

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 2501 3.00 – Athletic Therapy Field Seminar and Skills

Course Webpage: eClass

Term: Fall Term 2023

Pre/Co-requisite: HH/KINE 2031 3.00, HH/KINE 2495 3.00 / HH/KINE 2500 3.00

Course Instructors

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Time and Location

	Day/time	Location	Instructor
Seminar	Thursday 1:00-1:50pm	CC 106	Loriann Hynes
Lab 1	Tuesday 1:00-3:00pm	SC 114	Brett Nagata
Lab 2	Tuesday 1:00-3:00pm	SC 116	Loriann Hynes

Lab 3	Tuesday 3:00-5:00pm	SC 114	Brett Nagata
Lab 4	Tuesday 3:00-5:00pm	SC 116	Cathy Salvo

Expanded Course Description

Provides students with knowledge relating to professional practice issues and management within Athletic Therapy, focusing on foundational principles and concepts of the field care aspect in Athletic Therapy. Also, provides students with the required psychomotor and communication skills relating to the urgent and non-urgent field case studies discussed in the Athletic Therapy Field Inquiry-Based Tutorial. The course includes classroom focused experiential education through practical lab sessions, guest speakers and case studies. Subject matter will include (but is not limited to) aspects of sport, anatomy, biomechanics, pathophysiology, epidemiology, evaluation, management, prevention, professionalism, and communication. Skills will include (but are not limited to) the application and management of sport equipment, taping/support techniques, immediate on-field management of major and minor injuries, and sideline assessment. Students will meet for 1 hour per week in a lecture forum to learn more global concepts or practice issues that relate back to the urgent and non-urgent case studies discussed in the tutorial and also meet 2 hours per week for practical lab sessions. Lab-based activities such as role-playing, mini-case study analysis, simulations and reflection will be integrated. Formal evaluation will include formative and summative methods with structured reflection and field task oriented practical tests.

Organization of the Course

Please note that this course will be delivered in-person for a 1-hour seminar in a large group setting as well as weekly 2-hour in-person small group practical sessions in a laboratory setting. Laboratory sessions will be based on the case studies discussed in KINE 2500 Athletic Therapy Field Inquiry-Based Tutorial.

Students are expected to attend all in-person sessions. Should a student be unable to attend either the seminar or lab group session, they are required to email their instructor to inform them of their absence in advance of the scheduled session. The instructor will attempt to record a group session (pending technology availability, capability and/or functionality) missed by a student and all successful recordings will be posted on the eClass course page for review. Should a student be unable to attend the in-person lab sessions, every attempt will be made by the instructor(s) (pending technology availability, capability and/or functionality) to provide live video streaming and/or a video recording of the lab session and be made available to the students either through eClass or through a private Athletic Therapy Certificate Program YouTube™ Channel. There will be no guarantees that recordings of a missed seminar or lab session will be posted on eClass or the YouTube™ channel. Student questions will be answered either through weekly sessions and/or through the email function located on eClass and these will generally be answered within 48 hours, Monday to Friday, from 8am to 5pm.

Technical Requirements for Taking the Course – In order to participate in this course, students may, at times, require a stable, higher-speed internet connection (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

scheduled remote sessions will be delivered live 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.

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

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

Learning Objectives and Outcomes

(1) Objectives of the course:

1. Introduce students to communication, administrative, legal and ethical aspects of field care.
2. Expose students to epidemiology and prevention of sport injury.
3. Introduce students to the management of urgent and non-urgent field scenarios, including tissue healing.
4. Facilitate development of communication/presentation skills in group settings and mock case-scenarios.
5. Facilitate student psychomotor skills required to identify and manage urgent and non-urgent field scenarios in Athletic Therapy.
6. Facilitate student ability to develop and demonstrate the emergency action plan to facilitate efficient immediate care.
7. Facilitate student ability to determine the mechanism of injury (MOI) through observation or through interview of the individual and/or relevant individuals to assess the injury, illness or health related condition.
8. Teach prophylactic/protective measures using commercial products or custom-made devices to minimize the risk of injury, illness or condition.

(2) Learning Outcomes of the Course:

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

1. Identify communication and administrative principles in field care.
2. Identify the risk factors and prevention strategies to minimize the risk of on field sport injury.
3. Differentiate the appropriate management strategies relating to field care scenarios.
4. Demonstrate communication skills in group settings and mock case-scenarios.
5. Develop the required psychomotor skills to identify and manage urgent and non-urgent field scenarios in Athletic Therapy.
6. Develop and execute the emergency action plan to facilitate efficient immediate care.
7. Identify mechanisms of injury (MOI) to assess urgent and non-urgent injury, illness or health related condition.

8. Apply prophylactic/protective measures using commercial products or custom-made devices to minimize the risk of injury, illness or condition.
9. Demonstrate skills of self and peer evaluation within the group sessions.

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

Seminar and Skills topics will encompass aspects of Prevention, Assessment, Management and Professional Practice. The seminars and skills will address various Canadian Athletic Therapists Association (CATA) competencies embedded within the seven Athletic Therapy roles identified by CATA.

Seminar Topics*:

1. Overview of Researching the Literature
2. Communication & Administrative Aspects of Field Care
3. Epidemiology of Sport Injury
4. Principles of Field of Play (indoor vs outdoor, playing surface)
5. Principles of Tissue Healing in Response to Trauma (Inflammatory response)
6. General Principles of Prevention of Sport Injury (Efficacy of Bracing vs. Taping)
7. Principles of Abdominal Injuries in Sport
8. Principles of Thoracic Cage Injuries
9. Concepts of the Pre-Event Screening
10. Complications of Head Trauma and Legal Implications
11. Medical, Legal and Ethical Aspects in Field Care
12. Principles of Protective Equipment in Field Care

The following topics may change to reflect learning needs throughout the course

Skills Topics:

1. Skills Related to Development and Implementation of the Emergency Action Plan
2. Skills Related to Field Upper Quadrant Care
3. Skills Related to Field Lower Quadrant Care
4. Skills Related to Field Visceral Care
5. Skills Related to Field Head and Face Care
6. Skills Related to 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.

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.

Course Evaluation:

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

Assignment	Due date	Weight
Emergency Action Plan Assignment	September 28, 11:59pm	20%
Formative Critical Evaluations <ul style="list-style-type: none"> • Self • Peer 	October 26	0%
Summative Critical Evaluations <ul style="list-style-type: none"> • Self • Peer 	December 5	2% 8%
Midterm Lab Field Exam (in-person) –	October 31	25%
Final Cumulative Lab Field Exam (in-person - final exam period)	Final exam period	25%
Cumulative Final Written Exam	Final exam period	20%

Emergency Action Plan Assignment (20%)

In groups of 3-4, you will prepare a comprehensive Emergency Action Plan (EAP) for an assigned sport or event. Your group will be expected to prepare the EAP for the identified sport as it relates to the York University campus. You are required to address all aspects of an EAP through a written report including describing appropriate prevention strategies to help avoid injuries and potential emergency situations in sport. Examples of factors you may consider in developing your EAP can include; personnel needs, team/venue location and access, equipment availability and needs, logistics, life threatening, head or spinal injuries management, etc. You will submit your written report through eClass.

Midterm Lab Exam (25%)

This will be an in-person oral/practical evaluation of specified tasks. Each student will be expected to perform an oral/practical task that will be evaluated by the course instructors. The student will be presented with tasks related to the field aspect of Athletic Therapy and expected to perform the tasks within the specified time allotted.

Critical Evaluations Description (10% total)

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 may 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>

Final Cumulative Lab Exam (25%)

A comprehensive oral/practical exam will be administered at the end of the course. The student will be expected to perform integrated tasks based on the field aspect of Athletic Therapy in a specified time. Further details will be provided through eClass.

Final Cumulative Written Exam (20%)

Students are expected to complete a final written multiple-choice type of 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.

More detailed information will be provided during class and through eClass.

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)

ADDITIONAL INFORMATION

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 emergency action plan written assignment must be submitted electronically through eClass under the ‘emergency action plan 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.

IMPORTANT COURSE INFORMATION FOR STUDENTS

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

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...