

California State University, Northridge
Department of Kinesiology

KIN 444- Professional Preparation (2 units)

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Course Description-

Prerequisites: KIN 443

Co-requisite: KIN 442

Professional Preparation. ATS will prepare for the Board of Certification examination, become involved in the community and promote the athletic training profession through directed activities. Open to ATS only.

Course Objectives

Upon completion of this course the athletic training student will be able to:

1. Plan, implement, evaluate, and modify a fitness program specific to the physical status of the patient. This will include instructing the patient in proper performance of the activities and the warning signs and symptoms of potential injury that may be sustained. Effective lines of communication shall be established to elicit and convey information about the patient's status and the prescribed program. While maintaining patient confidentiality, all aspects of the fitness program shall be documented by documented using standardized record-keeping methods.
 - a. Case study- rehab clinic patient- develop program
 - b. Document progress with GDC form
2. Select, apply, evaluate and modify appropriate standard protective equipment and other custom devices for the patient in order to prevent and/or minimize the risk of injury to the head, torso, spine and extremities for safe participation in sport and/or physical activity. Effective lines of communication shall be established to elicit and convey information about the patient's situation and the importance of protective devices to prevent and/or minimize injury.
 - a. Practical examination
 - b. PPT presentation and memo assignment
 - c. Written examination/quiz
3. Demonstrate the ability to develop, implement, and communicate effective policies and procedure to allow safe and efficient physical activity in a variety of environmental conditions. This will include obtaining, interpreting and recognizing potentially hazardous environmental conditions and making the appropriate recommendations for the patient and/or activity. Effective lines of communication shall be established with the patient, coaches and/or appropriate officials to elicit and convey information about the potential hazard of the environmental condition and the importance of implementing appropriate strategies to prevent injury.
 - a. Develop P+P for:
 - i. Lightning

- ii. Heat
 - iii. Cold
- 4. Demonstrate a musculoskeletal assessment of upper extremity, lower extremity, head/face, and spine (including the ribs) for the purpose of identifying (a) common acquired or congenital risk factors that would predispose the patient to injury and (b) a musculoskeletal injury. This will include identification and recommendations for the correction of acquired or congenital risk factors for injury. At the conclusion of the assessment, the student will diagnose the patient's condition and determine and apply immediate treatment and/or referral in the management of the condition. Effective lines of communication should be established to elicit and convey information about the patient's status. While maintaining patient confidentiality, all aspects of the assessment should be documented using standardized record-keeping methods.
 - a. Practical examinations:
 - i. Upper extremity
 - ii. Lower extremity
 - iii. Head/face
 - iv. Spine
- 5. Demonstrate a general and specific (i.e. head, torso, and abdomen) assessment for the purpose of (a) screening and referral of common medical conditions, (b) treating those conditions as appropriate, and (c) when appropriate, determining a patient's readiness for physical activity. Effective lines of communication should be established to elicit and convey information about the patient's status and the treatment program. While maintaining confidentiality, all aspects of the assessment, treatment, and determination for activity should be documented using standardized record-keeping methods.
 - a. Practical examination with #5
- 6. Demonstrate the ability to manage acute injuries and illnesses. This will include surveying the scene, conducting an initial assessment, utilizing universal precautions, activating the emergency action plan, implementing appropriate emergency techniques and procedure, conducting a secondary assessment and implementing appropriate first aid techniques and procedures for non-life-threatening situations. Effective lines of communication should be established and the results of the assessment, management and treatment should be documented.
 - a. FA/CPR certification
- 7. Synthesize information obtained in a patient interview and physical examination to determine the indications, contraindications and precautions for the selection, patient set-up, and evidence-based application of therapeutic modalities for acute and chronic injuries. The student will formulate a progressive treatment and rehabilitation plan and appropriately apply the modalities. Effective lines of communication should be established to elicit and convey information about the patient's status and the prescribed modality(s). While maintaining patient confidentiality, all aspects of the treatment plan should be documented using standardized record-keeping methods.
 - a. Implement with #5
- 8. Synthesize information obtained in a patient interview and physical examination to determine the indications, contraindications and precautions for the selection, applications, and evidence-based design of a therapeutic exercise program for injuries to the upper extremity, lower extremity, trunk and spine. The student will formulate a

progressive rehabilitation plan and appropriately demonstrate and/or instruct the exercises and/or techniques to the patient. Effective lines of communication should be established to elicit and convey information about the patient's status and the prescribed exercise(s). While maintaining patient confidentiality, all aspects of the exercise plan should be documented using standardized record-keeping methods.

- a. Implement with #5
9. Demonstrate the ability to conduct an intervention and make the appropriate referral of an individual with a suspected substance abuse or other mental health problem. Effective lines of communication should be established to elicit and convey information about the patient's status. While maintaining patient confidentiality, all aspects of the intervention and referral should be documented using standardized record-keeping methods.
10. Demonstrate the ability to select and integrate appropriate motivational techniques into a patient's treatment or rehabilitation program. This includes, but is not limited to, verbal motivation, visualization, imagery, and/or desensitization. Effective lines of communication should be established to elicit and convey information about the techniques. While maintaining patient confidentiality, all aspects of the program should be documented using standardized record-keeping techniques.
 - a. Implement with #5
11. Demonstrate the ability to counsel a patient in proper nutrition. This may include providing basic nutritional information and/or an exercise and nutrition program for weight gain or weight loss. The student will demonstrate the ability to take measurements and figure calculations for a weight control plan (ie. Measurement of body composition and BMI, calculation of energy expenditure, caloric intake, and BMR). Armed with basic nutritional data, the student will demonstrate the ability to develop and implement a preparticipation meal and an appropriate exercise and nutritional plan for an active individual. The student will develop an active listening relationship to effectively communicate with the patient and as appropriate refer the patient to other medical professionals (physician, nutritionist, counselor or psychologist) as needed.
12. Demonstrate the ability to recognize disordered eating and eating disorders, establish a professional helping relationship with the patient, interact through support and education, and encourage vocal discussion and other support through referral to the appropriate medical professionals.

Policy on Communication Devices

All communication devices must be turned off before class starts. If your device goes off during class you will be required to leave. If it is imperative that you must be contacted during class, you must discuss the situation with the professor. With the professor's permission you may keep your device on vibrate and answer the device outside the classroom.

Attendance Policy-

Attendance is not mandatory for this class, but each student is responsible for all material covered along with any changes to the syllabus that are discussed in class. Any foreseeable absences should be discussed with the professor beforehand. If an emergency arises, telephone or email me before class so that I have a record of the absence. If I do not receive any prior notification, I will not allow make-ups

for any material missed (ie. Quizzes). It is also expected that you arrive on time dressed in shorts and a tee-shirt, tank top or sports bra since each class will incorporate a laboratory session.

Students with disabilities-

The instructor, in conjunction with California State University Northridge, is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the office of Students with Disabilities Resources located in 110 Student Services Building, or call 818-677-2684 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodation should be made as early as possible. Any requests for accommodation will be reviewed in a timely manner to determine their appropriateness to this setting. You must be registered with the office of Students with Disabilities Resources in order for a request an accommodation.

Plagiarism and cheating-

Any student caught cheating on an exam or laboratory assignment will automatically fail the course, and may be subject to more severe University discipline. Please refer to the California Code of Regulations, Section 41301, Title 5 as found in the university catalog. Cheating includes sharing of examination content, questions, etc. to ATS who have not yet completed written or oral practical examinations.

Methods of Evaluation

- Proficiencies/case studies-----80%
- Exit interview-----20%
- Total-----100%

Grading Scale

A- 93-100% A- - 90-93% B+- 87-89% B- 83-86% B- - 80-82% C+- 77-79%
C- 73-76% C- - 70-72% D+- 67-69% D- 63-66% D- - 61-62% F- <60%

Texts

Selective usage of texts from previous athletic training/kinesiology coursework

Exit Interview

1. What courses did you enjoy/learn the most and why?
2. What courses did you dislike/learn the least and why?
3. What are some positive aspects about the ATEP?
4. What are some negative aspects about the ATEP?
5. What are some areas that need improvement but were not mentioned as negative aspects of the program?
6. What experiences taught you the most?
7. How did expectations and actual experiences compare?
8. Looking back did you have any false expectations?
9. Were you academically challenged? What was your most challenging academic class?
10. Were you clinically challenged? What was your most challenging clinical rotation/supervisor?
11. Were the courses sequenced in a manner that facilitated your academic growth and progress through the program? If so how? If not, why not?
12. How should the courses be sequenced?
13. Should modalities be taught before rehabilitation? Why?
Yes No
14. Should upper extremity evaluation be taught before lower extremity evaluation? Why?
Yes No
15. Should general medical conditions be taught before extremity evaluation? Why?
Yes No
16. How did/what areas did ATEP prepare you for the BOC examination?
17. How didn't/what areas didn't ATEP prepare you for the BOC examination?
18. What were your biggest challenges obstacles in completing the program?

19. Do you plan on continuing in the profession as an athletic trainer or will you be pursuing another allied health profession? How did this program contribute to your perception of athletic training and your decision?

Have you taken the certification examination?

Yes No

Please list the dates and scores on your BOC examination.

Date- _____	Written- _____	Simulation- _____	Practical- _____
Date- _____	Written- _____	Simulation- _____	Practical- _____
Date- _____	Written- _____	Simulation- _____	Practical- _____

Please list the clinical instructors that supervised your clinical experiences. Rank in order all ACI/CIs (1 as the best, 2 as 2nd best, etc). Then briefly explain your choices.

1. Best CI- _____ - why?- _____
2. 2nd Best CI- _____ - why?- _____
3. 3rd Best CI- _____ - why?- _____