Course Number and Section:  KINE 4326.001  
Class meeting time and location:  TR 8:00-9:15, IH 164  
Semester:  Fall 2019  
Office Telephone:  361-825-2169

Name of Instructor:  Mikaela Boham, EdD, ATC, ATL  
Office:  Island Hall 179E  
Office Hours:  TR 1:30 PM – 4:30 PM  
*Meetings can also be scheduled by appointment  
E-Mail:  mikaela.boham@tamucc.edu

Course Description
KINE 4326 provides information about team physician and athletic trainer relationships, physical examinations, emergency equipment, medical terminology, athletic injuries, and problems related to the team physician.

Prerequisite course required: KINE 2325 or KINE 3318 or BIOL 2401 and KINE 2313 or KINE 1320.

Rationale
This course will provide information on medical terminology, risk management, general medical conditions and other topics that are related to the athletic trainer/sports medicine team relationship. This course is required for students majoring in Athletic Training and accepted into the Athletic Training Education Program at Texas A&M University-Corpus Christi. This course is to be taken concurrently with KINE 4293 (Clinical Experiences in Athletic Training VII) for all Athletic Training majors. This is a preparatory course for students seeking to be a Certified Athletic Trainer (ATC) as they plan to sit for the Board of Certification (BOC) exam.

Course Objectives and Outcomes
Upon completion of this course, students should be able to:

1. Apply principles of disease transmission
2. Describe and demonstrate the proper use of evaluation tools and techniques for assessment of general health
3. Apply the basics of auscultation, and assessment of vital signs to determine any abnormalities
4. Recognize and refer an individual with signs or symptoms of a life-threatening neurological condition
5. Describe the basic anatomy of the ear, nose, mouth, throat, eye, and skull
6. Perform a basic evaluation of the ear, nose, mouth, throat, face and eye identifying normal and pathological conditions
7. Identify the implications for participation in athletics with various conditions of the ear, nose, mouth, throat, and eye
8. Describe the basic anatomy and physiology of the respiratory system
9. Identify characteristics of normal and abnormal breath sounds
10. Identify various cardiac arrhythmias
11. Know when to refer an athlete to a physician for further cardiovascular abnormalities
12. Describe the basic anatomy of the abdomen and gastrointestinal system
13. Recognize conditions of the gastrointestinal system that may preclude the athlete from participation, and which symptoms are self-limiting
14. Name common genitourinary and gynecological disorders
15. Recognize signs of common substance abuse, psychological disorders, and disordered eating.
16. Intervene appropriately with individuals who demonstrate signs and symptoms of substance abuse and psychological disorders
17. Recognize signs and symptoms of common skin conditions
18. Identify and explain the function of specific word parts.
19. Describe how medical compound terms (words) are constructed.
Major Course Requirements
The major topics to be considered include pathology and diagnosis of general medical conditions and communication using medical terminology.

Evaluation and Grade Assignment
1. **Traditional Experience**: The course will include lecture, discussions, demonstrations, and practical application of the information.
2. **Clinical Experiences**: There will be some opportunity for hands-on learning in the form of lab exercises.
3. **On-Line Experience**: The medical terminology portion of the course will be delivered via e-book with will include flashcards, exams, and a final comprehensive exam.

A. Your grade in this class will be determined from a point percentage. Points will be given for written exams, quizzes, papers, and mini-labs. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Medical Conditions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20 points</td>
</tr>
<tr>
<td>Written Exams = 3 @ 100 points</td>
<td>300 points</td>
</tr>
<tr>
<td>Assignments 10 @ 10 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Quizzes = 10 @ 10 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Labs = 4 @ 20 points</td>
<td>80 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medical Terminology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Summary Sheet</td>
<td>75 points</td>
</tr>
<tr>
<td>Average of 7 Chapter Timed/Graded Tests</td>
<td>75 points</td>
</tr>
<tr>
<td>Final Exam (online exam)</td>
<td>100 points</td>
</tr>
</tbody>
</table>

*Total course points* = 850 points

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

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

Required or Recommended Readings

*Required Textbook:*

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

List of Supplies:
N/A

State Adopted Proficiencies

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.

**TExES competencies (COEHD) & CAATE Competencies & Proficiencies:**

a. **TExES Competencies:** N/A

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

**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. Behavioral risks (e.g., nutritional, sexual, substance abuse, blood-borne pathogens, sedentary lifestyle and overtraining) (PHP 5, PHP 24, PHP 25)
2. Common risks (e.g., musculoskeletal, integumentary, neurological, respiratory and medical) (PHP 6, CE 3)
3. Mechanisms of common and catastrophic injury (PHP 3)
4. 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.

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)
Course Policies

Class Schedule and Policies
The instructor reserves the right to change the schedule to cover all subjects thoroughly and make adjustments for the size and need of the class members. Any changes to exam dates will be announced prior to the exam and will be posted on Blackboard as an announcement.

Attendance
Information presented in class may come from a source other than the textbooks. If you miss a class you need to obtain that material from a classmate or myself. It is to your benefit to attend class every day. **No make-up tests will be given except under extreme circumstances.** A physician’s note is necessary if you are ill. Those who know they will be missing an exam are required to speak with instructor in advance so that arrangements can be made to take the exam early. Attendance is STRONGLY encouraged. Class participation is STONGLY encouraged, and points will be given based on participation on lab days.

Technology – Blackboard - https://bb9.tamucc.edu/
The course syllabi, schedule, e-mail and discussion are available for this course on the campus Blackboard. Grades will be updated and posted via Blackboard. Any questions about course materials and/or content should be directed towards this on-line tool first. Announcements and e-mail will be sent by the instructor should there be any changes to the schedule (please check this often). **Blackboard Technical Help: (361) 825-2692**

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

Quizzes
Quizzes **may** be unannounced. Make-up quizzes will not be given unless the student is excused from class by the university (athletes etc.) or by a physician. Quizzes will be brief and may include multiple choice and/or short answer questions.

Quizzes will be assigned for most chapters in the Medical Conditions textbook. Each quiz will have availability dates determined by the course schedule above. You are allowed unlimited attempts at these quizzes during the open window. Please use these as a tool to learn the material. Quizzes will not be reopened after they close and make-ups will not be allowed due to the lengthy time they are assigned.

Labs
Labs will take place during scheduled class time and will include hands-on applications of the materials covered during the lecture. Points are given based on participation. **Points can only be credited if the student attends class.** Scheduled dates for labs may change from the course schedule to accommodate for time, environment etc.

Assignments
Assignments may include reading or sharing articles or information pertaining to health-care professions. These assignments may be in addition to, or in lieu of an online quiz. Late assignments will not be accepted for points.

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 8, 2019** 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**
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.

**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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in:

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.

**Grade Appeals**
As stated in University Procedure 13.02.99.C0.03, 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 Procedure 13.02.99.C0.03, Student Grade Appeals. These documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/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.
## Tentative COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>General Medical Conditions</th>
<th>Associated Reading (Walch &amp; Cuppet)</th>
<th>Medical Terminology</th>
<th>Class Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues</td>
<td>27-Aug</td>
<td>Syllabus Review and Foundational Issues</td>
<td>Ch. 1</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>28-Aug</td>
<td>Medical Examination</td>
<td>Ch. 2</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Tues</td>
<td>3-Sep</td>
<td>Lab Skills Day - Proportionation Examination - Assessing Height, Weight, BP, Pulse Rate and Rhythm, Respiratory Rate and Rhythm, Temperature, Visual Acuity</td>
<td>MT Ch 1: Overview &amp; Intro MT Ch 2: Basics of Med Team</td>
<td>Lab Practical Day</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>5-Sep</td>
<td>Diagnostic Imaging &amp; Testing</td>
<td>Ch. 3</td>
<td>MT Ch 3 Integrated Medicine Chapter 4 Test</td>
<td>Online</td>
</tr>
<tr>
<td>Tues</td>
<td>10-Sep</td>
<td>Neurological System</td>
<td>Ch. 11</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>12-Sep</td>
<td>Ear, Nose, Throat, and Mouth</td>
<td>Ch. 13</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Tues</td>
<td>17-Sep</td>
<td>The Eye</td>
<td>Ch. 12</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>26-Sep</td>
<td>Lab Skills Day - Neurological Testing, Balance, Ophthalmoscope, Otoscope</td>
<td>MT: Flashcards - Ch. 5</td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>5-Oct</td>
<td>Exam #1</td>
<td>Ch. 1, 3, 11-15</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Tues</td>
<td>9-Oct</td>
<td>Infectious Diseases</td>
<td>Ch. 15</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>16-Oct</td>
<td>Dermatological Conditions</td>
<td>Ch. 16</td>
<td>MT: Musculoskeletal, Ch. 6 Test</td>
<td>Online</td>
</tr>
<tr>
<td>Thurs</td>
<td>17-Oct</td>
<td>Psychological and Substance Use Disorders</td>
<td>Ch. 17</td>
<td>MT: Nervous System, Ch. 7 Test</td>
<td>Online</td>
</tr>
<tr>
<td>Thurs</td>
<td>24-Oct</td>
<td>Cardiovascular Conditions</td>
<td>Ch. 8</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>31-Oct</td>
<td>Respiratory System</td>
<td>Ch. 7</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Tues</td>
<td>5-Nov</td>
<td>Lab Skills Day - Lung Auscultation, Pulse Oximeter, Peak Flow Meter</td>
<td>Sudden Death in Sports - Assigned Reading (Blackboard)</td>
<td>Lab Practical Day</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>7-Nov</td>
<td>Exam #2</td>
<td>Ch. 7, 8, 15-17, Sudden Death</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Tues</td>
<td>12-Nov</td>
<td>Gastrointestinal System</td>
<td>Ch. 9</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>14-Nov</td>
<td>Lab Skills Day - Heart Auscultation, Chest Percussion</td>
<td>MT: Urinary System, Ch. 10</td>
<td>Lab Practical Day</td>
<td></td>
</tr>
<tr>
<td>Tues</td>
<td>18-Nov</td>
<td>Genitourinary and Gynecological Systems</td>
<td>Ch. 10</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>21-Nov</td>
<td>Systemic Disorders</td>
<td>Ch. 14</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Tues</td>
<td>26-Nov</td>
<td>MT: Endocrine System, Ch. 11 MT: Finishing Up, Appendix and Bibliography, Ch. 12</td>
<td>Online</td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>27-Nov</td>
<td>Reading Day</td>
<td></td>
<td>Holiday</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>28-Nov</td>
<td>Thanksgiving Holiday</td>
<td></td>
<td>Holiday</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>5-Dec</td>
<td>Working with Special Populations</td>
<td>Ch. 18</td>
<td>In-Person</td>
<td></td>
</tr>
<tr>
<td>Tues</td>
<td>10-Dec</td>
<td>Final Exam (Exam III - In-Person) 9am 10:30am</td>
<td>Final Exam Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14-Dec</td>
<td>Fall Commencement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Syllabi Contract:

I have read the syllabi in its entirety. This syllabus constitutes a contract between instructor and student. The instructor reserves the right to make changes to the syllabi but will do so in writing as to inform students. After reading and agreeing abide by the contents, please sight the syllabi contract:

Student’s Name: ________________________________________________________________

Student’s Signature: _____________________________________________________________

Date: _________________________________________________________________________

This signed contract is to be kept in the instructor’s office for the duration of the semester.