### COURSE OUTLINE

**HPE 134**  
Prevention, Assessment and Care of Athletic Injury  
Course Number: **3**  
Course Title: **Prevention, Assessment and Care of Athletic Injury**  
Credits: **3**

<table>
<thead>
<tr>
<th>Class or Lecture Hours</th>
<th>Laboratory Work Hours</th>
<th>Clinical or Studio Hours</th>
<th>Practicum, Co-op, Internship</th>
<th>Course Length (# weeks)</th>
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<td>3</td>
<td>1</td>
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Performance on an examination/demonstration  
**Delivery Mode:** Traditional & Remote

**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**
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**Required Texts and Other Materials:**
*Concepts of Athletic Training 6th edition*
By: Pfeiffer, Mangus
Publisher: Jones & Bartlett Learning
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%