

San José State University
Department of Kinesiology (CASA)
KIN 292A, Leadership and Administration in Athletic Training,
Fall, 2015

Course and Contact Information

Instructor:	Masaaki Tsuruike, PhD, ATC
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Office Hours:	M: 5:00 – 6:00 pm T: 3:00 – 4:00 pm All other times by appointment only.
Class Days/Time:	T: 4:00 pm – 6:45 pm
Classroom:	
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, etc. 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 sports medicine. The course will promote a better appreciation of administrative duties charged to Athletic Trainers, as allied health professionals. Specific objectives are as follows:

1. Engender/Cultivate/Mentor a strong sense of leadership in young, professional Athletic Trainers. (EAP)
2. Increase understanding of the multi-faceted approach to optimal health care. (2 PS's)
3. Increase student awareness of the implications of current issues in the 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 – 4 weeks)
5. Critically think about the application of evidence to make sound decisions regarding the application of modalities and exercises.(5 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) 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 describe its detailed rehabilitative process, utilizing supportive literature of sound results and outcomes.
4. Present the aforementioned rehabilitation program and demonstrate the techniques (exercise, interventions, etc.) to the class.
5. Critically review selected literature.

EVALUATION & GRADING

- Emergency Action Plan: 30 pts
- Position Stand Summary: 40 pts
- Current Topics Discussion: 20 pts
- Short Report – 20 points

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%

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 Stand Summary (40 pts)

You will find 2 position stand (position statement/opinion) papers (**20 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>

Position Stand	Due Date
1	Oct 28
2	Nov 18

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/ 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; 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 the week prior to your discussion. You must also include one article regarding your topic from “Athletic Training Education Journal.” You will construct a set of discussion questions, activities, etc. The discussion lasts 40 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 (25 pts – SLO1-6):

You will be assigned a number of short reports during the course of the semester. We have four (4) guest speakers. The topics includes: 1) Administration and Insurance, 2) Stress Management, 3) Independent Contractor, 4) Female Head Athletic Trainer. You will organize what you learned and discussed with the speakers in the class for 300 to 400 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. However, you are not allowed to access any unnecessary internets or emails.
- No food and drinks are allowed in the class, except for water.

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 section at <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 at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at

<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/) at <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), <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) at <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/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/writingcenter) 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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

KIN292A, Leadership and Administration in Athletic Training, Fall 2015

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	Due Dates
1	8/26	Introductions, Graduate Athletic Training Education Program, Athletic Training Education Inventory Items	
2	9/2	Emergency Action Plan, Cervical Spine Injured Athlete,	
3	9/9	Administration and Insurance Issues in AT (Guest Speaker)	
4	9/16	Stress Management (Guest speaker)	SR #1
5	9/23	Concussion and MTBI (mid traumatic brain injury)	SR #2
6	9/30	Syncope versus Epileptic Seizures in Athletes, and Sudden Death in Athletes	EAP Due
7	10/7	Health Care Provider, Personal Trainer Leadership and Management (Guest speaker)	
8	10/14	Female Head Athletic Trainer (Guest speaker)	SR #3
9	10/21	Leadership in Athletic Trainer I (Communication Skills, in discussion with debate format)	SR #4
10	10/28	Leadership in Athletic Trainer II (Roles and Responsibilities of Athletic Trainers) [Core Competencies]	PS #1
11	11/4	Leadership in Athletic Trainer III (Head Athletic Trainer – Technical Track and Program Director – Admin track) [AT Job Market, Post-grad education]	
12	11/15	Current Topics Group Discussion 1 [Controversial issues, critical thinking, critiques]	
13	11/18	Current Topics Group Discussion 2 [Controversial issues, critical thinking, critiques]	PS #2
14	11/25	NO CLASS THANKSGIVING HOLIDAY	
15	12/2	Current Topics Group Discussion 3 [Controversial issues, critical thinking, critiques]	
16	12/9	Current Topics Group Discussion 4 [Controversial issues, critical thinking, critiques]	