

KINE 2120
Introduction to Athletic Training Lab
(1 credit hour)
SPRING 2009
F 8:00-9:50 am

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Office Hours: Friday 10-11, MW: 11-12 or by appointment

Primary Text: Anderson M, Hall S, Martin M (2004). *Foundations of Athletic Training: Prevention, Assessment, and Management*. 3rd Edition.

Supplemental Texts: Prentice W (2006). *Arnheim's Principles of Athletic Training*. 12th Edition.
Athletic Training Education Competencies 4th Edition

Course Description

An introduction to the profession of Athletic Training with an emphasis on psychomotor skills involved in the prevention and immediate care of sports related injuries. Specific topics will include emergency first aid; flexibility programs; protective equipment; environmental considerations; wound care; and universal precautions. This course is a prerequisite for admission to the Athletic Training Major. **Concurrent enrollment in KINE 2320.**

Course Objectives

1. Introduction to the concepts of critical thinking and problem solving.
2. Prepare for application to the entry-level accredited athletic training education program at The University of Texas at Arlington.

Student Learning Outcomes

After completing this course, students will be able to:

1. Provide first aid for wounds following universal precautions.
2. Apply both superficial cold and hot treatments following proper protocols.
3. Fit standard protective equipments.
4. Make decisions using environmental data.
5. Implement emergency treatment strategies.

Active Learning

Your active participation in this class will be required. As a result you will self-direct your studies by being responsible for your own learning. I will guide you in this process; however, in the end the onus of learning will be your responsibility. Organize your learning around the tasks and problems you encounter as an athletic training student. Use the vast number of resources (people, books, ATEP lab, and articles) around you to synthesize the information you are learning and apply it whenever you get the chance. Do not be afraid to ask questions or challenge the current medical or scientific assumptions. Your brain will only grow in response to how much it is challenged and used. Become intrinsically motivated to improve yourself and your treatment, rehabilitation, and reconditioning skills; if you do this you will succeed every time.

Evaluation: The student's grade for KINE 2120 will be determined using the points from a Midterm and Final Practical Exam, as well as, point totals from questions at the end of labs. The

grade is arrived at by dividing the point total that the student accumulates by the point total possible and multiplying by 100.

Grading Scale: A = 90%; B = 80%; C = 70%; D = 60%; F = 59% and below

Attendance

Class attendance is **required**. Excused absences include university approved absences or those that I receive prior notification of (i.e. illness, doctor appointments, etc.). Each student is expected to prepare for class by reading the material **prior** to class. If you miss a class, you are responsible for obtaining all information presented. Two unexcused absences will automatically drop your grade by 5% (i.e., 95% to 90%, 90% to 85%, etc.).

Missed practical exams and lab questions can **only** be made up if absence was excused. All missing grade must be made up with ONE WEEK of the absence.

Drop Policy

The Department of Kinesiology will not warn students nor drop students for excessive absences. It is the responsibility of the student to complete ADDING, DROPPING or withdrawing from school within the appropriate time frame established by the University Registrar (deadlines to be found in the Schedule of Classes). Any student that does not officially drop the class by the appropriate drop dates will be given an "F" for the course.

Americans With Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Student Support Services

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Academic Dishonesty

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

This course is structured around the 4th Edition of the Athletic Training Education Competencies. The specific competencies addressed are outlined below:

Risk Management and Injury Prevention

3, 4, & 6

Acute Care of Injuries and Illnesses

1, 2, 3, & 4 (Open and closed wounds)

Therapeutic Modalities

1, 3, 4, & 5

Foundational Behaviors of Professional Practice

All

The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions



MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

