KIN292B: Sports Medicine Seminar II
Section 1, Wednesday, 3:00-4:45, SPX 75

COURESE DESCRIPTION:
Current issues related to the athletic training profession. Topics include eating disorders, injury rehabilitation and management. Related topics of medical and scientific nature will be discussed with guest lecturers.

PREREQUISITE: This course is intended for graduate students who have completed CAATE undergraduate programs and passed the board of certification examination (ATC). All other students are required instructor's permission.

GRADUATE PROGRAM LEARNING OBJECTIVES (PLOs)
Upon successful completion of the kinesiology graduate program, students will be able to:

(1) 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 Kinesiology.
(4) acquire skills to become agents of change to address issues in Kinesiology through the application of knowledge and research.

COURSE-SPECIFIC STUDENT LEARNING OBJECTIVES (SLOs)
Upon successful completion of the course requirements, students will be able to:

(1) engender a strong sense of leadership in young, professional athletic trainers.
(2) increase understanding of the multi-faced approach to optimal health care.
(3) provide a forum of open discussion to explore the controversial, moral and ethical questions facing the athletic trainer.
(4) increase understanding of the concept of statistics to apply for creative activities.
(5) prepare the graduate student/athletic trainer for pursuit of a career after graduate school.
REQUIREMENTS

(1) Selected reading articles available on Canvas

RECOMMENDED TESTBOOKS


CLASS STRUCTURE

This course will be conducted using a combined lecture and seminar format. Lecture material will be integrated with class discussion and research presented by students. All students should be prepared to discuss and exchange information during each class session. Students will sign up to present information from published research reports, and students will present and exchange information from their review papers.

EVALUATION & GRADING

(1) Homeworks: 50%
(2) Selective Activities and Short Paper (Written Critique): 20%
(3) Current Topics Discussion (comprehensive) : 20%
(4) Participation: 10%

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

A: 100-93%, A-: 92-90%
B+: 89-87%, B: 86-83%, B-: 82-80%
C+: 79-77%, C: 76-73%, C-: 72-70%
D+: 69-67%, D: 66-63%, D-: 62-60%
F: <60%

Homeworks

• You have homeworks relative to current topic, clinical conference or literature review in athletic training. You will organize one of the topics discussed in the class with at least one article which supports your opinion each time (once reference). This homework assignment should be typed, single-spaced, using a 12-point (or easily readable) font and 1" margins. Your opinion should not exceed 1/2 pages. Less than 1/3 are considered too short.
• The homeworks will help you develop clinical competencies as well as the design of your projects in the last semester of 2nd years. Due following Wed.
Short Paper (Written Critique)

- This assignment provides an opportunity to develop analytic and critical reading skills. Each student will submit the proposal of your project. Your proposal will include the hypothesis based on the findings of previous literature. You will be required to put at least 5 references in your project which supports your purpose of the study. Grading will be based on quality of content, identification of understanding of the study, quality of writing (syntax, grammar, spelling), and adherence to assignment guidelines.

- Each critique should be typed, single-spaced, using a 12-point (or easily readable) font and 1" margins. Critiques should not exceed 2 pages. Less than one and half pages are considered too short.

Current Topics Discussion (comprehensive)

- You will choose a current issue within the field of athletic training and lead a discussion/debate in class. Some examples of topics are: state legislature for/against AT; licensure/ certification issues; pharmacology; 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 sports medicine team and the AT’s role; comparing different evaluative, treatment and rehabilitative techniques, etc.

- You will construct a set of discussion questions, activities, etc. The discussion should last a minimum of 20 minutes. 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.

- You may want to replace this discussion assignment with your participation in "Hit the Hill." Hit the Hill as a part of 2014 CATA Annual Meeting & Clinical Symposium, held on February 24, 2014. The CATA Annual Meeting will be held in Sacramento on Feb. 22 and 23 (Saturday-Sunday).
  - http://ca-at.org/4th-annual-state-meeting/

Participation

- You will be evaluated by your instructor on your level of participation in class activities, discussions, etc. This class is designed to be facilitated by the instructor and conducted by the students.

CLASSROOM PROTOCOL

(1) As graduate students, you are expected to maintain proper etiquette in the classroom and the clinic, demonstrating respect for yourself and others. Please do your best at all times to demonstrate professionalism to the faculty and staff, your peers and undergraduate AT students, and the profession, itself.

(2) Please place all cell phones to the OFF or VIBRATE position prior to entering the classroom. If you are expecting an important call, inform the instructor ahead of time and choose a seat in the class that will permit an easy non-disturbing exit.
(3) iPods and other audio devices should be turned off and headphones, ear buds, etc.
be removed prior to entering the classroom.

(4) Laptops and smart phones should be limited to class-related purposes only.
Should this privilege become disruptive to the flow of class (i.e., Facebook, e-mail,
etc.), laptops or similar devices will be banned from the classroom with the
exception of presentation use.

(5) Students are responsible for understanding the policies and procedures about
expectations regarding classroom behavior. For more information see the
Academic Senate Policy S90-5 on Student Rights and Responsibilities.

(6) Students are responsible for understanding the San Jose State University Student

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade
forgiveness, etc. Refer to the current semester’s adding and dropping classes at
http://slisweb.sjsu.edu/current-students/registration-and-enrollment/adding-and-dropping-
classes

GENERAL INFORMATION

- Because this course uses a lecture/seminar format, all students are expected to actively
participate in, and contribute to, each class. This requires that students are prepared to
discuss assigned readings, respond to material presented, and contribute their unique
thoughts and knowledge. The most effective class results when EACH class member
makes an INDIVIDUAL COMMITMENT to be an active participant in the
teaching/learning process. Individual contributions and differing viewpoints will be
appreciated and respected.

- Academic integrity is essential to the mission of San José State University. Students are
responsible for understanding and upholding the university’s academic integrity policy
(policy S04-12). Academic integrity statement (from the Office of Student Conduct and
Ethical Development): “Your own commitment to learning, as evidenced by your
enrollment at San José State University, and the University’s Academic Integrity Policy
requires you to be honest in all your academic course work. Faculty members are
required to report all infractions to the Office of Student Conduct and Ethical
Development.” The policy on academic integrity can be found at
http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html

- All assignments submitted for a grade must be original and the work of the student.

- All written assignments are due on the scheduled date. Late work may be graded down
as follows: Papers submitted Thursday through Friday drop 10% of the original scores
(e.g., 20 pts → 18 pts, 18 pts→ 16.2 pts). Papers turned in Friday through Tuesday
drop 20% of the original scores (e.g., 20 pts→ 16 pts). Papers turned in one week late
drop 30% (e.g., 20 pts → 14 pts). Students should talk with the instructor if a paper cannot be completed within more than one week of the due date.

- In most cases, oral presentations will not be rescheduled, and students will receive a 0 score if unable to present when scheduled. Truly extraordinary circumstances should be discussed with the instructor at the earliest possible moment.

- Campus policy in compliance with the Americans with Disabilities Act: “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.” DRC: Admin 110, 924-6000

- February 4 is the last day to drop this course without a “W” being assigned. According to University policy, dropping this course after Feb 4 “is permissible only for serious and compelling reasons. Unsatisfactory performance in coursework is not a serious and compelling reason in itself for requesting permission to drop” (SJSU 2008-2010 Catalog, p. 480). The last day to add is February 11; however, students who receive add codes should use them as soon as possible.
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***NOTE: The course outline of topics is tentative and subject to change with fair warning; we will cover topics as time permits and according to guest speaker availability. Once all guest speakers and facilities have confirmed, the instructor will issue a course schedule.***

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1/29</td>
<td>Welcome back and course outlines, Discussion on Weekly Reports, Review of Descriptive vs. Inferential Statistics</td>
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<tr>
<td>2/5</td>
<td>Discussion on current topic or clinical conference and literature review in athletic training I</td>
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<tr>
<td>2/12</td>
<td>Discussion on current topic or clinical conference and literature review in athletic training II</td>
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<td>2/19</td>
<td>Discussion on current topic or clinical conference and literature review in athletic training III</td>
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<tr>
<td>2/26</td>
<td>Discussion on current topic or clinical conference and literature review in athletic training IV</td>
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<td>3/5</td>
<td>Discussion on current topic or clinical conference and literature review in athletic training V</td>
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<tr>
<td>3/12</td>
<td>Discussion on current topic or clinical conference and literature review in athletic training VI</td>
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<tr>
<td>3/19</td>
<td>Discussion on current topic or clinical conference and literature review in athletic training VII</td>
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<td>3/26</td>
<td><strong>NO CLASS: Spring Break!!!</strong></td>
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<tr>
<td>4/2</td>
<td>Discussion current issues, California Athletic Trainers' Association</td>
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<td>4/9</td>
<td>Research discussion about your projects/theses</td>
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<td>4/16</td>
<td>Individual presentation I</td>
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<td>4/23</td>
<td>Individual presentation II</td>
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<td>Individual presentation III</td>
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<td>5/7</td>
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