



University of Wisconsin – Stevens Point
School of Physical Education & Athletic Training
Athletic Training Program



Course Title: Athletic Training 251: Prevention and Injury and Illness (2 cr.)

Semester: Fall 2016

Course Time: Tuesday 8:00-9:50am

Classroom: HEC 147

Instructor: Beth Kinslow

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Office Hours: M, W 8-9; Th 8-10; M 10-12 and by appointment

Available between 8am-8pm

Required Textbook—*Principles of Athletic Training by Arnheim and Prentice, 14th edition*

Course Description: Introduction to appropriate care/treatment for acute injuries and illness; preventive principles including conditioning, fitness, nutrition, bracing and equipment fitting, preparticipation physical exams and environmental conditions.

Introduction: The purpose of this course is to provide you with an introduction to injury prevention and risk management principles. A **Letter to the Learner** available on D2L discusses my teaching philosophy and approach for this course. The focus throughout this course will be patient education – which plays a major role in the prevention and treatment of injuries and illnesses. This course will serve as a foundation for the courses and clinical experiences you will participate in during your time in the UWSP Athletic Training Program.

- Prerequisites: Admission to ATP, Current CPR & First Aid Certification
- Concurrent Practicum: AT 201

Through this course, students will demonstrate mastery of specific competencies and proficiencies outlined in the NATA *Athletic Training Educational Competencies and Clinical Proficiencies*, identified by the UWSP Athletic Training Program for AT 251. (<http://www.uwsp.edu/peat/pages/athltraining/default.aspx>) This course will also serve as the didactic portion of AT 201 – Clinical Practicum I.

Course Expectations:

- **Instructor's Role**
 - Come to class prepared to foster an environment of learning for all students.
 - Respond to all phone calls and e-mails within 48 hours.
 - Make adjustments to the course schedule as necessary for student learning.
 - Treat all students with integrity and respect.
- **Student's Role**
 - Come to class prepared to engage in class activities and discussions by completing all readings and course preparation listed on the syllabus along with any other information seeking that may enhance individual understanding of course information.
 - Ask questions to help further understanding of prevention and care in athletic training.
 - Be open and respectful of others' ideas and challenge previous knowledge.
- **Tips for Success**
 - Communicate early and often regarding class conflicts, assignments, and any questions regarding this course.
 - Take advantage of your resources.
 - Meet with your mentor on a regular basis.
 - Create study groups with your peers.
 - Utilize the Tutor & Learning Center (<http://www.uwsp.edu/tlc/Pages/default.aspx>)

Enduring Understandings

Students will understand that...

- A strong emphasis on prevention can have a significant effect on the health, well-being, and performance of an individual and/or team.
- Patient education plays a significant role in the prevention and care of injuries and illnesses.
- Early recognition of warning signs and appropriate intervention can reduce the negative impact of injury/illness on an individual, team, or workplace.

Essential Questions (The heart of the course will answer...)

- What is the value of prevention in the athletic training setting?
- What is the best method of providing prevention and care information to individuals and/or teams?
- How do you determine the best treatment for patients with various injuries or illnesses?
- How can an athletic trainer achieve compliance from patients in reporting warning signs and following through with appropriate interventions?
- How can an athletic trainer work with coaches and administration to prevent injuries and illnesses in the clinical setting?

Knowledge, Skills, and Dispositions

Knowledge (Know)

Students will/can...

- Identify and describe risk factors, signs and symptoms for injuries and illnesses common to those involved with physical activity.
- Summarize and discuss the National Athletic Trainers' Associations' position statements on environmental conditions, including heat illnesses, fluid replacement, cold injuries, and lightning safety.
- Describe various types of flexibility, strength training, and cardiovascular conditioning, including the expected effects of each.
- Explain basic principles of nutrition, common illness and injuries related to poor nutrition, and methods for assessing body composition.

Skills (Able to do)

Students will/can...

- Evaluate an individual's readiness for physical activity based on a pre-participation exam, postural assessment, and appropriate physical fitness testing.
- Obtain, interpret, and make decisions regarding environmental data.
- Disseminate information to individuals and/or teams related to prevention and care topics.

Dispositions (Value/Appreciate)

Students will/can...

- Appreciate the value of prevention in the athletic training setting.
- Recognize barriers to patient compliance in engaging in preventative measures and in reporting early signs and symptoms to the athletic training staff.
- Develop empathy for patients with various conditions and show understanding in addressing sensitive issues.
- Grasp the importance of patient education and appreciate its role in prevention and care.

Learning Activities

Students will...

- Participate in class and small group discussions on prevention and care topics.
- Perform various components of a pre-participation exam on classmates.
- Use appropriate methods to evaluate environmental conditions and hydration status.
- Practice assessing strength, flexibility, and cardiovascular conditioning to determine readiness for physical activity.
- Learn to assess body composition through skinfold calipers technique.
- Learn how to appropriately use/apply protective equipment and preventative taping & wrapping techniques during associated AT 201 Practicum course.
- Gain additional hands-on practice of skills during AT 201 Practicum course.

Assessment Evidence

Core Performance Task: Create an educational presentation for a group of individuals, focused on the prevention and care of injuries and illnesses. Identify an important issue specific to the chosen group/team and determine the most effective method of presenting the information.

Plan: In groups of 2-3 students will select a group of individuals or team to present a prevention program. Groups can range from athletic teams at UWSP, local high schools, coaching staffs, administrators, or community groups. Students will meet with a representative of the chosen group/team early in the semester to identify an important prevention and care issue to address with that team. Students will develop an 8-10 minute (minimum) presentation, including a handout for the team (using reputable sources). Be creative in determining the most effective way to present the information to your chosen team.

Each group will schedule a time to present the information and proposed topics are due by **September 27th**. All presentations should be completed no later than **December 16th**. I will attend all presentations...so make sure you let me know when your group is presenting! If you cannot find a time to present that works for your team and my schedule I will arrange for your presentation to be video recorded.

Be creative in selecting a topic relevant for your team– it does not have to be a topic we covered in class as long as it is related to prevention and care. You will be expected to research the topic and find appropriate information...do not simply rely on information presented in class.

Have fun with this! I want it to be a great learning experience for both you and the clients/athletes!

Other Assessment Evidence

- Attendance and participation in class (2pts/class)
 - You will be expected to complete the assigned preparatory work prior to coming to class.
 - Readings, videos, or tasks will be listed in the syllabus for that week.
 - All readings and links to videos will be located in D2L under the title listed in the syllabus.
 - You should be prepared to participate in an in-class activity related to the question posed for the week per the course schedule.

- Journaling assignments (5pts)
 - You will complete journaling assignments reflecting on topics related to prevention and care of injuries and illnesses.
 - Topics will be posted on D2L each Monday.
 - Your reflections should be submitted through D2L by the following Sunday evening at 10pm.
 - Please take the time to critically think about the topics – when it comes to journaling, you only get out what you put in.

- Small topic-related assignments – More details to be provided as assigned...
 - Team flexibility program design (20pts)
 - In self-selected small groups, you will be asked to design a dynamic warm-up for a specific team.
 - You will then lead your fellow classmates/instructor through the warm-up program.
 - Journal article review on prevention and care topic (30pts)
 - You will write an article review of a peer-reviewed journal article regarding a prevention and care topic relevant to athletic training.
 - You will determine how the information can be applied to your athletic training practice.
 - Food diary and reflection (30pts)
 - You will be asked to analyze the dietary intake of a peer/classmate and create a nutritionally balanced diet plan for your client based on their dietary needs.
 - Eating disorders assignment (20pts)
 - In assigned groups you will create a short story, play or skit to educate high school students regarding eating disorder recognition, treatment, and prevention.
 - Possible additional assignments as deemed appropriate by instructor

- Written Exams (3 Exams)
 - Unit 1 Exam-(50pts)
 - Unit 2 Exam-(50pts)
 - Final Cumulative Exam-(75pts)

Grading Procedures:

The following components of the course will count towards a percentage of your grade (point breakdown listed above):

Class Participation and Journaling	15%
Written Assignments	25%
Presentation and Pamphlet	20%
Written Exams	40%

Grading Scale:

Final letter grades will be awarded as follows:

A: 94-100%	C: 73-76%
A-: 90-93%	C-: 70-72%
B+: 87-89%	D+: 65-69%
B: 83-86%	D: 60-64%
B-: 80-82%	F: 59% or below
C+: 77-79%	

Additional Information

Required Textbook

Principles of Athletic Training by Arnheim and Prentice, 14th edition

Recommended Resource

- *NATA Reference Series: Position, Consensus, Official and Support Statements*
 - Can be purchased on NATA website – www.nata.org
 - Contains all of the NATA positions statements we will be using during semester. Please note – all of these documents can be printed for free off the NATA website and will be posted on D2L.
- <http://www.iomcworld.com/2012/ama.pdf> Writing Style Guidelines
- <http://www.nata.org/> NATA Homepage
- <http://www.uwsp.edu/rmgt/Pages/default.aspx> UWSP Risk Management Website
- <http://www.wiaawi.org/Health.aspx> WIAA Health Guidelines
- <http://www.ncaa.org/health-and-safety> NCAA Health & Safety

Other resources will be listed under content in D2L as warranted.

Class Policies

- Daily class attendance and **active participation** in class are required.
 - For every 2 unexcused absences to class will result in the loss of a ½ letter grade. Excused absences must be approved prior to class with verbal approval from the instructor. No electronic communication is accepted. Exams may not be made up unless the instructor gives prior approval.
 - Students are solely responsible for obtaining any course material missed due to absence.
- Students shall come to class on time and prepared to engage in meaningful discussion. Reading and written assignments are to be completed prior to the beginning of each class. If student arrives late it will be counted as an unexcused absences. See above policy regarding unexcused absences.
- Students will be expected to complete all assignments on time based on the syllabus and due dates given by the instructor. Assignments turned in late will be dropped one letter grade per day. Students should expect additional assignments throughout the semester to facilitate learning.
- This course will use Desire 2 Learn (D2L) throughout the semester to distribute materials, conduct online quizzes/discussions, and inform students of syllabus changes become familiar with D2L and make it a point to check the course page on D2L regularly.
- The use of cell phones will not be accepted during class time. Any cell phones used during class will be confiscated until the class time.
- Computers and tablets may be used in class to take notes and as warranted during class activities. Computers may not be used for social media, personal email or other non-class related activities.
- Students are expected to treat everyone with respect and disrespect of any kind will not be tolerated. If anyone feels uncomfortable during class for any reason please feel free to discuss your concerns with the instructors.

University Policies:

- Academic Integrity
 - The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.
- Attendance Policy
 - Attend all your classes regularly. We do not have a system of permitted "cuts."
If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit. During the first eight days of the regular 16 week term, your instructor will take attendance (see [Attendance Roster Reporting](#)). If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.
- Drop/Add/Withdrawal Policy
 - You are expected to complete the courses for which you register. If you decide you do not want to take a course, you MUST follow the procedures established by the university to OFFICIALLY DROP the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester.
- Incomplete Policy
 - If you are unable to complete your work in a course due to extenuating circumstances or if you need to extend your research or performance beyond the normal limits of a term, you may ask the instructor for an "incomplete" in the course. You will have until the end of the next semester (excluding summer session) to complete the work unless your instructor gives you an earlier deadline. Failure to complete the work prior to the appropriate deadline will result in a grade of F.
- Students' Rights and Responsibilities
 - The Office of Student Rights and Responsibilities protects your rights as a student. If you believe that your rights have been violated, or if you have questions concerning your rights, write or visit the office in Room 139 Delzell Hall, or call 715-346-2611.
- Academic Accommodation Policy
 - Individuals seeking accommodations are expected to demonstrate initiative in obtaining and arranging assistance. The Accommodation Request Form needs to be completed for each qualified student with a disability on a one-to-one basis. Students are encouraged to meet with the Disability & Assistive Technology Center staff early in the semester to discuss which accommodations are appropriate (based on disability and documentation) and what accommodations are needed.
- Emergency Procedures
 - "In the event of a medical emergency, call 911 or use red emergency phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
 - In the event of a tornado warning, proceed to the lowest level interior room without window exposure in the athletic training facility. Avoid wide-span rooms and buildings.
 - In the event of a fire alarm, evacuate the building in a calm manner. Meet outside the Quandt Gym entrance. Notify instructor or emergency command personnel of any missing individuals.
 - Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.
 - See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point."
- **All University Policies can be found in the University Handbook**
<http://www.uwsp.edu/acadaff/Pages/handbook.aspx>

Course Schedule Fall 2016

Date	Topic and Question of Week	Preparatory Tasks/ Assignments Due
9/6	Pre-participation Exams and Medical Paperwork How do we decide if an athlete is cleared to participate in a sport?	Read: Arnheim Ch. 1-3 Preparticipation Position Statement
9/13	Flexibility/Stretching How and why should an athlete stretch before, after, and during an event?	Read: Powerpoint Presentation Watch: PNF Video Due: Team Dynamic Stretching Program
9/20	Strength & Fitness What is the role of an AT in an athletes' performance?	Read: Arnheim Ch. 4 Watch: FMS Video
9/27	Environment-Heat How do we prevent heat related deaths?	Read: Arnheim Ch. 6 Heat Acclimatization Position Statement Due: Topic/Group Idea
10/4	Environment-Cold/Lightning What do you do once you have spotted lightning at a sporting event?	Read: Arnheim Ch. 6 Lightning Safety Position Statement Watch: Lightning Video
10/11	Exam 1	
10/18	Nutrition How many calories does an athlete need to eat and are all calories equal?	Read: Arnheim Ch. 5 Browse: My Plate website Due: Article Critique
10/25	Hydration How can you determine a patient's hydration status?	Read: Arnheim Ch. 17 Watch: Dehydration
11/1	Supplements & Body Composition What do we need to do if an athlete is taking a banned substance?	Read: Supplement Article Browse: http://www.drugfreesport.com/rec(ncaa3) Watch: Drug Testing Due: Nutrition Analysis and Diet Plan
11/8	Eating Disorders How do I approach a patient that I am concerned has an eating disorder?	Read: Arnheim Ch. 11 Eating Disorder Position Statement Due: Eating Disorder Assignment
11/15	Skin Diseases When can an athlete compete with a skin disease?	Read: Arnheim Ch. 28 MRSA Article
11/22	EXAM 2	
11/29	Respiratory & Cardiovascular Should all athletes receive an EKG or cardiac workup prior to participation?	Read: Sudden Death Position Statement Asthma Position Statement Watch: Sudden Death
12/6	Common Illnesses How do I prevent the team getting sick when a team member has the flu?	Watch: Flu Vaccine Browse: CDC Website
12/13	Psychosocial/Special Populations How do I help someone that has a concern I do not understand?	Read: Arnheim Ch. 11 Psychosocial Concerns Article Watch: Depression in Athletics Due: Final Presentation/Handout
Wed 12/21	Final Exam 2:45-4:45	