

# KES 3320 Athletic Training I Fall 2023

## **Billy Ray Laxton, M. Ed, LAT, ATC - Lecturer - Kinesiology**

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**Office Hours:** Tuesday and Thursday- 9 a.m. to 11 a.m. or **By appointment** and by Teams

### **Textbooks:**

Principles of Athletic Training: A Guide to Evidence-Based Clinical Practice by William Prentice (14<sup>th</sup> to 17<sup>th</sup> ed)

Physical Examination of the Spine and Extremities Stanley Hoppenfeld

**Class Meeting:** M, W, F @ 8 AM to 8:50 AM

## **Course Description**

An advanced study of the care and prevention of athletic injuries with a focus on assessment and evaluation of common athletic injuries of the lower body, Prerequisite: PE 1306, Safety and First Aid, (KES 3303 Care and Prevention of Athletic Injuries (3-0)).

## **Style of Teaching**

The objectives of this course will be met through an integrated teaching style that will include discussion, the use of pop quizzes, and PowerPoint presentations. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class.

## **Program Learning Outcomes**

The purpose of this course is to provide an in-depth study of the principles of injury detection in the lower body of the athlete. The student will be able to identify common injuries and be able to do an evaluation. The student will apply skills learned in the class and be prepared for real-life scenarios on and off the field.

# **Learning Objectives**

## ***Athletic Training Competencies***

### CLINICAL ASSESSMENT

1. Normal anatomical structures of the human body including the musculoskeletal (including articulations), nervous (central and peripheral), cardiovascular, respiratory, digestive, urogenital, and special sensory systems.
2. Normal physiological functions of the human body including those of the musculoskeletal, nervous (central and peripheral), cardiovascular, respiratory, digestive, urogenital, and special sensory systems.
3. Anatomical and physiological growth and development characteristics as related to the pre-adolescent, adolescent, and adult athlete.
4. Principles and concepts of body movement including functional classifications of joints, joint biomechanics, typical ranges of joint motion, joint action terminology, muscular structures responsible for joint actions (prime movers, assistant movers), skeletal muscle contraction, and kinesthesia/proprioception.
5. Common injuries to each major body part as indicated by contemporary epidemiological studies of injuries in various competitive sports.
6. Characteristic pathology of all common closed soft tissue injuries (sprains, strains, contusions, dislocations) open wounds (abrasions, lacerations, incisions, punctures), and fractures.
7. The human body's normal immediate and delayed physiological response to trauma (hemostasis, inflammation).
8. Common etiological factors contributing to injury include congenital and acquired structural and functional abnormalities, inherent anatomical and biomechanical characteristics, common injury mechanisms, and adverse environmental conditions.
9. Relationships between typical symptoms and clinical signs and injury/illness pathologies.
10. Typical symptoms and common clinical signs associated with athletic injuries/illnesses including those associated with local tissue inflammation (cellulitis) and systemic infection (lymphadenitis, bacteremia).
11. Commonly accepted techniques and procedures for clinical evaluation of common athletic injuries/illnesses including (a) history, (b) inspection, (c) palpation, (d) functional testing (range of motion testing, ligamentous/capsular stress testing, manual muscle testing, sensory and motor neurological testing), and (e) special evaluation techniques.
12. Role and function of various medical/paramedical specialists and their respective areas of expertise in the definitive treatment of sports-related injuries/illnesses.
13. Medical, legal, and an ethical protocol governing the referral of injured / ill athletes for medical services.
14. Standard nomenclature of athletic injuries and communication of identified clinical signs and symptoms to medical personnel using commonly accepted medical terminology.
15. Construction and phrasing of questions appropriate to obtaining a medical history of an injured / ill athlete including past history and history of the present injury/illness.
16. Identification of observable clinical signs typically associated with common athletic injuries/illness including structural deformities, edema, and ecchymosis.
17. Location and palpation of anatomical structures commonly involved in injury pathology including bony landmarks, ligamentous/capsular tissues, musculotendinous structures, and abdominal regions.
18. Administration of active and passive range of motion tests for all major joints of the body including the use of goniometric measurements.
19. Use of manual muscle testing techniques including application of the principles of muscle/muscle group isolation, segmental stabilization, resistance/pressure, and grading.
20. Administration of appropriate stress tests for ligamentous/capsular instability including the application of the principles of joint positioning, segmental stabilization, and pressure.
21. Administration of appropriate sensory and motor neurological tests for intracranial injuries (conscious and unconscious athlete) and injuries to the spinal cord, nerve roots, plexuses, and peripheral nerves.
22. Administration of commonly used tests for evaluation of athletic injuries to various anatomical areas (Thompson test, apprehension test, etc).

23. Assessment of blood pressure with a sphygmomanometer and stethoscope and evaluation of pulse rate, strength, and regularity.
24. Incorporation of appropriate examination techniques and procedures into an effective, systematic scheme of clinical evaluation.
25. Acceptance of the professional, ethical, and legal parameters, which define the proper role of the licensed athletic trainer in the evaluation of athletic injuries/illnesses and medical referral.
26. Appreciation of the practical importance of thoroughness in the initial clinical evaluation of the athlete's injury/illness.
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.

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 public.

**Attendance**

Attendance for class is mandatory.

**GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS**

Grade calculation	Grade (Points)	Grading Scale	
Class attendance/Participation/Pop Quizzes/Labs/Discussions	30%	90 and Above	A
Practical Practice and Exams*	30%	79 to 89%	B
Exams – Mid-term / Final	40%	69 to 79%	C
		59 to 69%	D
Total percentage of grade	100%	59% and Below	F

\*done/completed on designated Sundays

**No Late Assignments Will Be Accepted.**

**Accidents & Injuries**

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience-related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

**Academic Integrity Statement**

Academic integrity represents the choice to uphold ethical responsibility for one's learning within the academic community, regardless of audience or situation.

### **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.

### **ADA Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU's policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine, Texas, 79832.

## Class Schedule

Week	Monday	Wednesday	Friday	Subjects
Week 1	28-Aug	24-Aug	9/1/23 No Class	HIPS/HOPS; Anatomical Descriptions;
Week 2	9/4/23 No Class	6-Sep	9/8	Off the field; Be a good Detective;
Week 3	9/11	9/13	9/15	Foot
Week 4	9/18	9/20	9/22	Foot
Week 5	9/25	9/27	9/29	Ankle/Lower Leg
Week 6	10/2	10/4	10/6	Ankle /lower leg
Week 7	10/9	10/11	10/13	Ankle/Lower leg
Week 8	10/16	10/18	10/20	Mid-term/Knee
Week 9	10/23	10/25	10/27	Knee
Week 10	10/30	11/1	11/3	knee
Week 11	11/6	11/6	11/10	knee
Week 12	11/20	11/22 No Class	11/24 No class	Thigh, Hip/ Thanksgiving
Week 13	11/27	11/29	12/1	Thigh, Hip
Week 14	12/4	12/6	12/8	Review/Holiday
Week 15				Finals TBA

## Zoom Etiquette for Classes

- 1. Join the meeting early** – Show your respect for the other meeting attendees, and join a Zoom meeting up to five (5) minutes before it is scheduled to start.
- 2. Dress appropriately** – One of the magical things about working remotely is the freedom to wear anything to work. It's the dream, right? Still, there is no reason to show your fellow students your PJs and bedhead. Take a few minutes to throw on a clean shirt and brush your hair. The best part of actually getting ready while attending class remotely is that you will put yourself in the right headspace to be productive.
- 3. Be aware of your surroundings** – Your fellow students will not be able to hear your ideas or take you seriously when there is a pile of dirty clothes in the corner behind you. You also want to avoid looking like you work from the inside of a cave because of bad lighting. Adjust your work setup so that you face a window or are exposed to plenty of light. And make sure your background is professional and work-appropriate. This means:

- No beds (unmade or made) in the background
- No messy rooms or open closets where everyone can see your clutter
- No NSFW artwork

While kids and pets are adorable (and a much-needed distraction when you're feeling overwhelmed), your fellow students will not love having to talk over a screaming child or barking dog. So, be mindful of noise.

**4. Mute your microphone when you are not talking** – There is nothing more frustrating than hearing that alien echo noise from conflicting microphones. Save everyone from the ear-splitting madness by joining the meeting while on mute. Unless you live alone, your house is probably pretty noisy these days. Muting your microphone when you're not speaking allows other participants to chime in and share their thoughts without distraction or frustration.

**5. Have your camera turned on** – Remember to look into the camera when talking instead of looking at yourself. If you are looking at yourself on the screen while you are talking, it will seem like your attention is elsewhere. Direct eye contact with the camera while speaking gives attendees the impression that you are looking at them rather than off to the side, which creates an environment where everyone feels engaged and present in the conversation. Again, as much as possible, position your web camera and monitor at eye level so you can look into the camera and simulate that eye-to-eye connection with other attendees. If you are sharing a screen to discuss a report, chart, worksheet, etc., try to place the image on your screen close to your webcam, this will help your eyes align with the camera.

**6. Speak up** – Don't be afraid to project your voice. Your classmates will appreciate being able to hear you without having to strain their ears or turn their volume all the way up.

**7. No food allowed** – Try to eat a snack before your virtual class. No one wants to see you stuff your face with chips while discussing coursework. Not only is it distracting to others, but you also will not be able to focus on the task at hand because you will be worried about dropping crumbs all over your keyboard.

**8. Stay seated and stay present** – It may be tempting to check your inbox or carry on a side conversation during a dull moment in a meeting, but don't do it. You might miss out on key information or an opportunity to give input. If you are using your webcam, use attentive body language: sit up straight, do not make big extraneous movements, and do not let your eyes wander too much.

