

**Introduction to Athletic Training**  
**Ex Sp 222**  
**Spring, 2008**

**Catalog Description:** Introduction to methods of prevention and immediate care of athletic injuries. Basic information concerning health supervision of athletes, and some basic wrapping and strapping techniques for common injuries.

Prerequisites: Biology 255, 255L and enrolled concurrently in 256, 256L

Course Schedule: Tuesday and Thursday 9:30 – 10:45 a.m.

Course Instructor:

Mary Meier

225 Forker Building/Olsen Building Athletic Training Room

294-3587 (Forker) or 294-4441 (Olsen)

E-mail: mkmeier@iastate.edu

Office hours: Wednesday 10:00-11:00 am and other times by appointment

Course Text: (Required) **Prentice, Arnheim's Principles of Athletic Training, 12th Edition/ Perrin, David, Athletic Taping and Bracing, Taber's Cyclopedic Medical Dictionary, 19th Edition**

**Course Objectives:**

1. The student will acquire knowledge of the history of athletic training, the NATA, as well as career opportunities in athletic training. (Content Knowledge, Lifelong learning, Diversity)
2. The student will acquire knowledge of the nature and role of the Sports Medicine Team, organization and administration of athletic training programs (record keeping, regulations, legal issues) (Content Knowledge, Lifelong Learning, Diversity)
3. The student will acquire knowledge of factors associated with injury prevention (environmental conditions, strength training and conditioning, nutrition) (Content Knowledge, Lifelong learning)
4. The student will acquire knowledge of basic sports medicine terminology and the use of pharmacology in the athletic training setting, and psychological aspects of injuries and illness. (Content Knowledge)
5. The student will acquire knowledge about the etiology and treatment of athletic injuries. Based on this knowledge, they will be able to evaluate, analyze and demonstrate appropriate taping and wrapping procedures in the clinical setting. (Content Knowledge, Communication)
6. The student will acquire and apply knowledge of emergency procedures: spineboarding, splinting and transportation of injured athletes. (Content Knowledge, Communication)
7. The student will recall anatomy, compare and contrast common injuries of upper and lower extremities and repeat the human body's normal immediate and delayed physiological response to trauma. (Content Knowledge, Communication, Numeracy)
8. The student will describe the use of sling psychrometer, and possess the ability to apply wet bulb globe thermometer (WBGT) reading and other heat and humidity indices to determine the scheduling, type, and duration of practice. (Content Knowledge, Communication)
9. The student will acquire knowledge regarding protective equipment, including standards for design, construction, maintenance, and reconditioning of protective sports equipment. (Content Knowledge, Communication)
10. The student will identify basic legal concepts and considerations associated with protective equipment, including product and personal liability. (Content Knowledge)

**Learning Outcomes:**

In the Health and Human Performance Department, Learning Outcomes comprise a common framework for each student as they matriculate through Iowa State University. The learning outcomes emphasized in academic coursework and more specifically, in this athletic training course are listed below. Learning in some of these outcomes occurs both in and outside the Iowa State University experience.

1. **Content Knowledge.** The student has a broad conceptual view of physical activity and health, recognizes its scientific underpinnings (history, content, disciplinary concepts, and tools of inquiry) and appreciates the interdisciplinary nature of the study of physical activity and health. Literacy will be gained from the personal, scholarly and professional perspectives.
2. **Communication.** The student uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration, and engagement in physical activity and health related settings.
3. **Numeracy.** The student understands and uses qualitative and quantitative analysis through formal and informal assessment strategies.

4. **Citizenship.** The student uses values and ethics based decision making to demonstrate personal, professional and world citizenship through fostering relationships, embracing leadership, accepting social responsibility, seeking and completing opportunities to improve the quality of life for others.

5. **Lifelong learning.** The student is a reflective professional who actively seeks to further self-knowledge and seeks opportunities to grow professionally.

6. **Diversity.** The student understands how individuals differ in their approaches to initiating and maintaining a physically active, healthy lifestyle and creates appropriate environments for diverse participants.

#### **Administrative Requirements:**

1. Class attendance is recommended and associated with good performance. (Citizenship)
2. If you are absent, you are responsible for obtaining information from another student. Do not ask the instructor to repeat class for you. Yes, we did do something important, and yes, you did miss something. (Citizenship)
3. All assignments, exams and other course work are to be done as scheduled unless prior permission of the instructor has been obtained. No make-ups on anything. (Citizenship)

#### **Character Expectations:**

1. Integrity has been identified as the single most important characteristic of a scholar. One goal of your education is to develop professional and scholarly characteristics. Integrity includes ethical behavior like academic honesty. Academic honesty is essential to the goals of education and enhances the spirit of learning and teaching. (Citizenship, Lifelong Learning, Diversity)
2. Commitment to your education and profession is also an important part of your character. In order to learn you must give effort toward learning. Learning is your goal (not just a grade). You will be treated with respect, but your behavior must be responsible and respectful. This is demonstrated by not talking while someone else has the “floor”, by attendance, promptness (in attendance and work habits), by accepting responsibility for learning and your share of class participation. (Lifelong Learning, Diversity, Communication)

#### **Disability Policy:**

Iowa State University complies with the American with Disabilities Act and Section 504 of the Rehabilitation Act. Any student who may require an accommodation under such provisions should contact me as soon as possible and no later than the end of the first week of class or as soon as you become aware. No retroactive accommodations will be provided in this class.

#### **Academic Requirements:**

1. Quizzes—(Total 50 points) Five quizzes, including matching, multiple choice, short answer, fill in the blank, true/false, over reading and class discussion/lecture.
2. Exams—(Total 400 points) Four exams over course material including matching, multiple choice, short answer, fill in the blank, true/false, injury scenarios over reading and class discussions/lecture.
3. Final Exam—(Total 100 points) One comprehensive final exam includes matching, multiple choice, and true/false.
4. Lab Exam—(Total 125 points) Completion of comprehensive lab check offs includes taping, wrapping, equipment fitting of upper and lower extremities per due date on 221 syllabus.

## Ex Sp 222 Daily Course Outline

January	15	Introduction to course/History of Athletic Training/NATA (Chapter 1)
January	17	History of Athletic Training/Professional Domains/NATA (Chapter 1)
January	22	Legal Concerns/Medical Records/Health Care Admin. (Chapter 2 & 3)
January	24	Anatomy Terminology/Types of Athletic Injuries (Chapter 9)
January	29	Anatomy Terminology/Types of Athletic Injuries
January	31	<b>EXAM I</b>
February	5	Bandaging and Taping (Chapter 8)
February	7	Prevention of Injury (Chapter 4)
February	12	Healing Process/Management of Inflammation (Chapter 10)
February	14	Wound Care (Chapter 9)
February	19	Bloodborne pathogens (Chapter 14)
February	21	Physical Conditioning/Strength Training (Chapter 4)
February	26	Equipment Fitting, Padding, Braces, Orthotics (Chapter 7)
February	28	<b>EXAM II</b>
March	4	Ankle/Foot (Chapter 18 & 19)
March	6	Lower Leg/Knee (Chapter 19 & 20)
March	11	Thigh/Hip/Groin/Pelvis (Chapter 21)
March	14	Abdomen/Low Back/Thorax (Chapter 25 & 26)
March	18-20	<b>Spring Break – NO CLASS ☺</b>
March	25	Shoulder Complex/Elbow, (Chapter 22 & 23)
March	27	Neck/Face/Eyes/Ears/Nose/Throat (Chapter 27)
April	1	<b>EXAM III</b>
April	3	Head/Vital Signs (Chapter 12 & 27)
April	8	Acute Care/Athletic Emergency Situations (Chapter 12)
April	10	Environmental Conditions (Chapter 6)
April	15	Nutritional Considerations (Chapter 5)
April	17	Psychosocial Intervention for Sports Injuries and Illnesses (Chapter 11) Pharmacology, Drugs, and Sports (Chapter 17)
April	22	Skin Disorders (Chapter 28)/Additional Health Concerns (Chapter 29)
April	29	Rehabilitation (Chapter 16)
May	1	<b>EXAM IV</b>
May	5-9	<b>FINALS WEEK</b>

### GRADING FORMAT:

Quizzes	50 points		
Exam I	100 points		
Exam II	100 points		
Exam III	100 points		
Exam IV	100 points		
Final Exam	100 points		
Lab Exam	<u>125 points</u>		+ and - grades will be used
<b>TOTAL</b>	<b>675 points</b>		
A	94-100%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D+	67-69%
B-	80-83%	D	64-66%
		D-	60-63%
		F	<60%

