COURSE OUTLINE

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

3  1  0  0  15 week
Class or  Laboratory  Clinical or  Practicum,  Course Length
Lecture Hours  Work Hours  Studio Hours  Co-op, Internship  (# weeks)

None  Traditional
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:
2012 (No changes)

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 and demonstrate proficiency in preventive measures and techniques for common athletic injuries;
4. recognize/assess, treat, and manage basic athletic injuries;
5. define, list, and interpret medical terminology.

General Education Knowledge Goals

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

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

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

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

**Goal 7. Historical Perspective.** Students will understand historical events and movements in the world, Western, Non-Western or American societies and assess their subsequent significance.

**Goal 8. Diversity and Global Perspective.** Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem Solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal D. 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.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.
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; Gen.Ed. Goals: 1,4,7, & 8; Core Skills: A,D,E, F, & G.

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; Gen.Ed. Goals: 1,2,3,4, & 8; Core Skills: A,B,D, E, & F.

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; Gen.Ed. Goals: 1,2,3,4, & 8; Core Skills: A,B,D, E, & F.
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; Gen.Ed. Goals: 1,2,3,4, & 8; Core Skills: A,B,D,E,F, & G.

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%