



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: AT 126 Introduction to Athletic Training

Course CRN # and Section: 20476 (1)

Semester Taught (including year): Spring 2019

Credit Hours: 2 hrs

Prerequisites: none

Course Time: T/TH – 12:30 PM-1:20 PM

Building and Room Number: Carter 402

Professor: Laura Wamsley, EdD, ATC

Office Location: Carter Center 403

Office Hours: Mon:10:00 – 11:00 AM
12:00- 1:00 PM
Tues:8:30– 9:30 AM
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College/Department Website

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Course Description/Rationale: This introductory course is for students interested in learning more about the athletic training profession. Students will receive an introduction to professional organizations and issues in addition to instruction and assessment of basic clinical skills necessary for progress to the next athletic training course.

Course Management System (Blackboard/Moodle or other systems): Blackboard

Hardware/Software Needed (include privacy policies, if applicable): Throughout this course we will be utilizing email, word processing, and PowerPoint presentations. Information managed on Blackboard will include, but is not limited to the syllabus and any needed revisions, assignment instructions and rubrics, assigned readings, course content PowerPoints and grades. All assignments must be turned in on time. Some assignments may need to be printed for submission, therefore, each student must have access to a reliable computer and printer. Emailed or hand written assignments will not be accepted unless the instructor has PREDETERMINED this to be acceptable within the related instructions.

Text requirements: Principles of Athletic Training-William Prentice
McGraw Hill 16th edition

Concord University Educational Goal(s) The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community.

This course will address the following goals associated with the general studies curriculum:

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities: An ability to interpret events and trends within historical contexts.

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by the following: Motivation to pursue lifelong learning and ongoing intellectual growth.

National Standards

AC-1	Explain the legal, moral, and ethical parameters that define the athletic trainer's scope of acute and emergency care.
AC-2	Differentiate the roles and responsibilities of the athletic trainer from other pre-hospital care and hospital-based providers, including emergency medical technicians/paramedics, nurses, physician assistants, and physicians.
AC-3	Describe the hospital trauma level system and its role in the transportation decision-making process.
AC-4	Demonstrate the ability to perform scene, primary, and secondary surveys.
AC-27	Explain the role of core body temperature in differentiating between exertional heat stroke, hyponatremia, and head injury.
AC-28	Differentiate the different methods for assessing core body temperature.
AC-30	Explain the role of rapid full body cooling in the emergency management of exertional heat stroke.
AC-36d	heat illness including heat cramps, heat exhaustion, exertional heat stroke, and hyponatremia
AC-36m	hypothermia, frostbite
AC-36n	toxic drug overdoses
CE-13	Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition.
CE-16	Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions.

CE-20a	history taking
CE-23	Describe current setting-specific (eg, high school, college) and activity-specific rules and guidelines for managing injuries and illnesses.
CIP-2	Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.
EBP-1	Define evidence-based practice as it relates to athletic training clinical practice.
EBP-2	Explain the role of evidence in the clinical decision-making process.
HA-1	Describe the role of the athletic trainer and the delivery of athletic training services within the context of the broader healthcare system.
HA-10	Identify and explain the statutes that regulate the privacy and security of medical records.
HA-13	Define state and federal statutes that regulate employment practices.
HA-16	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 infectious diseases and discuss how they apply to the practicing of athletic training.
HA-18	Describe the basic legal principles that apply to an athletic trainer's responsibilities.
HA-23	Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities' rules, guidelines, and/or recommendations.
HA-29	Explain typical administrative policies and procedures that govern first aid and emergency care.
HA-30	Describe the role and functions of various healthcare providers and protocols that govern the referral of patients to these professionals.
PD-1	Summarize the athletic training profession's history and development and how current athletic training practice has been influenced by its past.
PD-2	Describe the role and function of the National Athletic Trainers' Association and its influence on the profession.
PD-3	Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards.

- PD-4 Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.
- PD-6 Explain the process of obtaining and maintaining necessary local, state, and national credentials for the practice of athletic training.
- PD-8 Differentiate among the preparation, scopes of practice, and roles and responsibilities of healthcare providers and other professionals with whom athletic trainers interact.
- PHP-1 Describe the concepts (eg, case definitions, incidence versus prevalence, exposure assessment, rates) and uses of injury and illness surveillance relevant to athletic training.
- PHP-4 Explain how the effectiveness of a prevention strategy can be assessed using clinical outcomes, surveillance, or evaluation data.
- PHP-6 Summarize the epidemiology data related to the risk of injury and illness associated with participation in physical activity.
- PHP-7 Implement disinfectant procedures to prevent the spread of infectious diseases and to comply with Occupational Safety and Health Administration (OSHA) and other federal regulations.
- PHP-8 Identify the necessary components to include in a preparticipation physical examination as recommended by contemporary guidelines (eg, American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness).
- PHP-9 Explain the role of the preparticipation physical exam in identifying conditions that might predispose the athlete to injury or illness.
- PHP-10 Explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss.
- PHP-11 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-12 Summarize current practice guidelines related to physical activity during extreme weather conditions (eg, heat, cold, lightning, wind).
- PHP-13 Obtain and interpret environmental data (web bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make clinical decisions regarding the scheduling, type, and duration of physical activity.
- PHP-17d Exertional heat stroke
- PHP-17i Lightning strike

PHP-18	Explain strategies for communicating with coaches, athletes, parents, administrators, and other relevant personnel regarding potentially dangerous conditions related to the environment, field, or playing surfaces.
PHP-20	Summarize the basic principles associated with the design, construction, fit, maintenance, and reconditioning of protective equipment, including the rules and regulations established by the associations that govern its use.
PHP-21	Summarize the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints.
PHP-22	Fit standard protective equipment following manufacturers' guidelines.
PHP-29	Explain the basic concepts and practice of fitness and wellness screening.
PHP-46	Identify and describe the signs, symptoms, physiological, and psychological responses of clients/patients with disordered eating or eating disorders.
PHP-47	Describe the method of appropriate management and referral for clients/patients with disordered eating or eating disorders in a manner consistent with current practice guidelines.
PS-7	Describe the psychological techniques (eg, goal setting, imagery, positive self-talk, relaxation/anxiety reduction) that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes.
PS-11	Describe the role of various mental healthcare providers (eg, psychiatrists, psychologists, counselors, social workers) that may comprise a mental health referral network.
TI-19	Identify manufacturer, institutional, state, and/or federal standards that influence approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment.
TI-21	Explain the federal, state, and local laws, regulations and procedures for the proper storage, disposal, transportation, dispensing (administering where appropriate), and documentation associated with commonly used prescription and nonprescription medications.

Specific Learning Outcomes

In addition to the above, during and after completion of this course, students should possess an understanding of relative athletic training knowledge that will enable them to:

1. Introduce prerequisites for admittance into the Athletic Training Program,
2. Introduce protocols and the procedure for application into the Athletic Training Program,
3. Introduce the curricular and clinical experience, associated with acceptance into the Athletic Training Program,
4. Develop a theoretical and practical concept of the scope of responsibilities for a student in the Athletic Training Program,

5. Develop a theoretical and practical concept of the scope of responsibilities for a professional athletic trainer.

In addition to the above University Goals and National Standards, during and after completion of this course, students should possess an understanding of relative athletic training knowledge that will enable them to:

1:A – Demonstrate the ability to design wellness and prevention programs for physically active populations.

Course Requirements

Quizzes

There will be several quizzes, both unannounced and announced, throughout the semester to ensure students are keeping up with class readings and comprehend the course content and assignments. Unannounced quizzes will be given at the beginning of class and should be completed within 10 minutes. Announced quizzes may be in class or on blackboard. Blackboard quizzes will have a specified time frame in which the student will be required to begin and finish for full credit. Missed in class quizzes will not be permitted make ups and will receive a zero (0) for the quiz. Blackboard quizzes will not be extended and a grade of zero will be given for any quiz not taken within the given time frame.

Student Mentor Shadowing

Each student will complete one week (7-day period) of shadowing another student who is currently in the Athletic Training Program during Clinical Experience Hours. Experiences must be completed under the supervision of a Concord University Athletic Training Preceptor. You must be in dress code and follow certain rules that will be handed out in class. This experience is designed to give you an insight into what is involved as a student member of the Athletic Training Program as well as the profession of athletic training. Required forms and documentation will be handed out in class. Listed below the tasks that you will be required to accomplish during this assignment. Since there are so many students in this class, a limited number of ATP students to shadow, and little space to accommodate all students at once, the instructor will assign each student set dates in which they must complete the requirements for the assignment. As such, due dates will vary for each student in this class throughout the semester, but the criteria will be the same for everyone. All shadowing experiences must be completed prior to the Exam Week. The completed assignment should be turned into your instructor within one week of completion of the experience. Prior to beginning the shadowing experience, all students must complete blood borne pathogen training.

1. Complete and sign a confidentiality statement (return a copy to the instructor prior to the experience and another copy to the preceptor when you arrive on the first day),
2. Schedule and document the hours you are to report to this experience,
3. Locate and review the Emergency Action Plan for the site with either the preceptor or ATP student,
4. Scavenger hunt,
5. Observe and review one injury evaluation,
6. Observe and review one rehabilitation session,
7. Observe and review one modality treatment,
8. Document answers to the provided list of interview questions for the ATP student,
9. Document answers to the provided list of interview questions for the preceptor, and

10. Type a 1 to 2 page summary about what you learned/liked/disliked during your shadowing experience

Labs and Out of Class Assignments

Assignments will be given out on a periodic basis and are to be completed by the due date. These assignments will be given to you in class or posted on Blackboard. They may be related to an in class lab experience or out of class materials or experiences. Students are expected to complete assignments in the format and documentation standards previously stated under “Course Expectations.” Examples may include, but are not limited to: chapter reviews, lab summaries and/or worksheets, and Position Statement worksheets.

Exams

There will be four (4) written examinations throughout the semester, including a cumulative final. Understanding and retention of the material in class is necessary for progression in the athletic training program.

Miscellaneous Course Performance and Participation Expectations:

Class members (student/instructor):

1. Be on time for class.
2. Be prepared for class when class starts, not 5 minutes after class starts.
3. Common courtesy – don’t talk over one another, **no cell phones, no text messaging**, etc.
4. **Class participation and discussion are encouraged, but side conversations are not, either talk for the whole class to hear, or do not talk at all.**
5. Stay focused throughout class, we will try to be out on time every week, but please do not pack up early.
6. Stay caught up if not ahead on any readings and assignments. .
7. Ask questions when you are not sure about something.
8. Have mutual respect for your instructor as well as your fellow classmates.
9. All required reading should be done by the student before the date scheduled on the syllabus. Unannounced, random quizzes may be given throughout the semester at the discretion of the instructor. The bulk of the reading will consist of readings from the text and journal articles. However, other readings may be assigned throughout the semester.

Grading Policy:

Quizzes	20%
Student Mentor Shadowing	15%
Labs and Out of Class Assignments	25%
Exams	30%
Final Exam	10%

Grading Scale:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D

59-0% = F

Make-up Policy and Late Work:

Late assignments will only be accepted for up to one week after the assigned due date. For each day late the final grade potential will drop by 10%. After one week, the assignment will no longer be accepted and a grade of 0 will be awarded.

Course Timeline (Schedule of Assignments/Assessments/Presentations):

Date(s)	Topic/Activity	Readings Prior to Class (all readings will be from the required text by Prentice unless otherwise specified)	Assignments
Jan. 15	Introduction to Course Discuss Shadowing Assignment Review ATP Admission Requirements		BBP Training Quiz on Blackboard (must be completed by Jan 22)
Jan. 17 th	Athletic Trainer as a Health Care Provider	Chapter 1	
Jan. 22 nd	AT as a HCP Health Care Organization and Administration in Athletic Training	Chapter 2	
Jan 24 th	Healthcare Organization and Administration		
Jan 29 th	EAPs	NATA PS: Emergency Planning in Athletics	PS Worksheet Due Jan 31 st
Jan 31 st	PPEs	NATA PS: Pre-participation Physical Examinations and Disqualifying Conditions	PS Worksheet Due Feb. 5 th
Feb 5 th	Legal Concerns and Insurance Issues	Chapter 3	
Feb 7 th	Legal Concerns and Insurance Issues		
Feb 12 th	Exam 1		
Feb 14 th	Infectious Disease, Bloodborne Pathogens, & Universal Precautions	Chapter 14	
Feb 19 th	Infectious Disease, Bloodborne Pathogens, & Universal Precautions		
Feb 21 st	Nutrition and Supplements	Chapter 5	
Feb 26 th	Nutrition and Supplements		

Feb 28 th	Diabetes/Asthma	NATA PS: Management of the Athlete With Type 1 Diabetes Mellitus NATA PS: Management of Asthma in Athletes	PS Worksheets Due Mar 7 th
March 5 th	Diabetes/Asthma		
March 7 th	Allergies and Other General Medical Concerns	Chapter 29	
March 12 & 14	Spring Break		
March 19 th	Crutch/Cane Fitting		
March 21 st	Exam 2		
March 26 th	Environmental Considerations	Chapter 6 NATA PS: Exertional Heat Illnesses	PS Worksheet due March 28 th
March 28 th	Environmental Considerations		
April 2 nd	Fitness and Conditioning Techniques	Chapter 4	
April 4 th	Fitness and Conditioning Techniques		
April 9 th	Using Therapeutic Exercise in Rehabilitation	Chapter 16	
April 11 th	Using Therapeutic Exercise in Rehabilitation		
April 16 th	Using Therapeutic Modalities	Chapter 15	
April 18 th	Using Therapeutic Modalities		
April 23 rd	Exam 3		
April 25 th	Psychosocial Intervention for Sports Injuries and Illnesses	Chapter 11	
April 30 th	Pharmacology, Drugs and Sports	Chapter 17 NATA PS: Anabolic-Androgenic Steroids	PS Worksheet due May 2 nd
May 2 nd	Catch-up/Review		All Shadowing assignments should be completed and submitted by this point.
Thurs, May 9 th	Cumulative Final Exam at 11:30 AM		

*The above Semester At-A-Glance schedule may be altered at the discretion of the instructor. Students enrolled in this course will be notified immediately of any changes or alterations to this schedule.

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if

you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

