KINE 5290-003
Fundamentals in Athletic Training I (KINE 5231)
(2 credit hours)
SUMMER 2019
MW 8:00-9:50 AM (Lecture)
MW 10:30-12:30 (Lab)

Instructors: Cindy Trowbridge, PhD, LAT, ATC
Lauren Wernet LAT, ATC

Office: PEB 112 D
Office Phone: (817) 272-3134
(254) 716-7773

E-mail: ctrowbridge@uta.edu
lauren.wernet@mavs.uta.edu

Office Hours: By appointment
By appointment

NATA Reference Series: Position, Consensus, Official Support Statements
http://www.nata.org/news-publications/pressroom/statements

Course Description
This course is designed to provide the entry level athletic training student with classroom and laboratory experiences to provide an introduction to the profession and the role of athletic trainers in the overall health care environment. Emphasis will be placed on the epidemiology of orthopedic injuries, orthopedic trauma, emergency planning and care, cold and hot therapeutic modalities, and prevention of sudden death.

Course Objectives:
1. Introduce students to the profession of athletic training and athletic trainer’s (AT) role in overall health care environment.
2. Introduce students to the concepts of critical thinking and problem solving.
3. Provide students with an active learning environment (see definition on next page).
4. Provide students with foundational knowledge and skills in the identified NATA Competencies (see next page)

Student Learning Outcomes
After completing this course, students will be able to:
1. Describe athletic training and the role of athletic trainers in the allied health care field.
2. Understand the legal responsibilities of being an athletic trainer.
3. Perform primary and secondary surveys and implement the required emergency management techniques including CPR, AED, rescue breathing, airway management, supplemental oxygen, and pulse oximetry.
4. Describe and perform the current first aid and emergency care procedures for common sports injuries including wounds and fractures.
5. Recognize and manage concussions, spine injuries, and acute musculoskeletal injuries.
6. Explain the proper procedures for preventing, evaluating, and treating exertional heat illnesses, lightning strikes, and cold injuries. Perform environmental assessments and treatments for heat and cold stress.
7. Explain and perform the application of superficial modalities (heat and cold) for the care of acute and overuse musculoskeletal injuries.

Active Learning

Your active participation in this class will be required. You will be responsible for your own learning by reviewing class material before and after class. We will guide you in this process; however, in the end the onus of learning will be your responsibility.

Here are your KEYS to success:

- **EFFORT** (*Work hard*)
- **APPROACH** (*Work smart*)
- **ATTITUDE** (*Think positively*)

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. In fact, when you study the material, participate in class, ask thoughtful questions, and accept my help you will be able to apply your knowledge to any clinical situation. Your brain will only grow in response to how much it is challenged and used.

Become intrinsically motivated to improve yourself and your understanding of therapeutic modality treatments and techniques; if you do this you will succeed every time.

The following Knowledge and Skills and/or Standards will be addressed in this class

<table>
<thead>
<tr>
<th>Athletic Training Educational Competencies</th>
<th>CAATE Standards</th>
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<tbody>
<tr>
<td>Prevention and Health Promotion (PHP)</td>
<td>58, 59, 64, 70, 78, 79, 80, 81, 83, 85</td>
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<tr>
<td>PHP 3, 5-6, 8-14, 17 (d, e, f, h, i), PHP 18-19, 24-25</td>
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<tr>
<td>Clinical Examination (CE)</td>
<td>70, 76</td>
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<td>CE-16</td>
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<tr>
<td>Acute Care of Injuries and Illnesses</td>
<td>61, 65, 70, 58, 70, 76</td>
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<td>AC 1-30, AC 36 (a, b, c, d, e, l, m), AC 37-42</td>
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<tr>
<td>Therapeutic Intervention</td>
<td>73, 79</td>
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<td>TI 1, 5</td>
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<tr>
<td>Health Care Administration</td>
<td>81, 88, 91, 92</td>
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<td>HA 1, 18, 21, 23</td>
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<tr>
<td>Clinical Integration</td>
<td>70</td>
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<td>CIP-6</td>
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"You can say, 'I tore a ligament' or 'I blew out my knee.' But in this league, you never, ever say, 'I got a boo-boo.'"
Tentative Evaluation:

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<th>Written Examination</th>
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<td>Test Unit #1</td>
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<td>Test Unit #3</td>
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<td>Test Unit #4</td>
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<tr>
<td>Comprehensive</td>
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<tr>
<td>Practical Examination</td>
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<td>Quizzes</td>
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<tr>
<td>Evidence Based Moment(s)</td>
<td>5%</td>
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<tr>
<td>Assignments</td>
<td>10%</td>
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<tr>
<td>Clinical Query Project</td>
<td>10%</td>
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<td></td>
<td>35%</td>
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<tr>
<th>Professional Development</th>
<th>5%</th>
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<tr>
<td>Lecture/Laboratory activity participation AND Notebook</td>
<td>100%</td>
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Grading Scale: A = 90%; B = 80%; C = 70%; D = 60%; F = 59% and below

As a policy of the University of Texas at Arlington (UTA) outlined in the official Graduate Catalog, graduate credit will be given for grades of A, B, or C for work done at UTA, subject to the following conditions.
1. The student must maintain a B average in all work done in the major.
2. The student must maintain a B average in all work done in the minor.
3. The student must maintain a B average in all advanced work.

Classroom Policies

"Life is what happens, while you are busy making other plans" John Lennon
Remember: Communication is the key.

Cell Phone Policy

No cell phones in class for verbal or text message conversations. Please turn them off or silence them during our class period. If you actively perform or receive cell phone calls or text messaging during class, I will confiscate your electronic device. No exceptions.

Computers can be used in class to facilitate learning. However if they are used to “surf” the web or perform tasks that are outside of class learning objectives, then the instructor has the right to request that you leave the class. Please respect your classmates and their learning as your texting, “surfing”, and computer/phone use that is not related to class is very distracting and not an example of team learning.

Attendance and Class Preparation

At University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance.

As the instructors of this section, class attendance is required. Two absences will automatically drop your grade by one letter (i.e., A to B, B to C, etc.). Tardiness is not acceptable. Class starts on time each day for each section. If you accumulate 3 tardies, I will give you one (1) absence.

- There are no excused or unexcused absences - if you miss class you are absent.
• You will not be penalized for absences that cannot be avoided (e.g., illness, funerals)
  o As instructor, I reserve the right to determine when these occur. Each case is an individual decision based on communication and documentation.
  o In the case of an absence, the student is responsible for obtaining work missed in class, and every effort possible should be made to complete in-class assessments (i.e. quizzes) prior to or soon after the absence.

Each student is expected to prepare for class by reading the lab material prior to class. If you miss a class, you are responsible for obtaining all information presented and you are encouraged to contact instructor for essential details.

  Remember: Poor planning on your part is not an emergency on my part.

Missed exams, quizzes, and homework can only be made up if approved by instructor. All missed exams, quizzes, and homework must be made up within one week of original due date.

Expectations for Out-of-Class Study
A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for quizzes, etc.

Class Preparation, Note Taking, and Post Class Activities
Here are some evidence-based study tips as: https://youtu.be/p60rN9JEapg

  Preparation is essential to maximize your learning experience. Each student is expected to prepare for class by reading the assigned chapter(s) and handouts prior to class.

Students are expected to take written or typed notes of required pre-class readings and in-class lectures and may use these notes while answering in-class questions and at times may be allowed to use them for in-class quizzes (based on instructor’s discretion).
https://www.youtube.com/watch?v=gsb-U8bZpig

  • Note taking - 5 proven ways to take notes: Outline, Cornell notes, Mind Map, Flow, or Write-on-slide. https://www.youtube.com/watch?v=AffuwyJZTQQ

Closing the loop is essential after class to maximize your learning experience. Each student is expected to review material presented and come prepared to ask questions or “go deeper” with material.

In-Class Participation
Students are expected to participate in all aspects of class. Points will be assigned for participation, which includes answering in-class questions and participating in laboratory activities.

Professionalism
Professionalism includes the following: punctuality, no cell phone use, and appropriate communications (e.g. e-mail, phone, etc.). Students should arrive before class begins and leave only after the instructor has dismissed the class. Cell phones should be turned off and put away during the entirety of class, except in cases in which they are being used for learning activities. Appropriate communications (e-mail, phone, etc.) include using salutations and appropriate grammar, language, and tone in e-mail and personal communications.
Assignments

Assignments are DUE on the posted or announced date at the beginning of class or via Canvas submission. Late assignments are accepted but 10% of your points will be deducted from the assignment. If an assignment is not completed within one week of posted due date you will receive a zero grade for that assignment.

Day in the Life Assignment: Watch three (3) "A Day in the Life" videos from the list provided. Answer three (3) groups of questions related to work setting. Be prepared for in class discussion based questions.

Emergency Action Plan: Students will be assigned groups and a location in the DFW metroplex to write an EAP to include instructions for anyone involved in a competition at this site.

CPR On-line HeartCode BLS Training/Skills Assessment: Complete on-line self-paced module for BLS HeartCode offered by the American Heart Association (AHA) [https://elearning.heart.org/course/21] by July 1, 2019. In class on July 1st, you will provide certificate and you will be tested on skills for Adult one person CPR, Adult two person CPR with bag valve/AED, and Infant One and Two-person CPR.

Epidemiology Assignment: Students will be paired into groups of two and will be required to create a 2-3 page white paper with important injury/illness epidemiology data about a particular activity/sport. This white paper is intended to make the case for fund allocation (human and physical resources) OR changes in standard operating procedures (practice location/time or warm-up activity, etc...) from an administrator while using injury/illness-related epidemiology data that can be found in a reputable database to support your case: High School RIO™ Tracking, NCAA Datalys, CDC and CDC WONDER, National Center for Catastrophic Injury Research. The white paper should include 5 sections: Executive Summary, Introduction, Findings/Research Data, Conclusion, Sources/Bibliography (using AMA format).

• The white paper should use info graphics to help to sharing data or displaying trends. A tutorial on creating a white paper can be found at the following link: https://youtu.be/ulgJiTQjv7wQ.
• Example of info graphic: http://www.nata.org/sites/default/files/become_an_at_0.pdf
  o https://www.nata.org/practice-patient-care/infographic-handouts

Video Assignment: Students will be paired into groups of 4 and assigned to create a video tutorial for a topic related to one of our main lecture topics. Multiple forms of media should be used for the video (voice over, visuals, cue cards, etc...).

Worksheets/Literature Reviews/Problem Solving Exercises:
Throughout the semester there will be assignments posted on the Canvas. Each assignment should be handed in according to due dates posted on Canvas. You may work together on these assignments; however, each student must turn in his/her own work to receive credit.

Evidence Based Moments:
You will be required to present research article(s) within the topics covered in class. You will be assigned articles and you will summarize the article (Background, Purpose, Methods, Results, and Conclusions) and present to the class using PowerPoint presentation. Presentations should not be longer than 5-8 minutes and should focus on the clinical bottom line (take home message). Grades for presentation will be assigned based on rubric that focuses on content and quality of presentation. Specific examples will be provided for assistance.
Exams

There will be four exams plus a comprehensive multiple choice final for this class. **The four (4) exams will be offered in class. Dates on syllabi are tentative, but will be officially announced 1 week prior to date.** Exams will be multifaceted with recall, application, and analysis questions throughout. Exams will include multiple choice, short answer, and problem solving questions. Use your lecture notes, textbooks, and assignments to prepare yourself for the exams. Missed exams can **only** be made up with approval from instructor.

Quizzes

**Quizzes** will be given weekly throughout the semester. These quizzes will be both **announced and unannounced**, so be prepared every lecture period. Quizzes will contain material from previous lectures and discussions as well as any required pre-class readings. Be prepared for short answer, labeling, and multiple choice questions. Missed quizzes can **only** be made up with approval from instructor.

Clinical Query Project

Clinical questions will be assigned to teams three people with the goal of providing a graded clinical recommendation. You will be asked to obtain 3-6 high quality articles. Students will present clinical query and answer(s) to clinical query with evidence from articles using a voice-over PowerPoint presentation. All presentations will end with clinical bottom line(s)/take home messages(s) that will guide clinical practice. Grades for presentation will be assigned based on rubric that focuses on content and quality of presentation. Specific examples will be provided for assistance.

Class Notebook/Binder

At the end of the semester, each student is required to turn in his/her course notebook for a grade. A **three-ring notebook** is expected to be neat and organized with section tabs and a table of contents **OR** you may submit a small 3-ring notebook with table of contents and returned assignments along with a “thumb drive” that is neatly organized and contains all lecture material. The notebook should include Cornell notes, articles, handouts, quizzes, tests, student presentations, worksheets, and evidence based projects. When returned, this notebook should be saved and used as a reference point for future study.

Department of Kinesiology - Drop Policy:

It is the responsibility of the student to add or drop classes or withdraw from school within the appropriate time frame established by the University Registrar. (The departments are not allowed nor obligated to add or drop students from classes.) Deadlines can be found in the current Schedule of Classes.

Master of Science in Athletic Training Program Grade Requirement: MSAT students’ academic and clinical progress will be closely monitored each semester. In order to remain in the MSAT program, students must:

1. **Maintain a cumulative GPA of 3.0 or higher.**
2. **Maintain a 3.0 GPA or higher in athletic training core courses.**
3. **Students may not earn a "C" grade or lower in any required course containing AT education competencies.**
   a. Students who earn a grade of “C” or lower in any required course must meet with their academic advisor and petition to continue in the MSAT Program.
   b. Any student who fails to meet the retention criteria will be placed on probation in the MSAT program. If standards are not met by the end of the probationary period, the student will be dismissed from the program.
   c. If allowed to repeat a course, the student must earn a grade of B or higher in order to remain in the program. Students will not be allowed to continue in the program until the course is repeated with a grade of a B or higher. For example, if a student earns a “C” in a course only offered in the
fall semester, he/she must wait until the course is offered again (the next fall) before proceeding in the program.

d. Failure to repeat the course, or earn a grade of "B" or better, will result in dismissal from the program.

e. Students who do not gain good academic standing with the program in the semester following completion of the probation semester will be academically dismissed.

f. A student who has been dismissed for failure to maintain a GPA 3.0 may petition the AT Faculty Committee to continue in the program: see section below concerning petitions.

4. **Adhere to professionalism standards and documents** cited in the MSAT Policies and Procedures Manual including but not limited to: the university's academic integrity policies, the NATA Code of Ethics, the BOC's Standards of Practice, course syllabi, to the MSAT Policies and Procedures Manual, and to policies/regulations established at each assigned clinical site. Students with three professional conduct/digression reports may be suspended or dismissed from the program. If students have a history of professional conduct or behavior issues, with a written record of conduct warning or digression reports, and earn a "C" in a course, the student will be required to meet with the faculty to determine if the student can continue.

   a. For minor professionalism infractions, the faculty/staff/preceptor will complete "Student Conduct Warning" form. If a student obtains 3 of these, he/she will be dismissed from the program (3 strikes and you're out rule).

   b. For major professionalism offenses (serious offenses such as a confidentiality breach, etc.) a Student Conduct Digression Report will be completed the student may be dismissed from the program depending on the nature of the offense. The Athletic Training Program faculty committee will make the determination on whether or not the student can repeat the course and continue in the program.

**Petitions to Continue in the MSAT Program**

Students who wish to submit a petition to continue in the MSAT Program must meet with their Academic Advisor. During that meeting, students should be prepared to discuss how/why plans to regain good academic standing during the probation semester were not successful and develop a specific plan for improvement. The student is responsible for submitting the petition electronically.

The student's petition to continue in the MSAT Program will be reviewed by the Athletic Training faculty committee. If the committee agrees to approve the student's petition to continue, the Academic Advisor will work with the student to review/revise the student's degree plan and assist with clearing the student for enrollment.

**Expected Professional Behavior**

Students are expected to adhere to the NATA Code of Ethics and to behave professionally, as described in the MSAT Policies and Procedures Manual.

**Note:** Failure to meet the above retention standards may result in probation, suspension, or termination from the MSAT Program.

**Institution Information**

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) page which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule
University Academic Policies:

Grade Grievances:
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For graduate courses, see Graduate Grading Policies. For student complaints, see Student Complaints.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/aao/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

KINE 5290-003 (KINE 5231), p. 8
**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

_I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence._

_I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code._

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism/](http://library.uta.edu/plagiarism/)

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/)

**Emergency Exit Procedures:** Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located in the hallway leading to PEB 202. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Students should also subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at [https://mavalert.uta.edu/](https://mavalert.uta.edu/).

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, mentoring (time management, study skills, etc.), major-based learning centers, counseling, and federally funded programs. For individualized referrals, students may call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at Resource Hotline (http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php).

**IDEAS Center:** The **IDEAS Center** ([https://www.uta.edu/ideas/](https://www.uta.edu/ideas/)) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.
The English Writing Center (411LIBR): The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation.

Kinesiology Librarian:
Peace Ossom Williamson- peace@uta.edu - 817-272-6208
Office: Central Library 214A

Research or General Library Help
Academic Plaza Consultation Services (library.uta.edu/academic-plaza)
Ask Us (ask.uta.edu/)
Library Tutorials (library.uta.edu/how-to)
Subject and Course Research Guides (libguides.uta.edu)
Librarians by Subject (library.uta.edu/subject-librarians)
Research Coaches (http://libguides.uta.edu/researchcoach)
A to Z List of Library Databases (libguides.uta.edu/az.php)
Course Reserves (https://uta.summon.serialssolutions.com/#!/course_reserves)
Study Room Reservations (openroom.uta.edu/)
Stop. Think. Protect Yourself. You Have Choices.

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

Your Options to an Active Threat

You Have Choices!

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<thead>
<tr>
<th>AVOID</th>
<th>DENY</th>
<th>DEFEND</th>
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| • AVOID the situation. Stay away from the area and campus.  
  If you can safely leave the area, RUN.  
  Get others to leave the area, if possible.  
  Prevent others from entering the area. | • Lock/barricade doors with heavy items.  
  Turn off lights/projectors/equipment.  
  Close blinds and block windows.  
  Stay away from doors and windows. | • As a last resort, FIGHT for your life.  
  Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc. |
| • Know your exit and escape options.  
  If in a parking lot, get to your car and leave.  
  If in an unaffected area, stay where you are.  
  When you are safe, call UTA PD at 817.272.3003 or 911 with information you have. | • Silence phones and remain quiet. Don’t let your phone give you away.  
  HIDE and take cover to protect yourself.  
  Be prepared to run or defend yourself. | • Use the element of surprise.  
  Work together as a team. Develop a plan. Commit to your actions. Your life depends on it.  
  Be aggressive, loud, and determined in your actions. |

Follow ALL instructions.

For more information, go to: [police.uta.edu/activeshooter](https://police.uta.edu/activeshooter)

Additional information for active threat and other emergency situations can be found through [https://police.uta.edu/emergency-management](https://police.uta.edu/emergency-management).
# KINE 5290-003
## Fundamentals in Athletic Training I
### Summer 2019

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<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>M 6/3</td>
<td>Syllabus, Competencies, Class Procedures Athletic Training Profession - Where do we fit in healthcare? Sports Medicine Team</td>
<td>Chap 1</td>
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<tr>
<td></td>
<td></td>
<td>W 6/5</td>
<td>Preparticipation Physical Exam Introduction to Epidemiology and tracking of sports injuries</td>
<td>Chap 2: pp 57-71 NATA Position Statement “PPE and Disqualifying Conditions”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Day in the life” Assignment Due</td>
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<tr>
<td>2</td>
<td>1</td>
<td>M 6/10</td>
<td>Epidemiology Activity Sports Trauma/Risk Factors Legal Concerns</td>
<td>On-line resources/Articles Chap 9 Chap 3: pp 76-79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W 6/12</td>
<td>Sudden Death in Athletics Emergency Action Plans (EAPs)</td>
<td>NATA Position Statements “Preventing Sudden Death in Sports” &amp; “Emergency Action Planning in Athletics” Chap 12 &amp; 13</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>M 6/17</td>
<td>Test Unit #1 EAP Activity</td>
<td></td>
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<tr>
<td>3</td>
<td>2</td>
<td>W 6/19</td>
<td>Primary/Secondary Survey - Triaging Vitals and Shock Principles of crutch and cane Principles of Splinting</td>
<td>Chap 12 &amp; 13</td>
</tr>
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<td>EAP Assignment Due</td>
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<tr>
<td>4</td>
<td></td>
<td>M 6/24</td>
<td>Triaging, Vitals, Crutch/Cane, and Splinting Scenarios</td>
<td>Chap 12 &amp; 13</td>
</tr>
<tr>
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<td></td>
<td>W 6/26</td>
<td>Test Unit #2 Non-Critical Transport Off-Field</td>
<td></td>
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<tr>
<td>5</td>
<td>3</td>
<td>M 7/1</td>
<td>CPR Skills Test (Certificate Due) Airways/Supplemental Oxygen</td>
<td>Must have on-line BLS training completed Chap 12</td>
</tr>
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| 6    | 3    | M 7/8  | Spine Boarding Techniques  
For Equipment laden athletes  | Chap 12                                                                          |
|      |      |        |                                                                      | NATA Position Statement  
“Management of Sport Concussion”  
5th International Consensus Statement  
Chap 26: pp 825-842                                                                      |
|      |      | W 7/10 | Concussion Recognition and Assessment  
Epidemiology Project Due       |                                                                                  |
|      |      | M 7/15 | Test Unit #3                                                         |                                                                                  |
|      |      |        | Concussion Assessment Activities  
SCAT 5  
VOMS                  |                                                                                  |
|      |      | W 7/17 | Heat Illness and Hydration  
Measuring and Monitoring the environment  
Rehydrating athletes  
Rectal temperature     | Chap 6  
NATA Position Statements  
“Exertional Heat Illnesses”  
“Fluid Replacement for Athletes”                                                                 |
|      | 4    | M 7/22 | Treatment techniques for Heat Illness  
Lightning Safety  
Cold Injuries - Wind chill charts | Chap 6  
NATA Position Statements  
“Lightning Safety for Athletics and Recreation”  
“Environmental Cold Injuries”                                                                 |
|      |      | W 7/24 | Hot and Cold - Superficial Modalities  
Self-treatment and home care | Chap 15:pp 388-397                                                                 |
|      |      | M 7/29 | Environment Emergency Scenarios  
Acute Trauma Scenarios       | Handouts                                                                         |
|      |      | W 7/31 | Test Unit #4 (Comprehensive) and Practical Exam  
Clinical Query Project Due |                                                                                  |
| 10   |      | M 8/5  |                                                                     |                                                                                  |
|      |      | W 8/7  |                                                                     |                                                                                  |
| 11   |      | M 8/12 |                                                                     |                                                                                  |