

Course Code & No. - Section: BIOL 311
Course Title (Credits): Introduction to Sports Medicine
Term & Year: Fall 2019
Course Ref. No. (CRN): BIOL 311

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Office Hours: Monday, 12-1:00pm or by appointment

Class Meeting Time: M 1:00 – 4:45 p.m.
Location: TCES 139

Prerequisites: Biol 101
Corequisites (from Catalog):

Course Description

The course will provide students with an overview of the field of sports medicine. The course is specifically geared for students who have a special interest in athletics, and/or who may be interested in pursuing a career in sports medicine, physical therapy, or other health related fields. Through this course students will develop an understanding of injury assessment and the importance that exercise, treatment modalities, and rehabilitation play in athletic health. This class includes both classroom work as well as hands-on application in order to provide students with a more comprehensive avenue to explore these fields.

Student Outcomes

The general format for this course is to present a new topic each week through lecture, lab, discussion, oral presentation and writing. The overall objective of this course is to develop a basic understanding of the sports medicine team and discuss common athletic injuries, injury assessment and treatment regimens. This course will develop critical reading skills to enable you to sift through relevant literature for data and develop conclusions that are validated by the scientific method. This course is aimed towards the students interested in fields such as athletic training, physical therapy, medicine, exercise physiology, kinesiology and other sports medicine related fields. This single course will serve as a base and will expose the student to anatomy, common injuries, tissue healing, and stages of recovery. A variety of teaching methods will be utilized including lecture, audiovisual aids, group work, projects, practical lab work, projects, and tests.

Upon successful completion of this course, a student will be able to:

1. Describe and understand the role of each member of the multidisciplinary team within the sports medicine community.
2. Develop a basic understanding of human anatomy and the physiology of tissue healing after athletic injuries.
3. Correctly state the most common mechanisms of injury and risk factors associated with athletic injuries.
4. Accurately recall the strategic process of evaluating athletic injury.
5. Identify when it is appropriate to tape after an athletic injury and demonstrate the appropriate technique.
6. Develop an understanding of the multifactoral challenges with making return to play decisions for the injured athlete and apply that to common athletic injuries.
7. Strengthen your ability to critically review medical research and respond to a question in written format with a thoughtful and balanced appraisal using the available evidence.
8. Improve your ability to integrate, summarize and present information in a case study format that follows an athlete from point of injury to return to sport.
9. Use the skills you learn to explore the field of sports medicine and apply critical reading and communication skills that will enhance your enjoyment and understanding of sports medicine.

Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

1. Weekly quizzes or assignments to assess knowledge gained from previous course/lab work.
2. A writing assignment that includes reading assigned research articles and critically analyzing the articles.
3. Presentation and written paper documenting an athletic injury case study.
4. Demonstrate basic level taping techniques.
5. Instructor evaluation of participation in class and laboratory activities.

Instructional Strategies

This class will utilize small group and individual work in and out of class using laptop computers, critical analysis of research articles, case studies, and homework assignments. The course makes use of the *Canvas* course management system.

- Class preparation assignments coordinated with lecture topics to encourage prompt and thorough integration of course content.
- Lectures, class discussions, and class activities in which students directly apply content.
- Laboratory exercises coordinated with lecture topics.
- Group practice sessions are encouraged for presentation of material and taping evaluation!
- Course material and resources will be available on a Canvas page.

Required Texts and Materials

1. Laptop computer (one that meets the published SNC Laptop Requirements)
2. Access to the Internet and Canvas site
3. Taping and evaluation supplies; available in class

Recommended Texts and Materials

There is no textbook. Course materials will be distributed on Canvas.

Recommended readings include the following texts which I will have available in class.

1. Anderson, Marcia K. & Susan J. Hall, "Sports Injury Management", Williams & Wilkins, Fourth edition, 1995.
2. Hertling, Darlene & Randolph Kessler, "Management of Common Musculoskeletal Disorders", Lippincott, Third edition, 1996.
3. Booher, James & Gary Thibodeau, "Athletic Injury Assessment", Mosby, Third edition, 1994.
4. Hoppenfeld, Stanley, "Physical Examination of the Spine & Extremities", Appelton & Lange, 1976
5. Either Grants or Netter "Atlas of Human Anatomy".

Attendance

Lecture/Lab attendance is critical for comprehensive understanding of course content as well as for successful completion of independent projects and general comprehension. Attendance is required at all classes. Should you miss class, it is your responsibility to find out what you missed from a classmate.

Class Requirements

Please bring shorts and t-shirts and tennis shoes for lab sections of the course. Notify instructor of any allergies to tape adhesive, latex or aversion to participating in the lab portion of the course. Absolutely NO use of cell phones and must be turned off or set to 'silent mode' when participating in lab and classroom work. Lectures will be posted on Canvas AFTER the lecture so there is no need for laptops in class. Class participation points will be subtracted daily for the use of devices like cell phones and laptops.

Grading Policy

Weekly quizzes and/or assignments 30%

Research article critique 20%

Case Study Paper & Presentation 30%

Ankle Taping Practicum 10%

Class Participation 10%

Taping practicum will be scheduled during the last two weeks of classes

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

For example:

Prim Library Resources for BIOL 311 include, but are not limited to:

1. Materials on reserve (ask for these at the circulation desk; for use inside Prim Library):
2. Reference materials: available for check out in Science Department Library.
Anderson, Marcia K. & Gail Parr, "Sports Injury Management", Lippincott Williams & Wilkins, 3rd edition, 2011.
3. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles):
Electronic databases most likely to include articles related to your case study paper: JOSPT, BJSM, AJSM, Sports Health
4. Hardcopy periodicals: Prim Library has current subscriptions for Science, New Scientist, Science News, and National Geographic Magazine. Full-text articles from many more periodicals are available through the electronic databases.
5. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluate the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information.

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu, office in Prim Library: PL-304.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

The Sierra Nevada College Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts	Professional Preparedness
Entrepreneurial	Thinking Sustainability

Class Schedule: This schedule is subject to change due to guest speaker's availability and allowances to accommodate any delays from previous sessions.

	DATE		CLASS DESCRIPTION
1	9/16		Introduction to the Sports Medicine Team Role of physical therapy in Sports Medicine Anatomy nomenclature Lab: Introduction to tape - ankle taping
2	9/23		Jordawn Jones: Role of ATC On field emergency evaluation

			LAB: Emergency Evaluation Basic concepts of taping LAB: Ankle Taping
3	9/30		Tissue Injury and Healing Critical Review of Research LAB: Ankle taping
4	10/07		Leg, Ankle & Foot anatomy, biomechanics, common injuries & treatment LAB: Foot/ankle evaluation Ankle/arch taping
6	10/11		Visit UNR Athletic Training Room
7	10/14		Knee anatomy, biomechanics, common injuries & treatment LAB: Knee Evaluation Patellofemoral Taping Fat pad taping
8	10/21		Hip, thigh, groin anatomy, biomechanics, common injuries & treatment LAB: Hip evaluation Hip ER glute taping Ham box taping Pes anserine inhibition
9	10/28		Prevention - FIFA 11+ Return to Play Battery of tests after LE injury LAB: 11+ and RTP battery of tests
10	11/04		Shoulder girdle anatomy, biomechanics, common injuries & treatment LAB: Shoulder evaluation GH joint repositioning GH joint approximation after dislocation
	11/11		Veteran's Day
11	11/18		Elbow, forearm, wrist anatomy, biomechanics, common injuries & treatment LAB: Elbow/wrist evaluation Thumb taping UCL stabilization or check rein
	11/25-29		Thanksgiving Holiday
12	12/02		Paul Salitsky - Sports Psychology (Role of SpPsych) Psychology for sports med field Impact of injury on athlete's mindset Team dynamics Impact of trauma on the health professional
13	12/09		Nina Winans, MD – Team Physician & Concussions Jordawn Jones - Head injuries/Concussions LAB: concussion evaluations (SCAT5 & VAS- Jordawn)
		Dead Day	
14	Finals		Case Study Presentations

