-Dec</td>
<td>Review for Final, Course Wrap-up</td>
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<tr>
<td>12/12</td>
<td>Exam #III @ 8:00 am – 10:30 am</td>
<td>Ch. 9,10,14,19</td>
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*Each unit (body part) will discuss anatomy, general medical conditions within the region, associated signs and symptoms and how to evaluate each condition.

*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.