

San José State University
CASA/Kinesiology

KIN 292A Leadership and Administration in Athletic Training Fall, 2017

Course and Contact Information

Instructor:	Masaaki Tsuruike, PhD, ATC
Office Location:	SPX 115
Telephone:	(408) 924-3040
Email:	masaaki.tsuruike@sjsu.edu
Office Hours:	Tues and Wed: 2:30 - 3:30 pm
Class Days/Time:	Wednesday 4 - 6:50 pm
Classroom:	YUH 128
Prerequisites:	Students must have the background of athletic training education or equivalent to the knowledge.

Course Format

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 (GATEP) 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, leadership issues, administration, professional 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 (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 with other health care providers
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:

- CLO 1. Demonstrate a strong sense of leadership in professional athletic training while understanding each of the position statements with regard to catastrophic victims issued by the NATA
- 1.1. Emergency action plan
 - 1.2. Cervical spine injured athlete
 - 1.3. Sports-related concussion /mild traumatic brain injury
 - 1.4. Syncope versus epileptic seizures in athletes
 - 1.5. Sudden death in athletes
- CLO 2. Increase understanding of the multi-faceted approach to optimal health care.
- 2.1. Policy developed by each of the clinics
 - 2.2. Integration of a variety of professionals through the concept of independent contractor
 - 2.3. Awareness of position statements issued by the NATA
- CLO 3. Provide the awareness of the implications of current issues in athletic training education
- 3.1. Transition to the entry level master's degree from the bachelor degree
 - 3.2. The idea of post-professional athletic training education program
- CLO 4. Understand different types of health insurance and financial issues in college setting.
- CLO 5. Identify the history of gender issues in athletic trainers through a female head athletic trainer
- 5.1. Difference in role and responsibility in athletic trainers between NFL and D1 college settings as well as between head and assistant positions.
 - 5.2. Role and responsibility in a head athletic trainer in a variety of institutional settings
- CLO 6. Demonstrate global leaderships in athletic training
- 6.1. Decision making in your professional work environment
 - 6.2. Awareness of humility, hungry, and smart in your professional works

- CLO 7. Identify the mechanism of stress management in your professional duties
- CLO 8. Demonstrate the concept of evidence based practice in athletic training
- 8.1. Identifying each of level of evidence defined by Oxford Centre for Evidence-Based Medicine

Required Readings

Selected readings to be provided by the instructor. All readings are shown in the end of syllabus.

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. Review the articles selected in each of the topics to discuss proficiency in using numerous psychomotor skills to rehabilitate various anatomical and supportive structures.
2. Participate in class discussions and proactive promotions including a variety of communications with guest speakers.
3. Critically review selected articles provided by class readings, and find further articles related to each of the topics discussed in the class.
4. Present current topics in athletic training with “ideas of worth spreading.”
5. Critically review selected literature.

Grading Information

- Emergency Action Plan: 30%
- Position Statement Summary and Presentation: 30%
- Short Papers (guest speakers): 20%
- Final Report: 20%

Determination of Grades

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: 30%

You will construct an emergency action plan (EAP) for your current 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. (GPLO 3) (GATEPLO 1, 2, 4, 5) (CLO 1)

The EAP should include as follows:

- 1) Cervical spine injured athlete
- 2) Severe fracture and bleeding
- 3) Syncope versus epileptic seizures in athletes
- 4) Cardiac arrest in athletes

Due: September 20

Position Statement Summary and Presentation: 30%:

You will find 2 position statements (*10 pts each*) on current issues in athletic training and/or sports medicine (i.e., overuse, heat illness, mild traumatic brain injury, and etc.). The position statements must be published in a peer-reviewed journal or posted on a credible website (check with instructor). For each paper, you will write a 1-page summary of the guidelines and how they pertain to you as *a healthcare provider* at your specific clinical site.

- Each paper should be typed, double-spaced, using a 12-point (or easily readable) font and 1" margins. Each paper should not exceed one page. However, less than 80% are considered too short (-2 points)
- **Grading (25/30%)** will be based on quality of content, identification of understanding of the study and quality of writing (syntax, grammar, and spelling). (GPLO 1, 2, 3, 4) (GATEPLO 1, 3, 4, 5) (CLO 1, 2)

NATA: <http://www.nata.org/position-statements>

AMSSM: <http://www.amssm.org/Publications.html>

Due: November 8

For presentation (5/30%), you and a partner will choose one of the position statements you summarized and present with or without slides for 15 minutes including questions and answers **in November or December**.

* You may want to present your topic more like a narrative story with your partner (5 -6 min each). The narrative story for your position statement is more like "TED talks." *You will accomplish your work after you're done; but, you need to a lot of practice for your presentation.*

Short Paper (guest speakers): 20%

The class will have three guest speakers of AT. The topics includes: 1) Female Head Athletic Trainer, 2) Independent Contractor, and 2) 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% (360 words) but no more than 400 words required for the number of words] with doubled spaced.

Due: Wednesdays of the following week after each of guest speakers talked

Grading will be based on quality of content, identification of understanding of the study and quality of writing (syntax, grammar, and spelling). (GPLO 3) (GATEPLO 2, 4) (CLO 5, 6)

Final Report: 20%

The topic of final report will be given to students who demonstrate mastery of course content. The topic will be comprehensive questions that require integration and synthesis of knowledge. Excellent responses will demonstrate advanced and in-depth understanding of leadership in athletic training.

Responses should include material from assigned readings and class discussions.

The paper should be typed, double-spaced, using a 12-point (or easily readable) font and 1" margins. Each paper should not exceed two page. However, less than 80% are considered too short (-2 points) Grading will be based on quality of content, identification of understanding of the study and quality of writing (syntax, grammar, and spelling). (GPLO 1 - 4) (GATEPLO 1, 3, 4, 5) (CLO 6, 8)

Due: December 13

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 (Required)

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

KIN 271, Advanced Topics in Athletic Training, Fall, 2017

Course Schedule (Subject to change with advance notice)

Week	Date	Topics	Reading Assignments
1	8/23	Introduction to Graduate Athletic Training Education Program, Athletic Training Education	Thrasher, JAT. 51(10):758-770, 2016 Thrasher, JAT. 51(10):771-779, 2016.
2	8/30	Emergency Action Plan http://ksi.uconn.edu/prevention/emergency-action-plans/ Cervical Spine Injured Athlete https://www.nata.org/sites/default/files/executive-summary-spine-injury-updated.pdf Sports-Related Concussion /mTBI http://bjsm.bmj.com/content/bjsports/early/2017/04/26/bjsports-2017-097506SCAT5.full.pdf Syncope versus Epileptic Seizures in Athletes, and Sudden Death in Athletes	Casa, JAT. 47(1):96-118, 2012 Dvorak, BrJSM. 47:1199-1202, 2013.
3	9/6	Critical Issues in Athletic Training in the Master's Degree	Geisler et al. ATEJ. 12(2):62-72, 2017 McKeon ATEJ. 12(2):95-105, 2017 Carr, ATEJ. 7(2):53-59, 2012
4	9/13	Administration and Insurance Issues in AT (<i>Guest speaker</i>)	
5	9/20	Female Head Athletic Trainer (<i>Guest speaker</i>)	Mazerolle, JAT. 50(1):71-81, 2015 Mazerolle, JAT. 51(7):557-565, 2016
6	10/4	Stress Management (<i>Guest speaker</i>)	
7	10/11	Global Leadership in Athletic Trainer	Kutz, ATEJ. 7(1):18-29,2012.
8	10/18	Health Care Provider, Independent Contractor, Leadership and Management (<i>Guest speaker</i>)	
9	10/25	Athletic Trainer System http://www.athletictrainersystem.com/DemoRequest.aspx	
10	11/1	Leadership in Athletic Trainer (Concept of Evidence Based Practice) [Core Competencies] Stevens et al. JAT. 39(1):83-87. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC385266/pdf/attr_39_01_0083.pdf	Geisler ATEJ. 12(2):81-94, 2017 Hankemeier JAT. 48(3):393-404, 2013 Manspecker ATEJ. 12(2):121-133, 2017 Keeley JAT. 51(1):35-46, 2016
11	11/8	Position Statement Group Discussion 1 [Controversial issues, critical thinking, critiques]	

Week	Date	Topics	Reading Assignments
12	11/15	Head Athletic Trainer (<i>Guest speaker</i>)	
13	11/22	<i>Thanksgiving Holiday - Campus Closed</i>	
14	11/27	Position Statement Group Discussion 2 [Controversial issues, critical thinking, critiques]	
15	12/5	Position Statement Group Discussion 3 [Controversial issues, critical thinking, critiques]	
Final Exam	12/13	<i>Final Exam</i>	

Required Readings

- 1) Thrasher AB, Walker SE, Hankemeier DA, et al. Supervising Athletic Trainers' Perceptions of Graduate Assistant Athletic Trainers' Professional Preparation. *Athletic Training Education Journal*. 2015;10(4):275-286.
- 2) Thrasher AB, Walker SE, Hankemeier DA, et al. Graduate-Assistant Athletic Trainers' Perceptions of the Supervisor's Role in Professional Socialization: Part II. *Journal of Athletic Training*. 2016;51(10):771-779.
- 3) Casa DJ, Guskiewicz KM, Anderson SA, et al. National Athletic Trainers' Association Position Statement: Preventing Sudden Death in Sports. *Journal of Athletic Training*. 2012;47(1):96-118.
- 4) Dvorak J, Kramer EB, Schmied CM, et al. The FIFA medical emergency bag and FIFA 11 steps to prevent sudden cardiac death: setting a global standard and promoting consistent football field emergency care. *British Journal of Sports Medicine*. 2013;47(18):1199-1202.
- 5) Geisler PR, McKeon PO, McKeon JMM. On the Need to Move Toward an Evidence-Based Athletic Training (EBAT). *Athletic Training Education Journal*. 2017;12(2):81-94.
- 6) McKeon PO, McKeon JMM, Geisler PR. Redefining Professional Knowledge in Athletic Training: Whose Knowledge Is It Anyway? *Athletic Training Education Journal*. 2017;12(2):95-105.
- 7) Carr WD, Volberding J. Employer and Employee Opinions of Thematic Deficiencies in New Athletic Training Graduates. *Athletic Training Education Journal*. 2012;7(2):53-59.
- 8) Mazerolle SM, Burton L, Cotrufo RJ. The Experiences of Female Athletic Trainers in the Role of the Head Athletic Trainer. *Journal of Athletic Training*. 2015;50(1):71-81.
- 9) Mazerolle SM, Eason CM. Barriers to the Role of the Head Athletic Trainer for Women in National Collegiate Athletic Association Division II and III Settings. *Journal of Athletic Training*. 2016;51(7):557-565.
- 10) Kutz MR. A Review and Conceptual Framework for Integrating Leadership into Clinical Practice. *Athletic Training Education Journal*. 2012;7(1):18-29.
- 11) Steves R, Hootman JM. Evidence-Based Medicine: What Is It and How Does It Apply to Athletic Training? *Journal of Athletic Training*. 2004;39(1):83-87.
- 12) Geisler PR, McKeon PO, McKeon JMM. On the Need to Move Toward an Evidence-Based Athletic Training (EBAT). *Athletic Training Education Journal*. 2017;12(2):81-94.
- 13) Hankemeier DA, Walter JM, McCarty CW, et al. Use of Evidence-Based Practice Among Athletic Training Educators, Clinicians, and Students, Part 1: Perceived Importance, Knowledge, and Confidence. *Journal of Athletic Training*. 2013;48(3):394-404.
- 14) Manspecker SA, Hankemeier DA. Athletic Trainers' Current Knowledge and Envisioned Use of Foundational Evidence-Based Practice Concepts. *Athletic Training Education Journal*. 2017;12(2):121-133.
- 15) Keeley K, Walker SE, Hankemeier DA, et al. Athletic Trainers' Beliefs About and Implementation of Evidence-Based Practice. *Journal of Athletic Training*. 2016;51(1):35-46.