



## Course Syllabus

<b>Course Number and Title:</b>	PE 718 (Non-Activity) Fundamentals of Athletic Training
<b>Section:</b>	2722
<b>Semester:</b>	Fall 2012
<b>Credit Hours:</b>	3 credit hours
<b>Class Location:</b>	AT A214
<b>Class Hours:</b>	Monday & Wednesday 11:10 am – 12:15 pm
<b>Lab Location:</b>	C-1 Building – Athletic Training Clinic
<b>Lab Hours:</b>	Saturday, 1:00 pm – 4:10 pm
<b>Course Dates:</b>	August 27 – December 16
<b>Course Type:</b>	Full Residency
Faculty Information:	Victor Pulido, MS, ATC, CES
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Office Hours:	Monday & Wednesday 12:30 pm – 1:30 pm

Welcome to Fundamentals of Athletic Training. In this course we will learn the major components that are involved in Athletic Training/Sports Medicine. You will know how to identify a concussion, determine the severity of an injury based on evaluation findings and understand how the sports medicine team works together to return a physically active person back to their normal activity level. The knowledge and skills gained from this course will create lifelong learning tasks that will sooner than later will be put into good use when the opportunity presents itself.

As an ambassador of West Los Angeles College and the field of Athletic Training, I encourage all my students to pursue a career in an Allied Health Profession. In this course, I will try my best to educate every one of you on the trending topics in Sports Medicine to not only promote this field but to also allow you to gain interest in this area and possibly consider it as a profession. It all starts with a genuine interest and ends up with a deep-hearted passion.

Not only will this class allow you to develop your academic progress but it will also allow you to establish your clinical application that as a result produces learning retention to its fullest capabilities and this is the unique feature of this course in that you apply what you learn in the classroom to real patients.

This course if utilized to its full potential will allow you to work side-by-side with team physicians, develop a network of young motivated students that have similar interests and aspirations and discover the large spectrum of services that this field has to offer. I consider myself very approachable and whenever you have the desire to want to go over something more in depth, I will be more than happy to expand on the topic and make recommendations on your interests. Remember, I am here to service you in your educational journey. So sit back, buckle up and enjoy the ride!

*Victor Pulido, MS, ATC, CES*

**Course Description:** This course will incorporate a learner-centered approach to the introduction of athletic training and sports medicine. Collaborative learning, creativity and hands-on experience will be emphasized. Students will demonstrate how to combine academic and clinical learning and integrate it into presentations to improve long-term learning retention.

**Course Objectives (CO):**

Upon completion of this course the student will be able to:

1. List and explain the working relationships of the individuals who comprise the Sports Medicine Team.
2. Identify sport-specific movements and mechanisms of injury.
3. Understand the concept of flexibility and muscle balance to bring about peak performance while reducing injury and overtraining.
4. Apply Taping Techniques of the ankle following the principals learned in class and determine which prophylactic is recommended based on patient needs.
5. Remember the signs & symptoms of a Concussion and management strategies.
6. Identify and discuss the objectives of the Rehabilitation Process depending on the activity level of the patient.
7. Develop a presentation that follows all the required components, captures the audience and achieves maximum attention.
8. Develop a list of external and internal factors that affect the motivation of a patient returning back to normal activity level after injury.
9. Analyze how patients will be provided with treatment based on the severity of an injury and learn how to establish clear attainable goals.

**Prerequisites: None**

**Grading Criteria:**

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
Professional Website (Individual)	9-03-2012	10 pts CO #1
Planes of Movement (Group)	9-5-2012	10 pts CO #2
Sports Injury Prevention Quiz (Individual)	9-16-2012	10 pts CO #3
Overhead Squat Assessment (Individual)	9-24-2012	10 pts CO #3

Treatment Modality Presentation (Individual)	10-01-2012	15 pts CO #9
Rehabilitation Exercise Activity (Individual)	10-10-2012	10 pts CO #6
Problem-Based Scenario (Group)	10-15-2012	20 pts CO #9
Taping vs. Bracing Paper (Individual)	10-19-2012	10 pts CO #4
Taping Proficiency (Individual)	10-31-2012	10 pts <b>See Rubric</b> CO #4
Injury Proposal (Individual)	11-5-2012	5 pts CO #7
Injury (Group) Project	11-14-2012	25 pts CO #6,7
Position Statement (Individual)	11-21-2012	10 pts CO #5
Concussion Assessment Strategy (Individual)	11-26-2012	10 pts CO #5
Psychology Scenario (Group)	11-28-2012	5 pts CO #8
Journal Reflection (Individual)	12-12-2012	20 pts CO #7
Journal Hours Lab: (Individual)		45 pts
<b>Point Total</b>		<b>225 pts</b>

**Individual Assignments: 53.3 %, Group Projects: 26.7 %, Lab: 20%**

**Grading Scale:**

A- 93-100%    A - 90-93%    B+- 87-89%    B- 83-86%    B - 80-82%    C+- 77-79%

C- 73-76%    C - 70-72%    D+- 67-69%    D- 63-66%    D - 61-62%    F- <60%

**Attendance:**

Attendance is mandatory for this class, and each student is responsible for all material covered along with any changes to the syllabus that are discussed in class. Any foreseeable absences should be discussed with the professor beforehand. If an emergency arises, telephone or email me before class so that I have a record of the absence. If I do not receive any prior notification, I will not allow make-ups for any material missed (ie. group/individual exercises). You are allowed 1 unexcused absence and 3 absences total. More than 3 absences will affect final grade by one (1) letter grade.

**Tardiness:**

Students are expected to be on time to class. Being tardy 3 times will count as (1) absence.

**Materials:**

**Required Textbook:**

Pfeiffer RP, Magnus BC. *Concepts of Athletic Training*. 6th ed. Jones & Bartlett Learning, 2011.

**Additional References:**

- [www.nata.org](http://www.nata.org)
- [www.nasm.org](http://www.nasm.org)
- <http://cse.lmu.edu/departments/healthandhumansciences/athletictraining.htm>
- [http://www.csun.edu/hhd/kin/OLDathletic\\_training.html](http://www.csun.edu/hhd/kin/OLDathletic_training.html)
- <http://cccata.org>
- <http://www.youtube.com/user/TheWildcatATC>

**Lab Hours:** There will be a 3-hour a week laboratory. Students will perform their laboratory hours in the Athletic Training Clinic. It includes assisting student-athletes during treatment and rehabilitation as well as helping the Training Staff during Fall Sporting Events. Instructor will provide the student with the Athletic Training Clinic operational hours and home events schedule. Students will sign-up for the lab hours based on their availability and also on a first-come, first-serve basis. Students will maintain a Journal that they will submit at the conclusion of the semester for validation

of hours and will write a reflection paper based on their experience and present it to the class. **See Week 15.**

## Timeline

### Week 1: August 27 – September 2. The Sports Medicine Team

**Instruction:** The purpose of this first week is to introduce the class to the injury prevention and performance enhancement sub-categories and identify a profession of interest.

#### **Tasks:**

- **Website:**
  1. [www.acsm.org](http://www.acsm.org)
  2. [http://explorehealthcareers.org/en/Field/27/Sports\\_Medicine/eurl.axd/fcf7f5e6d63ed64f8b870349dad84b8a](http://explorehealthcareers.org/en/Field/27/Sports_Medicine/eurl.axd/fcf7f5e6d63ed64f8b870349dad84b8a)
  3. <http://www.worldwidelearn.com/online-education-guide/health-medical/sports-science-major.htm>
- **Assignment:** Students will locate an official website dedicated to the profession of interest. Website is to be approved by instructor. Students will locate the mission, vision statement of the organization, number of members of the organization and responsibilities of professional. Students will share their findings (optional) to the class.

**Due Date: Monday September 3<sup>rd</sup>**

### Week 2: September 3 – September 9. Planes of Movement

**Instruction:** The purpose of this week is to have the students identify common movements involved in athletic participation (i.e. baseball swing, free throw and golf swing).

#### **Tasks:**

- **Reading:** <http://www.physical-solutions.co.uk/articles/Understanding%20Planes%20and%20Axes%20of%20Movement.pdf>
- **Assignment:** Students will pick athletic skills and match these skills to one of three planes of movement. Students will get into groups of two and come up with at least 2 common athletic movements for each plane of movement and present in front of the class.

**Due Date: Wednesday September 5<sup>th</sup>**

### **Week 3: September 10 – September 16. Sports Injury Prevention**

**Instruction:** The purpose of this week is to introduce the students to strategies involved in injury prevention and recognition of potential injury malfunctions.

#### **Tasks:**

- **Readings:** Chapter 4: Sports Injury Prevention, *Concepts of Athletic Training*.
- **Assignment:** Students will take an online quiz based on chapter 4 and will be submitted to instructor.
- **Website address:** <http://health.jbpub.com/concepts/6e/quizzes.aspx?chapter=4>

**Due Date: Sunday September 16<sup>th</sup>**

### **Week 4: September 17 – September 23. OverHead Squat (OHS) Assessment**

**Instruction:** The purpose of this week is to have the students identify the movement dysfunctions of a peer while they perform the overhead squat from the anterior, lateral and posterior view. A hand-out will be given to every student in order to check-off the movement dysfunctions as they are being identified. Another hand-out will be given that lists the different group of muscles that involve the movement dysfunction in regards to overactive and underactive muscles.

- **Assignment:** Students will use the reference hand-out to list the muscles that were found overactive and underactive based on their findings of their peer.

**Due Date: Monday September 24<sup>th</sup>**

### **Week 5: September 24 – September 30. The Injury Process**

**Instruction:** Students will gain an understanding of the physiological chain of events that occur when the musculoskeletal system has been affected by trauma and how to provide treatment.

#### **Tasks:**

- **Reading:** Chapter 8: The Injury Process, *Concepts of Athletic Training*.
- **Assignment:** Students will choose a treatment modality (i.e. ultrasound, ice or thermotherapy) and give an overview of how the modality works in treating the injury. Students will also be taken into the college athletic training clinic to test the modalities and experience hands-on. A rubric will be given to the student listing requirements for assignment. Students will refer to the textbook and 3 additional references. 1 can be a website and the other 2 Evidence-Based literature.

**Due Date: Monday October 1<sup>st</sup>**

### **Week 6: October 1 – October 7. Concepts of Rehabilitation**

**Instruction:** The purpose of this week is to introduce the concept of injury rehabilitation. Students will learn of the different goals desired at each phase of healing and injury progression. Students will learn how to determine the patient advancement in order to reach return to play level.

#### **Tasks:**

- **Assignment:** Students will be taken to the athletic training clinic on campus and choose a rehabilitation exercise activity (i.e. plyometrics, isometrics or balance activities). Students will determine at which phase of healing or rehabilitation can their exercise be implemented in and demonstrate how it is performed in class. A hand-out will need to be given to each student and instructor prior to the presentation. A rubric will provide details on requirements.

**Due Date: Wednesday October 10<sup>th</sup>**

### **Week 7: October 8 – October 14. Integrating Rehabilitation to Specific Injuries**

**Instruction:** Students will integrate the rehabilitation model explained in class and gain the ability to develop rehabilitation program. They will pair-up into groups and be given a Problem-based scenario and determine what will be the short-term and long-term goals. Instructor will help with establishing a timeline of expected return-to-play.

#### **Tasks:**

- **Assignment:** Groups will present for 15 minutes explain the scenario to the class; 1. List short-term goals and long-term goals, 2. Provide an example of an exercise progression, 3. Include a maintenance activity that is recommend for patient throughout their career.

**Due Date: Wednesday October 10th**

### **Week 8: October 15 – October 21. Prophylactic Taping and Bracing**

**Instruction:** The purpose of this week is to discuss and determine the effectiveness of ankle taping versus ankle bracing.

#### **Tasks:**



- **Readings:** Lardenoye S, Theunissen E, Cleffken B. et al. The effect of taping versus semi-rigid bracing on patient outcome and satisfaction in ankle sprains: a prospective, randomized controlled trial. 2012; 13(1):1-15 (Pubmed.gov).
- **Assignment:** Students will write a paper answering: 1. What are the pros and cons of ankle taping versus bracing? 2. What considerations would you need to evaluate to determine which one to use? 3. Which one would you choose based on the reading if you had to pick one?

**Due Date: October 19<sup>th</sup>**

### **Week 9: October 22 – October 28. Standard Closed-Basket Weave Ankle Tape Job**

**Instruction:** The purpose of this week is to model and allow students to learn hands-on a standard closed-basket weave tape job.

**Tasks:**

- Students will be given a rubric on steps and evaluation methods of tape job.
- Students will be recommended to view this video prior to being tested on tape job: <http://www.youtube.com/watch?v=np5aOFjbMbs>

**Due Date: Wednesday October 31<sup>st</sup>**

### **Week 10: October 29 – November 4. Group Project on Musculoskeletal Injury Proposal**

**Instruction:** The purpose of this project is to collaborate as a group and gather all components of the injury/condition. Every person in the group will be responsible for one component and present it individually to the front of the class. Each individual in the group will become an expert in his/her particular part of the group project. The group will choose a person to introduce the injury/condition and conclude the presentation. The way the project will be presented will be up to the group (i.e., PowerPoint, hand-outs, demonstrations, class participation etc.).

**Tasks:**

- **Assignment:** Students will give the instructor the names of the people in their group and their assigned component responsible in the project. Students will individually bring in an article to integrate into the project to be approved by instructor.

**Due Date Monday November 5<sup>th</sup>**

### **Week 11: November 5 – November 11. Group Project Presentations**

**Instruction:** The purpose of this week is to begin prior to presentations to demonstrate previous presentations to the class to help with creativity and allow them to notice the

variety of previous work. A rubric for the presentation will be given to each student so that they will know how the presentation will be graded and instructor will clarify any misunderstandings at this point.

**Tasks:**

- **Assignment:** Students will begin presentations on Wednesday November 7th and will give the instructor the time/date that they will present their project.

**Due Date: Wednesday November 14<sup>th</sup>**

**Week 12: November 12 – November 18. Sports Related Concussion Management**

**Instruction:** The purpose of this week is to recognize the signs and symptoms of a concussion and management strategies.

**Tasks:**

- **Readings:** Guskiewicz KM, Bruce SL, Cantu RC, et al. National Athletic Trainers' Association Position Statement: Management of Sport-Related Concussion. J Athl Train. 2004; 39(3):280-297.
- **Assignment:** Students will read the NATA Position Statement on Concussions by Kevin M. Guskiewicz and interview an athletic trainer from a list given by instructor and determine which management strategy is being used by practicing clinical athletic trainers.

**Due Date: Wednesday November 21<sup>st</sup>**

**Week 13: November 19 – November 25. Concussion Management Strategies**

**Instruction:** The purpose of this week is to have the students develop a poster board where they present an assessment strategy for concussion management (i.e. cranial nerve assessment or SCAT). Instructor will provide a rubric on the requirements of the presentation.

**Tasks:**

- **Readings:**
  1. Guskiewicz KM, Bruce SL, Cantu RC, et al. National Athletic Trainers' Association Position Statement: Management of Sport-Related Concussion. J Athl Train. 2004; 39(3):280-297.
  2. Scorza KA, Raleigh MF, O'Connor FG. Current concepts in concussion: evaluation and management. Am Fam Physician. 2012; 85(2):123-132.
  3. Collins MW, Iverson GL, Lovell MR, et al. On-field predictors of neuropsychological and symptom deficit following sports-related concussion. 2003; 13(4):222-231.

- **Assignment:** Students will choose an assessment strategy and submit it to the instructor for approval. A hand-out will be required for each student, a class participation activity and a question/answer moment prior to the conclusion of the presentation.

**Due Date: Monday November 26th.**

#### **Week 14: November 26 – December 2. The Psychology of Injury**

**Instruction:** The purpose of this week is to have students discuss in peer-to-peer groups the potential internal and external factors play a role in the motivation of a student-athlete during injury recovery.

#### **Tasks:**

- **Readings:** Pfeiffer RP, Mangus BC. Concepts of Athletic Training 6<sup>th</sup> Edition. Chapter 5 *The Psychology of Injury*.

Tasiemski T, Brewer BW. Athletic identity, sport participation, and psychological adjustment in people with spinal cord injury. *Adapt Phys Activ Q.* 2011; 28(3):233-250.

- **Assignment:** Students will be given a problem-based scenario and determine which psychological factors may affect the motivation of the injured student-athlete's recovery. Students will present to the class their problem-based scenario and list the internal and external factors.

**Due Date: Wednesday November 28<sup>th</sup>**

#### **Week 15: December 3 – December 9. Journal Reflection Final**

**Instruction:** The purpose of this final week of class is to have the students identify the themes from the laboratory journal entries throughout the semester. Instructor will ask students to analyze the journal and develop 4 major themes. There will be 4 students per group.

- **Assignment:** Students will turn in their individual journal along with the collaborative group project paper. Each group will present their findings to the class the day of finals. Each presentation will be 30 minutes in duration. Individual journal submission will be done electronic and hard copy. Journal will require 12 point font, double spaced, and stapled.

**Due Date: Wednesday December 12<sup>th</sup>**

### **Study Tips:**

- Make note of information repeated more than once by instructor. More than likely it will reappear on a quiz, paper or presentation requirement.
- Take written notes in class and rewrite notes when you get home to improve clarity of information and allow the brain to remember since it is still fresh on the mind.
- Review required reading material prior to the beginning of class. This will help understand the information and prepare you for questions during class.

### **Course Evaluation**

Students will be given a course evaluation at the conclusion of the semester. Instructor will notify you. A proctor will come in to the class for the allotted time to issue and collect the evaluations. The instructor will step out of class during this time.

### **College Policies:**

#### **Adding and Dropping Class:**

Refer to the WLAC Catalog 2010-2012. Section – Policies: *Student & Academic* page 46.

#### **Students with disabilities:**

The instructor, in conjunction with West Los Angeles College, is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Heldman Learning Resources Center (SSB 320) located on the first floor of HLRC, or call 310-287-4450 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodation should be made as early as possible. Any requests for accommodation will be reviewed in a timely manner to determine their appropriateness to this setting. You must be registered with the office of Disabled Students Programs & Services (DSPS) in order for a request and accommodation.

#### **Plagiarism and cheating:**

Any student caught cheating on an exam or laboratory assignment will automatically fail the course, and may be subject to more severe college discipline. Please refer to the California Code of Regulations, Section 41301, and Title 5 as found in the college catalog. Cheating includes sharing of examination content, questions, etc.

### Standard Closed-Basket Weave Ankle Tape Job (Rubric)

	Points Possible	Points Earned
Spray Tuff-Skin	1	
Heel-n-Lace Pads	1	
Pre-Wrap	1	
Anchor Strips	1	
Stirrups	1	
Horse shoes	1	
Heel-Locks	1	
Figure 8's	1	
Closing Strips	1	
Neatness	1	
TOTAL	10	