



COURSE OUTLINE

<u>HPE 134</u>	<u>Prevention, Assessment and Care of Athletic Injury</u>			<u>3</u>
Course Number	Course Title			Credits
<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>14 week</u>
Class or Lecture Hours	Laboratory Work Hours	Clinical or Studio Hours	Practicum, Co-op, Internship	Course Length (# weeks)
<u>None</u>			<u>Traditional & Remote</u>	
Performance on an examination/demonstration			Delivery Mode	

Catalog Description:

The art and science of athletic training with emphasis on relating theory and practice. Topics include terminology; injury prevention; and the causes, symptoms, and care of common sports injuries.

Prerequisites:

BIO 103, ENG 101 and HPE 110 or 111

Corequisites:

None

Last Revised:

August, 2020

Course Coordinator

Mike DeAngelis MS, CSCS deangelm@mccc.edu 609-570-3758

Required Texts and Other Materials:

Concepts of Athletic Training 6th edition

By: Pfeiffer, Mangus

Publisher: Jones & Bartlett Learning

ISBN-13:978-0-7637-8378-5

ISBN-10:7637-8378-1

Learning Center Resources: no tutors or study groups at this time.

Course Competencies/Student Learning Outcomes

Course Goals

Upon successful completion of the course, the student will be able to...

1. identify and discuss the importance, requirements, responsibilities, and roles of being an athletic trainer;
2. identify, distinguish, and discuss how basic anatomy applies to athletic injury recognition, evaluation, and rehabilitation;
3. describe the importance demonstrate proficiency in preventative measures and techniques for common athletic injuries;
4. recognize/assess, treat, and manage basic athletic injuries; 5. define, list, and interpret medical terminology.

Course-specific Institutional Learning Goals (ILGs)/General Education Goals:

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Institutional Learning Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples
Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of Study in Detail

Unit 1 – Introduction to Athletic Training

1. Identify, describe, and discuss the educational requirements that are needed to sit for the Board of Certification and appreciate the evolution and history of Athletic training;

2. Identify and define the members of the field of Sports Medicine;
3. Identify, describe, and discuss the services provided by the Athletic Health Care Team;
4. Describe and discuss the importance of having a Certified Athletic Trainer at every High School and College;
5. List, describe, and discuss the importance of and requirements for examination to become a Certified Athletic Trainer;
6. Recognize, describe, and discuss the legal ramifications of working without a license in the State of New Jersey;

Course Goals: 1 & 3; ILG: 1,5,7,8, & 10

UNIT 2 – Orientation to Procedure, Principles, and Modalities

1. Describe and discuss the importance of a Pre- Participation Physical Examination and demonstrate a knowledge of what to do with the information;
2. Describe and discuss the importance of having an emergency plan;
3. Identify, describe, and/or list the seven components of physical fitness;
4. Recognize, identify, and describe the intrinsic and extrinsic factors leading to sports injury;
5. Identify, and describe injury mechanism and the healing process;
6. Identify, describe, and demonstrate ability to handle blood borne pathogens;
7. Recognize, identify, and describe the body's response to extremes to both heat and cold and treat accordingly.
8. Define modality and describe their role in injury recovery;
9. Identify, describe, and demonstrate the purpose of and proper use of basic/common products and equipment that are used in the Athletic Training Room;

Course Goals: 1-5; ILG: 1,3,4,10, & 11.

Unit 3 - Orientation to Principles of the Lower Extremity

1. Identify and discuss the anatomy of the foot, ankle, lower leg and knee;
2. Define, and distinguish between a strain and a sprain;
3. Demonstrate and describe basic understanding of injury assessment of foot ankle and knee;
4. Demonstrate and describe competency in wrapping and taping an ankle and knee and acknowledge that this should be left to the licensed Athletic Trainer;
5. Identify, describe, and demonstrate a variety of functional tests available for the rehabilitation of foot ankle and knee injury;
6. Identify and discuss the anatomy of the hip, thigh and pelvis;
7. Describe and discuss a basic understanding of injury assessment of hip, thigh, and pelvis;
8. Identify, describe, and demonstrate a variety of functional tests available for the rehabilitation of the hip, thigh and pelvis;
9. Demonstrate and describe competency in wrapping and taping the hip, thigh and pelvis;
10. Describe, and discuss the general guidelines to fit an athlete for crutches and proper crutch use.

Course Goals: 1-5; ILG: 1,3,10, & 11.

Unit 4- Orientation to Principles of the Upper Extremity, Head Injury, Hygiene, and Other Health Concerns

1. Identify and discuss the anatomy of the shoulder, elbow, forearm and wrist;

2. Describe and discuss a basic understanding of injury assessment of shoulder, elbow, forearm and wrist;
3. Identify, describe, and demonstrate a variety of functional tests available for the rehabilitation of the shoulder, elbow, forearm and wrist;
4. Demonstrate and describe competency in wrapping and taping the shoulder, elbow, forearm and wrist;
5. Recognize and discuss the importance of reporting concussion;
6. Define and discuss the RTP (return to play) component of concussion recovery;
7. Identify and discuss the anatomy of the cervical, thoracic, and lumbar spine;
8. Describe and discuss the value of having qualified people on the sidelines of football and other contact sports;
9. Identify, describe, and discuss a variety of facial injuries;
10. Define and discuss the importance of hygiene in athletics;
11. Identify and discuss basic dermatological conditions;
12. Identify, describe, and discuss other medical concerns that may affect athletic participation such as hepatitis, mononucleosis, diabetes, asthma, and other medical concerns;
13. Explain and describe the value in discouraging the use of over the counter medications in order for an athlete to play pain free;
14. Describe and discuss use, misuse, and abuse of steroids and the effect on the body;
15. Describe and discuss the need of proper nutrition for all athletes; how nutrition affects athletic performance.

Course Goals: 1-5; ILG 1,3,10, & 11.

Requirements and Evaluation Criteria

- Class participation (attendance, discussions, and labs) – 30%
- Written critique of a current article from a relevant journal – 20%
- Mid-term examination – 25%
- Final Examination – 25%