

## UWSP ATHLETIC TRAINING EDUCATION PROGRAM

### Course: AT 181 - Introduction to Athletic Training

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**Course time:** T/R 12:00 – 12:50pm

**Room:** HEC 119

**Office hours:** Tuesday or Thursday – before or after class. Wednesday – 9:30-11:00am

**Textbook:** Winterstein, Andrew P. *Athletic Training Student Primer – A Foundation for Success. 2<sup>nd</sup> Edition*

*This textbook is not up-to-date based on some of the advances in athletic training education and in the profession. There will be supplemental readings posted on D2L for the course that will be accurate.*

#### **Overall Course Objectives:**

The intent of this course is to provide basic information on a variety of topics, all of which relate to the profession of athletic training. Students will be educated on the role of an athletic trainer, job domains and responsibilities of an athletic trainer, and career options for an athletic trainer. In addition, students will gain an understanding of the application requirements for the UWSP athletic training major.

**Pre-requisites:** Concurrent registration in AT 182 – Athletic Training Clinical Observation

At the conclusion of this course the student will be able to:

- Define the profession of athletic training.
- Describe and differentiate the roles and responsibilities of the certified athletic trainer and other medical and allied health personnel to provide care to active individuals.
  - Define the 5 practice domains of a certified athletic trainer as described by the NATA.
  - Identify roles and responsibilities of a certified athletic trainer within each domain.
  - Describe the importance of each domain for effective care of the physically active.
  - Understand the athletic trainer's role as a liaison between the patient and the physician responsible for medical care.
- Develop a respect for the roles and responsibilities of the other health care professions.
- Identify common activity-related injuries and illnesses commonly treated by a certified athletic trainer.
- Identify state, district, and national organizations developed for certified athletic trainer.
- Understand the process of applying for the UWSP Athletic Training Program and the criteria to be eligible to sit for the Board of Certification Examination.

#### **Overview of Course Expectations:**

This course is required within the core of pre-admission requirements for application to the athletic training program. Performance in this course is important for those aspiring to apply to the athletic training program. Therefore, attendance, professionalism, complete and thoughtful assignments, class participation and successful test/quiz performance are necessary. There will be course discussion and in-class group work and you are expected to participate fully in these sessions.

#### **Attendance:**

Students are expected to be at all classes and arrive on time. If you have an excused absence, I need to know about it prior to class. You will also have to provide me with written documentation/excuse when appropriate. **Verbal contact** is the only way to get an absence excused and it must be done PRIOR to missing class. Email will not be accepted for excused absences. Only excused absences will be able to make up any in-class work or get personal assistance from me on the information we covered in class.

#### **Academic honesty:**

You must not use anyone else's work as your own. You may at times be required to turn your papers the Turnitin plagiarism site for originality reports and the result will be used as part of your grade. You will also be required to reference any source of information you use in short papers. Any cheating or copying will not be tolerated and students will be reported for Academic Dishonesty as explained in Chapter 17 of the Rules of UW System Board of Regents.

**My teaching style for AT 181 (and AT 182):** Since this is an introductory course to the athletic training profession and a core requirement to apply to the AT program, I am assuming you have an interest in athletic training. And, I am hoping that most of you have had some exposure to the profession. I will teach you – but my teaching style is not to provide you with ALL the information. There is little spoon feeding of information in this course. You will have to be part of the learning process. For example, when we start to talk about head injuries and concussions – you will be asked to watch a documentary and read a few articles before we get to that topic. Then we talk and discuss. I go over some of the information – but you need to have a good idea of the information before you come to class. I want to know your thoughts, opinions, questions. And we can then have a great conversation and learn about things in more detail rather than on the surface. When I ask a question, I don't want blank stares because you have no idea what I am talking about. It should be an hour where we share in the exchange of ideas rather than me talking the whole time.

**Evaluation Methods:**

**Examinations:** There will be 3 (three) scheduled exams throughout the year. There will also be a final examination which will be cumulative.

**Discussion Questions and D2L quizzes:** There are various discussion questions that are posted in the syllabus. Some will have requirements for formal answers – some we will discuss in class. Or, there may be a short D2L quiz (that will be worth points earned in the course) on the topic we will be talking about in class. Either way, you should prepare to answer the question or take the quizzes through your readings or by researching the topic on your own prior to class.

**Being Prepared for Class:** Based on what is written above about the teaching style for this course and discussion question section, you will be expected to have at least exposed yourself to the information we will be covering in class that day. For example, if there is a required reading or video to watch – please do so prior to class so it can be part of the productive discussion.

**Assignments:** There will be various assignments throughout the semester. They will cover various topics about the profession of athletic training. You will be able to see the explanation for the assignment in D2L – in the content area and in the dropbox. You are responsible to know due dates and have the assignments in the D2L dropbox prior to the beginning of class on the due date.

**Labs:** We will be doing labs mostly at the end of the semester to emphasize what we learned in class. Labs will be on prevention techniques, modalities and rehabilitation. You will gain exposure to these skills during your AT 182 observations, but we will learn how to perform some of them toward the end of the year.

**Student assessment:** Students will be earning points throughout the semester. The final grade will be determined by: Quizzes and Examinations – 60% of the grade; Assignments – 40% of the final grade. Grades will be recorded on D2L as assessments and assignments are completed.

**The final letter grades will be:**

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

**TOPIC**

1/24	Organizational Day: Hand out syllabus; Introduction to AT 181; Introduction to AT 182 Dress code, Schedule for observations, Professionalism, Expectations Readings: Chapter 1
1/26	What is athletic training? Defining our practice. Readings: Chapter 1, Chapter 16 & NATA Website – About & Professional Interests ( <a href="http://www.nata.org">www.nata.org</a> ) <b>Due: Internet Scavenger Hunt and Work Place List. (DropBox)</b>
1/31	Where did we come from? Where are we going? Professional Practice and Work Environments Readings: Chapter 2 & NATA Website – Professional Interests; Internet Sources <i>Discussion Question – Are we a young or old profession? Think about the setting you think you want to work in? Why? Is this where athletic trainers started out? Is it a new setting to work in?</i> <b>Due: Be prepared to discuss the question based on readings and research</b>
2/2	Educational Requirements for the Athletic Trainer Resources for the AT student Reading : Chapter 3, 4, and 16 (a bit out of date – MS degree required in future) <b>Due: Complete the Learning Style Characteristics (p. 58-60) – bring results to class.</b> <b>Bring a copy of your DPR to class</b> <i>Discussion Question – What are the course requirements for AT at UWSP? What is my DPR and how to I read it?</i>
2/7	The first step in patient care – protecting yourself as the health care provider Bloodborne Pathogens and Skin Wounds Reading : Chapter 10 Video: D2L on Blood Borne Pathogens and HIPPA <b>Due : Assignment - Bloodborne Pathogen Worksheet (DropBox)</b>
2/9	Emergency Planning and Preparedness - Reading : Chapter 11; NATA Consensus Statement on Emergency Planning (D2L) <i>Discussion Question: Have you ever been involved in emergency care? What was it like? If you have not been involved, how do you think you will react? Think of places you have participated in activity – do you think they were prepared for emergencies? What are some things you read in the NATA Position Statement that you would not have thought about?</i>
2/14	First Aid and Acute Care Reading: Chapter 13
2/16	<b>EXAMINATION #1</b> Dr. Schmies out of town at NATA Educators' Conference – will have a proctor for the exam
2/21	First Aid and Acute Care – follow up; Prevention - Screenings and Physicals Reading: Chapter 13 Due: Emergency Case Study (DropBox)
2/23	Prevention – Screenings and Physicals Cardiac Concerns in the Active Individual Readings: D2L <b>Due: Physical Assignment – Cardiac Screenings</b>
2/28	Prevention : Environment –Heat, Cold and Lightening Reading : Chapter 12; NATA Position Statement on Heat Illness, Cold & Lightning <i>Discussion Question: What are some things an athletic trainer can do to prevent heat illness? What steps can an athletic trainer take to prevent cold and lightning injuries?</i>
3/2	Prevention : Environment – Hydration & Fluid Replacement <b>Lab: Heat Illness Assessment</b> Reading : NATA Position Statement on Fluid Replacement <b>DUE: Hydration Plan</b>
3/7	Discussion on Concussion Readings: D2L

	<i>Discussion Question: Concussions are getting a lot of press lately. Think about people you know you have had concussions – how were they treated? Do you think they were treated correctly?</i>
3/9	Discussion on Concussion Video: Frontline PBS Documentary
3/14	Discussion on Concussion
3/16	<b>EXAMINATION 2</b>
3/21-23	<b>SPRING BREAK – ☺</b> Head and Neck Injury Reading: Chapter 8
3/28	Understanding Athletic Injury Reading: Chapter 5
3/30	Lower Extremity Injury Reading: Chapter 6
4/4	Lower Extremity Injury Reading: Chapter 6
4/6	Lower Extremity Injury Reading: Chapter 6
4/11	Upper Extremity Injury Reading: Chapter 7
4/13	No class – WATA State Meeting <b>D2L Quiz – Lower Extremity Injury</b>
4/18	<b>Upper Extremity Injury</b> <b>Reading: Chapter 7</b>
4/20	<b>Upper Extremity Injury</b> <b>Reading: Chapter 7</b>
4/25	Upper Extremity Injury Reading: Chapter 7
4/27	Discussion on Modalities Reading: Article available on D2L <b>Quiz D2L – Upper Extremity Injury</b>
5/2	Discussion on Rehabilitation and Stretching Reading: Chapter 14 Discussion Question: What are your personal thoughts on stretching? Do you do it? Why? Do you feel it prevents injury?
5/4	Rehabilitation
5/9	Skills Lab and Review
5/11	Skills Lab and Review <b>EXAM 3 – D2L – Upper and Lower Extremity</b>
	<b>Thursday May 18th – 12 :30 -2 :30 Final Examination (Cumulative) (HEC 119)</b>