Course Name: Introduction to Athletic Training

Course Prefix: AT

Course Number: 1500

 Submitted by (Name & E-Mail): Jennifer Ostrowski, jennostrowski@weber.edu

Current Date: 9/8/14

College: Education

Department: HP&HP

From Term: Fall 2015

Substantive

Credit hours change

Current Course Subject: AT

Current Course Number: 1500

New/Revised Course Information:

Subject:

Course Number:

Check all that apply:

 This is for courses already approved for gen ed.

 Use a different form for proposing a new gen ed designation.

DV CA HU LS PS SS

EN AI QL TA TB TC TD TE

Course Title: Introduction to Athletic Training

Abbreviated Course Title: Intro to AT

Course Type: LEC

Credit Hours: 3 or if variable hours: to

Contact Hours: Lecture 3 Lab Other

Repeat Information: Limit 0 Max Hrs 0

Grading Mode: standard

This course is/will be: a required course in a major program

a required course in a minor program

a required course in a 1- or 2- year program

elective

Prerequisites/Co-requisites:

N/A

Course description (exactly as it will appear in the catalog, including prerequisites):

**Credits:** **(3)**
**Typically taught:**
**Fall [Full Sem]**
Provides an opportunity for students to observe the function of an athletic training facility and become aware of the various duties performed by a Certified Athletic Trainer. Students who wish to apply for admission to the Athletic Training major must take this course. Five (5) clinical hours outside of class at an on-campus athletic training setting are required as assigned.

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

The AT 1500 course currently serves as an introduction to the athletic training major and is a required course for the athletic training program secondary admission process (final grade in this course is worth 20% of applicant rating). The course is currently 2 credits and meets face-to-face for 2 hours/week. In addition to the face-to-face time, the course requires the following additional out-of-class experiences:

* Observation with AT staff at WSU which includes a scavenger hunt activity and a 1-page written reflection (5 hours minimum)
* Research requirement where each student is required to participate in at least 1 research study on campus (studies have various time requirements)
* Weekly out-of-class worksheets that require students to read in advance of class and prepare to participate in the class session **(flipped class model)**
* Weekly quizzes or exams (required to be taken in secure testing centers outside of class time)
* Online discussion board activities

The tentative outline included as part of the course syllabus for the 3-credit course has expanded course content, as well as brought some of this outside of class content into the class schedule (quizzes, discussion boards). The proposed course will meet 3 hours per week.

INFORMATION PAGE

for substantive proposals only

1. Did this course receive unanimous approval within the Department?

 Yes

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

Not a new course proposal

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

N/A – credit hour increase to an existing program/department course

4. Is this course required for certification/accreditation of a program?

No; accreditation standards do not require specific courses, rather they do require specific educational competencies to be addressed. This course will address the following competencies:

* Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infections diseases and discuss how they apply to the practicing of athletic training (**HA-16.0)**
* Fabricate and apply taping, wrapping, supportive and protective devises to facilitate return to function (**TI-16.0)**
* Summarize the athletic training profession’s history and development and how current athletic training practice has been influenced by its past (**PD 1.0**)
* Describe the role and function of the National Athletic Trainers’ Association and its influence on the profession (**PD 2.0**)
* Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards (**PD 3.0**)
* Access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic Training Educational Competencies, the BOC Standards of Professional Practice, the NATA Code of Ethics, and the BOC Role Delineation Study/Practice Analysis (**PD-5.0**)
* Explain the process of obtaining/maintaining necessary local, state, and national credentials for practice of athletic training (**PD-6.0**)
* Identify the necessary components to include in a pre-participation physical examination as recommended by contemporary guidelines (eg, American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness) (**PHP-8**)
* Explain the role of pre-participation physical exam in identifying conditions that might predispose athlete to injury/illness (**PHP-9**)
* Explain the principles of environmental illness prevention programs to include acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration status, and environmental assessment (eg, sling psychrometer, wet bulb globe temperatures [WBGT], heat index guidelines) (**PHP-11**)
* Summarize current practice guidelines related to physical activity during extreme weather conditions (**PHP-12**)

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. For course proposals, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).

Please mail a signed approval page to the Faculty Senate Office, MA 210J, MC 1003.

Weber State University

Department of Health Promotion and Human Performance

Athletic Training Program

# Fall 2015

Course: AT 1500: Introduction to Athletic Training

Credits: 3 credits

**Week Schedule:** Monday/Wednesday 4-4:50pm; additional assignments required outside of class

**Classroom:** Stromberg, Room 134

**Instructor:** Dr. Jennifer Ostrowski, PhD, LAT, ATC

**Office:**  Swenson 302E

**Office Hours:** Tuesday 12:30-1:30, Wednesday 11-12:30, Friday 9-11

(I recommend scheduling an appointment to ensure availability)

**Phone:** 801-626-7224

**E-mail:** JennOstrowski@weber.edu (I will respond to email messages within 48 hours)

**Supplemental** Johnny Francis (Undergraduate AT Student)

**Instruction:** Sessions TBA on first day of classes

#### Course Description

#### Provides an opportunity for students to observe the function of an athletic training facility and become aware of the various duties performed by a Certified Athletic Trainer. Students who wish to apply for admission to the Athletic Training major must take this course. Five (5) clinical hours outside of class at an on-campus athletic training setting are required as assigned.

**Goals:** Upon completion of this course students should have an introductory understanding of:

1. Basic Medical Terminology

2. Record-keeping Skills

3. Emergency Injury Management

4. Musculoskeletal Anatomy

5. Evaluation Skills

6. Injury Pathology & Epidemiology

7. Basic Taping Techniques

8. Therapeutic Rehabilitation

9. Strength Training & Conditioning

10. Environmental Issues

11. Professionalism

**Course Objectives (based on Commission on Accreditation of Athletic Training Education (CAATE) 5th Edition Competencies):**

1. Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infections diseases and discuss how they apply to the practicing of athletic training (**HA-16.0)**
2. Fabricate and apply taping, wrapping, supportive and protective devises to facilitate return to function (**TI-16.0)**
3. Summarize the athletic training profession’s history and development and how current athletic training practice has been influenced by its past (**PD 1.0**)
4. Describe the role and function of the National Athletic Trainers’ Association and its influence on the profession (**PD 2.0**)
5. Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards (**PD 3.0**)
6. Access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic Training Educational Competencies, the BOC Standards of Professional Practice, the NATA Code of Ethics, and the BOC Role Delineation Study/Practice Analysis (**PD-5.0**)
7. Explain the process of obtaining/maintaining necessary local, state, and national credentials for practice of athletic training (**PD-6.0**)
8. Identify the necessary components to include in a pre-participation physical examination as recommended by contemporary guidelines (eg, American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness) (**PHP-8**)
9. Explain the role of pre-participation physical exam in identifying conditions that might predispose athlete to injury/illness (**PHP-9**)
10. Explain the principles of environmental illness prevention programs to include acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration status, and environmental assessment (eg, sling psychrometer, wet bulb globe temperatures [WBGT], heat index guidelines) (**PHP-11**)
11. Summarize current practice guidelines related to physical activity during extreme weather conditions (**PHP-12**)
12. Experience “a day in the life of an athletic trainer” through observational experiences.
13. Engage in the research process as a participant in an ongoing campus study.
14. Become proficient in medical terminology and abbreviations.

**Textbook**

**Winterstein, A. (2009). Athletic Training Student Primer, 2nd Ed., Slack. (ISBN: 1556428049)**

**Calculating Your Grade: (course objectives listed in parentheses)**

Clinical Observation Experience (extra credit opportunities available) (12) 50

Class Attendance 50

Class Participation (12 in-class Labs @ 10 points each) (2, 3, 8-11) 120

Worksheets (13 outside of class worksheets @ 10 points each) (3, 8-11) 130

Discussions (8-11) 45

Research Participation (extra credit opportunities available) (13) 10

Medical Terminology Quiz (14) 20

OSHA Quiz (1) 10

Environmental Conditions Quiz (in-class) (10) 15

Chitester Quizzes (Winterstein chapters) (3-11) 100

Chitester Exams (2 @ 50-100 points each) (3-11) 150

**Total Points** 700

**Final Grade**

Your final grade is based on the number of points you earned divided by the total number of possible points. The final course grade will be assigned according to the following percentages of total points possible. **PLEASE NOTE: final grades are NOT rounded. Students must earn the minimum percentage in order to earn the corresponding letter grade (for example, 79.8 is a C+, not a B-).**

**Clinical Observations (DUE next class day following last day of assigned time)**

Clinical Observation Experience = 5 hours total **(extra credit opportunities available!)**

Clinical observation hours must be signed off on the provided log sheet by the on-campus clinical site supervisor. Unsigned hours will NOT be accepted. Signed hours logs not submitted by the due date will be accepted with a **deduction of 10% per day late**. **No materials will be accepted after December 5, 2015 (last day of classes).**

A completed scavenger hunt and written reflection must accompany the experience(s) telling what you saw and what you learned. Failure to submit the scavenger hunt/reflection will result in the loss of 50% of clinical observation points.

You will be assigned by first initial of last name and MUST go during your assigned time frame. If you must miss hours, please notify your supervisor and the course instructor in advance. Hours missed without advanced notice may not be made up and will result in loss of points. Missed hours must be made up during your assigned time frame.

**A-F: First 5 weeks of the semester (available practice times/locations/teams will be given in class)**

**G-M: Second 5 weeks of the semester (available practice times/locations/teams will be given in class)**

**N-Z: Final 5 weeks of the semester (available practice times/locations/teams will be given in class)**

Extra Credit: you can receive 10 extra credit points for completing a minimum of 5 additional hours in either of the other 2 rotation blocks (blocks other than your assigned block). Must submit signed hours log and reflection in order to receive credit.

**Attendance:**

Students are ***EXPECTED*** to attend every class meeting during the designated time. Attendance will be taken daily. Students are allowed one unexcused absence. Each additional unexcused absence will result in a **5-point reduction** in the student’s class participation grade (a total of 50 points are possible for participation). Students will not be allowed to make up ANY LABS under ANY CIRCUMSTANCES; please plan accordingly. If you miss class for any reason, excused or unexcused, it is your responsibility to determine what you missed and what you need to do to get caught up. Competencies covered in class during an absence must be made up by the student. Tardiness will not be tolerated. Two late arrivals will result in one unexcused absence.

**HPHP Student Code:** <http://www.weber.edu/wsuimages/HPHP/StudentCode/HPHPStudentCode.pdf>

**Exams/Quizzes**

**Exams and quizzes will be multiple choice, true/false, and matching.** Dates of examinations are listed in the syllabus. **Failure to take a quiz/exam during the window** will result in a score of 0 for that exam. A student may reschedule the quiz**/**exam date if prior arrangements are made with the instructor. **All quizzes must be completed by** **December 5, 2015.**

*The quizzes and exams will be taken using the on-line testing software, Chi-Tester, and will be accessible from any of Weber State's Secure testing centers. For information regarding the hours and locations of the testing centers, go to:* [*http://weber.edu/TestingCenter/default.html*](http://weber.edu/TestingCenter/default.html)

**Bring Your Photo ID and Wildcat # or W# with you to all testing center exams.**

**Research Participation (extra credit opportunities available!)**

You must participate (as a subject or research assistant) in one research study being conducted on campus. To receive credit for it, you must submit proof of participation (e.g., copy of informed consent form) and a 1-page typed summary (including purpose of and need for the study), which will be uploaded to Canvas. This assignment is worth 10 points. You can receive 5 extra credit points for participating in more than 1 research study and submitting a quality written summary (maximum total extra points = 10).

NOTE: see instructor if you do not meet inclusion criteria for any studies on campus this semester (NIH training option).

**Discussions (online, in class)**

There will be four discussion boards during this class. **For online discussions:** students must enter the discussion board (hosted on Canvas), read the required materials and/or watch the video clips, and respond to the questions posed by the instructor. You must make a minimum of ONE (1) original post (click “reply” to MY ORIGINAL POST) and must comment on 5 classmates’ posts (click “reply” under the post you would like to comment on -- NOT under my original post)). Original comments are worth 5 points, comments are worth 1 point each. **All posts must make a meaningful contribution to the discussion board. “Meaningful contribution” is evaluated by the instructor.**

**For in-class discussions:** you must come to class prepared with a typed summary of your assigned article (10 points; must be submitted to instructor at end of class) and must actively participate in your group discussion (5 points).

**Weber State University Policies & Procedures**

### Academic Integrity: Cheating and other forms of academic dishonesty will NOT be tolerated. The policy of the Weber State University Student Code found at <http://weber.edu/ppm/6-22.htm> will be enforced. Any individual caught cheating on examinations and/or assignments or plagiarizing will be subject to sanctions up to and including receiving an “E” for their final grade. Furthermore, the Department Chair and the Dean of Students will be notified, and a letter will go into the student’s file describing the situation.

**Student Conduct:** Students enrolled in this class will adhere to the Department of Health Promotion and Human Performance (HPHP) “Student Conduct Policy” available online at http://www.weber.edu/wsuimages/HPHP/StudentCode/HPHPStudentCode.pdf.

# Students with Disabilities: Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. For more information about the SSD, contact them at 801-626-6413, ssd@weber.edu, or departments.weber.edu/ssd.

**Harassment/Discrimination:** Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment. Thus, students in this class should practice professional deportment, and avoid treating others in a manner that is demeaning or derisive in any respect.

While diverse viewpoints and opinions are welcome in this class, in expressing them, we will practice the mutual deference so important in the world of work. Thus, while I encourage you to share your opinions, when appropriate, you will be expected to do so in a manner that is respectful towards others, even when you disagree with them.

If you have questions regarding the university’s policy against discrimination and harassment you may contact the university’s AA/EO office (626-6239) or visit its website: <http://departments.weber.edu/aaeeo/>

**Campus Closure Policy:** If the campus is closed for a 2-week period or more, we will continue this course on Canvas. Please be ready to engage in online learning at that point if a closure should occur. I will be in contact via email and available by phone to all students.

**Email Policy:** Weber State University is now requiring all faculty and staff to use students' Weber e-mail accounts. If we were to send any personal information or grades to your Hotmail or Yahoo account that is not secure, we would be violating the FERPA Act (Family Educational Rights and Privacy Act), which requires us to keep your personal information and grades secure.

To comply with this requirement, we will now only send students e-mails to their WSU e-mail accounts. You are still free to use whatever account you'd like, but we would suggest that you forward your WSU e-mail to your other account if you are going to do this. Otherwise, you will likely be missing important e-mails from your professors.

To set it up to forward your Weber e-mail to any other account:

Log into your Wildcat mail account (log into the WSU portal and then click on Wildcat Mail at the top).

Click on Options at the top (small box at the top that has little boxes with checkmarks).

Click on the Mailbox Management tab at the top.

Under the statement "Forward all new messages", choose "Yes."

Enter the e-mail address in the box below that "Forward to:".

Click "Save" at the bottom.

**Tech Support for Classes (Canvas LMS)**

801-626-6499, or 1-800-848-7770, Option 5 then 1

Tech Support for eMail and Password Reset

801-626-7777 or 1-800-848-7770, Option 5 then 1

Canvas “How to’s”: Support Documents: <http://departments.weber.edu/ce/distancelearning/CanvasFAQ.aspx>

Navigate through this Demo course to learn how to use Canvas: <https://learn-wsu.uen.org/courses/8878>

**AT 1500 Introduction to Athletic Training: Tentative Outline**

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Topics** | **Readings (completed by class time)** | **Outside of Class Activities** |
| **Week 1**Mon, Aug 25 | Introduction to Course/SyllabusClinical Observations/HIPPA/Terminology | Table 5-1, 5-2Canvas posting (abbreviations) | Worksheet 1 (educational requirements) – DUE 9/3 |
| Wed, Aug 27 | Group Advising: Sherrie Jensen | Winterstein 3 |  |
| Fri, Aug 29 | Quiz 1: Medical Terminology (20 pts) |  |  |
| **Week 2**Mon, Sept 1 | ***No Class: Labor Day*** |  | Worksheet 2 (historical perspectives) – DUE 9/5 |
| Wed, Sept 3 | Educational Requirements for AT | Winterstein 3 |  |
| Fri, Sept 5 | Lab 1: Historical Perspectives | Winterstein 2  |  |
| **Week 3**Mon, Sept 8 | Lab 2: OSHA Training (Pat Patitas) |  | Worksheet 3 (AT profession) – DUE 9/10 |
| Wed, Sept 10 | Athletic Training: An Allied Health Profession | Winterstein 1 |  |
| Fri, Sept 12 | Quiz 2: OSHA/BBP (10 pts) |  | Worksheet 4 (understanding injury) – 9/15 |
| **Week 4**Mon, Sept 15 | Understanding Athletic Injury | Winterstein 5 |  |
| Wed, Sept 17 | Lab 3: Understanding Athletic Injury |  |  |
| Fri, Sept 19 | Quiz 3: Chapters 1-3 (30 pts) |  | Worksheet 5 (lower extremity injuries) – DUE 9/22 |
| **Week 5**Mon, Sept 22 | Common Injuries to the Lower Extremity | Winterstein 6 |  |
| Wed, Sept 24 | Lab 4: Lower Extremity Evaluation |  |  |
| Fri, Sept 26 | Quiz 4: Chapters 5-6 (20 pts)**Group 1 Clinical Hours DUE** |  | Worksheet 6 (upper extremity injuries) – DUE 9/29 |
| **Week 6**Mon, Sept 29 | Common Injuries to the Upper Extremity | Winterstein 7 |  |
| Wed, Oct 1 | Lab 5: Upper Extremity Evaluation |  |  |
| Fri, Oct 3 | Injury Discussion Board |  | Worksheet 7 (head/face injuries) – DUE 106 |
| **Week 7**Mon, Oct 6 | Common Injuries to the Head/Face/Spine | Winterstein 8 |  |
| Wed, Oct 8 | Lab 6: Head/Face/Spine Evaluation |  |  |
| Fri, Oct 10 | Quiz 5: Chapters 7-8 (20 pts) |  | Worksheet 8 (general medical conditions) – DUE 10/13 |
| **Week 8**Mon, Oct 13 | Abdominal Injuries/General Medical Conditions | Winterstein 9 |  |
| Wed, Oct 15 | Lab 7: General Medical Conditions |  |  |
| Fri, Oct 17 | ***No Class: Fall Break*** |  |  |
| **Week 9**Mon, Oct 20 | Exam 1 Review |  |  |
| Wed, Oct 22 | WSU ATP: The Application Process |  |  |
| Fri, Oct 24 | Exam 1: Ch 1-3, 5-9 (50 pts) |  | Worksheet 9 (environmental concerns) – DUE 10/27 |
| **Week 10**Mon, Oct 27 | Environmental Concerns | Winterstein 12 |  |
| Wed, Oct 29 | NATA Position Statement Review (group activity & quiz) |  |  |
| Fri, Oct 31 | Environmental Conditions Discussion Board**Group 2 Clinical Hours DUE** |  | Worksheet 10 (rehabilitation) – DUE 11/3 |
| **Week 11**Mon, Nov 3 | Components of Rehabilitation | Winterstein 14 |  |
| Wed, Nov 5 | Lab 8: Rehabilitation Techniques  |  |  |
| Fri, Nov 7 | Quiz 6: Chapters 12, 14 (20 pts) |  | Worksheet 11 (taping 1) – DUE 11/10 |
| **Week 12**Mon, Nov 10 | Lab 9: Learn to Tear Tape (!!)Turf Toe, Arch Taping | Winterstein 15 |  |
| Wed, Nov 12 | Lab 10: Ankle & Achilles Taping | Winterstein 15 | Worksheet 12 (taping 2) – DUE 11/17 |
| **Week 13**Mon, Nov 17 | Lab 11: Elbow, Wrist, Thumb, Finger Taping | Winterstein 15 |  |
| Wed, Nov 19 | Lab 12: Protective Wrapping & Bracing  | Winterstein 15 | Worksheet 13 (emergency planning) – DUE 11/24 |
| Fri, Nov 21 | Quiz 7: Chapter 15 (10 pts) |  |  |
| **Week 14**Mon, Nov 24 | Emergency Planning & Injury Evaluation | Winterstein 11 |  |
| Wed, Nov 26 | Emergency Planning Discussion Board  |  |  |
| Fri, Nov 28 | ***No Class: Thanksgiving Break*** |  |  |
| **Week 15**Mon, Dec 1 | Final Exam Review |  |  |
| Wed, Dec 3 | Looking Ahead | Chapter 16 |  |
| Fri, Dec 5 | Final Questions on ATP Application**Group 3 Clinical Hours DUE** |  |  |