KINE 2330  
Care and Prevention of Athletic Injuries  
(3 credit hours)  

FALL 2003  
Class: MW 8:00-8:50; Lab: M 1:00-3:50  

Instructor: Dr. Louise Fincher, ATC, LAT  
Office: AB 229  
Office Phone: 272-3107  
E-mail: lfincher@uta.edu  
Office Hours: MWF: 9-11; T: 10-11  


Prerequisite: Admission into the Pre-Professional Phase of the Athletic Training Education Program or permission from the instructor.  

Purpose: An introduction to the profession of Athletic Training with an emphasis on prevention and immediate care of sports related injuries. Specific topics will include emergency first aid; nutrition; strength, conditioning, and flexibility programs; protective equipment; environmental considerations; and bloodborne pathogens and universal precautions. This course is a prerequisite for admission to the Athletic Training Major.  

Course Objectives: See attached Competencies and Clinical Proficiencies in Athletic Training.  

Evaluation:  

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<td>Notebook</td>
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TBD
Notebook: At the end of the semester, each student is required to turn in his/her course notebook for a grade. The three-ring notebook is expected to be neat and organized with section tabs and a table of contents. The notebook should include lecture notes, handouts, tests, quizzes, literature reviews, and worksheets. When returned, this notebook should be placed in your athletic training portfolio.

Clinical Experience Journal: Each student is expected to summarize his/her clinical education experiences in a written journal. Entries should be made following each day the student is in the clinical education setting and should include a summary of the day’s events (i.e., injuries observed, tasks performed, information learned, interactions with athletes, fellow athletic training students, and athletic training staff, etc.) Journal entries can be made electronically using MS Word or handwritten in a spiral notebook. Journals must be submitted weekly and are due at the beginning of lab class every Monday. Electronic files may be submitted as an attachment via e-mail or printed and submitted in a folder.

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 93112 – The Rehabilitation Act of 1973 as amended. With passage of new 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 accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

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, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

**Final Review Week**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

**Library Policy:** For assistance with your library needs in this course, please consult Bobbie Stevens Johnson at bjohnson@uta.edu or 817-272-7517 or http://libraries.uta.edu/bobbie/welcome
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<th>Date</th>
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<td>Review Syllabus &amp; Competencies; Introduction to Athletic Training Profession</td>
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<tr>
<td>M 8/25</td>
<td>LAB #1: Bloodborne Pathogen Training &amp; Wound Care Techniques [Chapter 14 – Bloodborne Pathogens &amp; Universal Precautions: pp. 364-374]</td>
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<td>W 8/27</td>
<td>Intro to Athletic Training (cont.); The Sports Medicine Team [Chapter 1 – The Athletic Trainer and the Sports Medicine Team: pp. 2-36]</td>
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<td>Introduction to Therapeutic Modalities; Application of Superficial Cryotherapy [Chapter 15 – Using Therapeutic Modalities: pp. 376-382]</td>
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<td>Application of Superficial Thermotherapy [Chapter 15: pp. 383-388, 404-405]</td>
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<td>LAB #2: Application of Superficial Heating &amp; Cooling Modalities</td>
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<td>M 9/15</td>
<td>Primary Survey: Unconscious Athlete; CPR; Obstructed Airway; Controlling Bleeding [Chapter 12: pp. 303-318]</td>
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<td>Moving and Transporting the Injured Athlete [Chapter 12: pp. 327-336]</td>
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<td>General Principles of Training &amp; Conditioning [Chapter 4: pp. 81-85]</td>
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<td>LAB #5: Application of Splinting Techniques;</td>
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<td>W 10/1</td>
<td>Improving and Maintaining Flexibility [Chapter 4: pp. 85-93]</td>
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<td>LAB #6: Crutch &amp; Cane Fitting; LAB #7: Triaging Emergency Situations</td>
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<td>W 10/8</td>
<td>Development of Muscular Strength [Chapter 4: pp. 93-105]</td>
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<td>Development of Muscular Strength (cont.)</td>
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M 10/13  L  LAB #8: Flexibility Techniques
W 10/15  Cardiorespiratory Endurance [Chapter 4: pp. 105-114]
M 10/20  Nutritional Basics; Nutritional Fuel Sources [Chapter 5: pp. 119-130]
M 10/20  L  LAB #9: Weight Lifting & Spotting Techniques
W 10/22  Nutritional Supplements [Chapter 5: pp. 130-134]
M 10/27  Pre-event Nutrition [Chapter 5: pp. 135-139]
M 10/27  L  LAB #10: Weight Lifting & Spotting Techniques
W 10/9   Body Composition and Weight Loss/Gain [Chapter 5: pp. 139-143]
M 11/3   Eating Disorders [Chapter 5: pp. 143-144]
M 11/3  L  LAB #11: Body Composition & Nutritional Analysis
W 11/5   TEST #2
M 11/10  Preventing, Recognizing, and Treating Heat Illness [Chapter 6: pp. 149-160]
M 11/10  L  LAB #12: Monitoring the Environment
LAB #13: Recognizing and Treating Heat Illness
W 11/12  Preventing, Recognizing, and Treating Heat Illness [Inter-Association Task Force’s
Heat Illness Consensus Statement; NATA’s Heat Illness Position Statement; NATA’s
Position Statement on Hydration]
M 11/17  Other Environmental Considerations [Chapter 6: pp. 160-167]
M 11/17  L  LAB #14: Fitting of Football Helmet, Shoulder Pads, & Mouthpiece
W 11/19  Protective Equipment [Chapter 7]
M 11/24  Protective Equipment (cont.)
M 11/24  L  LAB #15: Fitting of Braces & Functional Splints;
LAB #16: Fabrication of Protective Pads
W 11/26  Mechanisms of Injury [Chapter 9]
M 12/1   Prevention of Injuries
M 12/1  L  LAB #17: Pre-participation Physical Exams & Anthropometric Measurements
W 12/3   Prevention of Injuries
M 12/8   Laboratory Final – 11:00-2:00
F 12/12  Comprehensive Final Exam – 8:00-10:30
The University of Texas at Arlington
KINE 2320 Introduction to Athletic Training
Fall 2003

Competencies and Clinical Proficiencies

RISK MANAGEMENT AND INJURY PREVENTION

Cognitive Domain

1 - Identifies the physical and environmental risk factors associated with specific activities the physically active person may engage in.

5 - Identifies areas that athletic personnel or supervisors must be familiar with in order to avoid or reduce the possibility of injury or illness occurring to athletes and others engaged in physical activity (e.g., CPR and first aid).

6 - Describes the principles of effective heat loss and heat illness prevention programs. These principles include, but are not limited to knowledge of the body's thermoregulatory mechanisms for acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, and weight loss.

7 - Evaluates the accepted guidelines, recommendations, and policy and position statements of applicable governing agencies relating to practice during extreme weather conditions (e.g., heat, cold, and lightning).

8 - Describes the use of a sling psychrometer, and possesses 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.

11 - Identifies the components of a physical conditioning program (pre-season, in-season, post-season, off-season).

12 - Compares and contrasts the use of various types of flexibility and stretching programs, considering the results athletes and others involved in physical activity would expect if they followed a recommended routine.

13 - Compares and contrasts the use of various types of strength training and cardiovascular conditioning programs, considering the effects that athletes and others involved in physical activity would expect if they followed a recommended routine.

14 - Lists the safety precautions, hazards, and contraindications of various stretching, strengthening, or flexibility routines and/or equipment.

15 - Identifies the precautions and risks associated with exercise in adolescents.

18 - Describes the basic principles regarding protective equipment, including standards for design, construction, maintenance, and reconditioning of protective sports equipment (e.g., football, hockey, and lacrosse pads and headgear).

19 - Identifies basic legal concepts and considerations associated with protective equipment, including product and personal liability.

20 - Accesses and interprets the rules and regulations established by the associations that govern the use of protective equipment.

21 - Describes the principles and concepts relating to prophylactic taping, wrapping, and bracing and protective pad fabrication.

22 - Explains the basic principles and concepts of protective equipment and material composition (e.g., tensile strength, maximum tolerances, heat dissipation).
23 - Relates the principles and concepts involved in the fabrication and appropriate application of dynamic and static splints.
25 - Identifies the basic principles and concepts of home, school, and work place ergonomics and their relationship to the prevention of illness and injury.

Psychomotor Domain
4 - Collects and interprets climatic data (temperature, humidity, distance of lightning from practice or competition areas) with use of appropriate instruments or personal observation and applies this data to schedule physical activity.
5 - Implements prevention and treatment of environmental stress factors that pertain to acclimation and conditioning, fluid and electrolyte replacements, proper practice and competition attire, and weight loss.
9 - Selects and fits standard protective equipment and clothing according to the physical characteristics and need of the individual.

Affective Domain
1 - Accepts the moral, professional, and legal responsibilities to conduct safe programs to minimize injury and illness risk factors for individuals involved in physical activity.
2 - Acknowledges the importance of developing and implementing a thorough, comprehensive injury and illness prevention program.
3 - Understands the need for cooperation among administrators, athletic personnel, certified athletic trainers, parents/guardians, other health care professionals, and athletes and others engaged in physical activity in the implementation of effective injury and illness prevention programs.
4 - Appreciates and respects the role of athletic personnel and supervisors in injury and illness prevention programs.
5 - Accepts moral, professional, and legal responsibility of conducting appropriate pre-participation examinations.
6 - Accepts and respects the established guidelines for scheduling physical activity to prevent exposure to unsafe environmental conditions.
7 - Appreciates the importance of the body's thermoregulatory mechanisms for acclimation and conditioning, fluid and electrolyte replacements, proper practice and competition attire, and weight loss.
8 - Values the importance of collecting data on temperature, humidity, and other environmental conditions that can affect the human body when exercising in adverse weather conditions.
9 - Appreciates and respects the concepts and theories pertaining to strength, flexibility, and endurance programs or routines.
11 - Appreciates and respects the importance of correct and appropriate fitting in the use of protective equipment.

ASSESSMENT AND EVALUATION
Cognitive Domain
19 - Explains how to recognize and evaluate athletes and others involved in physical activity who demonstrate clinical signs and symptoms of environmental stress.
ACUTE CARE OF INJURIES AND ILLNESSES

Cognitive Domain

1. Explains the legal, moral, and ethical parameters that define the scope of first aid and emergency care, and identifies the proper roles and responsibilities of the certified athletic trainer.

2. Describes the availability, contents, purposes, and maintenance of contemporary first aid and emergency care equipment.

3. Determines what emergency care supplies and equipment are necessary for event coverage, such as biohazardous waste disposal containers, splints, short-distance transportation equipment, emergency access tools, primary survey instruments (CPR mask, bag-valve-mask), and ice.

6. Describes the principles and rationale for a primary survey of the airway, breathing, and circulation.

10. Applies the current standards of first aid, emergency care, rescue breathing, and cardiopulmonary resuscitation for the professional rescuer, including (1) use of a bag-valve-mask, (2) use of a pocket mask, and (3) the chin lift-jaw thrust maneuver.

11. Describes the role and function of an automated external defibrillator in the emergency management of acute heart failure and abnormal heart rhythms.

12. Describes the role and function of oxygen administration as an adjunct to cardiopulmonary resuscitation techniques.

14. Describes the management of external hemorrhage, including the location of pressure points, use of universal precautions, and proper disposal of biohazardous materials.

15. Recognizes signs and symptoms associated with internal hemorrhaging.

16. Recommends the appropriate use of aseptic or sterile techniques, approved sanitation methods, and universal precautions for the cleansing and dressing of wounds.

17. Discriminates those wounds that require medical referral.

18. Explains the application principles of cold application, elevation, and compression in treatment of acute non-limb-threatening pathologies.

25. Selects a cervical stabilization device that is appropriate to the circumstances of the injury.

26. Recites the indications and guidelines for removing the helmet and shoulder pads from an athlete with a suspected cervical spine injury.

27. Describes the proper techniques for removing the helmet and shoulder pads from an athlete with a suspected cervical spine injury.

29. Recognizes proper positioning and immobilization of a person with a suspected spinal cord injury when using a spine board or body splint, including preparatory positioning prior to placement of the spine board or body splint.

30. Explains the need for leadership and teamwork when using a spine board or body splint.

31. Identifies the appropriate short-distance transportation method for an injured athlete or other physically active individual, including immobilization if applicable.

32. Recognizes the signs and symptoms of shock.

41. Recognizes the signs, symptoms, and treatment of individuals suffering from adverse reactions to environmental conditions.

42. Uses the information obtained during the examination to determine when to refer an injury or illness for further or immediate medical attention (e.g., a life- or limb-threatening situation).

43. Describes the proper immobilization techniques and selects the appropriate splinting material to stabilize the injured joint or limb and maintain distal circulation.
44 - Recognizes the proper technique for using ambulatory aids, including selecting an aid appropriate for the injury and person.

45 - Recommends ambulatory aids to coordinate movement on flat, slippery, or uneven terrain and to navigate steps, ramps, doors, or obstacles, and evaluates the patient's technique in using the aids.

46 - Constructs and educates the patient regarding home care and self-treatment plans.

Psychomotor Domain

8 - Administers cryotherapy, elevation, and compression to a limb and/or joint.

Affective Domain

2 - Appreciates the legal, moral, and ethical parameters that define the scope of first aid and emergency care, and values the proper role of the certified athletic trainer in providing this care.

3 - Appreciates the roles and responsibilities of various community-based emergency care personnel (paramedics, emergency medical technicians, emergency room personnel).

4 - Appreciates the role and function of various medical/paramedical specialties, and values their respective areas of expertise in the definitive treatment of acute injuries and illnesses.

GENERAL MEDICAL CONDITIONS AND DISABILITIES

Cognitive Domain

3 - Describes the general principles of health maintenance and personal hygiene, including skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control.

NUTRITIONAL ASPECTS

Cognitive Domain

1 - Describes personal health habits (hygiene, diet, nutrition, weight control, proper amount of sleep, effects of alcohol, tobacco, and drugs) and their role in preventing injury or illness and in maintaining a healthy lifestyle.

2 - Constructs methods to determine the recommended daily allowances (RDAs) of a healthy diet for athletes and others involved in physical activity.

3 - Describes the nutritional food pyramid and explains its use.

4 - Lists the primary organizations responsible for nutritional information.

5 - Identifies the nutritional considerations in rehabilitation, including nutrients involved in healing and nutritional risk factors.

6 - Explains the importance of good nutrition in enhancing performance and preventing injury and illness.

7 - Describes the common illnesses and injuries that are attributed to poor nutrition.

8 - Evaluates the energy and nutritional demands of specific activities and the nutritional demands placed on athletes and others involved in physical activity.

9 - Delineates the effects of poor dietary habits on bone loss, injury, and long term health.

10 - Applies the principles of nutrition, including the roles of fluids and electrolytes, vitamins, minerals, ergogenic aids, macronutrients, carbohydrates, protein, fat, and dietary supplements, as they relate to the dietary and nutritional needs of athletes and others involved in physical activity.
11 - Illustrates the physiological processes and time factors involved in the digestion, absorption, and assimilation of food, fluids, and nutritional supplements as they relate to the design and planning of pre- and post-activity meals, considering menu content, time scheduling, and the effect of tension and anxiety before activity.

12 - Paraphrases the prevailing misconceptions regarding the proper use of food, fluids, and nutritional supplements (common food fads and fallacies and strength or weight gain diets).

13 - Describes the advantages or disadvantages of supplementing nutrients in the athlete's diet.

14 - Describes the principles, advantages, and disadvantages of the ergogenic aids and dietary supplements used by athletes and others involved in physical activity, in an effort to improve performance.

15 - Recognizes the implications of FDA endorsement of nutritional products.

16 - Locates, obtains, and interprets scientific position papers describing healthy weight loss, fluid maintenance, disordered eating, nutritional ergogenic aids, diet supplements, and assessment of body composition in athletes and others involved in physical activity.

17 - Analyzes the principles of weight control, including body fat percentage, caloric requirements, effects of exercise, and fluid loss.

18 - Identifies the consequences of improper fluid replacement.

19 - Describes and applies the principle of caloric balance.

20 - Summarizes the proper use of food, fluids, and exercise in weight control to dispel the prevailing misconceptions regarding weight control diet fads and fallacies.

21 - Explains the guidelines for safe weight loss and weight gain.

22 - Describes the principles of body mass index computation.

23 - Describes the signs, symptoms, and physical consequences of disordered eating.

24 - Explains the referral system for individuals with disordered eating.

25 - Describes the differences between saturated, unsaturated, and polyunsaturated fats and the effects of each on diet, performance, health care, heart disease, diabetes, and cancer.

26 - Describes the signs, symptoms, and physiological effects of iron deficiency and anemia and identifies foods that enhance iron absorption and are high in iron.

27 - Demonstrates how to determine the recommended daily allowances and identifies common food sources of essential vitamins and minerals.

**Psychomotor Domain**

1 - Accesses and uses information regarding the principles of fluid and electrolyte replacement.

2 - Applies the principles of nutrition, including the roles of fluids and electrolytes, vitamins, minerals, and ergogenic aids, as they relate to the dietary and nutritional needs of athletes and others involved in physical activity.

3 - Designs a pre-participation meal.

4 - Includes the proper percentages of carbohydrates, protein, and fat in a diet based on age, gender, and type and level of physical activity.

**Affective Domain**

1 - Appreciates the role of proper nutrition in the health care of athletes and others involved in physical activity.

2 - Respects the various recognized position papers that discuss nutrition wellness.

3 - Appreciates the long-term effects of disordered eating, bone density loss, and secondary amenorrhea on the skeletal health of the physically active.
4 - Recognizes the need for and implements proper referral for eating disorders.

PSYCHOSOCIAL INTERVENTION AND REFERRAL

Cognitive Domain

6 - Disseminates information regarding the roles and functions of various community-based health care providers (sport psychologists, counselors, social workers).

Affective Domain

1 - Accepts the professional, ethical, and legal parameters that define the proper role of the certified athletic trainer in providing health care information, intervention, and referral.
2 - Accepts the responsibility to provide health care information, intervention, and referral consistent with the certified athletic trainer's professional training.
3 - Recognizes the certified athletic trainer's role as a liaison between the physically active, athletic personnel, health care professionals, parents/guardians, and the public.
4 - Accepts the need for appropriate interpersonal relationships between all of the parties involved with athletes and other involved in physical activity.
7 - Recognizes athletes and other physically individuals as deserving of quality professional health care.
8 - Accepts the individual's physical complaint(s) without personal bias or prejudice.
9 - Respects the various social and cultural attitudes, beliefs, and values regarding health care practices when caring for patients.
10 - Accepts the role of social support during the injury rehabilitation process.

HEALTH CARE ADMINISTRATION

Cognitive Domain

35 - Describes the role and function of various community-based medical, paramedical, and other health care providers.
44 - Describes the relationship between the National Athletic Trainers' Association, Inc. (NATA), NATA Board of Certification, Inc./ National Organization for Competency Assurance (NATABOC/NOCA), National Commission for Certifying Agencies (NCCA), and Joint Review Committee-Athletic Training/Commission on the Accreditation of Allied Health Education Programs (JRC-AT/CAAHEP).
45 - Identifies the roles and responsibilities of allied health care personnel in providing services to athletes and others involved in physical activity.

Affective Domain

1 - Appreciates the roles and responsibilities of medical and allied health care providers, and respects the systems that each provider works within.
2 - Appreciates the roles and functions of various medical and paramedical specialties as well as their respective areas of expertise in the acute care of injuries and illnesses to athletes and others involved in physical activity.
3 - Values the need for sideline emergency care supplies and equipment as deemed necessary for all athletic training settings.
4 - Appreciates the importance of an emergency action plan that is tailored for a specific venue or setting.
5 - Accepts the value of a common medical language and terminology to communicate within and between the health professions.

7 - Appreciates the roles and relationship between the NATA, NATABOC/NOCA, NCCA, and JRC-AT/CAAHEP.

12 - Recognizes the certified athletic trainer's role as a liaison between athletes, physically active individuals, caretakers, employers, physicians, coaches, other health care professionals, and any individual who may be involved with the care provided by the certified athletic trainer.

PROFESSIONAL DEVELOPMENT AND RESPONSIBILITIES

Cognitive Domain

5 - Outlines the process of attaining and maintaining an athletic training professional credential.

6 - Describes the current professional development requirements for the continuing education of certified athletic trainers.

8 - Describes the role and function of the governing structures of the National Athletic Trainers' Association.

9 - Differentiates the essential documents of the NATA, including, but not limited to, the Role Delineation Study, the Code of Ethics, JRC-AT Standards and Guidelines, Athletic Training Educational Competencies, and the Standards of Practice of the Profession.

10 - Summarizes the position statements regarding the practice of athletic training (NATA, NCAA, National Association of Intercollegiate Athletics [NAIA], National Federation of State High School Associations, American College of Sports Medicine [ACSM], American Academy of Pediatrics [AAP], American Academy of Family Physicians [AAFP], American Orthopedic Society for Sports Medicine [AOSSM]).

Affective Domain

2 - Appreciates the need for and the process and benefits of athletic training regulatory acts (registration, licensure, certification).

3 - Realizes that the state regulatory acts regarding the practice of athletic training vary from state to state.

4 - Understands the consequences of noncompliance with regulatory athletic training practice acts.

5 - Accepts the professional, historical, ethical, and organizational structures that define the proper roles and responsibilities of the certified athletic trainer in providing health care to athletes and others involved in physical activity.

8 - Advocates the NATA as an allied health professional organization dedicated to the care of athletes and others involved in physical activity.

9 - Respects the role and responsibilities of the other health care professions.

11 - Defends the responsibility to interpret and promote athletic training as a professional discipline among allied-health professional groups and the general public.
PROFICIENCIES INSTRUCTED:

Risk Management and Injury Prevention

2 - 1A: The student will demonstrate the ability to perform and evaluate the results of the following tests:
   a. flexibility tests

2 - 1B: The student will demonstrate the ability to perform and evaluate the results of the following tests:
   b. strength (repetition) testing

3 - 1: a. use a sling psychrometer
       b. use a wet bulb globe index
       c. interpret and present environmental data for the following conditions: heat; wind; humidity; potential for lightning strike; cold; poor air quality
       d. check an activity setting for physical and/or environmental hazards
       e. use and interpret weight charts

5 - 1: The student will demonstrate the ability to establish repetition maximum tests.

7 - 1A: The student will demonstrate the proper lifting technique for the following exercises:
   a. parallel squat                           g. arm curl
   b. heel raises                             h. triceps extension
   c. power clean                             i. knee curl (flexion)
   d. bench press                             j. knee extension
   e. shoulder press                          k. leg press
   f. dead lift

7 - 2: The student will demonstrate the proper spotting technique for the following exercises:
   a. parallel squat                          d. bench press
   b. shoulder press                          e. power clean
   c. dead lift

Acute Care of Injuries and Illnesses

1 - 2: The student will correctly triage emergency situations.

2 - 1: The student will demonstrate the ability to
   a. manage open and closed wounds
   b. apply direct and indirect pressure to control bleeding
   c. clean, debride, and protect an open wound
   d. apply superficial skin closures
   e. properly apply and remove gloves and other personal protective equipment
   f. properly dispose of biohazardous waste
   g. apply appropriate dressings
h. apply ice, compression, and elevation to an acute sprain, strain, or contusion

3 - 1B : The student will demonstrate the ability to
b. stabilize and spine board or body splint an adult or child with a suspected spinal
   injury

4 - 1 : The student will evaluate and manage the following:
   a. heat exhaustion   c. heat stroke
   b. heat syncope       d. hypothermia

5 - 1 : The student will demonstrate the ability to
   a. establish and manage an airway
   b. establish and manage an airway in an athlete wearing protective headgear
   c. perform CPR on an adult or child with or without a spinal injury
   d. use a bag-valve-mask (BVM) on an adult or child for rescue breathing
   e. use a protective pocket mask/shield on an adult or child for rescue breathing

6 - 1A : The student will demonstrate the ability to
a. stabilize and transport an adult or child with a head and/or spinal injury
b. stabilize and transport an adult or child with a fracture and/or dislocation

6 - 1C : The student will demonstrate the ability to
   c. select, fit, and instruct the patient in the use of crutches
   d. select, fit, and instruct the patient in the use of a cane
   e. transport an injured adult or child using a manual conveyance technique

6 - 1F : The student will demonstrate the ability to
f. perform two-person CPR

Therapeutic Modalities
2 - C1 : The student will demonstrate the ability to select the appropriate parameters for and then
   prepare and apply the following:
   a. cold whirlpool treatment       e. ice immersion
   b. controlled cold therapy unit    f. ice massage
   c. ice pack                      g. cryokinetics
   d. vapo-coolant spray

2 - H1 : The student will demonstrate the ability to select the appropriate parameters for and then
   prepare and apply the following:
   a. moist heat pack   c. contrast bath
   b. paraffin treatment d. warm whirlpool treatment

Nutritional Aspects
1 - 1 : The student will demonstrate the ability to access and recommend nutritional guidelines for
   the following:
a. pre-participation meal

1 - 1B : The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
   b. weight loss
   c. weight gain

1 - 1D : The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
   d. fluid replacement

1 - 2 : The student will demonstrate the ability to use the nutritional food pyramid.

1 - 3 : The student will demonstrate the ability to access and assess the following nutritional intake values:
   a. RDA or equivalency     e. vitamin intake
   b. protein intake        f. mineral intake
   c. fat intake            g. fluid intake
   d. carbohydrate intake

1 - 4 : The student will demonstrate the ability to determine energy expenditure and caloric intake.

PROFICIENCIES EVALUATED:

Risk Management and Injury Prevention

7 - 1A : The student will demonstrate the proper lifting technique for the following exercises:
   a. parallel squat       g. arm curl
   b. heel raises          h. triceps extension
   c. power clean          i. knee curl (flexion)
   d. bench press          j. knee extension
   e. shoulder press       k. leg press
   f. dead lift

7 - 2 : The student will demonstrate the proper spotting technique for the following exercises:
   a. parallel squat       d. bench press
   b. shoulder press       e. power clean
   c. dead lift

Acute Care of Injuries and Illnesses

1 - 2 : The student will correctly triage emergency situations.

2 - 1 : The student will demonstrate the ability to
   a. manage open and closed wounds
b. apply direct and indirect pressure to control bleeding
c. clean, debride, and protect an open wound
d. apply superficial skin closures
e. properly apply and remove gloves and other personal protective equipment
f. properly dispose of biohazardous waste
g. apply appropriate dressings
h. apply ice, compression, and elevation to an acute sprain, strain, or contusion

5 - 1 : The student will demonstrate the ability to
   a. establish and manage an airway
   b. establish and manage an airway in an athlete wearing protective headgear
c. perform CPR on an adult or child with or without a spinal injury
d. use a bag-valve-mask (BVM) on an adult or child for rescue breathing
e. use a protective pocket mask/shield on an adult or child for rescue breathing

6 - 1C : The student will demonstrate the ability to
   c. select, fit, and instruct the patient in the use of crutches
d. select, fit, and instruct the patient in the use of a cane
e. transport an injured adult or child using a manual conveyance technique

6 - 1F : The student will demonstrate the ability to
   f. perform two-person CPR

**Therapeutic Modalities**
2 - C1 : The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply the following:
   a. cold whirlpool treatment
   b. controlled cold therapy unit
   c. ice pack
   d. vapo-coolant spray
   e. ice immersion
   f. ice massage
   g. cryokinetics

2 - H1 : The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply the following:
   a. moist heat pack
   b. paraffin treatment
   c. contrast bath
   d. warm whirlpool treatment

**Nutritional Aspects**
1 - 1 : The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
   a. pre-participation meal

1 - 1B : The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
   b. weight loss
   c. weight gain
1 - 1D : The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
   d. fluid replacement

1 - 2 : The student will demonstrate the ability to use the nutritional food pyramid.

1 - 3 : The student will demonstrate the ability to access and assess the following nutritional intake values:
   a. RDA or equivalency       e. vitamin intake
   b. protein intake          f. mineral intake
   c. fat intake              g. fluid intake
   d. carbohydrate intake

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