

**Kinesiology 127 Fall 2019**  
**Introduction to Athletic Healthcare (2 credits)**  
**Department of Kinesiology / AT Program**  
**University of Wisconsin – Madison**  
**Tuesday and Thursday 1:20 – 2:10**  
**Room 2081 Unit II / Nat**



**Who is the instructor?**

The course is taught by Dr. Andrew P. Winterstein. Dr. W is a distinguished clinical professor in the Dept. of Kinesiology and the director of the Athletic Training Program. He is starting his 33<sup>rd</sup> year (old guy!) at UW-Madison. His office is in room 1037 of the NAT and he can be reached at [andrew.winterstein@wisc.edu](mailto:andrew.winterstein@wisc.edu)

**When can I meet with the professor?**

Student hours are held on Tues 2:30pm – 4pm or by appointment.

**What are the required materials?**

NCAA Sports Medicine Handbook (required) Free PDF Download  
*"Athletic Training Student Primer: A Foundation for Success" 3<sup>rd</sup> Ed.*  
Winterstein, AP. Slack Inc. (required).  
Handouts and supplemental reading will be placed on CANVAS

**What is this class about?**

Kines 127 is an introductory course covering issues and basic concepts of athletic healthcare including health care systems, interprofessional teams, and injuries and conditions common to active populations. Emphasis on the team approach to patient care with exposure to a variety of health science professions.

**What do we want to learn?**

**Course Learning Objectives:**

*Upon completion of this class students will...*

1. Define athletic healthcare
2. Identify components of the health care system commonly used in athletic healthcare.
3. Interpret the role of public health in addressing issues in athletic healthcare.
4. Demonstrate their knowledge of common injuries and conditions in active populations.
5. Differentiate the roles of specific health science professions that make up a comprehensive athletic healthcare team.
6. Assess the relationship of policy to practice in athletic healthcare.
7. Identify the nature and demands of a variety of athletic healthcare employment settings.

**How is the course structured?**

This course presents content through a combination of on-line resources (Canvas) and face-to-face in class activities. The course meets for two class periods per week for 50 minutes. Some class periods may be adjusted to accommodate group and on-line learning activities. This course meets the traditional definition of credit hours. One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks per credit hour awarded.

**What learning philosophies guide the course?**

This course takes a learner centered approach that combines collaborative learning techniques, group inquiry, reading, and discussion to guide us in our understanding of the athletic healthcare and our knowledge of athletic injury.

## How will learners be assessed?

Three (3) exams 100 points each (300 pts)

Three (3) written assignments of 30 pts each (90 pts)

Four (4) homework assignments of 10 pts each (40 pts) for each online session

**Written Exams (Celebrations of Knowledge):** Three equally weighted exams will be administered. Questions will be taken from the course readings, lecture materials, class activities, and supplemental handouts. These “celebrations” are **NOT** cumulative.

**Written Assignments:** These assignments allow the students to explore in greater depth issues related to public health, policy and practice, and interprofessional care.

**Home Work:** Students will also complete short homework assignments related to the scheduled online sessions. Each assignment will be posted on Canvas and **ALL** assignments must be turned in via the CANVAS assignment page (**please use Word documents or pdf**).

### What is the grading scale for the course?

Grades are calculated on a percentage of points earned using the following scale: A= 93% and above, AB = 89% - 92%, B = 83% - 88%, BC = 79% - 82%, C = 70% - 78% D = 60% -69%, F= 59% and below

## What are some of the BIG QUESTIONS we hope to answer this semester?

- *How is sports injury a public health issue?*
- *How do we avoid interprofessional conflict in the interest of patient centered care?*
- *How do care professionals advocate for policy to prevent avoidable deaths in sport?*
- *How do we best research the area of injury prevention?*
- *How do we connect policy to practice in the interest of participant safety?*
- *Has the interest in concussions taken our attention from other sports medicine problems?*
- *What type of healthcare disparities exist in athletic healthcare and do they mirror other disparities in the healthcare system?*

## Policies: AKA “the fine print” or “terms and conditions”

### Cellular Phones and Electronic Devices

Students are expected to be attentive and engaged in the material during the class period.

Students must not abuse the use of cell phones in class. Ringtones should be turned off in class and, if on, cell phones must be in vibrate mode. If a personal situation dictates that you need to check for and/or receive a call (family matter, sick child, et. cetera) please inform the instructor in advance that you may need to step out to take an important call. Students **must not** engage in text messaging in the classroom.

Laptop computers may be used in the classroom to take notes and for any other use authorized by the course instructor. However, the instructor calls upon the academic integrity of the students to make sure laptops are not used for other purposes during class (e.g. instant messaging, games, and Internet surfing). While taking notes on the computer may be a personal preference, handwritten note taking is encouraged.

## RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's [Rules, Rights and Responsibilities](#)

## ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

**McBurney Disability Resource Center syllabus statement:** "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA."

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

## DIVERSITY & INCLUSION

**Institutional statement on diversity:** "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world."

<https://diversity.wisc.edu/>

## Course Schedule and Readings

### Course Schedule

Date	Topics	Reading and Assignments
9/6	Course Introduction	
9/11-9/13	Introduction to Athletic Healthcare Interprofessional Care a Team Approach to Athletic Healthcare	AT Primer Ch. 1 pg 3-28

Date	Topics	Reading and Assignments
9/18 -9/20	Public Health and Athletic Healthcare The Burden of Sports Injury	Pryor et. al 2015 Verhagen & van Nassau 2019
9/25 – 9/27	Health Disparities in Athletic Healthcare	Post, et. al. JAT 2019
10/2 -10/4	Preventing Sudden Death in Sport Pre-Participation Examinations: Is the Evidence Sufficient?	NCAA Sports. Med. Handbook Perlman et. al. 2019
10/9-10/11	Sport Related Concussion (SRC) Impact of State Concussion Laws (Pros and Cons)	NCAA Sports Med. Handbook Lu & Heinze, 2019
10/16	<b>Exam #1</b>	
10/18	Terminology and Injury Classification Athletic Injuries A-Z <b>Online Learning Session (no face to face class)</b>	AT Primer Ch. 5 pg 89-110
10/23-10/25	Mental Health and Athletic Healthcare NCAA Initiatives / Interprofessional Teams	NCAA Best Practices in Mental Health
10/30-11/1	Policy and Practice: Environmental Injury The Story of the Falmouth Cape Cod Marathon	AT Primer Ch. 12 pg 265 – 284 Pike et. al. JAT 2019
11/6-11/8	Injuries to the Lower Extremity: Ankle/Lower Leg Injuries to the Lower Extremity: Knee	AT Primer Ch. 6 pg 111-142 AT Primer Ch. 6 pg 111-142
11/13 11/15	Injuries to the Lower Extremity: Thigh/Hip <b>Exam #2</b>	AT Primer Ch. 6 pg 111-142
11/20 11/22	Injuries to the Upper Extremity: Shoulder <b>Thanksgiving Recess – What are we thankful for?</b>	AT Primer Ch. 7 pg 143-169
11/27-29	Injuries to the Upper Extremity: Elbow / Wrist / Hand	AT Primer Ch. 7 pg 143-169
12/4-12/6	Injuries to the Chest and Abdomen Injuries to the Head, Face, and Spine	AT Primer Ch. 9 pg 209-236 AT Primer Ch. 8 pg 169-208
12/11	Six Things That Can Kill You: A Story of Preparedness  <b>Exam #3 will be held at the scheduled exam time.</b>	Endres et. al. 2019

### **Additional Readings Posted on CANVAS:**

Endres, B. D., Kerr, Z. Y., Stearns, R. L., Adams, W. M., Hosokawa, Y., Huggins, R. A., ... & Casa, D. J. (2019). Epidemiology of Sudden Death in Organized Youth Sports in the United States, 2007–2015. *Journal of athletic training*.

Lu, L. D., & Heinze, K. L. (2019). Sport Policy Institutionalization: Examining the Adoption of Concussion Legislation Across States. *Journal of Sport Management*, (00), 1-13.

Perlman, M., Williams, W. A., & Ross, L. F. (2019). Missed Opportunities in the Preparticipation Physical Examination for High School Athletes. *Clinical pediatrics*, 0009922819832021.

Post, E., Winterstein, A. P., Hetzel, S. J., Lutes, B., & McGuine, T. A. (2019). School and Community Socioeconomic Status and Access to Athletic Trainer Services in Wisconsin Secondary Schools. *Journal of athletic training*, 54(2), 177-181.

Pryor, R. R., Casa, D. J., Vandermark, L. W., Stearns, R. L., Attanasio, S. M., Fontaine, G. J., & Wafer, A. M. (2015). Athletic training services in public secondary schools: a benchmark study. *Journal of athletic training*, 50(2), 156-162.

Pike, A., Adams, W. M., Huggins, R. A., Mazerolle, S. M., & Casa, D. J. (2019). Analysis of States' Barriers to and Progress Toward Implementation of Health and Safety Policies for Secondary School Athletics. *Journal of athletic training*.

Verhagen, E., & van Nassau, F. (2019). Implementation science to reduce the prevalence and burden of MSK disorders following sport and exercise-related injury. *Best Practice & Research Clinical Rheumatology*.