

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

Course: HH / KINE 3501 3.00 – Athletic Therapy Head Trunk & Spine Seminar & Skills

FALL 2023 COURSE OUTLINE

Course Instructors:

Kelly Parr, RKIN, CAT(C) Rm 323 Stong Mailbox 333 Bethune Email: through eClass or kparr@yorku.ca Course consultation hours by appt only	Catherine Salvo, CAT(C) Rm 323 Stong Mailbox 333 Bethune Email: through eClass or csalvo@yorku.ca Course consultation hours by appt only
Melanie Baniña, RKIN, CAT(C), PhD Rm 323 Stong Mailbox 333 Bethune Email: through eClass or mcbanina@yorku.ca Course consultation hours by appt only	

Time and Location:

Seminar	Mondays – 8:30am – 9:30am	ACW 303	MELANIE BANIÑA
Lab 1	Wednesday – 1:00pm-3:00pm	SC 114	Kelly Parr
Lab 2	Wednesday – 1:00pm-3:00pm	SC 116	Cathy Salvo
Lab 3	Wednesday – 3:00pm-5:00pm	SC 114	Kelly Parr
Lab 4	Wednesday – 3:00pm-5:00pm	SC 116	Cathy Salvo

Course description

Provides students with knowledge relating to professional practice issues and management within Athletic Therapy, focusing on foundational principles and concepts of the head, trunk, and spine care in Athletic Therapy. Provides students with the required psychomotor and communication skills relating to the assessment and management of head, trunk and spine case studies discussed in the Athletic Therapy

Head, Trunk & Spine 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, evaluation, management, prevention, professionalism, and communication. Skills will include (but are not limited to) functional/surface anatomy, taping/support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies, and therapeutic exercise.

Lab-based activities such as role-playing, mini-case study analysis, simulations and reflection will be integrated. 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 head, trunk & spine 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 and task oriented practical tests.

Pre-/Co-requisite: HH/KINE 2502 3.00, HH/KINE 2503 3.00 / HH/KINE 3500 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. Identify the principles of evaluation and management of head trauma.
2. Differentiate the appropriate evaluations and management strategies relating to head, trunk, and spine care scenarios.
3. Identify the nutritional needs of an athlete with respect to their musculoskeletal care.
4. Identify the principles of spinal core stability.
5. Differentiate the various signs and symptoms of male and female athlete conditions.
6. Develop and demonstrate the required psychomotor skills to assess and manage (using clinical evaluation tests and intervention tools) head, trunk and spine related injuries and conditions scenarios in Athletic Therapy.
7. Demonstrate the ability to develop a rehabilitation plan related to a head, trunk or spine related injury or condition.
8. Demonstrate communication skills in group settings and with head, trunk and spine related mock case-scenarios.
9. Demonstrate and practice skills of self and peer evaluation within the group sessions.

2. Instructor Objectives of the Course:

1. Introduce students to principles of evaluation and management of head trauma.
2. Provide students with the knowledge of spinal and trunk conditions.
3. Introduce students to the nutritional issues associated with the athlete and their musculoskeletal care.
4. Provide student knowledge of spinal core stability.
5. Discuss the conditions of the male and female athlete.
6. Facilitate student psychomotor skills required to identify and manage head, trunk and spine related injuries and conditions scenarios in Athletic Therapy
7. Demonstrate and provide students the opportunity to practice intervention methods (including electrotherapeutic, manual therapies, support techniques and therapeutic exercise) to treat head, trunk and spine related injuries and conditions.

8. Practice communication/presentation skills in group settings and mock case-scenarios.

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.

Skills Topics

1. Skills related to the Head/Face/TMJ
2. Skills related to the Cervical Spine
3. Skills related to the Thorax/Trunk
4. Skills related to the Lumbopelvic Girdle

Course Materials

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.

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.

Organization of the Course

Please note that this course will be delivered in-person for a 1-hour seminar in a large group setting (**Mondays at 8:30am EST**) as well as weekly 2-hour in-person small group practical sessions in a laboratory setting (**Wednesdays at 1:00–3:00 – OR – 3:00pm-5:00pm**). Laboratory sessions will be based on the case studies discussed in KINE 3500 Athletic Therapy Head, Trunk & Spine Inquiry-Based Tutorial.

Students are expected to join each in-person lab session and will require a computer device with audio and video capabilities. Should a student be unable to attend a live tutorial, 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 not feel comfortable attending the in-person lab sessions due to possible prior exposure to contagious pathogens, every attempt will be made by the instructor(s) (pending technology availability, capability and/or functionality) to provide a 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 group session will be posted on eClass or the YouTube™ channel. Student questions will be answered either through the live weekly 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.

Evaluation

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

Assignment/Activity	Due date	Weight
Therapeutic Modality Assignment	Oct 15, 2023, 11:59pm	20%
Formative Video OP After Case 1	Oct 4, 2023, 9:00AM	2.5%
After Case 3	November 22, 2023, 9:00AM	2.5%
Formative Critical Evaluations <ul style="list-style-type: none"> • Self • Peer 	October 25 2023	0%
Summative Critical Evaluations <ul style="list-style-type: none"> • Self • Peer 	December 5, 2023	5% 5%
Midterm Lab Field Exam (in-person)	November 1, 2023	20%
Final Cumulative Lab Field Exam (in-person - final exam period)	Final exam period	20%
Cumulative Final Written Exam	Final exam period	25%

Infection Prevention Protocol/COVID for Lab Related Activities

Please note that Infection Prevention and/or COVID protocols for labs will be in place. The protocol shall consist of the following:

- Infection Prevention protocol **may** include:
 - If a student does not feel well, do not come to campus
 - Hands to be sanitized upon entering and exiting the lab
 - If a student exhibits a sore throat, sneezing and/or coughing but is otherwise feeling OK, a face mask is to be worn for lab (please put on before entering the lab space)
 - If a student exhibits a sore throat, sneezing and/or coughing but is otherwise feeling OK, single-use gloves are to be worn when working with your partner and any equipment in the lab
 - If gloves are not indicated, hands are to be sanitized before working with different persons during a single lab
 - Plinth to be wiped down with provided cleaner after use before the end of the lab

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.

OP Formative Video (5% Total)

In addition to the in-person mid-term and final oral/practical exam, an asynchronous practical video task will be performed at the conclusion of Cases 1 and 3. The tasks will be similar to those which will be done in the mid-term and final OP. The general details for the video OP are:

- Students will work in groups of 3
- One student will act as therapist, one as patient and one will operate the camera (electronic/digital devices are fine as long as the video and audio are clear)
- The therapist will select a task based upon Case 1 (for Video 1 Formative) or upon Case 3 (for Video 2 Formative)
- The student will be expected to perform integrated tasks based on the selection which will be some aspect of Athletic Therapy for the head, trunk & spine in a specified time for the video
- Upon completion, the students will rotate and the next student acting as therapist will select a different task and perform the required integrated tasks
- The rotation will continue with the third student acting as therapist and selecting another, different task and perform the integrated tasks
- All students will submit their individual videos on eClass or as directed by eClass announcement
- The window for submission of the videos will start after the last lab for Case 1 and for Case 3
- The videos will be due before the first lab for Cases 2 and 4
- Further details will be provided on eClass

These videos are formative. However, students will earn marks for participation. The videos will be “graded” by a rubric for the content areas. The grade assigned will not be a part of the course grading system so there is no penalty or benefit to the overall course grade. Feedback based on the rubric will be provided.

Therapeutic Modality Assignment (20%)

You will be randomized into groups of 2, (one group of 3). You will be required to prepare a comprehensive report on one therapeutic modality from the following list:

- Ultrasound, TENS, IFC, NMES, Laser, Electroacupuncture, Microcurrent, Shockwave, Iontophoresis, Phonophoresis, Thermotherapy, Mechanical Traction

Your report must include:

- 1. Explanation of the modality & how it works (principles it is based on)**
- 2. Physiological effects of the modality on tissue**
- 3. Brief synopsis of a literature review on its efficacy**
- 4. Indications and Contraindications**
- 5. Common parameters that can be manipulated and the typical settings**
- 6. Application considerations**

Topics will be allocated on a first come first served basis and students will be expected to announce their respective topic and group members through the eClass course page within the student group and topic forum under the therapeutic assignment section.

Your group will be expected to prepare a 3 to 5-page detailed report as well as a 1-page synopsis or summary report highlighting the above noted categories. You are required to use AMA referencing style (a sample of this is provided in your course outline for you to reference).

For the groups that have the same topic, you may have LIMITED collaboration. Separate group reports are expected and each will be graded on their own merit. **DO NOT SUBMIT THE SAME REPORT.**

Please prepare the report in WORD format (using Calibri 12-point, Arial 11-point, or Times New Roman 12-point font) and submit your completed report to the eClass course page by the deadline of Oct 15, 2023, 11:59pm.

Midterm Lab Exam Information (20%)

This will be an in-person oral/practical evaluation of specified tasks. Each student will be expected to perform oral/practical tasks that will be evaluated by the course instructors. The student will be presented with mini scenarios related to the Head Trunk and Spine aspect of Athletic Therapy and expected to perform the tasks 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>

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 head, trunk & spine aspect of Athletic Therapy in a specified time. Further details will be provided through eClass.

Cumulative Final Written Exam (25%)

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. Details surrounding availability and timing will be posted on the eClass course page.

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 therapeutic modality written assignment must be submitted electronically through eClass under the ‘therapeutic modality 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 another specified date as determined by the course director. Further extensions or accommodation will require students to submit a formal petition to the Faculty of Health.

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)

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.

Important 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

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

Library Help:

If you are having issues accessing Primal Pictures, please refer to the help and tutorial links in eClass. If you 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/>.

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/>

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](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- 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](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email 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 (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.