Introduction to Athletic Training
KIN 1341
Instructor: Sherry Ann Miller, ATC, LAT
Term: Fall 2020
Office: Center of Human Performance (CHP) 104; 942-2173(Kinesiology)/486-6171(Direct)
Course Days: Tuesday & Thursday at 9:30 AM to 10:45 AM in CHP 143
Office Hours: Monday and Wednesday: 1 PM to 3 PM; Tuesday: 11 AM to 12 PM; and Thursday: 11 AM to 2 PM
E-mail: smiller@angelo.edu


Course Description: The study of concepts in regards to the introduction of athletic training as a profession. The student will learn basic first aid, CPR, bandaging, splinting, equipment concerns, and emergency response principles.

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

1. Apply current standards of first aid, CPR, emergency care, and rescue breathing.
2. Apply and explain the basic principles and concepts of protective equipment, prophylactic bracing, wrapping, and taping.
3. Recognize the signs, symptoms, and treatment of individuals suffering from adverse reactions to environmental conditions.
4. Apply and determine the basic use of cryotherapy and thermotherapy.
5. Describes the principles and rationale for a primary and secondary survey.
6. Assess vital signs and interpret information in regards to emergency and nonemergency situations.
7. Follow proper OSHA guidelines in regards to blood-borne pathogens.
8. Describe the guidelines and rationale for using an Automatic External Defibrillator (AED).
9. Properly fit protective equipment including but not limited to helmets, shoulder pads, and mouthpieces.
10. Assess pathological signs of injury including, but not limited to, skin color, skin moisture, pupil reaction, and neurovascular function.

Course Delivery: This is hybrid course offering. This course has an online component in addition to a “face to face” component. Both components are required in order for the student to be successful. The online course component will be
delivered via the Blackboard Learning Management System. The course site can be accessed at ASU’s Blackboard Learning Management System

Technology Requirements:
To successfully complete this course, students need to purchase access to Connect Plus through the ASU bookstore and/or from the publisher McGraw Hill. This is for the online component of the course.

To participate in the online portion of this course, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OS X 10.8 or later
- The latest version of Google Chrome
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website

Communication:
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Academic Integrity:
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.¹

Accommodations for Students with Disabilities:
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.² The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
Incomplete Grade Policy:
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism:
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days:
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy:
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes:
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University:
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Student Evaluation of Faculty and Course:
Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Student Learning Objectives for this course:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Assignment Submission:
All assignments must be submitted according to each assignment criteria on the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at smiller@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy:
Due dates and times are posted for all assignments, quizzes, and examination. Online homework and exams will not be extended beyond their due date nor accepted past the due date and time. Other assignments, quizzes, and/or exams will not be accepted passed their due date and time.

General Policies Related to This Course:
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog
Student Responsibility and Attendance:
This course is a hybrid class which means that the student is responsible for completing the online portion of this course asynchronously. The student is also responsible to complete and submit this material by its due date and time. The “face to face” portion of this class, the student is required to be present in order to receive credit. The material that will be presented in class will not be presented online. Points will be deducted from cumulative total for each absence. Ten (10) points for each absence.

Instructor Expectations:
The instructor and/or instructors have several expectations of you, the student, while in this course.

1. Professional behavior and language are required. Profanity is not acceptable as professional language.
2. It is your responsibility to read and comply with the syllabus. There will be no e-mail reminders to do homework or to take exams.
3. It is your responsibility to report missing grades on Blackboard immediately. Waiting until the end of the semester is not a plausible excuse.
4. Punctuality is a must.
5. Please be dressed appropriately for class especially on days we do activities.
6. Electronic devices need to be on silence mode and put away unless you are using these devices to take notes. It is acceptable and encouraged to have them out in this situation. Please understand that if you have an emergency and are expecting a call, please let the instructor know. Step outside of the classroom and attend to your affairs. Otherwise if your phone rings during class and/or you are “on” your phone during class time, you will be counted as absent.
7. All assignments are due on the day and time listed on the syllabus. If an assignment is to be turned in during class, the assignment must be submitted at the beginning of class. If late submissions are accepted, points will be deducted as follows: 1 class day: 5 points; 2 class days: 10 points; 3 class days: 15 points.

Physical Health and Well Being Expectations:
Students are responsible to monitor and self-screen their physical health everyday they attend campus. To assist you with this endeavor, the following information is for you to comprehend and apply to the daily wellness screen:

COVID-19 symptoms:
- Fever of 100 degrees Fahrenheit or greater
- A new cough that is not attributable to another medical condition
- New muscle aches not attributable to another medical condition or another specific activity (e.g., due to physical activity and/or exercise)
- New or worsening headache
- New loss of taste or smell
- Throat pain not attributable to another medical condition
- Congestion and/or runny nose not attributable to another medical condition
- New shortness of breath not attributable to another condition
- Nausea or vomiting
- Diarrhea

Expectations for class:
1. Complete the “Daily COVID-19 Wellness Screening” tool found on the ASU website before coming on to campus. Go to: https://www.angelo.edu/wellness-screening.
2. Be prepared to show “wellness badge” before and/or upon entering the building and/or classrooms.
3. Face coverings and physically distancing while in class
4. On days you will be engaged in “hands on activities”, you will be provided a pair of gloves to perform such activities.
5. If you are experiencing symptoms, email the instructor after you have sought medical attention.

*If you are exhibiting COVID-19 symptoms and/or have a temperature of 100 degrees Fahrenheit or greater, it is recommended that the student stay home and seek medical attention.*

**Seek medical attention:**

**First option:**
- Download and use the Shannon on Demand app.
- Create an account
- Use payment code SHANNONCOVID19 which will cover your cost if it is COVID related.
- Talk to one of the physicians available
- Carefully follow the physician’s instructions

**Second option:**
- Call and make an appointment with ASU Shannon Clinic – Jackson by calling 325-942-2171
- Attend appointment
- Carefully follow the physician’s and/or healthcare provider’s instructions

Addition to your physical health, your mental and emotional health should be monitored and screened as well. If you are experiencing signs and symptoms related to anxiety and/or depression revolving around this current pandemic situation, please contact the ASU Counseling Services at 325-942-2371 or visiting Counseling Services.

**Required Use of Masks/Facial Coverings by Students in Class at Angelo State University**

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory **Facial Covering Policy** to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

**Course Requirements:**
1. Two (2) Written exams at a possible 125 points each for a total of 250 points
2. Three (3) Practical exams at a total of 300 points
3. Written CPR/AED exam 25 points total
4. Final exam is worth 150 points. The exam is comprehensive.
5. Each exam will be in the format of multiple choice, true/false, matching, fill in the blank, short answer, oral response, demonstration of skill, and essay.
6. Online assignments: 15 assignments at 15 points each for a total of 225 points
7. EAP assignment – 25 points
8. Online Quizzes: 7 quizzes for a total point value of 150 points.
9. Video assignments: total of 85 points
   A. 14 videos at 5 points each grouped into 6 assignments
   B. Cranial nerve assessment video at 5 points
   C. Video of spine boarding with shoulder pad and helmet removal at 10 points
10. Journal entries: 10 weeks at 10 points each for a total of 100 points.
11. Article Research: 6 articles worth 10 points each for a total of 60 points.
12. Clinical hours – 100 points
   **Clinical Hours:**
   - 85-100 hours: 100 points
   - 65-84.999 hours: 70 points
   - 45-64.999 hours: 40 points
   - 25-44.999 hours: 10 points
   - 0-24.999 hours: 0 points
13. No make-up exams will be allowed unless prior arrangements have been made with the instructor.
14. If late submissions are accepted, the following points will be deducted: 1 class day – 5 points, 2 class days – 10 points, 3 class days – 15 points, and etc. Please understand it is up to the instructor if late submissions will be accepted. Late submissions only pertain to course work that is due in class.
15. Any Athletic Training Specialization student who is ill and misses class due to that illness must bring documentation from a physician that they can return to class and clinical observation rotations.
16. The cumulative points for this course are **1470**. Your grade is based off the following ranges:
   - 1323 – 1470 = A
   - 822 – 1028.999 = D
   - 1176 – 1322.999 = B
   - 735 – 821.999 = F
   - 1029 – 1175.999 = C
### Tentative Schedule:

<table>
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<tr>
<th>Date</th>
<th>Topic/In class</th>
<th>Assignment/Exams/Due dates:</th>
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| **August 18**| **First Day of Classes**  
Orientation of Class:  
- Syllabus  
- McGraw-Hill Connect Plus – assignments and exams | Due by 11:30 PM  
- **Review** Syllabus and mark on Blackboard  
- **Purchase** Connect Plus |
| **August 20**| **Read** Chapter 1: The Athletic Trainer as a Health Care Provider  
**Review** PPT for Ch. 1 | Due by 11:30 PM  
- **Complete & Submit** Ch. One Assignment |
| **August 25**| **Read** CPR/AED manual  
**Read** Chapter 4: Airway Management and Breathing (Rehberg)  
**Read** Chapter 5: Cardiovascular Emergencies (Rehberg) | Due by 11:30 PM  
- **Complete & Submit** CPR/AED Assignment |
| **August 27**| **Review** CPR/AED  
**Read** Article 1: Pre-participation Physical Examinations and Disqualifying Conditions | Due by 11:30 PM  
- **Complete & Submit** Quiz 1  
- **Complete & Submit** Article Research 1 |
| **September 1** | **Review** CPR/AED  
**Read** Article 2: Inter-Association Recommendations on Emergency Preparedness and Management of Sudden Cardiac Arrest in High School and College Athletic Programs | Due by 11:30 PM  
- **Complete & Submit** Article Research 2  
- **Written CPR/AED exam**  
  - Online only  
  - Pass with an 80% or better for certification  
  - **Certification money due (32 dollars)**  
  - Respondus LockDown Browser & Monitor  
  - 1 attempt  
  - Opens at 7 AM |
| **September 3** | **Read** Chapter 3: Legal Concerns and Insurance  
**Review** PPTs for Ch. 3  
**Read** Article 3: Managing Prescriptions and Non-Prescription Medication in the Athletic Training Facility | Due by 11:30 PM  
- **Complete & Submit** Ch. Three assignment  
- **Complete & Submit** Quiz 2  
- **Complete & Submit** Article Research 3 |
| **September 8** | **Read** Chapter 15: Using Therapeutic Modalities  
**Review** PPTs for Ch. 15 | Due by 11:30 PM  
- **Complete & Submit** Ch. Fifteen Assignment  
- **Complete & Submit** Quiz 3 |
| **September 10** | **Read** Chapter 11: Psychosocial Intervention for Sport Injuries and Illnesses  
**Review** PPTs for Ch. 11  
**Read** Chapter 14: Managing Mental Health Emergencies (Rehberg) | Due by 11:30 PM  
- **Complete & Submit** Ch. Eleven Assignment  
- **Complete & Submit** Quiz 4 |
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<th>Date</th>
<th>Read</th>
<th>Due by 11:30 PM</th>
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<tr>
<td>September 15</td>
<td>Chapter 8: Wrapping and Taping; Taping, Wrapping, and Bracing – ankle Review PPTs for Ch. 8 Read Chapter 1: Tapes, Wraps, Braces, and Pads (Beam) Read Article 4: Inter-association Recommendations for Developing a Plan to Recognize and Refer Student-Athletes With Psychological Concerns at the Collegiate Level</td>
<td>Complete &amp; Submit Article Research 4</td>
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<td>September 17</td>
<td>Chapter 8: Wrapping and Taping; Taping, Wrapping, and Bracing – Achilles Read Chapter 4: Ankle (Beam)</td>
<td>Complete &amp; Submit Ch. Eight &quot;A&quot; Assignment</td>
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<td>September 22</td>
<td>Chapter 8: Wrapping and Taping; Taping, Wrapping, and Bracing – foot and toes Review PPTs for Ch. 8 Read Chapter 3: Foot and Toes – (Beam)</td>
<td>Partial Exam One: Online only Review PPTs for Ch. 8 Complete &amp; Submit Video assignment 1</td>
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<td>September 24</td>
<td>Chapter 8: Wrapping and Taping; Taping, Wrapping, and Bracing – pelvis and thigh Review PPTs for Ch. 8 Read Chapter 7: Thigh, Hip, and Pelvis – (Beam)</td>
<td>Complete &amp; Submit Ch. Eight “B” Assignment Complete &amp; Submit Video assignment 2</td>
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<td>September 29</td>
<td>Practical Exam One Practical exams will begin at 7 am in the morning. Please plan accordingly.</td>
<td>Submit Journal &amp; “Beezus Note” 2 Complete &amp; Submit Video assignment 3</td>
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| October 1  | Chapter 8: Wrapping and Taping; Taping, Wrapping, and Bracing – shoulder Review PPTs for Ch. 8 Read Chapter 8: Shoulder and Upper Arm – (Beam) | Written Exam One
  - Online only
  - Respondus LockDown Browser & Monitor
  - 1 attempt
  - Opens Oct. 1 at 7 AM
  - Closes Oct. 4th at 11:30 PM
  - Under the “Examinations” tab |
<p>| October 6  | Chapter 8: Wrapping and Taping; Taping, Wrapping, and Bracing – elbow Review PPTs for Ch. 8 Read Chapter 9: Elbow and Forearm – (Beam) | Submit Journal &amp; “Beezus Note” 3 Complete &amp; Submit Video assignment 4 |
| October 8  | Chapter 8: Wrapping and Taping; Taping, Wrapping, and Bracing – wrist Read Chapter 10: Wrist - (Beam) | Complete &amp; Submit Ch. Eight “C” Assignment Complete &amp; Submit Video Assignment 5 |</p>
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<th>Date</th>
<th>Reading Assignments</th>
<th>Due by 11:30 PM</th>
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| October 13| **Read** Chapter 12: On the Field Acute Care and Emergency Procedures; Crutch/cane fitting  
**Review** PPTs for Ch. 12                                                                 | • **Submit** Journal & “Beezus Note” 4  
• **Complete & Submit** Video Assignment 6  |
| October 15| **Read** Chapter 12: On the Field Acute Care and Emergency Procedures; Blood pressure, pulses, and respirations  
**Review** PPTs for Ch. 12  
**Read** Chapter 3: Assessment of Sports Emergencies (Rehberg)                      | • **Complete & Submit** Twelve “A” Assignment                                      |
| October 20| **Read** Chapter 12: On the Field Acute Care and Emergency Procedures; Blood pressure, pulses, and respirations  
**Review** PPTs for Ch. 12                                                                 | • **Complete & Submit** Ch. Twelve “B” Assignment  
• **Submit** Journal & “Beezus Note” 5  |
| October 22| **Read** Chapter 12: On the Field Acute Care and Emergency Procedures (EAPs)  
**Review** PPTs for Ch. 12  
**Read** Chapter 1: Introduction to Sports Emergency Care (Rehberg)  
**Read** Article 5: The Inter-Association Task Force Document on Emergency Health and Safety: Best-Practice Recommendations for Youth Sports Leagues | • **Complete & Submit** Article Research 5  |
| October 27| **Practical Exam Two**  
• *Practical exams will begin at 7 am in the morning. Please plan accordingly.*  
**Read** Chapter 6: Care Concepts in Management of the Spine Injured Athlete (Rehberg)  
**Read** Chapter 11: Fractures and Soft Tissue Injuries (Rehberg) | • **Submit** Journal & “Beezus Note” 6  
• **Complete & Submit** EAP Assignment |
| October 29| **Read** Chapter 12: On the Field Acute Care and Emergency Procedures; Spine boarding and splinting  
**Review** PPTs for Ch. 12  
**Read** Article 6: Pre-hospital Care of the Athlete with Cervical Spine Injury | • **Complete & Submit** Article Research 6  
• **Complete & Submit** Ch. Twelve “C” Assignment |
| November 3 | **Read** Chapter 12: On the Field Acute Care and Emergency Procedures; Spine boarding and splinting  
**Read** Chapter 7: Unconsciousness and Seizures (Rehberg) | • **Submit** Journal & “Beezus Note” 7  
• **Complete & Submit** Video over Cranial nerves |
| November 5 | **Read** Chapter 12: On the Field Acute Care and Emergency Procedures; Spine boarding and splinting  
**Review** PPTs for Ch. 12  
**Read** Chapter 8: Management of Traumatic Brain Injury | • **Written Examination Two**  
❖ Online only  
❖ Respondus LockDown Browser & Monitor  
❖ 1 attempt |
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<tr>
<td>November 10</td>
<td><strong>Practical Exam Three</strong></td>
<td>Due by 11:30 PM</td>
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<td>• <em>Practical exams will begin at 7 am in the morning. Please plan accordingly.</em></td>
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<td>November 12</td>
<td><strong>Read First Aid and Wound Care</strong></td>
<td>Due by 11:30 PM</td>
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<td>• <em>Submit Journal &amp; “Beezus Note” 8</em></td>
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<td>• <em>Complete &amp; Submit Video over spine boarding</em></td>
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<td>November 17</td>
<td><strong>Read Chapter 6: Environmental Considerations</strong></td>
<td>Due by 11:30 PM</td>
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<td><strong>Review PPTs for Ch. 6</strong></td>
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<td><strong>Read Chapter 13: Environmental Emergencies</strong></td>
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<td><strong>(Rehberg)</strong></td>
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<td>November 19</td>
<td><strong>Read Chapter 13: Off the Field injury Evaluation;</strong></td>
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<td><strong>Review PPTs for Ch. 13</strong></td>
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<td><strong>Read Chapter 14: Infectious Diseases,</strong></td>
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<td><strong>Bloodborne Pathogens, and Universal</strong></td>
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<td><strong>Precautions; OSHA/HOPS</strong></td>
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<td><strong>Review PPTs for Ch. 14</strong></td>
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<td>November 21</td>
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<td><em>Submit Journal &amp; “Beezus Note” 9</em></td>
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<td><em>Complete &amp; Submit Ch. Six Assignment</em></td>
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<td><em>Complete &amp; Submit Quiz 5</em></td>
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<td>November 24</td>
<td><strong>Final Examination</strong></td>
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<td><em>Comprehensive</em></td>
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<td><em>Format: Multiple Choice; True/False</em></td>
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Journal Entry and “Beezus” Notes Assignment Guidelines

Journal Entry:
The weekly journal entry is a written reflection of what you observed, learned, and performed (did) during your clinical rotation. There are many different types of reflection journal entries. Please incorporate some of all of the five types into your journal. The five are:

➢ *Technical reflection:* focuses on performance improvement.
➢ *Reflection in/on action:* focuses on learning as it is happening and from past experiences.
➢ *Deliberative reflection:* focuses on reviewing multiple perspectives on a topic/situation to determine the best solution.
➢ *Personal reflection:* aids in self-evaluation and goal setting.
➢ *Critical reflection:* allows students to question their learning to bring about change.

Examples of Journal Styles

Guidelines:
1. Entries must be typed and/or word processed on the journal entry template provided on Blackboard.
2. The entry must be at a minimum of 400 words, 11 point, in “Arial” font.
3. The entry must be in paragraph form using complete sentences, correct grammar, and correct spelling and syntax.
4. Grading rubric: there are to be 13 entries at 5 points each. The journal must be submitted on time and in the correct format in order to receive the 5 points. Your opinion is not being graded. In other words – “if you do all parts of the assignment correctly, you get the 5 points. If you choose not to do the assignment, you get 0 points.”
5. Confidentiality applies when writing your journal. Do not use patient’s name in your reflection.
6. The entry must be signed by your mentor and clinical preceptor before you submit the entry.
7. The journal is due on Tuesday; submitted through the assignment submission link on your Blackboard page; must be received by time stated on class syllabus.

Examples of questions to ask of yourself: (not all inclusive just a few questions to start the thought process)

   What did I observe during my rotation?
   What did I learn during my rotation?
   How does the new information coincide with past knowledge I have?
   What questions should I have asked or wanted to ask?
   How should I ask questions during an orthopedic evaluation?
Beezus Note
The “Beezus Note” was created by one of the upper classmen in order to assist the younger students in getting involved in the athletic training room. You are required to submit a “Beezus Note” with each journal entry. A copy of the “Beezus Note” is provided on your Blackboard page. The total points for both the journal entry and the “Beezus Note” is 10. The binder (notebook) that was requested for you to have, this is where you will house your journal entries and “Beezus Notes”. Make sure that you have 13 copies in your binder (notebook) that you can fill out and submit with your journal. The journal and note will be in a section of your binder (notebook) that you will keep in the athletic training room and/or in your backpack. This should facilitate getting your journals and notes signed. Your journal and “Beezus Note” must be signed by your mentor and Clinical Preceptor.

You will turn in the journal entry and “Beezus Note” to me through the assignment submission link on your Blackboard page.
<table>
<thead>
<tr>
<th>Week</th>
<th>Journal</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk. 4 September 14-20, 2020</td>
<td>Journal 1</td>
<td>September 22, 2020</td>
</tr>
<tr>
<td>Wk. 5 September 21-27, 2020</td>
<td>Journal 2</td>
<td>September 29, 2020</td>
</tr>
<tr>
<td>Wk. 6 September 28-October 4, 2020</td>
<td>Journal 3</td>
<td>October 6, 2020</td>
</tr>
<tr>
<td>Wk. 7 October 5-11, 2020</td>
<td>Journal 4</td>
<td>October 13, 2020</td>
</tr>
<tr>
<td>Wk. 8 October 12-18, 2020</td>
<td>Journal 5</td>
<td>October 20, 2020</td>
</tr>
<tr>
<td>Wk. 9 October 19-25, 2020</td>
<td>Journal 6</td>
<td>October 27, 2020</td>
</tr>
<tr>
<td>Wk. 10 October 26-November 1, 2020</td>
<td>Journal 7</td>
<td>November 3, 2020</td>
</tr>
<tr>
<td>Wk. 11 November 2-8, 2020</td>
<td>Journal 8</td>
<td>November 10, 2020</td>
</tr>
<tr>
<td>Wk. 12 November 9-15, 2020</td>
<td>Journal 9</td>
<td>November 17, 2020</td>
</tr>
<tr>
<td>Wk. 13 November 16-22, 2020</td>
<td>Journal 10</td>
<td>November 19, 2020</td>
</tr>
</tbody>
</table>
Article Research Assignment

First google “NATA”. Once on this site, go to “News & Publications” category. Under “Press Room” click on Statements. You will need to print the following articles:

➢ Under “Position” category:
  Pre-participation Physical Examinations and Disqualifying Conditions

➢ Under “Official” category:
  Pre-hospital Care of the Athlete with Cervical Spine Injury

➢ Under “Consensus” category:
  The Inter-Association Task Force Document on Emergency Health and Safety: Best-Practice Recommendations for Youth Sports Leagues
  Inter-association Recommendations for Developing a Plan to Recognize and Refer Student-Athletes With Psychological Concerns at the Collegiate Level
  Managing Prescriptions and Non-Prescription Medication in the Athletic Training Facility
  Inter-Association Recommendations on Emergency Preparedness and Management of Sudden Cardiac Arrest in High School and College Athletic Programs

Once you have printed the article, you will need to do the following:

A. Read the article completely

B. Outline the article (The outline should have as much detail as possible, but do not re-write the article. Examples have been provided for you and the end of the instructions.) – 5 points

C. Write a synopsis of the article. – 5 points

D. Write a complete answer to the following questions: 5 points

  1. How do you plan to use the information you learned?
  2. How should you use the knowledge you gained?

Each article research assignment is 15 points. You will need a cover page and a reference page. You will need to use APA format. Assignment must be typed in 11 point, “Arial” font, and 1-inch margins. Grammar and syntax rules in addition to sentence structure will be graded.

The articles are listed below in order that they are due with their due date.

<table>
<thead>
<tr>
<th>Article number</th>
<th>Title</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-participation Physical Examinations and Disqualifying Conditions</td>
<td>August 27, 2020</td>
</tr>
<tr>
<td>2</td>
<td>Inter-Association Recommendations on Emergency Preparedness and Management of Sudden Cardiac Arrest in High School and College Athletic Programs</td>
<td>Sept. 1, 2020</td>
</tr>
<tr>
<td>3</td>
<td>Managing Prescriptions and Non-Prescription Medication in the Athletic Training Facility</td>
<td>Sept. 3, 2020</td>
</tr>
<tr>
<td>4</td>
<td>Inter-association Recommendations for Developing a Plan to Recognize and Refer Student-Athletes With Psychological Concerns at the Collegiate Level</td>
<td>September 15, 2020</td>
</tr>
<tr>
<td>6</td>
<td>Pre-hospital Care of the Athlete with Cervical Spine Injury</td>
<td>October 29, 2020</td>
</tr>
</tbody>
</table>
Examples of Outlines:

First example

Standard Outline Format

**Purpose:** The purpose of an outline is to identify the most important ideas in one or more chapters of a textbook and organize them according to their importance.

I. **Roman Numerals** are used to identify the biggest and most important ideas. If you are outlining more than one chapter, then you will usually use roman numerals to identify the chapter titles. If you are only outlining one chapter then you will use roman numerals to identify section headings.

   A. **Main Ideas** are identified by capital letters. In the textbook that we use the main ideas are all in red bold letters. Every time you see a heading that is big and red you will write it down with a capital letter to the left of it.

      1. **sub-headings** are smaller parts of a main idea. They are identified by numbers. In our textbook, most subheadings are green. Sometimes, however, there aren’t any subheadings. In that case you will write the first sentence of a paragraph as a subheading.

         a. supporting details are usually examples, proper nouns or numbers. They are identified by lower case letters.

         b. supporting detail

         c. supporting detail

      2. sub-heading

         a.

         b.

   B. **Main Idea**

      1. sub-heading

         a. supporting detail

         b. supporting detail

The above explanation was done in outline format. You will notice that every time there is an idea that is a part of a larger one, the smaller idea is indented. The use of roman numerals, capital letters, numbers and lowercase letters will vary depending on the length of the section or paragraph.
Standard Five Paragraph Essay Outline Format

I. Introduction
   A. Creative Opening to catch the audience’s attention. Students can use quotes, interesting facts and figures, joke or anecdotes, etc.
   B. Background information
   C. Preview of the main points of the essay.
   D. Thesis Statement affirms the main idea of the essay.

II. Body
   A. Paragraph 1
      1. Topic sentence states the main idea of the paragraph and transitions from the paragraph before it
      2. Supporting details defend or strengthen the topic sentence. Students should use at least two supporting details in each paragraph.
      Supporting details can include facts, examples, and expert opinions about a specific subject. If primary or secondary sources are used, students must use MLA parenthetical citations.
   B. Paragraph 2
      1. Topic sentence states the main idea of the paragraph and transitions from the paragraph before it
      2. Supporting details defend or strengthen the topic sentence
   C. Paragraph 3
      1. Topic sentence states the main idea of the paragraph and transitions from the paragraph before it
      2. Supporting details defend or strengthen the topic sentence
   (NOTE: More paragraphs can be created using the same format.)

III. Conclusion
   A. Restate thesis statement. Students should reword the thesis statement.
   B. Summarize main points. Students should reword topic sentences.
   C. Tie to Opening. Students should relate their conclusion to the opening of the essay.
Third example:

The Basic Outline of a Paper

The following outline shows a basic format for most academic papers. No matter what length the paper needs to be, it should still follow the format of having an introduction, body, and conclusion. Read over what typically goes in each section of the paper. Use the back of this handout to outline information for your specific paper.

I. Introduction
   The introduction should have some of the following elements, depending on the type of paper:
   - Start with an attention grabber: a short story, example, statistic, or historical context that introduces the paper topic
   - Give an overview of any issues involved with the subject
   - Define of any key terminology need to understand the topic
   - Quote or paraphrase sources revealing the controversial nature of the subject (argumentative papers only)
   - Highlight background information on the topic needed to understand the direction of the paper
   - Write an antithesis paragraph, presenting the primary opposing views (argumentative paper only)

   The introduction must end with a THESIS statement (1 to 2 sentences in length):
   - Tell what the overall paper will focus on
   - Briefly outline the main points in the paper

II. Body
   - Clearly present the main points of the paper as listed in the thesis
   - Give strong examples, details, and explanations to support each main point
   - If an argumentative paper, address any counterarguments and refute those arguments
   - If a research paper, use strong evidence from sources—paraphrases, summaries, and quotations that support the main points

III. Conclusion
   - Restate your thesis from the introduction in different words
   - Briefly summarize each main point found in the body of the paper (avoid going over 2 sentences for each point)
   - Give a statement of the consequences of not embracing the position (argumentative paper only)
   - End with a strong clincher statement: an appropriate, meaningful final sentence that ties the whole point of the paper together (may refer back to the attention grabber)

Additional Tips
- Decide on the thesis and main points first
- You do not need to start writing your paper with the introduction
- Try writing the thesis and body first; then go back and figure out how to best introduce the body and conclude the paper
- Use transitions between main points and between examples within the main points
- Always keep your thesis in the forefront of your mind while writing; everything in your paper must point back to the thesis
- Use the back of this handout to make an outline of your paper
Video Assignment Guidelines

This assignment calls for some technological skills on your part. You will need to record the following videos on your mobile device, and send the videos to me. On your Blackboard page for class, under the section titled “Resources”, you will see the title “TechSmith Knowmia”. Chose this topic, read the information, and watch the video tutorials. This is how you will submit each video on the assignment submission link. If you have any difficulties, please contact Information Technology (IT) for assistance.

Guidelines for the video:

1. Videos:

- Fourteen (14) taping and wrapping videos at 5 points each grouped into six video assignments.
- There is one video over cranial nerve assessment in which is 5 points too.
- The last video assignment is a group assignment where your group will spine board with shoulder pad and helmet removal are within the scenario. This video assignment is worth 10 points.
- The grading rubric for each assignment is if you follow all the guidelines and submit it on time, you will receive the 5 points. If you chose not to follow the guidelines and/or submit it late, you will receive a zero (0).

2. Each video will be over a different taping and/or wrapping techniques. The topics are as follows:

<table>
<thead>
<tr>
<th>Closed basketweave (ankle)</th>
<th>Groin wrap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achilles</td>
<td>Hamstring wrap</td>
</tr>
<tr>
<td>“X” arch</td>
<td>Shoulder spica</td>
</tr>
<tr>
<td>Loop arch</td>
<td>Shoulder sling</td>
</tr>
<tr>
<td>Soccer toe</td>
<td>Elbow for hyperextension</td>
</tr>
<tr>
<td>Turf toe</td>
<td>Wrist – Figure 8</td>
</tr>
<tr>
<td>Hip flexor wrap</td>
<td>Wrist – Fan</td>
</tr>
</tbody>
</table>

3. Video must be at a minimum of 1 minute to a maximum of 5 minutes. Begin each video with a shot of you starting to perform the skill.

4. The video must contain you actually performing the skill. I want to actually see how you are taping and/or wrapping. I do not need a commentary on what you are doing just the actual process of you performing the particular skill. For example: I want to actually see your hands taping the ankle (closed basketweave). I would prefer not to have a picture of your “backside” the whole entire time you are taping and/or wrapping.

5. The technique will be demonstrated in class, and you will have time to practice in class. The video must be done outside of class time. It is to demonstrate that you are practicing on your own. All of the techniques for each video will be the ones you practice in class. There are many ways to perform these skills, but please try to perform the ones that are demonstrated in class.
6. This needs to be original work. Do not include videos of others as yourself or commercially produced videos as your work.

7. The due dates are listed for each video assignment on the syllabus.

Due dates and which taping and/or topic is to be performed:

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Category</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Assignment 1</td>
<td>Ankle (Closed basketweave) and Achilles</td>
<td>September 22, 2020</td>
</tr>
<tr>
<td>Video Assignment 2</td>
<td>Soccer Toe and Turf Toe “X” Arch and Loop Arch</td>
<td>September 24, 2020</td>
</tr>
<tr>
<td>Video Assignment 3</td>
<td>Hip flexor wrap, Groin wrap, and Hamstring wrap</td>
<td>September 29, 2020</td>
</tr>
<tr>
<td>Video Assignment 4</td>
<td>Shoulder Spica and Shoulder Sling</td>
<td>October 6, 2020</td>
</tr>
<tr>
<td>Video Assignment 5</td>
<td>Elbow to Prevent Hyperextension</td>
<td>October 8, 2020</td>
</tr>
<tr>
<td>Video Assignment 6</td>
<td>Wrist Figure 8 and Wrist Fan</td>
<td>October 13, 2020</td>
</tr>
<tr>
<td>Video Assignment 7</td>
<td>Cranial Nerve Assessment</td>
<td>November 3, 2020</td>
</tr>
<tr>
<td>Video Assignment 8</td>
<td>Spine boarding with helmet and shoulder pad removal.</td>
<td>November 10, 2020</td>
</tr>
</tbody>
</table>
i https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php

ii https://www.angelo.edu/services/disability-services/

iii https://www.angelo.edu/content/files/14197-op-1011-grading-procedures

iv https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php

v https://www.angelo.edu/dept/writing_center/academic_honesty.php

vi https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of

vii https://www.angelo.edu/student-handbook/

viii https://www.angelo.edu/catalogs/