

Acknowledgement of Indigenous Peoples and Traditional Territories: York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario

**FACULTY OF HEALTH
SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE**

Course: HH / KINE 2500 3.00 – Athletic Therapy Field Inquiry-Based Tutorial

Course Webpage: eClass

Term: Fall Term 2023

Pre/Co-requisite: HH/KINE 2031 3.00, HH/KINE 2495 3.00 / HH/KINE 2501 3.00

Course Instructors

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**Time and Location
Group Meetings**

Section	Day/Time	Location	Instructor
A	Tuesday/Thursday 8:30am-10:00am	CC 318	Loriann Hynes
B	Tuesday/Thursday 8:30am-10:00am	BC 325	Brett Nagata
C	Tuesday/Thursday 10:00am-11:30am	CC 335	Loriann Hynes
D	Tuesday/Thursday 10:00am-11:30am	BC 228	Brett Nagata
E	Tuesday/Thursday 11:30am-1:00pm	BC 228	Brett Nagata

Expanded Course Description

Provides students with focused knowledge relating to urgent and non-urgent field topics in Athletic Therapy. Subject matter will include (but is not limited to) aspects of sport, anatomy, biomechanics, pathophysiology, epidemiology, evaluation, management and communication. Classroom focused experiential education will be implemented with the use of case studies and inquiry-based learning. The case study discussions of sport injuries and conditions relating to injury prevention, evaluation and management helps students develop the foundational knowledge relating to the field aspect of Athletic Therapy.

Organization of the Course

Please note that this is a course that will include in-person small group tutorials for learning. The course involves group and individual research of empirical literature. Course material including evaluations will be delivered digitally through the eClass course page.

If required, as a result of public health changes, this course may be moved to remote teaching and learning using the Zoom conferencing platform or an alternative as needed, in a synchronous format.

The course encompasses weekly in-person group sessions held on **Tuesdays and Thursdays (as noted above)** for students to present and discuss case study material. Other course material and evaluations will be delivered through the eClass course page.

Students are expected to be present in-person at each session and will require a computer device with audio and video capabilities. Should a student be unable to attend a live in-person group session, they are required to email their tutorial leader as well as their group members to inform them of their absence in advance of the in-person group session. The tutorial leader and/or group members will attempt to record a group session (pending technology capability and function) missed by a student and all successful recordings will be posted on the eClass course page for review. There will be no guarantees that recordings of a missed group session will be posted on eClass. Student questions will be answered either through the weekly in-person sessions and/or through the email function located in the eClass course page and these will generally be answered within 48 hours, Monday to Friday, from 8am to 5pm EST.

Technical Requirements for Taking the Course – Computers and/or smart devices will be required for overall class participation as all course notes/research will be stored on a tutorial specific Teams site and accessed regularly during in-person sessions. At times, there may be a need to schedule some sessions as online learning. In this event, students will require a stable, higher-speed internet connection in order to participate in this course (to determine your internet connection and speed, an online test using [Speedtest](#) can be used), a computer and/or a smart device with audio and video capabilities. Any required live sessions will be delivered through video conferencing using the Zoom platform (may require download) or an alternative platform as needed. The Zoom download is available for free through York University.

Students must make every effort to arrange adequate internet connection, especially for tests and exams. If a student has any specific concerns about their internet connection, they should seek all available options for writing their exam in a location with a stable internet connection. In the event that a student is not confident they can access a reliable internet connection, they should communicate their concerns to their TA/instructor well in advance of the test/exam.

The following are useful links describing resources and help for students:

[Student Guide to EClass](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

Student Learning Outcomes and Instructor Objectives

(1) Student Learning Outcomes of the Course:

By the end of this course, students will be able to:

1. Identify and manage urgent and non-urgent field scenarios in the practice of Athletic Therapy.
2. Identify learning objectives relating to the urgent and non-urgent field case studies.
3. Demonstrate inquiry-based research skills to fulfil learning objectives identified.
4. Critically identify the empirical literature relating to topics in the field aspect of Athletic Therapy.
5. Demonstrate skills of communication and of self and peer evaluation within the group discussions.

(2) Instructor Objectives of the Course:

1. Introduce students to the knowledge and skills required in the field aspects of Athletic Therapy.
2. Facilitate active learning by the students with students identifying their own learning objectives under the guidance of a facilitator.
3. Promote the development of critical thinking skills related to the field aspects of Athletic Therapy.
4. Expose students to the skill of reading and critically appraising empirical based literature.
5. Expose students to the practice of communication within the context of Athletic Therapy.

University Undergraduate Degree Level Expectations (UUDLEs)

- Demonstrate knowledge of the terminology and nomenclature in Kinesiology and Health Science

- Describe the process of research that is used to develop knowledge in the field of Kinesiology and Health Science.
- Apply subject-based theories, concepts or principles to solve problems related to Athletic Therapy
- Use appropriate academic terminology and notation when preparing and presenting information
- Be aware of the limits in knowledge and methodologies when analyzing, evaluating, interpreting and disseminating information
- Be able to think independently, problem solve and set tasks

Topics

Each Case Study will incorporate aspects of Prevention, Assessment, Management and Professional Practice. The case studies will address various Canadian Athletic Therapists Association (CATA) competencies embedded within the seven Athletic Therapy roles identified by CATA.

1. Case Study 1 – Sport & The Emergency Action Plan
2. Case Study 2 – Aspects of Field Upper Quadrant Care
3. Case Study 3 – Aspects of Field Lower Quadrant Care
4. Case Study 4 – Aspects of Field Visceral Care
5. Case Study 5 – Aspects of Field Head and Face Care
6. Case Study 6 – Aspects of Field Spinal Care

Course Readings

Please note that there are no required textbooks for this course. Students are encouraged to search the empirical literature and any sources they deem necessary to facilitate their own learning and reinforcement of topics discussed. Additional readings may be assigned or recommended during the course. Please check eClass for any suggested readings.

Course Evaluation:

The final grade for the course will be based on the following items weighted as indicated:

Assignment	Due date	Weight
Critical Appraisal Assignment	October 6, 11:59pm	20%
Critical Evaluations <ul style="list-style-type: none"> • Self • Peer • Instructor 	Formative: Oct. 26, 11:59pm Summative: Dec. 5, 11:59pm	2% 8% 10%
Bi-Weekly Quizzes (6 x 5% each)	see dates on eClass	30%
Cumulative Final Written Exam	final exam period	30%

IMPORTANT COURSE INFORMATION FOR STUDENTS

Tips for Successful Group Work

It is your responsibility to ensure fair distribution of work. Fair does not always mean equal. If you encounter difficulties within your group, you are encouraged to discuss your difficulties with each other first and attempt to arrive at a solution together. Should you require an outside party to assist your group in working out difficulties, please arrange a group meeting with your instructor at a time when all of your group members are available to participate. The objective of the meeting will be to discuss issues and propose a solution. Please ensure that you deal with difficulties as they arise as there is little that can be done to remedy a situation if it is left until the end of the course – in other words, raising issues early provides opportunity to present your concerns, make requests to the offending group member(s), and for the member(s) to have time to demonstrate change.

Critical Appraisal Assignment Description

Independently, you will prepare a critical appraisal of the internal validity of the study design using the quality-rating tool provided on eClass. With the use of the tool, you are to critically and efficiently appraise the applicability of the study results given its design and participants and comment on the precision of the results.

Critical Evaluations Description

Self-evaluation involves the individual reflecting upon and evaluating aspects of their own learning and teaching work. Self-assessment is a valuable learning tool as well as part of an assessment process. This process helps students stay involved and motivated and encourages self-reflection and responsibility for their learning. Through self-assessment, students can:

- identify their own skill gaps, where their knowledge is weak
- see where to focus their attention in learning
- set realistic goals
- revise their work
- track their own progress

In **peer-evaluation**, a collaborative learning technique, students reflect and evaluate their peers' performance and have their performance evaluated by peers to provide effective, valid and reliable feedback to fellow learners. The process can be done by either students or teachers and will use an established set of criteria. Often used as a learning tool, peer assessment gives students feedback on the quality of their work, often with ideas and strategies for improvement. At the same time, evaluating peers' work can enhance the evaluators' own learning and self-confidence. Peer involvement personalizes the learning experience, potentially motivating continued learning.

The instructor will also take part in this evaluation process both by evaluating students and being evaluated by students.

Please review the following resource for help with providing feedback:

<https://www.youtube.com/watch?v=20XYA-T2qms>

eClass Online Tests:

Bi-weekly quizzes for this course will be performed through the eClass Course page. Details surrounding availability and timing are posted on the eClass course page.

The eClass quizzes are to be completed individually. Under no circumstances should a student possess a copy (e-file or hardcopy) or take a screen shot of any part of an online test or quiz. Specifically, you are not to discuss, share or distribute the questions or potential answers of the eClass tests/quizzes for this course with anyone, including other students in this course and you are not permitted to replicate, record or copy the questions on this exam (i.e., screen shot, photograph, print, download, etc.). Any breach of this will be considered Academic Dishonesty and subject to respective University penalties.

All eClass quizzes are NOT open book. You are NOT allowed to use your textbooks or any other resources including information from the internet to answer exam questions during the scheduled quiz times. You are to simply use your own knowledge gained from the course materials to answer all questions.

*Also, please note that you will need to answer the questions sequentially, in the order in which they appear. Once you answer a question, you will **NOT** be able to go back and change or see your answer. Once the quiz is over, your answers will be submitted for marking regardless of whether or not you are complete. For the best internet stability, it is recommended that you have LAN (cable) if possible.*

Bi-Weekly Online Quizzes Description

Students are expected to complete 6 quizzes throughout the course at set intervals. The content of the quizzes will be based on course material covered through the case study topics. All quizzes will be in multiple choice format and will be written online through the eClass course site.

Cumulative Written Final Exam Description

Students are expected to complete a final written exam. The content of the final exam will be based on all course material covered and thus will be cumulative. The final exam will be written during the final exam period.

ADDITIONAL INFORMATION

Final course grades MAY be adjusted to conform to Program or Faculty grades distribution profiles. The grading scheme of the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A=8, B+ = 7, C+ = 5, etc.) Assignments and tests will bear a number grade which will be converted to a corresponding letter grade at the end of the course.

(For a full description of York grading system see the York University Undergraduate Calendar – http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf)

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the deadline date specified for the assignment. **The critical appraisal written assignment must be submitted electronically through eClass under the ‘critical appraisal assignment icon’ of the home page (link and info regarding submission on course eClass page).**

Detailed instructions regarding content, referencing, and electronic submission are also available on eClass. Do not hand the assignment in without reading these instructions. It is your responsibility to ask questions about the assignment in class if you are having trouble.

Lateness Penalty: Assignments received later than the due date will be penalized 5% per day. **No exceptions to the lateness penalty will be entertained.**

Missed Tests: Students with a documented reason for missing a course test, such as illness or compassionate grounds, which is, confirmed by supporting documentation (e.g. attending physician’s statement form available in the KINE undergraduate office) may request accommodation from the Course Instructor. **Students will be allowed to write a make-up test on the same day as their final exam** either before or after their final exam or on another specified date as determined by the course director. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) – http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

- York’s Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical systemic, learning and psychiatric disabilities
- Student conduct standards
- Religious Observance Accommodation

Other Helpful Information

Study Designs Defined

What is a Systematic Review?

Frequently there will have been more than one study addressing a particular health question. In such circumstances it is logical to collect all these studies together and base conclusions on the cumulated results. However, the same scientific principles as would be expected in the original studies need to be applied to the identification, sorting and analysis of potentially relevant studies. This is what is meant by a systematic review. The most obvious sign that a review is systematic will be the presence of a methods section. Meta-analysis is the statistical process of combining the results from several studies that is often part of a systematic review.

What is a Randomized Controlled Trial (RCT)?

An RCT is a type of interventional or experimental study design. Participants (individuals or groups) are randomly allocated to receive either the new intervention being tested or a control treatment (usually the standard treatment or a placebo). Each arm of the study is then followed up and the amount or severity of the disease measured in the intervention group and compared with the control group. RCTs are by definition prospective.

What is a Qualitative study?

A qualitative study examines the experiences and beliefs of people from their own perspective. It can take many forms including in-depth interviews and focus-groups with analysis attempting to identify underlying themes. Verbatim quotes of participants can be used to illustrate these themes.

What is a Cohort study?

A cohort study, also known as a follow-up or longitudinal study, is another observational study design. In this study a population who do not have the health outcome or disease of interest are first divided into those who are exposed to a risk factor and those who are not. Alternatively exposed and unexposed populations may be chosen separately. Irrespective, both groups are then followed, often over long periods of time. At the end of the period of observation the incidence of disease or frequency of health outcome in the exposed group is compared to that in the unexposed group. The study is generally prospective as it looks forward from potential cause to consequence.

What is a Case-Control study?

A case-control study belongs to the observational group of studies. It begins by choosing individuals who have a health outcome or disease whose cause you want to investigate. These are the cases. Controls without the health outcome are then chosen. You then determine the proportion of cases who were exposed to any risk factor of interest in the past, and compare this with the proportion exposed in the control group. The study is generally retrospective because it looks backwards in time to the earlier exposures of individuals.

AMA CITATION STYLE GUIDELINES

Follow the AMA style (American Medical Association). A reference list of all journals used must be included at the end of the report (also AMA style). **Only** this style of referencing is acceptable.

Use the following examples for your own paper:

Citing In-Text

The *AMA Manual of Style* requires that you **cite each reference in your writing in numerical order as they appear by using superscript numbers.**

This means that your in-text citations appear in numerical order throughout your work. Your reference list will then have the same numbers for the same references, which means your reference list will be ordered by number (and not alphabetically!)

Example of In-Text Citations

Each reference should be cited in the text, tables, or figures in consecutive numerical order through the use of superscript numbers.

- The superscript numbers in the below example refer to that item in your reference list
- Direct quotes: anytime you quote something directly, quotation marks are required
- Here is what properly formatted in-text citations would look like in your paper:

This sentence refers to content taken from the first item in your reference list, that is why the number 'one' appears at the end of this sentence.¹ Keep in mind that if you are quoting, paraphrasing, or summarizing information in your work, you need to indicate the original source of information.² The 'three' at the end of this sentence refers to the third item listed in your reference list.³ Notice that the superscript numbers appear immediately after the period.^{4,5}

Do I Need to Include Page Numbers?

When citing AMA style, inclusion of page numbers in an in-text citation is not required, rather IT IS OPTIONAL!

Reference List

The *AMA Manual of Style* requires that your **reference list must be in numerical order to reflect the order of your in-text citations.**

This means your reference list is not alphabetical!

Tips

- Numbering: your reference list MUST use regular numbers (not superscripts!)
- Left justified: items in your reference list MUST be left justified (flush left)
- Spacing: each item listed in your reference list MUST be single spaced (no spaces between lines)

Example Reference List

Each item in your reference list MUST be single-spaced (meaning no spaces between each item). Here is what a properly formatted reference list would look like in your paper:

Reference List

1. Canadian Press. Generic drugs to be bought in bulk by provinces. CBC News. <http://www.cbc.ca/news/canada/saskatchewan/story/2013/01/18/drug-costs-provinces.html>. Published January 18, 2013. Updated January 18, 2013. Accessed February 4, 2013.
2. Rantucci MJ. *Pharmacists Talking With Patients: A Guide to Patient Counseling*. 2nd ed. Philadelphia, PA: Lippincott Williams & Wilkins; 2007.
3. Nathan JP, Grossman S. Professional reading habits of pharmacists attending 2 educational seminars in New York City. *J Pharm Practice*. 2012;25(6):600-605.

Journal Articles

Print Journal Article

Author(s). Article title. *Abbreviated Journal Name*. Year;volume(issue):pages.

Example

- Nathan JP, Grossman S. Professional reading habits of pharmacists attending 2 educational seminars in New York City. *J Pharm Practice*. 2012;25(6):600-605.

Online Journal Article (URL only, no DOI)

Author(s). Article title. *Abbreviated Journal Name*. Year;volume(issue):pages. URL. Publication date. Updated date. Accessed date.

Example

4. Cain J, Scott DR, Akers P. Pharmacy students' Facebook activity and opinions regarding accountability and e-professionalism. *Am J Pharm Educ*. 2009;73(6):1-6. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2769526/pdf/ajpe104.pdf>. Published October 1, 2009. Accessed February 4, 2013.

Online Journal Article (has DOI)

Author(s). Article title. *Abbreviated Journal Name*. Year;volume(issue):pages. doi:.

Example

1) Fischer MA, Stedman MS, Lii J, et al. Primary medication non-adherence: analysis of 195,930 electronic prescriptions. *J Gen Intern Med.* 2010;25(4):284–290. doi:10.1007/s11606-010-1253-9.

Note: When the DOI is given for a journal article, AMA style prefers that the DOI is cited instead of the URL. Do not cite both.

Books

Entire Book

Author(s). *Book Title*. Edition number (do not indicate 1st edition). City, State (or, Province or Country) of publication: Publisher name; copyright year.

Example

1) Rantucci MJ. *Pharmacists Talking With Patients: A Guide to Patient Counseling*. 2nd ed. Philadelphia, PA: Lippincott Williams & Wilkins; 2007.

Book Chapter

Author(s) of chapter. Chapter title. In: editor(s), ed. *Book Title*. Edition number (do not indicate 1st edition). City, State (or, Province or Country) of publication: Publisher name; copyright year: pages of chapter.

Example

1) Solensky R. Drug allergy: desensitization and treatment of reactions to antibiotics and aspirin. In: Lockey P, ed. *Allergens and Allergen Immunotherapy*. 3rd ed. New York, NY: Marcel Dekker; 2004:585-606.

Edited Book

Editor(s), ed. *Book Title*. Edition number (do not indicate 1st edition). City, State (or, Province or Country) of publication: Publisher name; copyright year.

Example

1. Tatro DS, ed. *Drug Interaction Facts: The Authority on Drug Interactions*. St. Louis, MO: Wolters Kluwer; 2011.

Online Book

Author(s). *Book Title*. Edition number (do not indicate 1st edition). City, State (or, Province or Country) of publication: Publisher's name; copyright year. URL. Accessed date.

Example

Olsen CG, Tindall WN, Clasen ME. *Geriatric Pharmacotherapy: A Guide for the Helping Professional*. Washington, DC: American Pharmacists Association; 2007.

<https://online.statref.com/Document.aspx?docAddress=b722bOI4Cx5PboVh08z>. Accessed February 27, 2013.

Other Types of Information Website

Author(s). Title of specific item cited (or, if unavailable, give the name of the organization responsible for the site). Name of Web Site. URL. Publication date. Updated date. Accessed date.

Example

- Canadian Press. Generic drugs to be bought in bulk by provinces. CBC News. <http://www.cbc.ca/news/canada/saskatchewan/story/2013/01/18/drug-costs-provinces.html>. Published January 18, 2013. Updated January 18, 2013. Accessed February 4, 2013.

Online Government or Organization Report

Author(s). Report title. URL. Published date. Updated date. Accessed date.

Example

5. Management Committee. Moving forward: pharmacy human resources for the future final report. <http://blueprintforpharmacy.ca/docs/default-document-library/2011/04/19/Moving%20Forward%20Final%20Report.pdf?Status=Master>. Published September 2008. Accessed February 4, 2013.

Presentation, Lecture, Poster Presentation (unpublished material)

Presenter(s). Title of presentation. Description of presentation context; date; City, State (or, Province or Country).

Note: You will need to clarify whether your instructor permits citing lecture material. Not everyone allows this—*always* talk to your instructor.

Example

- 2) Gordon S. Demystifying citing information in your written work. Presented as part of Pharmacy 127; February 13, 2013; Waterloo, ON.

Protocols

Author(s). Protocol name. In: editor(s), ed. *Book Title*. Edition number (do not indicate 1st edition). City, State (or, Province or Country) of publication: Publisher name; copyright year:pages of protocol.^[SEP:SEP]*Note:* The *AMA Manual of Style* does not have a specific example for referencing a protocol—this is a recommended approach which may need to be tweaked depending on the information you have (or don't have).

Example

2) Cappuccino JG, Sherman N. Gram stain. In: Wasfi O, ed. *Medical Microbiology Lab Manual for PHARM 232L*. Boston, MA: Pearson Learning Solutions; 2011:55-57.

Personal Communication (such as an email or conversation)

Note: The *AMA Manual of Style* says to never include personal communication in your reference list. AMA style only permits inclusion of personal communication in your text. *Permission from the author is required.*

Example [SEP] [SEP] According to an August 2012 email from local pharmacist J Addison