San José State University
Department of Kinesiology (CASA)
KIN 292B Seminar in Sports Medicine Spring, 2016

Course and Contact Information

Instructor: Masaaki Tsuruike, PhD, ATC
Office Location: Spartan Complex (SPX) 115
Telephone: (408) 924-3030
Email: masaaki.tsuruike@sjsu.edu
Office Hours: Tues Wed: 4:00 – 5:00 pm
All other times by appointment only.
Class Days/Time: T: 5:00 pm – 6:45 pm
Classroom: SPX 153
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 to cover current topics in the field of athletic training education that have been discussed in the Journal of Athletic Training and/or the annual meeting of National Athletic Trainers’ Association. Topics may include but are not limited to: outcome research and practical applications for injury rehabilitation and management, data collection, and statistics. Related topics of medical and scientific nature will be also 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.
Department of Kinesiology Graduate Program Learning Outcomes (GPLO)

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)

Upon successful completion of this course, 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.
Required Texts/Readings

Textbook / Readings

Selected readings to be provided by the instructor. All readings are shown on the Canvas.

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 rehabilitate various anatomical and supportive structures.
2. Actively participate in class discussions, presentations and hands-on exercises.
3. Select an injury and understand its detailed mechanisms of overhead injuries, utilizing supportive literature of sound results and outcomes.
4. Present the aforementioned rehabilitation program for the upper extremity and demonstrate the techniques (exercise, interventions, etc.) to the class.
5. Critically review selected literature.

EVALUATION & GRADING

- Class assignments: 50% (5 assignments)
- Individual reading assignment: 20%
- Tentative project proposal (comprehensive): 20%
- Participation: 10%

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 93%</td>
</tr>
<tr>
<td>A-</td>
<td>92.9 - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 - 87%</td>
</tr>
<tr>
<td>B</td>
<td>86.9 - 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82.9 - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79.9 - 77%</td>
</tr>
<tr>
<td>C</td>
<td>76.9 - 73%</td>
</tr>
<tr>
<td>C-</td>
<td>72.9 - 70%</td>
</tr>
<tr>
<td>D+</td>
<td>69.9 - 67%</td>
</tr>
<tr>
<td>D</td>
<td>66.9 - 63%</td>
</tr>
<tr>
<td>D-</td>
<td>62.9 - 60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>
Class assignments: 50%
Class assignments are designed to help students create knowledge in the field of athletic training. For lab assignments, you will organize the limitation and delimitation of methods discussed in the class with at least one article which supports your opinion each time (one reference). The limitation is something you cannot control in data collection, whereas the delimitation is something you chose or define the boundaries in data collection under your control.

You will also organize what you learn from a guest speaker and field trips with at least one article which supports your opinion each time (one reference).

The assignments include as follows:
1) Class labs (functional and isokinetic tests)
2) Guest speaker
3) Field trips

This class assignments should be typed, double-spaced, using a 12-point (or easily readable) font and 1" margins. Your opinion should not exceed one pages. Less than 1/2 are considered too short. (GPLO 1-4) (GATEPLO 1-5) (CLO 1-5)

Individual reading assignment: 20%

This assignment provides an opportunity to develop analytic and critical reading skills. Each student will prepare for discussion with a current topic article in a peer reviewed journal, such as Journal of Athletic Training. For individual reading assignment will be announced in the class. (GPLO 1,2,4) (GATEPLO 1,3) (CLO 2,3)

Tentative project proposal (comprehensive): 20%
You will propose a tentative project idea within the field of athletic training. The proposal includes the background of your study with at least 5 articles, the hypothesis, the purpose of study, and method. (GPLO 1-4) (GATEPLO 1-5) (CLO 1-5)

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. However, you are not allowed to access any unnecessary internets or emails.
- No food is allowed in the class.
- The class will basically have no break.

University Policies

General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-
12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/).

**Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).
Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
# KIN 292B Seminar in Sports Medicine, Spring 2016

## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/3</td>
<td>Welcome back and course outlines, Discussion on plans in the classes and research activity with human subjects</td>
</tr>
<tr>
<td>2</td>
<td>2/10</td>
<td>Discussion on hamstring strain</td>
</tr>
<tr>
<td>3</td>
<td>2/17</td>
<td>Guest speaker: Warren Voyce, MS, ATC HAT at Foothill College</td>
</tr>
<tr>
<td>4</td>
<td>2/24</td>
<td>Field trip I: 3:30 PM (Evolution Trainers, Mountain View, 2044 Old Middlefield Way, Mountain View, CA 94043)</td>
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<tr>
<td>5</td>
<td>3/2</td>
<td>Discussion on functional tests for post-ACL reconstruction</td>
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<tr>
<td>6</td>
<td>3/9</td>
<td>Discussion on isokinetic contraction for upper extremity</td>
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<tr>
<td>7</td>
<td>3/16</td>
<td>Discussion on current research in the field of athletic training I</td>
</tr>
<tr>
<td>8</td>
<td>3/23</td>
<td>Field trip II (TBA)</td>
</tr>
<tr>
<td>9</td>
<td>3/30</td>
<td>Spring Break</td>
</tr>
<tr>
<td>10</td>
<td>4/6</td>
<td>Discussion on current research in the field of athletic training II</td>
</tr>
<tr>
<td>11</td>
<td>4/13</td>
<td>Discussion on current research in the field of athletic training III</td>
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<tr>
<td>12</td>
<td>4/20</td>
<td>Field trip III (TBA)</td>
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<tr>
<td>13</td>
<td>4/27</td>
<td>Discussion on individual tentative project proposals I</td>
</tr>
<tr>
<td>14</td>
<td>5/4</td>
<td>Field trip IV (TBA)</td>
</tr>
<tr>
<td>15</td>
<td>5/11</td>
<td>Discussion on individual tentative project proposals II</td>
</tr>
</tbody>
</table>