

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 2503 3.00 – Athletic Therapy Extremities Seminar and Skills**

**Course Webpage: eClass**

**Term: Winter 2024**

**Pre/Co-requisite: HH/KINE 2500 3.00, HH/KINE 2501 3.00 / HH/KINE 2502 3.00**

**Course Instructors**

CATHY SALVO		BRETT NAGATA	
SC 116		SC 114	
LAB 2 TUESDAY 1-3PM	LAB 4 TUESDAY 3-5PM	LAB 1 TUESDAY 1-3PM	LAB 3 TUESDAY 3-5PM

**Seminar: Thursday 1:00pm (60 minutes) – FC 106: Brett Nagata**

**Expanded Course Description**

Provides students with knowledge relating to professional practice issues and management within Athletic Therapy focusing on clinical principles and concepts of extremities care aspect in Athletic Therapy. Also, provides students with the required psychomotor and communication skills relating to extremity related clinical case studies discussed in the Athletic Therapy Extremity Inquiry-Based Tutorial. Subject matter will include (but is not limited to) aspects of sport, anatomy, biomechanics, pathophysiology, epidemiology, evaluation, management and communication. Skills will include (but are not limited to) functional/surface anatomy palpation, taping/support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies application, and therapeutic exercise design and application. 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 extremity case studies discussed in the tutorial and also meet 2 hours per week for practical lab sessions. Formal evaluation will include formative and summative methods with structured reflection, self-evaluation, peer evaluation, course director/lab demonstrator evaluation, and field task oriented practical tests.

**Organization of the Course**

The course involves weekly in-person large group 1-hour seminars as well as 2-hour in-person smaller group practical sessions in a laboratory setting. Sessions will be based on the case studies discussed in the Athletic Therapy Extremity Inquiry-Based Tutorial.

## **Learning Objectives and Outcomes**

### **(1) Objectives of the course:**

1. Introduce students to communication, administrative, legal and ethical aspects of clinic care.
2. Provide knowledge of the effects of inactivity and immobilization on the human body.
3. Provide students with the foundational principles of evaluation and management relating to clinical extremity care.
4. Facilitate student ability to develop and practice surface anatomy palpation and clinical evaluation methods of the extremities.
5. Facilitate student psychomotor skills required to identify and manage extremities related injuries and conditions scenarios in Athletic Therapy.
6. Demonstrate and provide students the opportunity to practice intervention methods (including electrotherapeutic, manual therapies and therapeutic exercise) to treat extremity related injuries and conditions.
7. Demonstrate and practice extremity related taping/support techniques for injuries.
8. Facilitate development of communication/presentation skills in group settings and mock case-scenarios.

### **(2) Learning Outcomes of the Course:**

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

1. Identify effective communication and administrative principles in extremity care.
2. Identify the effects of inactivity and immobilization on the human body.
3. Identify the risk factors and various types of extremity related injuries and conditions.
4. Differentiate the appropriate assessment and management strategies relating to extremity care scenarios.
5. Identify key surface anatomical structures related to the extremities through palpation.
6. Develop and demonstrate the required psychomotor skills to assess and manage (using clinical evaluation tests and intervention tools) extremities related injuries and conditions scenarios in Athletic Therapy.
7. Demonstrate proficiency of extremity related taping/support techniques to minimize the risk of injury.
8. Demonstrate communication skills within group settings and extremity related mock case-scenarios.
9. Demonstrate and practice skills of self and peer evaluation within the group sessions.

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

- Application of practical skills for assessing fitness, health and movement
- 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**

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.

\*These topics are meant as a guide - topics may change to reflect learning needs and relevant course material throughout the semester\*

### **Seminar Topics:**

1. Communication with SOAP notes
2. Communication & Documentation On-Field
3. Scar Formation & Healing
4. Effects of Immobilisation & Inactivity
5. Sports Hernia & Other Conditions
6. Return to Play
7. Rehab Plan of Care-Pt I
8. Rehab Plan of Care-Pt II
9. Risk Factors for Extremity Injuries
10. Electrical Modalities
11. Ethical, Legal and Anxiety
12. Stay in your Lane-Review

### **Skills Topics:**

- |   |                            |
|---|----------------------------|
| 1. Skills related to the Foot and Ankle   | Related Current Literature |
| 2. Skills related to the Knee Joint       | Related Current Literature |
| 3. Skills related to the Hip Joint        | Related Current Literature |
| 4. Skills related to the Shoulder Complex | Related Current Literature |
| 5. Skills related to the Elbow Complex    | Related Current Literature |
| 6. Skills related to the Wrist and Hand   | Related Current Literature |

## **Course Readings**

Please note that there are no required textbooks for this course. Students are encouraged 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:

<b>Assignment</b>	<b>Due date</b>	<b>Weight</b>
Smartphone Video Assignment	Mar 8, 2023 at 11:59pm	20%
Midterm Oral Practical	Feb 16, 1:00-5:00pm	25%
Critical Evaluations • Self	Formative: Feb 16, 11:59pm	2%
Peer	Summative: April 5, 11:59pm	8%
• Final cumulative oral practical exam	Final exam period	25%
Cumulative 2 stage final exam Individual portion	Final exam period	15%
Group portion		5%

## **Smartphone Video Assignment (20%)**

In groups of 3, you will prepare a smartphone video, using SmART (Smartphone Accommodation resource toolbox). SmART is a web-base platform that provides both students and faculty with resources and diverse examples and possibilities how to produce and give feedback using smartphone video app for learning. In addition SmART provides you with ethical/copyright guide and do-it-yourself task trainer models to help you produce effective videos for teaching and learning of skills. SmART was designed in the context of including and accommodating both students and instructors when teaching soft and hard skills.

Your group will be expected to prepare a 2-3 minute instructional video using the SmART platform on how to perform an orthopaedic or neurological test related to any of the case study topics. Your video topic will require approval from either of the course instructors. The instructional video must incorporate the background of the test, the evidence behind the test, a demonstration of the test performed on a person and details including rationale regarding what would be positive or negative findings. Your video should be professional, educational and must incorporate digital citizenship (see SmART website for more information).

Click [here](http://smart-toolbox.eecs.yorku.ca) to access the SmART platform. Details on video submission will follow.  
<http://smart-toolbox.eecs.yorku.ca>

### **Midterm OP exam (20%)**

This will be an oral/practical evaluation of a specified task or 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 a mini-scenario related to the extremities aspect of Athletic Therapy and expected to perform the task within the specified time allotted.

### **Critical Evaluations Description (10%)**

**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>

### **Cumulative Final OP Exam (20%)**

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

### **Cumulative Two Stage Final Exam (20%)**

The final exam for the course will consist of a cumulative two-staged exam. Two-stage exams are an innovative exam style perfect for classes that use student interaction. In a two-stage exam students complete the first, individual, portion of the exam as normal, then they hand in their individual work, get into groups of 4, and complete the same or partial exam again with a group of their peers. This provides students with **immediate targeted feedback** supplied by discussions with their peers.

**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](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 video assignment must be submitted electronically through EClass under the ‘video assignment icon’ of the home page (link and info regarding submission on course EClass page).**

**Detailed instructions regarding content, referencing, resources, 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](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.<sup>1</sup> Keep in mind that if you are quoting, paraphrasing, or summarizing information in your work, you need to indicate the original source of information.<sup>2</sup> The 'three' at the end of this sentence refers to the third item listed in your reference list.<sup>3</sup> Notice that the superscript numbers appear immediately after the period.<sup>4,5</sup>

### **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.



- 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

- 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

- 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 1<sup>st</sup> edition). City, State (or, Province or Country) of publication: Publisher name; copyright year: pages of protocol. [[[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*   According to an August 2012 email from local pharmacist J Addison...