

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

**YORK UNIVERSITY**

**FACULTY OF HEALTH**

**SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE**

**KINE 3500 ATHLETIC THERAPY HEAD TRUNK & SPINE INQUIRY-BASED TUTORIAL**

**FALL 2023 COURSE OUTLINE**

**Course Instructors:**

Catherine Salvo, CAT(C) Rm 323 Stong Mailbox 333 Bethune Email: through eClass or <a href="mailto:csalvo@yorku.ca">csalvo@yorku.ca</a> Course consultation hours (by appt only)	Kelly Parr, R.Kin., CAT(C) Rm 323 Stong Mailbox 333 Bethune Email: through eClass or <a href="mailto:kparr@yorku.ca">kparr@yorku.ca</a> Course consultation hours (by appt only)
Melanie Baniña, R.Kin., CAT(C), PhD Rm 323 Stong Mailbox 333 Bethune Email: through eClass or <a href="mailto:mcbanina@yorku.ca">mcbanina@yorku.ca</a> Course consultation hours (by appt only)	Michael Kalu, BMR.PT, PhD Rm 328 Stong Mailbox 333 Bethune Email: through eClass or <a href="mailto:mkalu@yorku.ca">mkalu@yorku.ca</a> Course consultation hours (by appt only)

**Time and Location:**

Section	Day/Time	Location	Instructor
A	M 9:30-11:00 W 9:30-11:00	FC 103 R S536	Melanie Baniña
B	M 9:30-11:00 W 9:30-11:00	R S202 R S156	Catherine Salvo
C	MW 11:00-12:30	CC 335	Melanie Baniña
D	M 12:30-14:00 W 12:30-14:00	SC 219 BC 228	Melanie Baniña
E	MW 12:30-14:00	CC 335	Michael Kalu

## **Course description**

### **Summary:**

This 3-credit course provides students with focused knowledge relating to the head, trunk, and spine 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. The case study discussions will consist of head, trunk and spine related sport injuries and conditions relating to injury prevention, evaluation and management will help students integrate the prior foundational knowledge gained in the field and extremities unit relating to the clinical aspect of Athletic Therapy.

**Pre-/Co-requisite:** HH/KINE 2502 3.00, HH/KINE 2503 3.00 / HH/KINE 3501 3.00

### **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. Differentiate and manage head, trunk and spine related injuries and conditions in the practice of Athletic Therapy.
2. Identify learning objectives relating to head, trunk and spine injuries and condition case studies.
3. Demonstrate inquiry-based research skills to fulfil learning objectives identified.
4. Critically analyse empirical journal articles related to the head, trunk, and spine related case study topics.
5. Demonstrate skills of communication and of self and peer evaluation within the group discussions.

#### **2. Instructor Objectives of the Course:**

1. Integrate prior field and extremity related knowledge and advance the student's ability of differential analysis through head, trunk, and spine related case studies.
2. Promote self-directed learning of head, trunk, and spine related topics with the guidance of a facilitator.
3. Build on critical thinking skills related to the head, trunk, and spine care aspects of Athletic Therapy.
4. Practice the skill of reading and critically appraising empirical based literature.
5. Practice communication of learning objectives and learning outcomes related to head, trunk, and spine related topics.

### **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 – The Head and Upper Neck
2. Case Study 2 – The Cervical Spine
3. Case Study 3 – The Trunk
4. Case Study 4 – The Lumbopelvic Girdle

**Course Materials:**

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

**Mandatory use of eClass:**

Students are responsible for being actively involved in the course, and for checking eClass regularly and frequently to ensure you have the latest information about the course. “I did not know because I missed class” or “because I did not check eClass” are not excuses that will be accepted under any circumstances for the 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	October 6, 2023	20%
Formative Critical Evaluations <ul style="list-style-type: none"> <li>• Self</li> <li>• Peer</li> <li>• Instructor</li> </ul>	October 25, 2023	0%
Summative Critical Evaluations <ul style="list-style-type: none"> <li>• Self</li> <li>• Peer</li> <li>• Instructor</li> </ul>	December 4, 2023	2% 8% 10%
Online Quizzes	See quiz dates on eClass	4 x 7.5%
Cumulative Final Written Exam	final exam period	30 %

**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 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.

**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 and time will be penalized 5% per day. No exceptions to the lateness penalty will be entertained.

**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 Quizzes:**

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 Online 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 quiz. Specifically, you are not to discuss, share or distribute the questions or potential answers of the eClass 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 quiz (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 quiz 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.*

### **eClass Online Quizzes Description:**

Students are expected to complete 4 quizzes throughout the course at set intervals (see eClass site for dates). 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 in HH/KINE 3500 AND HH/KINE 3501 and thus will be cumulative. The final exam will be during the final exam period. Details of the final exam will be posted on eClass nearer to the end of the semester.

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## **Policies**

### **Drop deadline:**

The last date to drop a course without receiving a grade is Wednesday November 8, 2023.

### **Grading:**

Any appeal for grade revision, (a) must be received by the instructor **WITHIN 7 CALENDAR DAYS** of the date of the exam viewing, (b) must be **MADE IN WRITING**, and (c) must **EXPLICITLY STATE** why the student believes the grade is in error. Grade disputes after this 7-calendar day period will not be considered.

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))

**Missed quizzes:**

If you miss a quiz, you may write the deferred quiz at a time agreed upon with the Course Instructor. Supporting documentation may be required.

If you know IN ADVANCE that you will be missing a quiz, please notify the instructors at least 7 calendar days ahead of the test and attach relevant documentation, so that appropriate accommodation can be made (i.e., for a scheduled varsity event).

A Deferred Test for the Final Exam will be held in early January 2024. Deferred tests may not necessarily be the same format or style as the original test. It is expected that deferred tests will take precedence over other commitments. There will not be a second opportunity to write a deferred test.

**Test Viewing:**

Supervised test viewing may be scheduled after each test for learning purposes. No phones/other means of notetaking/capturing will be allowed in test viewings. Please be aware that the instructors will personally examine all test questions after the completion of each test to ensure that no issues exist with respect to grading or question clarity. If the instructors do identify any issues, student grades will be automatically corrected accordingly.

**Email communication:**

All electronic communication with the Course Instructors must be through email or through eClass discussion forums. When emailing, please INCLUDE YOUR FIRST AND LAST NAME AND STUDENT ID. Emails are a form of communication and the spelling, grammar and tone will reflect your communication skills. Emails should be written using professional language that would be acceptable in a workplace to a manager. Emails that include inappropriate form/language (i.e., “Hey”, “c u l8tr”, etc.) or without student name and ID will not be read or returned. Students may address the course instructors as Professors Salvo, Parr, Baniña, and Kalu.

You are highly encouraged to communicate with your fellow students through the discussion forums on eClass. You are welcome to post course-related questions, as well as study tips or helpful websites/apps.

**Lectures, meetings, and correspondence (including emails and eClass posts) are protected under Copyright. Any sharing or distribution of these materials can result in academic penalties.**

**Student Code of Conduct:**

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic environment, and the responsibility of the student to cooperate in that endeavor. Students must conduct themselves in accordance with York University’s Student Code of Conduct. This includes all aspects of the course, including online environments. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available at:

<https://oscr.students.yorku.ca/student-conduct>.

### **Student Code of Rights and Responsibilities:**

This code is intended to be educative and promote accountability among students toward their peers and other members of the York community. This code identifies those behaviours that are disruptive to the educational purposes of the University, make the campus less safe, diminish the dignity of individuals and groups, and the enjoyment of their rights. It applies specifically to students because the behaviours of non-student members of the University community are held to comparable standards of account by provincial laws, University policies, and their unions' collective agreements. Information about how to address a concern or a complaint regarding a faculty or staff member can be found at: <http://oscr.students.yorku.ca/>.

### **Academic Integrity:**

Students are expected to maintain the highest standards of academic integrity related to issues such as cheating, enabling cheating, plagiarism, authentic documentation, etc. Breaches of academic integrity will not be tolerated.

The School of Kinesiology and Health Science takes academic dishonesty very seriously and will abide by York University's Senate Policy of Academic Honesty to adjudicate all cases. Students are expected to make efforts to discourage any and all (un)intentional breaches from their course work. Students are expected to complete their own work without assistance, in part or whole, on assignments and tests. Students are expected to act in accordance with the Senate Policy of Academic Honesty and are responsible for familiarizing themselves with these guidelines. Breaches of academic integrity will be handled under the disciplinary proceedings as outlined in: <http://calendars.registrar.yorku.ca/2015-2016/policies/honesty/index.htm>.

### **Test Banks:**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the [Senate Policy on Academic Honesty](#). Buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

### **Accessibility:**

York University provides services for students with accessibility concerns (including physical, medical, learning, and psychiatric), who require accommodation related to teaching and evaluation methods/materials. It is the student's responsibility to register with Student Accessibility Services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to email a copy of your accommodation letter to your instructors as early as possible in the semester, and to schedule a time early in the term to meet with your instructor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations. Requiring accommodation does not relieve students from following course policies. Student Accessibility Services can be accessed here: <https://accessibility.students.yorku.ca/>.



**Technologies used for course:**

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course instructors, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted.

Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

**Useful links describing computing information, resources and help for students:**

Technology requirements and FAQs for eClass	<a href="http://www.yorku.ca/eClass/students/faq/index.html">http://www.yorku.ca/eClass/students/faq/index.html</a>
Computing for Students Website	<a href="https://student.computing.yorku.ca/">https://student.computing.yorku.ca/</a>
Student Guide to eLearning at York University	<a href="http://elearning-guide.apps01.yorku.ca/">http://elearning-guide.apps01.yorku.ca/</a>
Learning Skills Services	<a href="https://www.yorku.ca/sclد/learning-skills/">https://www.yorku.ca/sclد/learning-skills/</a>
Learning Commons	<a href="http://learningcommons.yorku.ca/">http://learningcommons.yorku.ca/</a>
Zoom@YorkU User Reference Guide	<a href="http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf">http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf</a>
Zoom@YorkU Best Practices	<a href="https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf">https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf</a>

**Library Help:**

If you are having issues accessing Primal Pictures, please refer to the help and tutorial links in eClass. If you are having trouble with other library content, please go to the York Library website and click on “Chat Is Online”, <https://www.library.yorku.ca/web/>.

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**Take Care of Yourself**

We all face stressors and anxiety in our lives, both academic and otherwise. Please be kind and gentle with yourselves and others. There are several online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>

<https://counselling.students.yorku.ca/>

<https://yorkinternational.yorku.ca/>

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## **Calumet and Stong Colleges' Student Success Programming**

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our websites ([Calumet College](#); [Stong College](#)), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming events)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact [ccscadm@yorku.ca](mailto:ccscadm@yorku.ca), and request to be added to the listerv.