



SUL ROSS STATE UNIVERSITY  
Department of Kinesiology and Human Performance  
Spring 2019

KES 3303 – Athletic Care & Prevention of Athletic Injuries  
TR 9:30 – 10:45am  
Instructor: Justin Steckler, MS, LAT, ATC

**Office:** Gallego Center 217 Athletic Training Facility

**Phone:** 432.837.8450

**Office Hours:** Monday & Wednesday 9:00a – 10:00a & 11:00a – 12:00p & by appointment

**Email:** [Justin.steckler@sulross.edu](mailto:Justin.steckler@sulross.edu)

**Course Description:**

Injury prevention, treatment and rehabilitation techniques in sports.

**Purpose of Course:**

The purpose of this course is to 1) create an academic atmosphere in which students may develop their intellects and skills; and 2) provide courses so that students may receive a certificate and/or associate degree or transfer to a senior institution that offers baccalaureate degrees.

**Required Text:**

Prentice, W. E. (2017). *Principles of athletic training: A guide to evidence-based clinical practice*. New York, NY: McGraw-Hill Education. 14th, 15th, 16<sup>th</sup> edition.

**Recommended Text:**

Hillman, S. K. (2012). *Core concepts in athletic training and therapy*. Champaign, IL: Human Kinetics.

**Student Objectives:**

PREVENTION

1. Basic components of a comprehensive athletic injury / illness prevention program including (a) physical examinations and screening procedures, (b) physical conditioning, (c) fitting and maintenance of protective equipment, (d) application of taping and special pads, and (e) control of environmental risks.
2. Common risk factors and causes of athletic injuries in various sports as identified by contemporary epidemiological studies and athletic injury / illness surveillance systems.
10. Safety precautions, contraindications, and hazards associated with the use of various strength training equipment, conditioning methods, and exercise routines.

11. Principles of an effective heat illness prevention program including those pertaining to acclimatization and conditioning, fluid and electrolyte replacement, selection of clothing, monitoring of weight loss, and scheduling organization of practice sessions.
12. Normal thermoregulator mechanisms of the human body including methods of heat dissipation and the associated effects of exposure to high environmental heat and humidity and the use of various clothing materials.
13. Principles of organization of practice sessions with regard to minimization of injury / illness risk factors.
14. Rules and regulations pertaining to use of special protective equipment, braces, and splints as established by governing athletic associations.
15. Assessment of systolic and diastolic blood pressure through the use of a sphygmomanometer.
16. Fitting of standard protective equipment and clothing consistent with the physical characteristics and needs of individual athletes and the demands of participation in specific sports activities.
17. Application of appropriate preventive taping and wrappings, splints, braces, and other special protective devices consistent with sound anatomical and biomechanical principles.
26. The effects of commonly abused drugs and other substances on the athlete's physical and psychological health and athletic performance (alcohol, tobacco, stimulants, steroids, narcotics, etc).
27. General principles of health maintenance and personal hygiene pertaining to skin care, dental hygiene, environmental sanitation, immunizations, avoidance of infections and contagious diseases, diet, rest, exercise, and weight control.

#### CLINICAL ASSESSMENT

27. Respect for the injured athlete as an individual deserving of quality professional health care.
28. Acceptance of the injured athlete's physical complaints without personal bias or prejudice.

#### ACUTE CARE

1. Basic components of a comprehensive athletic injury emergency care plan including (a) personal training, (b) equipment, (c) emergency care facilities, (d) communication systems, (e) transportation, (f) game and practice coverage, and (g) record keeping.
2. Typical community based emergency health care delivery plans including communication and transportation systems.
3. Legal, moral, and ethical parameters which define the scope of first aid and emergency care and identify the proper role of the licensed athletic trainer.
4. Typical administrative policies and procedures governing first aid and emergency care including those pertaining to parental consent, notification of parents, accident reports, and record keeping.
5. Availability and purpose of contemporary first aid and emergency care equipment and supplies and commonly recommended contents of emergency care field kits.
6. Accepted first aid and emergency care procedures for acute athletic injuries / illnesses.
7. Application of first aid procedures for closed soft tissue injuries including the use of pressure bandages, ice, and elevation.
8. Control of external bleeding including application of direct pressure, arterial pressure, and application of dressings and bandages.

9. Application of aseptic techniques in the management of open wounds (sterilization procedure, wound cleansing / debridement, dressing and bandaging).
10. Application of immobilization devices including cervical collars, spine boards, fixation and traction splints, shoulder immobilizers, and slings.
12. Use of short distance transportation methods including walking assists, manual carries, and transfers from ground / floor to spine board.
13. Acceptance of the professional, ethical, and legal parameters which define the proper role of the licensed athletic trainer in the first aid and emergency care of athletic injuries / illnesses.
14. Appreciation of the importance of developing a thorough, comprehensive athletic injury emergency care plan and the need for continual review and practice of emergency care procedures.
15. Realization of the injured athlete's physical, emotional, and psychological dependence on the licensed athletic trainer as an initial health care provider.

#### ORGANIZATION/ADMINISTRATION

8. Basic records and forms pertaining to the management of athletic injuries including those used for (a) securing emergency care information and parental consent, (b) accident reporting, (c) medical referral, (d) documentation of treatment, (e) recording of rehabilitation progress, (f) release of medical information.
14. Appreciation of the importance of developing a thorough, comprehensive athletic injury emergency care plan and the need for continual review and practice of emergency care procedures.

#### ETHICAL and PROFESSIONAL RESPONSIBILITY

1. Acceptance of the responsibility to interpret and promote athletic training as a professional discipline among allied professional groups and the general public.
27. Respect for the injured athlete as an individual deserving of quality professional health care.
28. Acceptance of the injured athlete's physical complaints without personal bias or prejudice.

#### **Student Learning Outcomes:**

At the conclusion of the course, each student will be able to:

- The student will be able to apply principles and concepts of athletic training to promote the prevention of sport related injuries.
- The student will be able to make prudent and accountable decisions regarding sport injuries and legal implications.
- The student will recognize learned signs and symptoms associated with common sport related injuries.
- The student will develop an understanding of recommended care for sport related injuries and conditions.

**ADA Statement/ Disability Services:**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartze@sulross.edu .

**Academic Integrity:**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Meaningful and pertinent participation is required.

**Academic Honesty:**

Students are expected to do their own work. Cheating in any form will be subject to disciplinary action that can result in dismissal from the class with a grade of F. This includes plagiarism.

All of the following are considered plagiarism: (taken from: <http://www.plagiarism.org/>)

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

**Academic Civility Statement:**

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

**Academic Affairs Service Statement:**

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

**Academic Excellence Statement:**

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.

- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

### **General Responsibilities:**

Attendance: Classroom presences and participation is a requirement. In accordance with the University catalog, a student with excessive (unexcused) absences will be dropped from the course. Six (6) absences for a Tuesday – Thursday course is considered excessive. Continued tardiness is undesirable and is also grounds for a student to be dropped from the course (three (3) tardies will equal one (1) absence). **Excused absences must be made up within one week of the absence by submitting on blackboard/email a minimum of two – paged, double spaced, and typed abstract on the material of the day missed. Students should contact instructor the day prior to excused absence (student athletes) or the day after returning to class for the abstract assignment (non-student athlete).**

### **Course Requirements:**

Classroom attendance is required. Appropriate dress and classroom decorum is expected. It is the responsibility of the student to notify me before, or immediately after the absence if it is to be excused. There will homework assignments during this course. There will be several quizzes and classroom assignments. There will be mid-terms and a final given as well.

## **Calendar Course Outline:**

The outline tentative and be subject to change. If a change is made you will be informed.

### **Week 1:** January 21<sup>st</sup> – 25<sup>th</sup>

- Class introduction; Review Syllabus; Student information
- Principals of AT Chapter 1: The Athletic Trainer as a Health Care Provider

### **Week 2:** January 28<sup>th</sup> – February 1<sup>st</sup>

- Principals of AT Chapter 10: Tissue Response to Injury

### **Week 3:** February 4<sup>th</sup> – 8<sup>th</sup>

- Principals of AT Chapter 9: Mechanisms and Characteristics of Musculoskeletal and Nerve Trauma

### **Week 4:** February 11<sup>th</sup> – 15<sup>th</sup>

- Principals of AT Chapter 22: The Shoulder Complex

### **Week 5:** February 18<sup>th</sup> – 22<sup>nd</sup>

- Principals of AT Chapter 23: The Elbow

**Week 6:** February 25<sup>th</sup> – March 1<sup>st</sup>

- Principals of AT Chapter 24: The forearm, Wrist, Hand, and Fingers

**Week 7:** March 4<sup>th</sup> – 8<sup>th</sup>

- Principals of AT Chapter 25: The Spine

**Week 8:** March 11<sup>th</sup> – 15<sup>th</sup>

- Principals of AT Chapter 18: The Foot
- Mid-Terms TBD

**Week 9:** March 18<sup>th</sup> – 22<sup>nd</sup> SPRING BREAK

- No School but you still have reading....

**Week 10:** March 25<sup>th</sup> – 29<sup>th</sup>

- Principals of AT Chapter 19: The Ankle and Lower Leg

**Week 11:** April 1<sup>st</sup> – 5<sup>th</sup>

- Principals of AT Chapter 20: The Knee and Related Structures

**Week 12:** April 8<sup>th</sup> – 12<sup>th</sup>

- Principals of AT Chapter 21: The Thigh, Hip, Groin, and Pelvis

**Week 13:** April 15<sup>th</sup> – 19<sup>th</sup>

- Principals of AT Chapter 6: Environmental Conditions

**Week 14:** April 22<sup>nd</sup> – 26<sup>th</sup>

- Principals of AT Chapter 2: Health Care Organization and Administration in Athletic Training

**Week 15:** April 29<sup>th</sup> – May 3<sup>rd</sup>

- TBD

**Week 16:** May 6<sup>th</sup> – 10<sup>th</sup>

- Concussions

**Week 17:** May 13<sup>th</sup> – 17<sup>th</sup> FINALS

- Finals are on the 13<sup>th</sup> at 8am-10am

