

# Minnesota State University Moorhead

## AT 220L: Care and Prevention of Injuries & Illnesses Lab

### A. COURSE DESCRIPTION

Credits: 1

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: AT 220

MnTC Goals: None

Application and practical experience with the concepts of prevention, recognition, immediate care, and treatment of common injuries and illnesses associated with physical activity. The student will apply basic taping techniques. To be taken concurrently with AT 220.

**B. COURSE EFFECTIVE DATES:** 02/01/2015 - Present

**C. OUTLINE OF MAJOR CONTENT AREAS**

## **D. LEARNING OUTCOMES (General)**

1. Identify the necessary components to include in a preparticipation physical examination as recommended by contemporary guidelines (eg, American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness).
2. Implement disinfectant procedures to prevent the spread of infectious diseases and to comply with Occupational Safety and Health Administration (OSHA) and other federal regulations.
3. Apply preventive taping and wrapping procedures, splints, braces, and other special protective devices.
4. Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infectious diseases, and how they apply to the practicing of athletic training.
5. Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards.
6. Describe the role and function of the National Athletic Trainers' Association and its influence on the profession.
7. Describe the role of the athletic trainer and the delivery of athletic training services within the context of the broader healthcare system.
8. Differentiate among the preparation, scopes of practice, and roles and responsibilities of healthcare providers and other professionals with whom athletic trainers interact.
9. Explain the legal, moral, and ethical parameters that define the athletic trainer's scope of acute care and emergency care.
10. Explain the principles of environmental illness prevention programs to include acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration status, and environmental assessment (eg, sling psychrometer, wet bulb globe temperatures [WBGT], heat index guidelines).
11. Explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss.
12. Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.
13. Explain the role of the preparticipation physical exam in identifying conditions that might predispose the athlete to injury or illness.
14. Fit standard protective equipment following manufacturer's guidelines.
15. Obtain and interpret environmental data (web bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make clinical decisions regarding the scheduling, type, and duration of physical activity.
16. Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
17. Summarize current practice guidelines related to physical activity during extreme weather conditions (eg, heat, cold, lightning, wind).
18. Summarize the athletic training profession's history and development and how current athletic training practice has been influenced by its past.
19. Summarize the basic principles associated with the design, construction, fit, maintenance, and reconditioning of protective equipment, including the rules and regulations established by the associations that govern its use.

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

**F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted