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HHP 340.01: Practicum in Athletic Training I

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**RHINEHART ATHLETIC TREATMENT CENTER
THE UNIVERSITY OF MONTANA
PRACTICUM IN ATHLETIC TRAINING I
HHP 340
Autumn 2004**

3 credits per semester - grade assigned at the end of spring semester 2004.

INSTRUCTOR: J.C. WEIDA & Scott T Richter
OFFICE: Adams Center RATC Room 249/McGill 117
TELEPHONE: J.C 243-5173, Scott 243-5246

REQUIRED TEXT: Blood Borne Pathogens for Athletic Training Students - specifics available later
SUGGESTED TEXT: Publication Manual of the APA, 4th edition. (Cost is around \$20)
Gregg Reference Manual, 8th edition, William Sabin author.
Who Moved My Cheese?. Clinical Proficiencies Handbook – FAC PAC UC Bookstore

MEETINGS: Thursday from 9 - 10 class & Friday 11-12. Plus hours in the RATC

COURSE OBJECTIVES:

1. Be able to accurately complete records & reports of daily training room activities.
2. Be able to identify medications commonly used in athletics and show knowledge of their effect.
3. Be able to read and interpret contents of current literature.
4. Be capable of handling the responsibilities of an athletic team as their primary athletic trainer.
5. Be capable of appropriately transporting an injured athlete.
6. Have successfully completed the appropriate modules and Clinical Proficiencies for your section

CLASS REQUIREMENTS:

1. While in Treatment Center: Observe and, by the end of the year, be able to perform injury evaluations.
2. Demonstrate progressive improvements throughout the curriculum, per NATA guidelines and UM Athletic Training Program expectations.
3. Must earn a minimum of 500 hours practical experience by the end of the year, at least 250 hours per semester.
4. **Must complete an informational type written project with presentation by end of Autumn Semester. More information on following sheet.**
5. Successfully complete proficiencies/modules and turn them in on the dates indicated, inadequate or incomplete proficiencies/modules will result in an incomplete for the semester and year.

This syllabus is subject to change when deemed necessary by the instructor or the university.

Grade Criteria:

Fall :	Proficiencies.....	100
	Sport Rotation evaluation.....	100
	Minimum Hours.....	100
	Paper Draft.....	100
	Paper Final.....	200
	Presentation.....	200

900 pts

Grading Scale:

A: (93%)	B-: (80%)	D+: (67%)
A-: (90%)	C+: (77%)	D: (63%)
B+: (87%)	C: (73%)	D-: (60%)
B: (83%)	C-: (70%)	F: < 60%

**PRACTICUM IN ATHLETIC TRAINING
AUTUMN SEMESTER 2004
RESEARCH PAPER**

1. This particular research paper can be on any topic related to the field of Athletic Training or Sports Medicine. It would be appropriate to focus on an area of personal concern, interest, or possible career choices in order to learn more about the area.
2. The paper will be a footnoted, referenced type research project. There is no particular length as different topics will have differing levels of information. I suggest that you learn as much as you can about the topic as you will be teaching a group of Certified Athletic Trainers, Dr's and other students about the topic you have chosen.
3. You will present the topic in one **20 minute** session. This is a professional presentation and should be well thought out and presentation materials used. You will be teaching us about your area of interest. You must use power point for your presentation. You must have a least 4 books as reference as well as any other sources you find.
4. This paper will be written in a format that can be sent to be published in the N.A.T.A. journal. All papers may be sent for approval by the Journal. Your first draft of this paper is due on my desk at 5:00 on Oct. 24.
5. A draft of your research paper with a literature review and some actual writing must be turned in on Oct. 24. This first draft is not just an outline. You should have a pretty good understanding of what you are writing about, but this is a draft and you will be expected to continue to add to the paper for the final turn in. The draft will then be reviewed for grammar and content and returned to you to work on again. You then must present the paper the first week of December, most likely in the evening, and complete the research paper by 5:00 p.m. Dec. 5. Papers will be docked 10 points for each day late. You will also lose points on the final paper for incorrect grammar and sentence structure.
6. You will be graded on content (how completely did you understand your topic), grammar, sentence structure, proper format, presentation, how well you answer questions and new information about the topic. You must be at all presentations.
7. Have fun with this project! Think of new and innovative ideas.

Please read and follow the format in the handout!

Class Schedule

340 CLASS PLAN FOR FIRST SEMESTER. CLASS MEETS ON THURSDAY FROM 9 to 10 AND FRIDAYS 11-12 TO COVER CLINICAL PROFECENCIES/MODULES.

Call people about speaking to the class. Other ideas: Med school - pharmacy - cardiac rehab. - Grad assistant.

THURSDAY (9/2) Class rep to staff meeting. Confidentiality agreement. Anecdotal record. Conflict management. Give out syllabus and expectations for class. Modules and due dates. Give out writing tips. Talk about what is expected of research paper and when it is do. A draft of your research paper is due Oct..You must present the paper on 12/7form p.m. and complete the research paper by 5:00 p.m. Dec. 8. Papers will be docked 10 points for each day late. (get room in the Health service, make times for 7-9 and be worth CEU's invite Dr.'s. & other ATC in area) Talk about paper work, filing, (order of papers in each file, and of moving files in the cabinet) and physical paper work. If time discuss computer enter of physicals? Talk about kinds of wraps in playmate, work schedules in ATC and on Holidays, coaches names (all sports), kits to the field, how to use phone (transfer calls & take a message). Class schedule & work schedule.

FRIDAY (9/3) Introduction: Discuss Clinical Proficiencies and Educational Competencies

THURSDAY (9/9) Remind students that they need to ask for time to study. Begin Blood Borne pathogens book.

FRIDAY (9/10); Anthropometric Measures: Height Weight Upper Extremity Limb Girth Lower Extremity Limb Girth, Lower Extremity Limb Length, Vision/Snellen, Body Composition- Skinfold *evaluated*;

THURSDAY (9/16) Continue blood borne pathogens. **EC Acute Care of Injuries & Illnesses** 14 - Describes the management of external hemorrhage, including the location of pressure points, use of universal precautions, and proper disposal of biohazardous materials. 40 - Recognizes the signs and symptoms of common infectious diseases, and takes appropriate steps to prevent disease transmission through appropriate medical referral (see General Medical Clinical Proficiencies, 61-64, for a list of common infectious diseases).

FRIDAY (9/17) NO CLASS

THURSDAY (9/23) Acute Care of Injury and Illness: Immobilization Techniques - Demonstrate Proper Technique to Stabilize, Spine Board, and Proper Transport an Athlete....*evaluated* Assign book **Who moved my cheese?** Write 2 paragraphs about how this relates to your life now

FRIDAY (9/24) Examination Procedures: Measure urine values with Chemstrips (dipsticks) and give proper evaluation of readings, Measure blood sugar using a glucometer *evaluated*

THURSDAY (9/30). Discuss Book - Check in day. How is everything going?

FRIDAY (10/1) Acute Care of Injury and Illness: Immobilization Techniques - Demonstrate Proper Technique to Stabilize, Spine Board, and Proper Transport an Athlete....*applied*

THURSDAY (10/7) Equipment fitting helmet and shoulder pads. (Rob Stack) **Risk Management:** protective equipment – helmet, head gear, shoulder pads *instructed*

FRIDAY (10/8) Risk Management: Protective Equipment helmet, head gear, shoulder pads (CP page 8)

evaluated

THURSDAY (10/14) Tape practice day. Also go over any new tape jobs. Turn in draft of research paper 10/27. Remind them that draft of research papers are due next week.

FRIDAY (10/15) – Learning Styles Assessment, Discuss & Update CP

THURSDAY (10/21) Massage therapist guest presenter. Natasha Roach? Draft due. Make appt with JC for mid-semester talk.

FRIDAY (10/22) Professional Development: Communication Skills, Record-Keeping Skills with Patient Confidentiality - Instructed

(Week of 10/26) Meet with JCW for mid semester evaluations and discuss the papers. It is student's responsibility to set up time to meet. Discuss all classes, time in ATC & continue to progress, papers. Fill out eval.

FRIDAY (10/29) Clinical Proficiencies update

THURSDAY (11/4) Sales rep & brace discussion Mike Goggin Assign each student a topic for a 1 page informational type paper on a drug: (Ibuprofen - Acetaminophen - aspirin - pseudoval - actifed - betadine - antihistamine - diphenhydramine/benadryl - merizine - donnagel - mylanta - chloriceptic - domeboro - tinactin - visine)

FRIDAY (11/5) Pharmacology: Location & Tracking, use of PDR

THURSDAY (11/11) Discuss papers on different drugs. Give each person about 5 minutes. Dr. Auerbach come to help answer questions. Also a good opportunity for Dr. Auerbach & Dr. McCue to meet students.

FRIDAY (11/12) Psychosocial Intervention & Referral: Locate the available community-based resources for psychosocial intervention (clinical proficiencies page 121)

THURSDAY (11/18) Physicians assistant come into speak.

FRIDAY (11/19) Acute Care of Injury & Illness: Emergency Action Plans (EAPs) at an activity, setting and event.

THURSDAY (12/2) No class. Work on papers and presentations. No excuses Presentations on 12/2 -3

FRIDAY (12/3) Professional Development: Presentation Outline (clinical proficiencies page 133)
Evaluated

THURSDAY (12/9) Course evaluations

FRIDAY (12/10) Course & clinical evaluations, up-date Clinical Proficiencies

**Practicum in Athletic Training Competencies by semester:
Competencies are covered in the first semester of HHP 340**

RISK MANAGEMENT AND INJURY PREVENTION

Cognitive Domain

- 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).

Psychomotor Domain

- 1 - Performs appropriate tests and examinations for pre-participation physical exam as required by the appropriate governing agency and/or physician.
- 2 - Administers static and dynamic postural evaluation procedures, including tests for muscle shortening.
- 3 - Implements appropriate screening procedures to identify common acquired or congenital risk factors that would predispose athletes and others engaged in physical activity to certain types of injuries.
- 8 - Selects, fabricates, and applies appropriate preventive taping and wrappings, splints, braces, and other special protective devices that are consistent with sound anatomical and biomechanical principles.
- 9 - Selects and fits standard protective equipment and clothing according to the physical characteristics and need of the individual.
- 10 - Provides supervision and instruction to an individual in the use of commercial weight training equipment.
- 12 - Constructs and applies functional splints.

Affective Domain

- 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.

PATHOLOGY OF INJURIES AND ILLNESSES

Affective Domain

- 2 - Recognizes that physician consultation is a moral and ethical necessity in the diagnosis and treatment of pathologic conditions.

ASSESSMENT AND EVALUATION

Cognitive Domain

- 26 - Uses the terminology necessary to communicate the results of an athletic training assessment to physicians and other health professionals.

Psychomotor Domain

- 1 - Constructs and phrases appropriate questions to obtain a medical history of an injured or ill individual that includes a previous history and a history of the present injury or illness.
- 10 - Demonstrates the proper use of the otoscope for ear and nasal examination, including the proper positioning of the patient and examiner and proper technique of use.
- 11 - Conducts auscultation of normal heart, breath, and bowel sounds, demonstrating proper position and location of stethoscope.
- 17 - Uses appropriate terminology in the communication and documentation of injuries and illnesses.

Affective Domain

1 - Appreciates the importance of a systematic assessment process in the management of injuries and illness.

ACUTE CARE OF INJURIES AND ILLNESSES

Cognitive Domain

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.

4 - Interprets standard nomenclature of athletic injuries and illnesses.

5 - Recognizes appropriate written medical documentation and abbreviations.

8 - Interprets vital signs as normal or abnormal including, but not limited to, blood pressure, pulse, respiration, and body temperature.

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.

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

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

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

28 - Describes the proper techniques and necessary supplies for removing equipment and clothing in order to evaluate and/or stabilize the involved area.

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.

Psychomotor Domain

1 - Acquires and maintains skills in first aid and emergency care.

6 - Demonstrates proper use of universal precautions and aseptic or sterile techniques when controlling external hemorrhaging.

7 - Demonstrates proper wound cleaning and care, including the use of barriers, aseptic protocols, and disposal of biohazardous waste.

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

10 - Demonstrates the proper technique for removing a face from a helmeted athlete in respiratory distress or arrest.

11 - Demonstrates the proper technique for removing the helmet, shoulder pads, and other protective equipment from an athlete with a possible cervical injury.

12 - Demonstrates the proper technique for removing the helmet, shoulder pads, and other protective equipment from an athlete with an injury to the trunk or extremities.

13 - Applies various cervical stabilization devices correctly, with the victim in various positions.

14 - Performs the correct technique for moving an injured person safely onto a spine board for stabilization and transportation purposes.

16 - Performs proper care and positioning of an individual suffering from shock.

17 - Applies various types of splints to different body parts, employing different constructions of splinting materials and allowing for distal pulse palpation.

18 - Performs short-distance transportation using proper positioning techniques, immobilization, and appropriate transportation methods.

19 - Demonstrates the proper techniques for using ambulatory aids to coordinate movement on flat, slippery, or uneven terrain and to navigate steps, ramps, doors, or obstacles.

Affective Domain

- 10 - Appreciates state laws, rules, and regulations governing the application of immobilization devices
- 11 - Values the proper positioning and securing of a person with a suspected spinal injury onto a spine board or body splint, including preparatory positioning prior to placement of the spine board or body splint, as critical for prevention of further trauma.
- 15 - Accepts the approved aseptic and sterile methods for cleaning, treating, and bandaging wounds and for disposing of biohazardous waste.

PHARMACOLOGY

Cognitive Domain

4 - Identifies appropriate terminology and pharmaceutical abbreviations used in the prescription and dispensation of medications.

Psychomotor Domain

- 4 - Replicates procedures for storage and inventory of medications.
- 5 - Reviews and adheres to a policies-and-procedures manual as it relates to medications.
- 7 - Replicates procedures for using an asthmatic inhaler to prevent and treat exercise-induced bronchial spasms and/or asthmatic conditions.

Affective Domain

- 3 - Accepts physician (or other qualified health care provider) and pharmacist consultation as a legal, moral, and ethical necessity in the prescription and dispensation of medication.
- 5 - Accepts the laws and regulations that govern the storage, transportation, and dispensation of all drugs.
- 9 - Promotes accountability for moral and ethical decision-making in pharmacological issues.

THERAPEUTIC MODALITIES

Cognitive Domain

1 - Determines the appropriate modality according to the treatment goals and objectives as they relate to wound healing and tissue repair.

Psychomotor Domain

4 - Performs appropriate patient preparation and positioning for therapeutic modality application.

Affective Domain

3 - Advocates the accepted medical protocol regarding the confidentiality of medical information relative to therapeutic modality treatments.

GENERAL MEDICAL CONDITIONS AND DISABILITIES

Cognitive Domain

35 - Lists the advantages and disadvantages of sports participation by individuals with hepatitis B virus or human immunodeficiency virus (HIV).

Psychomotor Domain

- 8 - Recognizes and takes the appropriate steps to manage and control common contagious viral and infectious diseases.
- 10 - Use and interprets urine diagnostic Chemstrips (dipsticks).
- 14 - Assesses body temperature.

NUTRITIONAL ASPECTS

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.

PSYCHOSOCIAL INTERVENTION AND REFERRAL

Psychomotor Domain

2 - Communicates with appropriate health care professionals in a confidential manner.

Affective Domain

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

3 - Identifies the advantages and disadvantages associated medical record keeping, including the issues of paperwork, electronic data, security, record keeping systems, and confidentiality.

7 - Describes the universal precautions mandated by the Occupational Safety and Health Administration (OSHA), and discusses how they apply to the athletic trainer.

22 - Recognizes and appraises emergency action plans, which include on-site care, notification of emergency medical services (EMS), location of exits, and other relevant information, for the care of acutely injured or ill individuals.

25 - Identifies the basic components of a comprehensive athletic injury emergency care plan, which include (1) personnel training, (2) equipment needs, (3) availability of emergency care facilities, (4) communication, (5) transportation, (6) activity or event coverage, and (7) record keeping.

26 - Assembles an emergency action plan for all settings that includes on-site care, notification of EMS or appropriate personnel, and location of exit and evacuation routes.

27 - Selects sideline emergency care supplies and equipment that are necessary and appropriate for the setting.

29 - Describes federal and state infection control regulations and guidelines as they pertain to the prevention, exposure, and control of infectious disease.

31 - Describes the necessary communication skills for interaction with physicians, allied health care providers, caretakers, and others who work closely with the certified athletic trainer.

33 - Differentiates the roles and responsibilities of the certified athletic trainer and other medical and allied health personnel to provide care to athletes and others involved in physical activity.

Psychomotor Domain

5 - Uses appropriate medical documentation to record injuries and illnesses (client encounters, history, progress notes, discharge summary, physician letters, treatment encounters).

6 - Demonstrates the ability to organize a comprehensive patient-file management system that uses both paper and electronic media.

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.

9 - Accepts the responsibility for completing the necessary paperwork and maintaining the records

associated with the administration of health care programs.

10 - Respects the roles and cooperation of medical personnel, administrators, and other staff members in the organization and administration of athletic training service programs.

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

12 - Able to access the professional objectives, scope of practice, and services of other health care providers.

15 - Describes the availability of educational materials and programs in health-related subject matter areas (audiovisual aids, pamphlets, newsletters, computers, software, workshops, and seminars).

Psychomotor Domain

2 - Demonstrates the ability to construct a resume.