



HLC Accreditation Evidence

Title: Master Syllabus Example

Office of Origin: Vice President

URL: <http://internal.bartonccc.edu/vp/learning---instruction-curriculum-committee.html>

Document Summary:

BARTON COMMUNITY COLLEGE

COURSE SYLLABUS

I. GENERAL COURSE INFORMATION

Course Number: PHED 1308

Course Title: Introduction to Athletic Training

Credit Hours: 3

Prerequisites: None

Division/Discipline: Academics Division/Health, Physical Education and Recreation

Course Description: Introduction to the profession of athletic training via lectures, class discussions and small group activities. Study of the principles, practices, and techniques used by a certified athletic trainer in the prevention, management, and rehabilitation of athletic injuries.

II. INSTRUCTOR INFORMATION

III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

The information presented in this course has been selected to introduce athletic training majors to the basic knowledge and skills required of a student athletic trainer. The course content has been specifically structured to help prepare Barton student athletic trainers working in the sports medicine department.

The transferability of this course varies among 4-year college and university athletic training programs. Athletic training curriculums that do not require this course as a prerequisite for acceptance into a program may consider it as a general HPER elective.

Students not majoring in athletic training usually find that this course does not transfer well into most other major programs of study. It may not even count as a general HPER elective. However, it occasionally transfers as “Care and Prevention of Athletic Injuries” in related HPER programs of study.

V. ASSESSMENT OF STUDENT LEARNING

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies:

- A. Identify the different components of the sports medicine umbrella.
 1. State the general roles specific to each member of the sports medicine team.
 2. Identify the education requirements of the certified athletic trainer and subsequent career opportunities.

- B. Demonstrate and describe the basic skills used by an athletic trainer.
 1. Demonstrate the common taping, wrapping, and padding techniques required for injury prevention and management.
 2. Demonstrate the stabilization of extremity injuries and appropriate transportation options used to remove an injured athlete from the field of play.

- C. Identify and describe common pathogens, wounds, and skin conditions encountered in the athlete population.
 1. Describe the transmission of bloodborne and airborne pathogens in the athletic environment, and the universal precautions used to prevent their transmission.
 2. Demonstrate the management and disposal of biohazard materials in the intercollegiate athletic environment.
 3. Identify the wounds commonly encountered in athletics; and demonstrate their proper management.
 4. Explain the recognition and importance of inflammation relative to the healing of wounds and general skin insults.
 5. Describe the recognition and management of bacterial infections that may influence the successful healing of wounds and other skin insults.
 6. Describe the recognition and manage the common viruses found in the athletic environment.
 7. Identify the common skin conditions found in the athletic environment; and describe their prevention / management.
 8. Recognize injuries common to the head and face; and demonstrate the management of such injuries.

- D. Identify, prevent, and manage critical injuries and serious conditions encountered in intercollegiate athletics.
1. Describe the different components of Barton's Lightning / Thunderstorm Safety Procedures.
 2. Describe the different components of Barton's Emergency Action Plan (EAP).
 3. Identify the critical (life threatening) injuries and illnesses encountered in intercollegiate athletics.
 4. Describe and/or demonstrate the steps followed for the completion of both the primary survey, the successful 911 call, and secondary survey of potentially critical (life threatening) injuries and illnesses encountered in intercollegiate athletics.
 5. Explain the stabilization of critical injuries and illness.
- E. Identify and manage musculo-skeletal injuries encountered in intercollegiate athletics.
1. Demonstrate a general understanding of anatomical foundations specific to the musculo-skeletal system.
 2. Describe the common musculo-skeletal injuries encountered in intercollegiate athletic participation; and demonstrate appropriate injury evaluation methods.
 3. Describe and/or demonstrate appropriate acute injury management: RICES, rehabilitation goals, and return to play activities.
 4. Explain the general theories behind the application of selected modalities used in the treatment of athletic injuries.
 5. Demonstrate the proper administration of the selected modalities used for injury treatment and rehabilitation.

VI. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS

VIII. REFERENCES

IX. METHODS OF INSTRUCTION AND EVALUATION

X. ATTENDANCE REQUIREMENTS

XI. COURSE OUTLINE