



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



Course Title: Athletic Training 200: Emergency Response

Semester: Fall 2016

Course Time: Wednesday

Instructor: Beth Kinslow

Classroom: HEC 147 6-9pm

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Office Hours: M&W 8-9am; Th 8-10am; M 10-12

Available between 8am-8pm

Required Textbook— American Red Cross. *Emergency Medical Response*. San Bruno, CA: Stay Well; 2011.

Course Description: An in depth study of medical emergencies and acute conditions in physical activity settings. Students will become prepared to respond to situations necessitating cardiopulmonary resuscitation, automated external defibrillation, and other life saving techniques. Students will implement treatment algorithms, patient stabilization, and transport methods.

Introduction: The purpose of this course is to provide you with an introduction to emergency response in athletic training settings. A **Letter to the Learner** available on D2L discusses my teaching philosophy and approach for this course. The focus throughout this course will be professional management of emergency care and response. This course will serve as a foundation for the courses and clinical experiences you will participate in during your time in the UWSP Athletic Training Program.

- Prerequisites: Admission to ATP, Current CPR & First Aid Certification

Through this course, students will demonstrate mastery of specific competencies and proficiencies outlined in the NATA *Athletic Training Educational Competencies and Clinical Proficiencies*, identified by the UWSP Athletic Training Program for AT 200. (<http://www.uwsp.edu/peat/pages/athltraining/default.aspx>)

Course Expectations:

- **Instructor's Role**
 - Come to class prepared to foster an environment of learning for all students.
 - Respond to all phone calls and e-mails within 48 hours.
 - Make adjustments to the course schedule as necessary for student learning.
 - Treat all students with integrity and respect.
 - Allow ample time to practice skills necessary for emergency care.
- **Student's Role**
 - Come to class prepared to engage in class activities and discussions by completing all readings and course preparation listed on the syllabus along with any other information seeking that may enhance individual understanding of course information.
 - Ask questions to help further understanding of prevention and care in athletic training.
 - Be open and respectful of others' ideas and challenge previous knowledge.
 - Be prepared to make mistakes, the key is to learn from mistakes and be prepared for real-life emergency scenarios.
- **Tips for Success**
 - Communicate early and often regarding class conflicts, assignments, and any questions regarding this course.
 - Take advantage of your resources.

- Meet with your mentor on a regular basis.
- Create study groups with your peers.
- Utilize the Tutor & Learning Center (<http://www.uwsp.edu/tlc/Pages/default.aspx>)

Enduring Understandings

Students will understand that...

- *Emergency skills are quintessential to the athletic training profession.*
- *Handling emergency situations requires an interdisciplinary and strong communication.*
- *Planning ahead for all possible emergency situations is an important component of handling emergency situations.*

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

- How can an athletic trainer best prepare themselves to handle an emergency situation?
- What is the proper chain of command during an emergency situation?
- How do you determine the proper course of care in an emergency situation?
- How do you recognize an emergency situation?
- What happens after care of the patient has been transferred?

Knowledge, Skills, and Dispositions
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Knowledge (Know)

Students will/can...

- Apply a working knowledge of anatomy, physiology, and pathology to evaluation of emergent and acute conditions.
- Demonstrate performing assessments to manage triage of acute and emergent conditions.
- Recognize respiratory and cardiovascular problems necessitating immediate intervention
- Create a mock plan and discuss the importance, components, and function of an emergency action plan.

Skills (Able to do)

Students will/can...

- Demonstrate techniques to minimize transmission of disease when functioning in rescue/emergency situations.
- Demonstrate professional rescuer level techniques for CPR, Rescue Breathing, Airway Management, AED use and Emergency Oxygen Administration in a simulated environment.
- Demonstrate bleeding control, wound management, and minimization of shock during simulations.
- Demonstrate stabilization, splinting, spine boarding, and transportation during simulations;
- Recognize & manage head, facial, and neurological injuries.
- Respond to situations where injuries to soft tissue, muscles, bones, and joints have occurred.
- Recognize & manage life threatening, internal, and sudden injuries and illnesses.
- Prevent, recognize, and manage environmental illness situations.

Dispositions (Value/Appreciate)

Students will/can...

- Discuss/reflect on the role of various professionals in providing emergency care and the interaction of athletic trainers with other health care professionals.
- Respond to and recognize the difference in communication in situations involving varied populations (behavioral issues, children, infants, etc.).
- Appreciate the value in proper management of emergency situations.

Learning Activities

Students will...

- Participate in classroom activities and small group discussions on emergency care topics.
- Become certified as an Emergency First Responder through skill demonstration and satisfactory completion of the American Red Cross first responder test.
- Students will work to practice skills and complete the competency packet associated with this course.
- Students will experience one 8 hour shift during the semester observing in the emergency department.

Assessment Evidence

Course Evaluation Procedures:

Class Participation: Students are expected to attend and participate in class. Participation points will be back on demonstration of skills, interaction with peers, and participation in class discussions. (1pt/class)

Assignments/Quizzes: Students will complete homework assignments and quizzes throughout the semester. (5pts/quiz/homework)

Emergency Room Observation: Students will turn in an hour sheet signed by the provided worked with along with a one-page reflection of their experience. Students will be scheduled for one 8 hour shift at some point in the semester. (25pts)

Competencies/Practical Exams: Students will work on emergency response skills and complete the competency packet associated with this course. Peer/Mentor competencies must be completed prior to demonstrating competency on a given skill to the instructor. Competency checks will occur regularly during class sessions throughout the semester and during practical exams. Dates will be given when competency packet components are due; if the component is not completed by the due date points will not be awarded. (45pts)

Exams: Students will have 2 unit exams and 1 cumulative final exam. Exams will consist of multiple choice, short answer, fill-in-the-blank, and essay questions. (50pts each)

Grading Procedures:

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

Class Participation	30pts
Homework/Quizzes	25pts
Emergency Room Observation	25pts
Competencies/Practical Exams	150pts
Written Exams	150pts

Grading Scale:

Final letter grades will be awarded as follows:

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

Additional Information

Required Textbook

American Red Cross. *Emergency Medical Response*. San Bruno, CA: Stay Well; 2011.

Recommended Resource

- Miller M, Berry D. *Emergency Response Management for Athletic Trainers*. Philadelphia, PA: Lippincott Williams & Wilkins; 2011
- <http://www.redcrossemrdigital.org/> Access to online material
- <http://www.nata.org/sites/default/files/EmergencyPlanningInAthletics.pdf> -Position Statement
- <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2681208/pdf/attr-44-03-306.pdf> -Spine Boarding
- <http://www.nata.org/> NATA Homepage
- <http://www.uwsp.edu/rmgt/Pages/default.aspx> UWSP Risk Management Website
- <http://www.ncaa.org/health-and-safety> NCAA Health & Safety

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

Class Policies

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

University Policies:

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

Course Schedule Fall 2016

Date	Topic	Readings/Preparation
9/7 Week 1	<ul style="list-style-type: none"> • Course Introduction/Learning Styles • Considerations in Emergency Care • Emergency Action Plans 	Chapters 1-3 D2L Readings
9/14 Week 2	<ul style="list-style-type: none"> • Blood Borne Pathogens • Lifting and Moving Patients & Crutches/Cane • Physical Examination of Critical Patients • Vitals 	Chapters 2, 5-8 D2L Readings
9/21 Week 3	<ul style="list-style-type: none"> • Putting it All Together 	
9/28 Week 4	EXAM 1	
10/5 Week 5	<ul style="list-style-type: none"> • Respiratory Emergencies • Airway & Oxygen • Cardiac Emergencies 	Chapters 10-13 D2L Readings
10/12 Week 6	<ul style="list-style-type: none"> • Putting it All Together 	
10/19 Week 7	PRACTICAL EXAMS	
10/26 Week 8	<ul style="list-style-type: none"> • Orthopedic Emergencies • Splinting 	Chapters 18-22 D2L Readings
11/2 Week 9	<ul style="list-style-type: none"> • Soft Tissue Injuries 	Chapters 14-16, 24-26 D2L Readings
11/9 Week 10	<ul style="list-style-type: none"> • General Medical 	
11/16 Week 11	EXAM 2	Chapter 23 D2L Readings
11/23 Week 12	THANKSGIVING NO CLASS	
11/30 Week 13	<ul style="list-style-type: none"> • Spinal Injuries • Spine Boarding 	
12/7 Week 14	<ul style="list-style-type: none"> • Equipment • Spine Boarding 	D2L Readings
12/14 Week 15	<ul style="list-style-type: none"> • Putting it All Together Practical Exams (During Week)	
12/21	<ul style="list-style-type: none"> • FINAL EXAM 715-915pm 	