

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 KINESIOLOGY

Course: KINE 4592B - Experiential Field Placement in Athletic Therapy

Course Webpage: eClass

Term: Year 2023 - 2024

Prerequisite / Co-requisite: PKINs 0761, 0762, 0811, 0812

Course Instructor

Marnie McRoberts CAT(C)
Stong College 327
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Course consultation hours: by appointment

Time and Location

Thursday 12 – 1pm / Asynchronous in-class and online learning activities through eClass.

Please note that this course includes in person, online, on and off-campus activities.

Expanded Course Description

This course prepares students with the knowledge and experience to provide evidence-based Athletic Therapy services as well as develop and implement sports injury prevention and management programs. Students will demonstrate Athletic Therapy skills such as emergency action planning, clinical and field assessment and treatment, exercise prescription, proper concussion management, and various other athletic therapy core competencies.

The Experiential Field Placement in Athletic Therapy course is designed to provide students with the necessary knowledge, skills and competencies required to positively influence the health and field care of various populations. It also aims to enhance professional competence working collaboratively in a unique environment and within the community. Students will be supervised by a Certified Athletic Therapist and are encouraged to adopt both an inquiring and reflective approach to the care of the athletes, as well as demonstrate the ability to work independently and collaboratively with staff members of the placement location and within the community.

Last revised: May 8, 2020 by KHS

Course Objectives

(1) Brief statement of the purpose:

Upon successful completion of this experiential education course in athletic therapy, students will have gained valuable work experience in both the areas of field and clinical injury assessment, management and rehabilitation and learn how to effectively reflect upon their experiences to enhance their critical thinking skills.

(2) Specific learning outcomes of the course

Students will be able to:

1. Integrate Athletic Therapy evidence-based concepts into practice in field and clinic to ensure safe, effective care of athletes by utilizing current literature findings.
2. Organize personal logbooks, athlete health records and injury data to satisfy professional responsibility standards governed by the Canadian Athletic Therapists' Association (CATA).
3. Apply a systematic approach to problem solving on the field, in the clinic and in assigned classwork by utilizing the tools of common practice in Athletic Therapy.
4. Demonstrate Athletic Therapy specific skills including assessment, treatment and exercise prescription at the level of a certification candidate prepared to challenge the CATA National Exam.
5. Develop injury prevention and management protocols that reflect best practices in accordance with current literature findings including, but not limited to concussions, ACL injuries and c-spine injuries.
6. Collaborate with peers, staff and faculty of placement and members of the community to provide healthcare and education to athletes acceptable by the CATA standard of care.

Organization of the Course - There are no synchronous meeting times for this course.

Evaluation*

All assignments are due by 11:59pm EST on the due date. A detailed description of the assignments is posted on eClass.

Assignments	Description	Weight	Due date
Professional Online Presence	LinkedIn page	5%	Nov 2 nd
Pan & Para Pan Am Games	Students will complete a reflection on the games related to course content	5%	Nov. 30 th
CATA Exam Prep	Students will complete and share sample exam questions to aid with studying for the National Exam	5%	Jan. 25 th
Business Proposal	Students will develop a business plan	10%	Mar. 21 st
Journal entries	Students will write 3 journal entries	15%	#1 – Sept. 21 st #2 – Oct. 19 th #3 – Feb. 15 th
Check-in meetings	Each meeting is worth 5%	10%	Week of Oct. 2 nd Week of Feb. 5 th

Clinical educator evaluation	- SOAP Notation - Rehabilitation	10%	Nov. 16 th Mar. 7 th
Comprehensive Examinations	Midterm Practical Exam Final Practical Exam	20% 20%	December (TBC) April (TBC)

*Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

EXPERIENCE YORK

Students will track field and clinical practicum hours through the Experience York (EY) online portal. Field and clinical hours will be tracked separately per week. The EY portal will provide a documented record of your experiential education in the Athletic Therapy Program. A link to the EY portal will be provided on eClass.

COURSE TEXT / READINGS

There are no required texts for this course. Students may refer to the following texts:

Anderson, M.K., Parr, G.P. & Hall, S.J. (2013). Foundations of Athletic Training, (5th Ed). Phil., PA: Lippincott, Williams & Wilkins.

Hoppenfeld, S. (1976). Physical Examination of the Spine and Extremities. Norwalk, CO: Appleton & Lange.

Magee, D. (2006). Orthopedic Physical Assessment. St. Louis: MO: Elsevier.

Kendall, F.P., McCreary, E.K., & Provance, P.G. (2005). Muscles: Testing and Function, (5th Ed). Philadelphia: Williams and Wilkins.

Prentice, W.E. (2008). Arnheim's Principles of Athletic Training, (15th Ed). Toronto: McGraw Hill

Additional readings may be assigned or recommended during the course.

Student Requirements:

Students must be enrolled in the Athletic Therapy Certificate Program and maintain a GPA of at least 5.0 or C+. Students must have completed PKIN 0.00 0761, 0762, 0811 and 0812. Students must also submit a current police check when required and signed declaration of understanding.

Due to the variable nature of the placements in this course, students are required to adhere to the schedule of the placement. It is understood that training camps extend beyond a typical 8–9-hour workday; students will participate as reasonably dictated by the placement supervisor. The variance of the placement schedules will expose students to real-world working conditions and provide valuable work experience. Some placements may include travelling with teams off site.

Technical requirements for taking the course:

Several platforms will be used in this course (e.g., eClass, Zoom, Physitrack., JaneApp) through which students will interact with the course materials, the course director / TA, 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.
- Technology requirements and FAQs for eClass can be found here <https://lthelp.yorku.ca/95440-student-faq>

A way to determine Internet connection and speed: there are online tests, such as [Speedtest](https://www.speedtest.net/), <https://www.speedtest.net/> that can be run.

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

Student Guide to eClass	https://lthelp.yorku.ca/95440-student-faq
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://lss.info.yorku.ca/online-learning/
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

The **Senate Grading Scheme and Feedback Policy** stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade (see the policy for exceptions to this aspect of the policy - <http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>)

*“Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.”

Grading, Assignment Submission, Lateness Penalties and Missed Tests

Grading: The grading scheme for 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 either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar)

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 due date specified for the assignment. Assignments are to be handed in via eClass.

Lateness Penalty: Assignments received later than the due date will be penalized by 5% per day that assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

ACADEMIC HONESTY AND INTEGRITY

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty.

ADDITIONAL INFORMATION

This course requires students to attend games and practices for the varsity sport team to which they are assigned. These events may occur on and off campus on evenings, weekends, winter break, reading week. Students will receive their team schedule with advanced notice and are expected to attend team practices and games.

Students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents)

- Senate Policy on Academic Honesty and the 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

*November 2013
Links updated November 2014*