

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 2502 3.00 – Athletic Therapy Extremities Inquiry-Based Tutorial**

**Course Webpage: eClass**

**Term: Winter Term 2024**

**Pre/Co-requisite: HH/KINE 2500 3.00, HH/KINE 2501 3.00 / HH/KINE 2503 3.00**

**Day/Time: Tuesday and Thursday 8:30am (90 minutes), 10:00am & 11:30am**

**Course Instructors**

<b>SECTION</b>	<b>INSTRUCTOR</b>	<b>LOCATION</b>
M	CATHY SALVO	BC 228
N	BRETT NAGATA	BC 325
O	MICHAEL KALU	BC 325
P	BRETT NAGATA	BC 228
Q	BRETT NAGATA	BC 228

**Expanded Course Description**

Provides students with focused knowledge relating to extremity related 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. Cases study discussions of extremity related sport injuries and conditions relating to injury prevention, evaluation and management will help students develop the foundational knowledge relating to the clinical 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 extremity related injuries and conditions in the practice of Athletic Therapy.
2. Identify learning objectives relating to extremity related injuries and

condition case studies.

3. Demonstrate inquiry-based research skills to fulfil learning objectives identified.
4. Critically identify the empirical literature relating to topics in extremity related 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 clinical aspects of Athletic Therapy related to extremity injuries and conditions
2. Build on active learning with students identifying their own learning objectives under the guidance of a facilitator.
3. Promote the development of critical thinking skills related to the clinical aspects of Athletic Therapy.
4. Develop the skill of reading and critically appraising empirical based literature.
5. Practice communication skills within the context of Athletic Therapy.

## **University Undergraduate Degree Level Expectations (UUDLEs)**

- Development of independent critical thinking, problem solving and task setting skills
- Facilitate mutually beneficial peer relationships for the purposes of mentoring and networking
- Development of appropriate academic terminology and notation when preparing and presenting information
- Facilitate development of communication skills in the context of the health care field of study
- Promote self-awareness of limits in knowledge and methodologies when analyzing, evaluating, interpreting and disseminating health care related information
- Facilitate individual and group work to obtain and analyze health related information using techniques appropriate to the field of study.

## **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.

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|--|----------------------------|
| 1. Case Study 1 – The Foot and Ankle   | Related Current Literature |
| 2. Case Study 2 – The Knee Joint       | Related Current Literature |
| 3. Case Study 3 – The Hip Joint        | Related Current Literature |
| 4. Case Study 4 – The Shoulder Complex | Related Current Literature |
| 5. Case Study 5 – The Elbow Complex    | Related Current Literature |
| 6. Case Study 6 – The Wrist and Hand   | Related Current Literature |

## **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:

<b>Assignment</b>	<b>Due date</b>	<b>Weight</b>
Critical Appraisal Assignment	Feb 9, 2024, 11:59pm	20%
Critical Evaluations <ul style="list-style-type: none"><li>• Self</li><li>• Peer</li><li>• Instructor</li></ul>	Formative: Feb 16, 11:59pm Summative: April 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.

*This term, eClass quizzes will be completed in **class**. 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 exam period.

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 – Grades and Grading Schemes | Academic Calendars | York University](#))

### **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 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/policies/>

- Academic Honesty (Policy)
- Academic Integrity Website [Academic Integrity - Academic Integrity \(yorku.ca\)](http://www.yorku.ca/secretariat/policies/)
- Research Involving Human Participants (Policy)
- Academic Accommodation for Students with Disabilities
- Code of Student Rights and Responsibilities
- Academic Accommodation for Students' Religious Observances