San José State University  
Department of Kinesiology (CASA)  
KIN 292A, Leadership and Administration in Athletic Training,  
Fall, 2016

Course and Contact Information

Instructor: Masaaki Tsuruike, PhD, ATC  
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Email: masaaki.tsuruike@sjsu.edu  
Office Hours: M: 3:00 – 4:00 pm  
W: 3:00 – 4:00 pm  
All other times by appointment only.  
Class Days/Time: T: 5:00 pm – 6:45 pm  
Classroom: SPX153 / YUH128  
Prerequisites: Students must have the background of athletic training education or equivalent to the knowledge

Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system used at SJSU. You are responsible for changing the settings so that e-mail that is sent to your Canvas account is forwarded to your regularly used email account. Announcements will be posted on Canvas and should be checked on a regular basis; students may choose to be alerted via text or email that announcements have been made.

Course Description

This course is designed for one of the graduate athletic training education program courses that focus on current issues and problems related to the field of athletic training education. Topics will include, but are not limited to: professional ethics and competencies, legal issues, administration, governmental affairs, stress management, communication skills, AT job market, post-graduate education. The course will take a multidisciplinary approach, incorporating educational (research) and clinical bases.

Department of Kinesiology Graduate Program Learning Outcomes

Upon completion of the Master’s degree program in the Department of Kinesiology, students should be able to:
1. Demonstrate the ability to conduct and critique research using theoretical and applied knowledge.

2. Interpret and apply research findings to a variety of disciplines within Kinesiology.

3. Effectively communicate essential theories, scientific applications, and ethical considerations in each student's Kinesiology program concentration.

4. Interpret and apply research findings through acquired skills in order to become agents of change to address issues in Kinesiology through the application of knowledge and research.

**Graduate Athletic Training Education Program Learning Outcomes (GATEPLO)**

The mission of the Graduate Athletic Training Program is to enhance the mastery of athletic training discipline through a sound theoretical and research base, as well as diversity of thought and experiences. The Graduate Athletic Training Education Program seeks to:

1. Develop critical and independent thinkers
2. Facilitate and promote community interaction/aid in sports medicine
3. Foster scholarly and research activities
4. Develop exemplary athletic training professionals
5. Enhance and augment athletic training skills through evidence based exploration

**Course Learning Outcomes (CLO)**

The overall purpose of this course will be to discuss current topics associated with the fields of athletic training and healthcare provider profession or clinician. The course will promote a better appreciation of administrative duties charged to Athletic Trainers, as allied healthcare professionals. Specific objectives are as follows:

1. Demonstrate a strong sense of leadership in young, professional Athletic Trainers. (Emergency Action Plan)

2. Increase understanding of the multi-faceted approach to optimal health care. (2 position statements: PS)

3. Provide the awareness of the implications of current issues in the athletic training field. (2 PS’s)

4. Provide a forum of open discussion to explore the controversial, moral and ethical questions facing the Athletic Trainer. (Team presentations)

5. Critically think about the application of evidence to make sound decisions regarding the application of modalities and exercises. (4 short reports)
Required Texts/Readings

Textbook / Readings

Selected readings to be provided by the instructor. All readings will be posted on Canvas.

RECOMMENDED JOURNALS:

1. Journal of Athletic Training
2. Athletic Training Education Journal

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five (45) hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Each student will be required to:
1. Read the articles selected in each of the topics to discuss proficiency in using numerous psychomotor skills to communicate with a verity of situations.
2. Actively participate in class discussions, presentations and hands-on exercises.
3. Select an injury and describe its detailed rehabilitative process, utilizing supportive literature of sound results and outcomes (a case presentation).
4. Present the aforementioned leadership program and demonstrate the skills and techniques of expression to the class.
5. Critically review selected literature.

Determination of Grades

- Emergency Action Plan: 30 pts
- Position Statement Summary: 30 pts
- Current Topics Discussion: 20 pts
- Short Report – 20 pts

The course is based on a percentage scale (100%). The breakdown is as follows:

A: 100 - 93%   A-: 92.9 - 90%
B+: 89.9 - 87%  B: 86.9 - 83%   B-: 82.9 - 80%
C+: 79.9 - 77%  C: 76.9 - 73%   C-: 72.9 - 70%
D+: 69.9 - 67%  D: 66.9 - 63%   D-: 62.9 - 60%   F: <60%

This course must be passed with a C or better as a CSU graduation requirement.
Emergency Action Plan (EAP) for Your Clinical Site (30 pts)

You will construct a working and current EAP for your specific facility/athletic training setting (i.e., high school, community college, university, etc.) from the perspective of the Head AT. You should devise the plan such that your intended audience is the athletic department at that institution. The plan should be developed for use by the athletic training staff, coaches, athletic administrators, athletes and other medical personnel.

The comprehensive plan should include as follows:

1) Contact information, position, and credentials for all personnel
2) Means for communication among those individuals (athletic training room phone numbers, venue phone numbers or private cellular phone etc.)
3) Locations for emergency equipment
4) Role of first responder/secondary responders; directions for activating EMS
5) Directions and preferred routes to the each of the venues (including maps)
6) After hours procedures (in case of AT not present)
7) Non-emergency procedures and medical provider phone numbers
8) Blood exposure procedures
9) Crisis procedures (catastrophic injury, fire, poisoning, lightning and inclement weather).

These are minimum standards and the student may choose to include other elements in his/her EAP. Sample plans will be available via the instructor or online resources.

Position Statement Summary (30 pts)

You will find 2 position stand (position statement/opinion) papers (15 pts each) on current issues in athletic training and/or sports medicine (i.e., overuse, heat illness, mild traumatic brain injury, lightning, etc.). The position stands must be published in a peer-reviewed journal or posted on a credible website (check with instructor). For each position paper, you will write a 1-page summary (single space) of the guidelines and how they pertain to you as a healthcare provider at your specific clinical site.

- NATA: http://www.nata.org/position-statements
- ACSM: http://www.acsm.org/access-public-information/position-stands
- AMSSM: http://www.amssm.org/Publications.html

<table>
<thead>
<tr>
<th>Position Stand</th>
<th>Due Date</th>
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<td>1</td>
<td>Nov 2</td>
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<tr>
<td>2</td>
<td>Nov 23</td>
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CURRENT TOPICS DISCUSSION (20 pts):

You and a partner will choose a current issue in the field of athletic training education. Some examples of topics are: state legislature for/against AT; licensure in California/ certification issues; pharmacology/World Anti-Doping Agency (WADA); institutional policies and procedures in the ATR; clinical techniques; AT education; ethical issues in athlete care/training room practices; medical documentation and related issues; the healthcare provider team and the
AT’s role; etc. As a pair, you will assemble a set of reading materials (at least 3 media pieces from journals, newspapers, news clips, websites, etc.) and distribute them to the class at least one day prior to your discussion. You must also include one article regarding your topic from “Athletic Training Education Journal” or “Journal of Athletic Training.” You will construct a set of discussion questions, activities, etc. The discussion lasts a maximum of 30 minutes, including questions and answers. You may use any combination of methods to drive your discussion (lecture, power point, video, written activities, etc.), but ultimately the discussion should result in actual classroom dialogue.

ACTIVITIES (20 pts – SLO1-6):

You will be assigned a number of short reports during the course of the semester. We have four-five (4 - 5) guest speakers. The topics includes: 1) Administration and Insurance, 2) Stress Management, 3) Independent Contractor, 4) Female Head Athletic Trainer, and 5) Male Head Athletic Trainer. You will organize what you learned and discussed with the speakers in the class for up to 400 words (a minimum of 80% required for the number of words) with doubled spaced.

Classroom Protocol

- All students in the class must be required to set a silent mode for your cell phone. Students are allowed to use your PC in the class only if you would like to take notes with the PC. However, you are not allowed to access any unnecessary internets or emails in the class. (You can access a phone call or email out of the classroom if necessary)
- No food and drinks are allowed in the laboratory, except for water.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/
## KIN292A, Leadership and Administration in Athletic Training, Fall 2016

### Course Schedule

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Due Dates</th>
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<tr>
<td>1</td>
<td>8/24</td>
<td>Introductions, Graduate Athletic Training Education Program, Athletic Training Education Inventory Items</td>
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<td>2</td>
<td>8/31</td>
<td>Emergency Action Plan, Cervical Spine Injured Athlete,</td>
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<td>3</td>
<td>9/7</td>
<td>Concussion and MTBI (mid traumatic brain injury)</td>
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<td>4</td>
<td>9/14</td>
<td>Syncope versus Epileptic Seizures in Athletes, and Sudden Death in Athletes</td>
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<tr>
<td>5</td>
<td>9/21</td>
<td>Administration and Insurance Issues in AT (Guest Speaker)</td>
<td>EAP Due</td>
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<td>6</td>
<td>9/28</td>
<td>Stress Management (Guest speaker)</td>
<td>SR #1</td>
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<td>7</td>
<td>10/5</td>
<td>Health Care Provider, Personal Trainer Leadership and Management (Guest speaker)</td>
<td>SR #2</td>
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<td>8</td>
<td>10/12</td>
<td>Female Head Athletic Trainer (Guest speaker)</td>
<td>SR #3</td>
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<td>9</td>
<td>10/19</td>
<td>Leadership in Athletic Trainer I (Communication Skills and Role and Responsibility of AT) [Core Competencies]</td>
<td>SR #4</td>
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<tr>
<td>10</td>
<td>10/26</td>
<td>Leadership in Athletic Trainer (Concept of Evidence Based Practice) [Core Competencies]</td>
<td>PS #1</td>
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<tr>
<td>11</td>
<td>11/2</td>
<td>Current Topics Group Discussion 1 [Controversial issues, critical thinking, critiques]</td>
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<tr>
<td>12</td>
<td>11/9</td>
<td>Current Topics Group Discussion 2 [Controversial issues, critical thinking, critiques]</td>
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<tr>
<td>13</td>
<td>11/16</td>
<td>Head Athletic Trainer (Guest speaker)</td>
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<td>14</td>
<td>11/23</td>
<td><strong>NO CLASS THANKSGIVING HOLIDAY</strong></td>
<td>PS #2, SR #5</td>
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<tr>
<td>15</td>
<td>11/30</td>
<td>Current Topics Group Discussion 3 [Controversial issues, critical thinking, critiques]</td>
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<tr>
<td>16</td>
<td>12/7</td>
<td>Summary and reflection of the class</td>
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