



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

|           |                       |       |
|-----------|-----------------------|-------|
| (1) PE 20 | (2) ATHLETIC TRAINING | (3) 4 |
| Number    | Title                 | Units |

|  |                      |       |  |  |   |
|--|----------------------|-------|--|--|---|
| (4) Lecture / Lab Hours:                         |                      |       | (8) Classification:                                      |  |   |
| Total Course Hours                               |                      |       |  |  |   |
|  | Total Lec hours:     | 3.00  | Degree applicable:                                       |  | X |
|  | Total Lab hours:     | 2.00  | Non-degree applicable:                                   |  |   |
|  | Total Contact hours: | 90.00 | Basic skills:  |  |   |
| Lec will generate <u>0</u> hour(s) outside work. |                      |       | (9)RC Fulfills AS/AA degree requirement: (area)          |  |   |
| Lab will generate <u>0</u> hour(s) outside work. |                      |       | Physical Education                                       |  |   |
| (5) Grading Basis: Grading Scale Only            |                      |       | General education category:                              |  |   |
|  | Pass/No Pass option  | X     | Major:   |  |   |
|  | Pass/No Pass only    |       | Certificate of:  |  |   |
| (6) Advisories:                                  |                      |       | Certificate in:  |  |   |
| Eligibility for English 125 and                  |                      |       | (10)CSU Baccalaureate: X                                 |  |   |
| Eligibility for English 126                      |                      |       | (11)Repeatable: (A course may be repeated three times) 0 |  |   |
| (7) Pre-requisites(requires C grade or better):  |                      |       |  |  |   |
| Corequisites:                                    |                      |       |  |  |   |

(12) Catalog Description:  
 This course is designed to instruct students in the prevention and evaluation of athletic injuries. Emergency first aid, treatment and taping of injuries will constitute the majority of the lab component.

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- I. identify basic terminology which applies to athletic injuries.
- II. use a working knowledge of anatomy and how it pertains to the mechanisms of athletic injuries.
- III. describe the basic skills needed to care for athletic injuries relative to: prevention, recognition, evaluation, treatment, and first aid.
- IV. demonstrate basic phases of protective taping techniques needed to care for athletic injuries.

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- I. assess initial athletic injuries and apply appropriate first-aid treatment
- II. re-assess athletic injuries treatment
- III. relate human anatomy to mechanism of injury to refine injury evaluation

**IV. COURSE OUTLINE:**

**Lecture Content:**

- A. Introduction to Athletic Training
  1. Basic terminology pertinent to sports medicine
  2. Responsibilities and liability
  3. Supplies and equipment (lab component)
- B. Concepts of injury management
  1. Areas of injury and anatomy
    - a. Foot and ankle (lab component includes arch support and ankle wraps)
    - b. Knee (lab component includes thigh wraps)
    - c. Leg (lab component includes groin and thigh compression wraps)
    - d. Abdomen (lab component includes palpation techniques)

- e. Arms and elbow (lab components include compression wraps and slings)
- f. Shoulder (lab component includes shoulder compression wrap)
- g. Head, neck, back (lab component includes immobilization techniques)
- 2. Injury Trauma
- 3. Treatment Protocol
  - a. Thermotherapy
  - b. Cryotherapy
  - c. Contrast
  - d. Fundamentals of rehabilitation
- C. Fundamentals of injury care
  - 1. Evaluation procedures
  - 2. Emergency first aid
  - 3. Basic concepts of rehabilitation
  - 4. Taping techniques

**Lab Content:**

- A. Ankle Evaluation
  - a. Observation
  - b. Palpation
  - c. Active ROM
  - d. Passive ROM
  - e. Resistive ROM
  - f. Anterior Drawer Test
  - g. Posterior Drawer Test
  - h. Inversion Talar Tilt Test
  - i. Eversion Talar Tilt Test
  - j. Thompson's Test
- B. Knee Evaluation
  - a. Observation
  - b. Palpation
  - c. Active ROM
  - d. Passive ROM
  - e. Resistive ROM
  - f. Anterior Drawer Test
  - g. Posterior Drawer Test
  - h. Lachman's Test
  - i. Valgus Stress Test
  - j. Varus Stress test
  - k. McMurray's Test
  - l. Apley's Compression Test
  - m. Patellar Apprehension Test
  - n. Patellar Femoral Grind Test
- C. Shoulder Evaluation
  - a. Observation
  - b. Palpation
  - c. Glenohumeral Apprehension
  - d. Test
  - e. Drop Arm Test
  - f. Empty Can Test
  - g. Yergason's Test
  - h. Speed's Test
- D. Head injury Evaluation
  - a. PEARL observation
  - b. Palpation
  - c. Romberg's Test
  - d. Finger-To-Nose Test
  - e. Grades of Concussions
- E. Ankle Tape Job
  - a. Closed Basket Weave supplies
  - b. Closed Basket Weave Procedure
- F. Arch Support Tape Job
  - a. Supplies
  - b. Procedure
- G. Shin Splint Tape Job
  - a. Supplies
  - b. Procedure
- H. Knee and Thigh Compression Wraps
  - a. Supplies
  - b. Procedure
- I. Groin Compression Wraps
  - a. Supplies

- b. Procedure
- J. Shoulder Compression Wrap
  - a. Supplies
  - b. Procedure
- K. Wrist Tape Job
  - a. Supplies
  - b. Procedure
- L. Thumb Tape Job
  - a. Supplies
  - b. Procedure

**V. APPROPRIATE READINGS**

**Reading assignments may include but are not limited to the following:**

- I. Sample Text Title:
  - 1. Recommended - Arnheim & Prentice *Principles of Athletic Training* , ed. 12th McGraw-Hill, NEW YORK, NY, 2005,
- II. Other Readings
  - 1. Recommended - *Lab exercises are referenced within text.*

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

|                           |   |  |                     |
|---------------------------|---|--|---------------------|
| <b>A. Writing</b>         |   |  |                     |
| Check either 1 or 2 below |   |  |                     |
|                           | 1. <i>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>                                |  |                     |
| X                         | 2. <i>Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</i> |  |                     |
|                           | a) essay exam(s)  |  | d) written homework |
|                           | b) term or other paper(s)   |  | e) reading reports  |
|                           | c) laboratory report(s)   |  | f) other (specify)  |

**Required assignments may include but are not limited to the following:**

|   |                      |   |                       |
|---|----------------------|---|-----------------------|
| <b>B. Problem Solving</b>   |                      |   |                       |
| Computational or non-computational problem-solving demonstrations, including: |                      |   |                       |
| X   | a) exam(s)           |   | d) laboratory reports |
| X   | b) quizzes           | X | e) field work         |
| X   | c) homework problems | X | f) other (specify):   |

**Required assignments may include but are not limited to the following:**

- Knee evaluation
  - o anterior drawer test
  - o posterior drawer test
  - o Lachman’s test
  - o Valgus stress test
- Head injury evaluation
  - o PEARL signs
  - o Palpation
  - o Romberg’s test
  - o Finger-to-Nose test

|  |                         |   |                         |
|--|-------------------------|---|-------------------------|
| <b>C. Skill demonstrations, including:</b> |                         |   |                         |
| X  | a) class performance(s) | X | c) performance exams(s) |
| X  | b) field work           |   | d) other (specify)      |

**Required assignments may include but are not limited to the following:**

- Closed Basket Weave ankle tape wrap (lab component)
- Arch support tape wrap (lab component)
- Shin Splints tape wrap (lab component)

|   |                    |   |                     |
|---|--------------------|---|---------------------|
| <b>D. Objective examinations including:</b> |                    |   |                     |
| X   | a) multiple choice | X | d) completion       |
| X   | b) true/false      |   | e) other (specify): |
| X   | c) matching items  |   |                     |

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor’s grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor’s syllabus must reflect the criteria by which the student’s grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Practicum (classroom participation and lab demonstrations) 60% Examinations (quizzes, mid-term, and final) 40%

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

|   |                            |       |
|---|----------------------------|-------|
| Validation Language Level (check where applicable): | College-Level Criteria Met |       |
|   | YES                        | NO    |
| Textbook  | <u>X</u>                   | _____ |
| Reference materials                                 | <u>X</u>                   | _____ |
| Instructor-prepared materials                       | <u>X</u>                   | _____ |
| Audio-visual materials                              | <u>X</u>                   | _____ |

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher) \_\_\_\_\_
- Text is used in a college-level course X
- Used grading provided by publisher \_\_\_\_\_
- Other: (please explain; relate to Skills Levels) \_\_\_\_\_

|  |          |          |
|--|----------|----------|
| Computation Level (Eligible for MATH 101 level or higher where applicable)                             | _____    | <u>X</u> |
| Content  |          |          |
| Breadth of ideas covered clearly meets college-level learning objectives of this course                | <u>X</u> | _____    |
| Presentation of content and/or exercises/projects:   |          |          |
| Requires a variety of problem-solving strategies including inductive and deductive reasoning.          | <u>X</u> | _____    |
| Requires independent thought and study   | <u>X</u> | _____    |
| Applies transferring knowledge and skills appropriately and efficiently to new situations or problems. | <u>X</u> | _____    |

List of Reading/Educational Materials

Recommended - Arnheim & Prentice *Principles of Athletic Training*, ed. 12th McGraw-Hill, NEW YORK, NY, 2005,

Comments:

- \_\_\_\_\_ This course requires special or additional library materials (list attached).
- X This course requires special facilities:
- \_\_\_\_\_ Must have a Training Room facility that is well equipped with updated treatment modalities.

Attached Files:

**BASIC SKILLS ADVISORIES PAGE** The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

|  |  |
|--|--|
| <p>(eligibility for English 126)<br/>(as outcomes for English 262)</p> <p><input checked="" type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.<br/>Applying word analysis skills to reading in context.</p> <p><input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills.</p> <p><input checked="" type="checkbox"/> Using textbook study skills and outlining skills.<br/>Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>  | <ol style="list-style-type: none"> <li>1. Students must be able to read and comprehend a textbook that is generally regarded as the primary resource for all college-level Sports Medicine courses.</li> <li>2. Students must be able to read and comprehend test questions using basic related terminology.</li> <li>3. Students must be able to understand basic human anatomy associated with athletic injuries.</li> </ol> |
| <p>(eligibility for English 125)<br/>(as outcomes for English 252)</p> <p><input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time.</p> <p><input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p>Expanding and developing basic sentence structure with appropriate modification.</p> <p>Combining sentences using coordination, subordination, and phrases.</p> <p>Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p> | <ol style="list-style-type: none"> <li>1. Students will write short answers on quizzes.</li> <li>2. Students will write evaluation reports in training room.</li> <li>3. Students will log treatment reports in training room.</li> </ol>  |
| <p><u>Check the appropriate spaces.</u></p> <p><input type="checkbox"/> Eligibility for Math 101 is advisory for the target course.</p> <p><input checked="" type="checkbox"/> Eligibility for English 126 is advisory for the target course.</p> <p><input checked="" type="checkbox"/> Eligibility for English 125 is advisory for the target course.</p> <p><i><u>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</u></i></p>   |  |

**CONTENT REVIEW**

**REQUISITES**

No requisites