ATEP 365 General Medical Conditions in Athletics
Spring Semester 2015: January 12 – April 27

Course Syllabus: Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Instructor</td>
<td>2</td>
</tr>
<tr>
<td>Contacting Course Instructor</td>
<td>2</td>
</tr>
<tr>
<td>○ Method of Contact</td>
<td></td>
</tr>
<tr>
<td>○ Response Times</td>
<td></td>
</tr>
<tr>
<td>Course-Related Information</td>
<td>3</td>
</tr>
<tr>
<td>○ Prerequisites</td>
<td></td>
</tr>
<tr>
<td>○ Course Description</td>
<td></td>
</tr>
<tr>
<td>○ Student Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>○ Course Location and Times</td>
<td></td>
</tr>
<tr>
<td>○ Required Texts</td>
<td></td>
</tr>
<tr>
<td>Participant Expectations</td>
<td>7</td>
</tr>
<tr>
<td>○ Course Structure</td>
<td></td>
</tr>
<tr>
<td>○ Learning Activities</td>
<td></td>
</tr>
<tr>
<td>○ Time Commitments</td>
<td></td>
</tr>
<tr>
<td>○ Evaluation Criteria Summary</td>
<td></td>
</tr>
<tr>
<td>○ Evaluation Criteria Details</td>
<td></td>
</tr>
<tr>
<td>○ Final Grade Calculation</td>
<td></td>
</tr>
<tr>
<td>○ Late Work Policy</td>
<td></td>
</tr>
<tr>
<td>○ Accessibility Statement</td>
<td></td>
</tr>
<tr>
<td>○ Honor Code and Academic Integrity</td>
<td></td>
</tr>
<tr>
<td>Technology Expectations</td>
<td>10</td>
</tr>
<tr>
<td>○ Required Technology</td>
<td></td>
</tr>
</tbody>
</table>
Course Instructor

Susan L. Rozzi, PhD, ATC, SCAT
Associate Professor
Department of Health and Human Performance

317 Silcox Physical Education & Health Center
Department of Health and Human Performance
College of Charleston
Charleston, SC  29424

Office Phone: (843) 953-7163
Email: rozzis@cofc.edu

Contacting Instructor

Method of Contact
If you have course-related questions, please post them to the discussion board entitled “Diagnosis Please”, which is available within OAKS. I ask that you post general questions in this area to establish a community forum. By posting general course-relate questions to the discussion board your classmates can provide assistance, which may result in you getting a faster response. Also, others may have the same question as you and will appreciate the time you saved them by posting the question before them.

For questions of an individual or personal nature, please contact me using my work email address: rozzis@cofc.edu. When you email please include in the subject line “ATEP 365” along with your name (even if your name is part of your email address). This will help ensure that you get a more timely response.

Response Times
Participants can expect responses as follows*:
  ● Email: within 48 hours
- **Discussion posts:** within 48 hours
- **Assignment feedback:** approximately 72 hours of submission date.

*Response times are based only on business days. Weekend days and holidays do not apply.*

---

**Course Related Information**

**Course Description**

This course focuses on general medical conditions by body system; their mechanism of acquisition, signs, symptoms, referral criteria and return-to-participation guidelines. Candidates explore treatment options and the body's physiological and psychological response to pharmacological agents. Methods of identifying risk factors and preventing general medical conditions will also be discussed. **Prerequisites** ATEP 345 and lab, BIOL 201, and acceptance into the Athletic Training Education Program, or permission of the course instructor

**Course Grading System**


**Student Learning Outcomes**

Upon successful completion of the course, the student should be able to:

1. explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to: (a) cardiac arrest, (b) asthma, (c) traumatic brain injury, (d) hyponatremia, (e) exertional sickling, (f) anaphylactic shock.

2. identify the signs, symptoms, interventions, and when appropriate the return to play criteria for potential life-threatening conditions such as: (a) sudden cardiac arrest, (b) exertional sickling associated with sickle cell trait, (c) rhabdomyolysis, (d) diabetic emergencies including hypoglycemia and ketoacidosis, (e) asthma attacks, (f) systemic allergic reaction, including anaphylactic shock, (g) epileptic and non-epileptic seizures, (h) shock, (i) toxic drug overdose, (j) local allergic reaction.

3. develop specific plans of care for common potential emergent conditions.

4. determine the need for, demonstrate use of, and assist a patient in the use of (when warranted): (a) a nebulizer, (b) a meter-dose inhaler, (c) glucometer, (d) auto-injectable epinephrine.

5. identify common congenital, acquired, modifiable, non-modifiable risk factors along with typical injury/illness mechanisms, and signs and symptoms for common illnesses
affecting people who engage in physical activity throughout their life span.

6. explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases.

7. assess, interpret findings, determine participation status, and make referral decisions from a clinical examination conducted using standard techniques and procedures for the clinical examination of common conditions, illnesses, and diseases including, but not limited to:

   a. history taking (pertinent past medical history, underlying systemic disease, use of medications, patient’s perceived pain, course of condition)
   b. inspection/observation c. palpation,
   c. cardiovascular function (including differentiation between normal and abnormal heart sounds, blood pressure, and heart rate)
   d. pulmonary function (including differentiating between normal breath sounds, percussion sounds, number and characteristics of respiration, peak expiratory flow),
   e. abdominal assessment (percussion, palpation, auscultation)
   f. gastrointestinal function (including differentiating between normal and abnormal bowel sounds)
   g. genitourinary function (urinalysis),
   h. ocular function (vision, ophthalmoscope)
   i. function of the ear, nose, and throat (including otoscopic evaluation)
   j. dermatological assessment
   k. other assessments (glucometer, temperature)
   l. functional assessment

8. conduct a clinical examination of common conditions, illnesses, and diseases by:

   a. describing the role of diagnostic imaging and testing in the diagnostic procedure,
   b. applying clinical prediction models
   c. modifying the diagnostic exam according to situation and patient demands
   d. using clinical reasoning
   e. incorporating concept of differential diagnosis
f. determining when examination results warrant referral of patient

g. explaining the role of evidence in the clinical decision making process

h. determining the effectiveness and efficacy of an athletic training intervention using evidence-based practice concepts.

9. describe ways federal and state infection control regulations and guidelines for the prevention, exposure, and control of infectious diseases apply to the practice of athletic training and describe a plan to limit transmission of communicable diseases including:

   a. accessing appropriate medical assistance on disease control
   b. notifying medical authorities
   c. protecting health care providers to prevent disease transmission and epidemics.

10. describe current setting-specific and activity specific rules and guidelines for managing injuries and illnesses and develop healthcare educational programs specific to the target audience.

11. describe the role of the athletic trainer and the delivery of athletic training services in the healthcare system by:

   a. describing the role and function of various health care providers and protocols that govern the referral of patients to these professionals
   b. differentiating among the preparation, scope of practice, and roles and responsibilities of healthcare providers and other professionals
   c. specifying when referral of a client/patient to another healthcare provider is warranted
   d. formulating and implementing strategies to facilitate that referral.

12. identify and describe the basic signs and symptoms of mental health disorders, and personal/social conflict that may indicate the need for referral to a mental health care professional.

13. describe how common pharmacological agents influence pain and differentiate between palliative and primary pain-control interventions.

14. explain the concepts of pharmacokinetics and the influence exercise might have on these process

15. explain the concepts of bioavailability, half-life, and bioequivalence and their relevance to the patient, the choice of medications, and the dosing schedule.

16. explain the concepts of pharmacodynamics as they relate to the mechanism of drug
action and therapeutic effectiveness.

17. explain the theories and principles relating to expected physiological responses during and following therapeutic (pharmacological) intervention and how these responses vary across the lifespan.

18. explain the federal, state, and local laws, regulations, and procedures for the proper storage, disposal, transportation, dispensing, administering (when appropriate), and documentation associated with commonly used prescription and nonprescription medications.

19. design, dispense, and administer (when appropriate) therapeutic interventions using prescription and nonprescription medications by:
   a. assessing the patient and employ an electronic drug resource to identify indications, contraindication, precautions, and potential adverse reactions.
   b. identifying therapeutic drugs, supplements, and performance-enhancing substances banned by sport or workplace organizations
   c. stating the advantages and disadvantages of common routes used to administer medications
   d. positioning and preparing the patient and properly assisting and/or instructing the patient in the proper use, cleaning, and storage of drugs commonly delivered by metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes.
   e. communicating with patient regarding compliance issues, drug interactions, adverse drug reactions, and sub-optimal therapy.
   f. applying the intervention, using appropriate parameters
   g. reassessing the patient to determine the immediate impact of treatment and to determine when a treatment should be progressed, regressed, or discontinued.
   h. Using appropriate pharmaceutical terminology for management of medications, inventory control, and reporting of all pharmacological agents.

20. explain the general therapeutic strategy for the following common diseases and conditions: (a) asthma, (b) diabetes, (c) hypertension, (d) infections, (e) depression, (f) GERD, (g) allergies, (h) pain, (i) inflammation, and (j) the common cold.

**Course Location and Times: Virtual**
- The majority of course interaction will be conducted *asynchronously*; this means you can complete the assignments and course activities at times most convenient for you.
- Each module will open at 12:05 am EST on the date posted on the course schedule.
There are dates assigned to all class assignments and activities. It is important you adhere to all due dates, especially as some assignments and activities may be collaborative.

The course will be administered through OAKS, the College’s learning management system. You should sign into OAKS at least once every day. However, logging in more frequently will increase your interaction, achievement, and management of this course.

**Required Texts and Additional Information**

- Evolve Student Learning Resources for Cuppett/Walsh Text. Go to: http://evolve.elsevier.com/Cuppett/athlete
- Magnus and Miller. Pharmacology Application in Athletic Training. FA Davis, 2005
- All other required readings will be available online and/or are available in OAKS.
- Required videos and Internet links will also be available in OAKS.

**Participant Expectations**

**Course Structure:** This course contains 7 learning modules, plus a course introduction module. Each module represents a unit of instruction. The course modules are located in the Content tool in OAKS. Everything you need for the instruction is located inside each module.

Each module will open at 12:05 am EST on the date posted and will remain open for the duration of the course. All major assignments will be due on the date/time posted. Modules are composed of the following subsections (there are some exceptions):

- Overview
- Learn
- Self Check
- Apply
- Delve Deeper
- Share

Each module contains a checklist, which serves as the overall guide to keep you on task. Checklists also appear in the Checklist section in the GRADES drop down menu of OAKS. When using this live checklist be sure to hit SAVE after checking the boxes of your
completed tasks. Please note: the course instructor can see items that have/have not been checked off of the checklist in OAKS.

**Learning Activities:** This course has 7 learning modules. The modules may contain some of the following activities:

- Videos
- Reading Assignments
- Peer review
- Application Scenarios
- Content Assessments

*Each activity has a due date associated with it. Please see the course schedule and the checklist associated with each module for specific for activities and their due dates. All due dates are also listed in the content section for each module, as well as the course calendar.*

**Time Commitment**

- This course is a three (3) credit hour class. When taught during a regular (fall or spring) academic semester as a traditional face-to-face college course you would be expected to spend approximately 3 clock-hours per week in class and a minimum of 6 clock-hours (2 for every one in class) outside, for a total of at least 9 hours per week.
- Keep in mind this is a minimum and you may need more time for completing assignments and mastering the content of this course.
- You should check the course site on OAKS and your e-mail at least one time per day to stay current with course work, as well as any changes or developments in the schedule.

**Evaluation Criteria**

Application Scenarios (15 x 15 pts) = 225  
Content Assessments (15 x 15 pts) = 225  
Literature Summaries (5 x 20 pts) = 100  
Medical Condition Informational Packet Project  
  Reference List = 15  
  Background Information Section Draft = 20  
  Recognition Section Draft = 30  
  Management and Prevention Section Draft = 30  
  Recommendations for Practice Draft = 20  
  Final Version of Complete Medical Condition Informational Packet = 100  
PDF of Recommendations for Practice and Reference List = 10  

**Total Available Points = 775**

**Additional (Extra Credit) Points Available Through SHARE = 15 points maximum**

You may earn up to a total of 15 points for information you post to the SHARE forum of the course discussion board. Each post is worth up to 5 posts and you can earn points for a
maximum of three posts (15 points total).

**Evaluation Criteria Details**

**Application Scenarios**

Ten (10) real-to-life scenarios based on course content will be provided via OAKS. *Working independently* you will answer the questions associated with the scenario. For each scenario the question answers must be word processed, using the question sheet as your template. The document must be saved as a .pdf file and submitted via the course's OAKS dropbox by the due date and time. Only submitted documents in .pdf format and formatted according to the template will be accepted and graded.

**Content Assessments**

Fifteen (15) content assessments covering course content will be administered using the OAKS quiz feature. The questions in these content assessments will take multiple forms (multiple choice, multi-select, short answer, True/False, long answer) and will contain information pertaining to the current topic. These assessments *are an independent assignment and must be completed independently and without assistance from any course materials and any persons.* You will be required to sign an honor code statement at the end of each content assessment indicating you completed the assessment without assistance from any course materials and any persons.

**Literature Summaries**

Five (5) recently published journal articles from professional journals will be provided via OAKS. *Working independently* you will answer the questions associated with the article. These questions must be word processed, using the question sheet as your template. The document must be saved as a .pdf file and submitted via the course's OAKS dropbox by the due date and time. Only submitted documents in .pdf format and formatted according to the template will be accepted and graded.

**Final Grade Calculation**

Totaling the number of points you earn and dividing it by the total number of available points will calculate your final grade for this course. No other factors will be considered. The grade will be assigned according to the following table:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade Earned</th>
<th>Percentage</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 %</td>
<td>A</td>
<td>70-74 %</td>
<td>C</td>
</tr>
<tr>
<td>88-89 %</td>
<td>A-</td>
<td>68-69%</td>
<td>C-</td>
</tr>
<tr>
<td>85-87 %</td>
<td>B+</td>
<td>66-67%</td>
<td>D+</td>
</tr>
<tr>
<td>80-84%</td>
<td>B</td>
<td>64-65%</td>
<td>D</td>
</tr>
<tr>
<td>78-79 %</td>
<td>B-</td>
<td>62-63%</td>
<td>D-</td>
</tr>
<tr>
<td>75-77 %</td>
<td>C+</td>
<td>&lt;62%</td>
<td>F</td>
</tr>
</tbody>
</table>
*IT IS IMPORTANT TO NOTE THAT ANY STUDENT DETERMINED BY THE COLLEGE OF CHARLESTON HONOR BOARD TO BE IN VIOLATION OF ANY ASPECT OF THE HONOR CODE WILL BE ASSIGNED AN "XF" AS THE FINAL GRADE IN THIS COURSE, INDICATING FAILURE OF THE COURSE DUE TO ACADEMIC DISHONESTY.

Late Work Policy

All assigned work should be submitted by the due date and time. Work submitted past this time will have 20 percent of the total available points deducted for each 24 hour period, including weekend and holiday days.

Accessibility Statement

The College of Charleston is committed to providing access for all people with disabilities and will provide accommodations if notified.

- Students with a documented disability requesting accommodations in this course must be registered with the Center for Disability Services:
- Students must discuss needed accommodations within the first two days of the course start date or immediately after obtaining an access plan.

Honor Code and Academic Integrity__ It is expected that each student in this class will conduct him or herself within the guidelines of the honor system. All academic work should be done with the highest level of honor and integrity that this institution demands. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

Technology Expectations

Required Technology

Hardware:
- Computer with high speed internet access

Software:
Please make sure that the following applications are up-to-date. Please contact the College of Charleston’s Help Desk at helpdesk@cofc.edu if you need assistance with this process.

- **Firefox (recommended browser)**
- Acrobat Reader
- Adobe Flash Player
- QuickTime
- Java

**Netiquette**

The word “Netiquette” comes from combining “network” and “etiquette.” Because online communication generally lacks visual cues common to face-to-face interactions, you are expected to follow these standards. Please abide by the following netiquette rules when communicating with your facilitators, mentors, and peers in this class:

- Be sensitive and reflective to what others are saying.
- Use appropriate capitalization. Using all capital letters is the equivalent of yelling.
- Be mindful of “flames”-- These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can’t take it back!
- Use appropriate language. Be cautious of offensive language.
- Use clear subject lines.
- Use abbreviations or acronyms only if the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

**Community Statement**

Community for an on-line course such as this one means a group of learners who can communicate with each other to ask questions, gain and give encouragement, and from whom they can receive constructive feedback and affirmation. For this online course, it is important all students with each other and with the instructor to build a sense of community. Developing a community in this online course is important to student success. It has been shown that students who feel connected to a course place a high priority on the course, undoubtedly resulting in a better learning experience. Students are encouraged to fully participate in all course activities and assignments and to interact with their classmates in a positive and supportive way. Students are responsible for reaching out for help from classmates and the course instructor whenever needed, especially if they are feeling overwhelmed or lost.
Due Dates and Disaster Recovery

- Unless otherwise indicated, **all assignments must be completed by 11:30 p.m. EST** of the published due dates.
- If you have technical difficulties regarding hardware/software, please contact the Helpdesk (953-3375). If you are having trouble accessing Course Content, please contact the course instructor.
- If you encounter specific hardware or network problems that prohibit you from completing an assignment on time, contact the instructor immediately via email.
- If you experience recurrent technical problems that prohibit you from completing multiple assignments, you may be asked to discontinue in the course and re-enroll at a future date.

**Note:** Computer failure/unavailability does not constitute an excuse for not completing assignments by the due date.
# Tentative Course Schedule

At the beginning of each module within OAKS, there will be a checklist with more detailed information regarding instructions and the progression through each module. This schedule is just a reference to the topics covered by week and the major due dates for assignments.

<table>
<thead>
<tr>
<th>Module Name and Content (Open at 12:15 am EST)</th>
<th>Associated Assignment(s)</th>
<th>Due Date (11:30pm EST)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Introduction Module</strong>&lt;br&gt;Opens: January 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of Syllabus, Course Schedule, and Other Important Course Information</td>
<td>Content Assessment #1</td>
<td>January 17</td>
</tr>
<tr>
<td><strong>Module 1</strong> Opens: January 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Infectious Diseases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to General Medical Conditions</td>
<td>Content Assessment #2 Application Scenario A</td>
<td>January 19 January 19</td>
</tr>
<tr>
<td>Introduction to the Medical Examination</td>
<td>Content Assessment #3 Application Scenario B</td>
<td>January 21 January 23</td>
</tr>
<tr>
<td><strong>Module 2</strong> Opens: January 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Pharmacology</td>
<td>Content Assessment #4 Application Scenario C</td>
<td>January 30 February 2</td>
</tr>
<tr>
<td>Disorders of the Ear, Nose, Throat, and Mouth</td>
<td>Content Assessment #5 Application Scenario D</td>
<td>February 2 February 4</td>
</tr>
<tr>
<td>Respiratory System Disorder</td>
<td>Application Scenario E Literature Summary #1</td>
<td>February 6 February 6</td>
</tr>
<tr>
<td>Medical Condition Informational Packet Project: Reference List</td>
<td></td>
<td>February 6</td>
</tr>
<tr>
<td><strong>Module 3</strong> Opens: February 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Over-the-Counter Medication for Disorders of the Ear, Nose, Throat, Mouth, and Respiratory System</td>
<td>Application Scenario F</td>
<td>February 13</td>
</tr>
<tr>
<td>Drugs for Bacterial, Viral, and Fungal Conditions</td>
<td>Content Assessment #6</td>
<td>February 16</td>
</tr>
<tr>
<td>Drugs for Respiratory System Disorders</td>
<td>Application Scenario G Literature Summary #2</td>
<td>February 16 February 18</td>
</tr>
<tr>
<td>Infectious Diseases</td>
<td>Content Assessment #7</td>
<td>February 18</td>
</tr>
<tr>
<td></td>
<td>Medical Condition Informational Packet Project: Background Section Draft</td>
<td>February 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Module 4</strong> Opens: February 23</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disorders of the Eye</td>
<td>Content Assessment #8 Application Scenario H</td>
<td>February 27 March 9</td>
</tr>
<tr>
<td>Examination of the Eye</td>
<td>Literature Summary #3</td>
<td>March 11</td>
</tr>
<tr>
<td>Psychological and Substance Abuse Disorders</td>
<td>Content Assessment #9 Application Scenario I</td>
<td>March 9 March 11</td>
</tr>
<tr>
<td></td>
<td>Medical Condition Informational Packet Project: Recognition Section Draft</td>
<td>March 13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Module 5</strong> Opens: March 16</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Genitourinary and Gynecological Systems Disorder</td>
<td>Content Assessment #10 Application Scenario J</td>
<td>March 20 March 20</td>
</tr>
<tr>
<td>Gastrointestinal Disorders</td>
<td>Content Assessment #11 Application Scenario K</td>
<td>March 23 March 25</td>
</tr>
<tr>
<td>Anti-inflammatory and Analgesic Medications</td>
<td>Literature Summary #4</td>
<td>March 27</td>
</tr>
<tr>
<td>Module 6 Opens: March 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------</td>
<td>---</td>
</tr>
<tr>
<td>Disorders of the Neurological System</td>
<td>Content Assessment #12 Application Scenario L</td>
<td>April 3 April 6</td>
</tr>
<tr>
<td>Systemic Disorders</td>
<td>Content Assessment #13 Application Scenario M Literature Summary #5</td>
<td>April 6 April 8 April 10</td>
</tr>
<tr>
<td></td>
<td>Medical Condition Informational Packet Project: Recommendations for Practice Section Draft</td>
<td>April 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 7 Opens: April 13</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disorders of the Cardiovascular System</td>
<td>Content Assessment #14 Application Scenario N</td>
<td>April 17 April 20</td>
</tr>
<tr>
<td>Dermatological Conditions</td>
<td>Content Assessment #15 Application Scenario O</td>
<td>April 22 April 24</td>
</tr>
<tr>
<td></td>
<td>Medical Condition Informational Packet Project: (1) Final Paper and (2) PDF of Recommendations for Practice and Reference List</td>
<td>April 27</td>
</tr>
</tbody>
</table>

Please note: The above calendar is subject to change.