

## SYLLABUS

<b><u>Name of course:</u></b>	Case Management of Sports Injuries and Human Performance ACS-196
<b><u>Length of course:</u></b>	1.5units, 30 hours (3 hours - combination of lecture and lab/week)
<b><u>Course Description:</u></b>	This course offers the student an opportunity to delve into the field of sports performance. The primary focus is on advanced testing and treatment methods designed to enhance human performance. Advanced protocols in assessment and analysis of the human kinetic chain will be addressed as well as physical exam, orthopedic and neurological examinations as it pertains to athletes. Students learn to master Functional Movement Screens, global kinetic assessments, and emergency care procedures for treating athletes. The class participates in local sporting events under the direct supervision of the class instructor. The course also builds relationships for the students in the field of sports chiropractic and offers hours toward their advanced certifications.
<b><u>Prerequisites:</u></b>	ASC-232, HC310, DIAG 348/848, DIAG 347/847
<b><u>Course offered by:</u></b>	Clinical Sciences Department
<b><u>Required Text:</u></b>	Haff, G., & Triplett, T. (2015). Essentials of Strength Training and Conditioning. Human Kinetics. Champaign, IL  Sousa, T. (2014). Differential Diagnosis and Management for the Chiropractor. Jones and Bartlett Learning. Burlington, MA
<b><u>Recommended Texts:</u></b>	Sports Emergency Care: A Team Approach 2nd Edition  Walsh, M., Mellion & M., Madden, C., (2001). Team Physicians Handbook. Hanley & Belfus.  Exercise Technique Manual for Resistance Training 2 <sup>nd</sup> Edition  Becoming a Supple Leopard 2 <sup>nd</sup> Edition  NASM Essentials of Sports Performance Training: First Edition Revised  NASM Essentials of Corrective Exercise Training: First Edition Revised  Physical Examination of the Spine & Extremities, Hoppenfeld Proprioception and Neuromuscular Control in Joint Stability, Lephart & Fu  PPE Preparticipation Physical Evaluation (AAP, PPE- Preparticipation Physical Evaluation) 4th Edition

**Required Videos:** Course videos (see week to week schedule) (will be recorded once the class is approved with AV)

**Materials:** Two, Sports Performance Institute Student Polo's

**Method of Instruction:** Hybrid format that will include: lecture presentations, video trainings, handouts, clinical cases, adjusting "set-ups," supervised adjusting and on field learning and training.

Students will be expected to attend two practices and minimum of two games throughout the quarter.

Students will be given athletes from school sanctioned sports for care in the Health Center. Performing PPE's, case management, and performance care.

**Method of Grading:** Examinations, quizzes, group exercises and event participation.

Final Written	100 points
Final Practical	50 points
Midterm Written	50 points
Online Quizzes	80 points
Event Participation	20 points
Group Project	50 points

Note: All students are required to participate in labs as mock patients. Exceptions will only be allowed with specific documentation.

<b><u>Grading Scale:</u></b>	100-90%	A - superior work
	89-80%	B - above average work
	79-70%	C - average work
	69% <	F – must repeat course

**Grades and the Grading System Final Grades** are available online through the CAMS student portal. If there are any questions on grading procedures, computation of grade point average, or the accuracy of the grade report, please contact the Registrar's Office or the Office of Academic Affairs. Grades will be reported and evaluation will be based on the Academic Policies, Procedures, & Services. Please refer to Evaluation Policy (**Policy ID: OAA.0007**)

In order to maintain **Satisfactory Academic Progress**, a student must maintain a 2.0 or better in each and every course. **Any grade less than a C must be remedied by repeating the class.** Please refer to Satisfactory Academic Progress (**Policy ID: OAA.0006**)

**Attendance:** Please refer to Attendance Policy (**Policy ID: OAA.0002**)

**Conduct and Responsibilities:** Please refer to the Personal Conduct, Responsibility and Academic Responsibility Policy (**Policy ID: OAA.0003**)

**Make-up Exams:** Please refer to Make-up Assessment Policy (**Policy ID: OAA.0001**)

**Request for  
Special Testing:**

Please refer to Request for Special Testing (**Policy ID: OAA.0004**)

**Accommodation  
for Students with Disabilities:**

If you have approved accommodations, please make an appointment to meet with your instructor as soon as possible. If you believe you require an accommodation, but do not have an approved accommodation letter, please see the Academic Counselor Lori Pino in the Office of Academic Affairs. Contact info: [Lpino@lifewest.edu](mailto:Lpino@lifewest.edu) or 510-780-4500 ext. 2061. Please refer to Service for Students with Disabilities Policy (**Policy ID: OAA.0005**)

**Electronic Course Management:**

**Canvas** is LCCW's Learning Management System (LMS). Canvas will be used throughout the quarter during this course. Lectures, reminders, and messages will be posted. In addition, documents such as the course syllabus and helpful information about the class project will be posted. Students are expected to check Canvas at least once a week in order to keep updated. The website address for Canvas is <https://lifewest.instructure.com/login/canvas> Please refer to the Educational Technologies Policy (**Policy ID: OAA.0009**)

**Course Goal:**

This course represents a survey of advanced assessment tests for the athlete. The student will apply principles in Functional Screens, emergency protocols and advanced physiological testing to properly assess and form a working diagnosis to create an initial plan of care for athletes. The primary goal of this course is to develop the student's diagnostic skills regarding the athletic population and the care of the athlete.

**Lab Attire Policy:**

All students are required to follow the policy outlined in this section. Failure to wear proper attire or follow the guidelines may result in being counted as absent for that lab and / or not being allowed to participate. Please notify the instructor if you have any health concerns (skin conditions, injuries, etc.) or other issues that may hinder your ability to comply to these guidelines.

Keep in mind that everything we ask and expect of students is focused on clinical practice and providing a safe professional environment not only for the students in the lab, but eventually for the patients under your care.

**Healthy clean hygiene is expected from all students.** Common courtesy and mutual respect suggests you do not show up wearing the same gym clothes you wore during your daily workout. It is recommended that students bring a towel to place on the table. Towels maintain sanitary standards and reduce the need for the use of chemical sanitation treatments on the adjusting tables. Plus, vinyl can be cold and uncomfortable to lie on at times.

- **For Men:** A crew neck T-shirt with sleeves, gym shorts to expose the lower extremity (long pants may be worn after the midterm)
- **For Women:** A crew neck T-shirt with a bra underneath and shorts.
- To maintain modesty and a professional environment, no low cut or revealing attire is permitted. After the midterm women will need to wear a bathing suit type of top to expose the anterior ribcage and clavicle. (long pants may be worn after the midterm)
- **Covered shoes** (sandals and flip flops do not qualify) **are required for all participants.**



Alternative Option: Students may wear approved Health Center attire in this class instead of the lab attire listed above. *NOTE: Failure to comply may result in the student not being allowed to participate in lab and being counted absent*

**Course Objective:**

- Week 1:** Discussion of the importance of proper assessment for an athlete. Overview and application of Cook's Functional Movement Screen.
- Week 2:** Introduction to the Pre-Participation Exam (PPE) and performing the PPE on all of our student athletes. Discussion on the importance of specialized physiological tests that pertain to athletes. These would include: Bioimpedance analysis technique (BIA), Hydrostatic Body testing, Heart Rate Variability (HRV).
- Week 3 & 4:** Review of emergency assessment to include: scene safety and patient evaluation. Establish a primary, secondary and tertiary survey. Introduction to airway control and back boarding techniques. Practice maintaining an airway and back boarding with various scenarios. Introduction to femur fracture and Sager application.
- Week 5:** Discuss conditions that relate to common head injuries seen in athletes. Introduce and practice Sport Concussion Assessment Tool 3 (SCAT 3), King Devick, and introduction to new technology and theories in concussion management.
- Week 6:** Explanation and implementation of instrumentation for objective findings in the athlete. We will go over instruments that are currently in the Health Center. Insight, Myovision, and other tools to assess the patient.
- Week 7:** Breakdown case management for the athlete and protocols for a sports chiropractor. Understanding emergency action plans, protocols for injury, and roles within different sporting structures.
- Week 8:** Guest lecturers that include a sideline chiropractor, a sports and family chiropractor and a professional athlete under chiropractic care.
- Week 9:** Group presentations regarding specific sports injuries
- Week 10:** Practical lab test- scenario based
- Week 11:** Written final exam.

## **Learning Objectives (SLO):**

The student will be able to evaluate, develop a working diagnosis and create a care plan for athletic injuries including spine conditions, extremities and performance pattern issues. [PLO: 1, 2, 4, 5, 8]

The student will be able to quickly assess the nature of injury on the field and comprehend the importance of proper emergency procedures at it relates to a distressed athlete during play. [PLO: 1, 2, 3, 5, 8]

The student will be able to apply what they have learned to growing his/her practice through outreach opportunities and on field training. [PLO: 4, 5, 8, 9, 10]

The student should have adequate knowledge to pursue a Certified Chiropractic Extremity Practitioner (CCEP), Certified Chiropractic Sports Practitioner (CCSP) or Selective Functional Movement Assessment (SFMA) certification. [PLO: 8, 9, 10]

**Program Learning Outcomes (PLO):** Students graduating with a Doctor of Chiropractic degree will be proficient in the following:

- 1. ASSESSMENT AND DIAGNOSIS:** An assessment and diagnosis requires developed clinical reasoning skills. Clinical reasoning consists of data gathering and interpretation, hypothesis generation and testing, and critical evaluation of diagnostic strategies. It is a dynamic process that occurs before, during, and after the collection of data through history, physical examination, imaging, laboratory tests and case-related clinical services.
- 2. MANAGEMENT PLAN:** Management involves the development, implementation and documentation of a patient care plan for positively impacting a patient's health and well-being, including specific therapeutic goals and prognoses. It may include case follow-up, referral, and/or collaborative care.
- 3. HEALTH PROMOTION AND DISEASE PREVENTION:** Health promotion and disease prevention requires an understanding and application of epidemiological principles regarding the nature and identification of health issues in diverse populations and recognizes the impact of biological, chemical, behavioral, structural, psychosocial and environmental factors on general health.
- 4. COMMUNICATION AND RECORD KEEPING:** Effective communication includes oral, written and nonverbal skills with appropriate sensitivity, clarity and control for a wide range of healthcare related activities, to include patient care, professional communication, health education, and record keeping and reporting.
- 5. PROFESSIONAL ETHICS AND JURISPRUDENCE:** Professionals comply with the law and exhibit ethical behavior.
- 6. INFORMATION AND TECHNOLOGY LITERACY:** Information literacy is a set of abilities, including the use of technology, to locate, evaluate and integrate research and other types of evidence to manage patient care.
- 7. CHIROPRACTIC ADJUSTMENT/MANIPULATION:** Doctors of chiropractic employ the adjustment/manipulation to address joint and neurophysiologic dysfunction. The adjustment/manipulation is a precise procedure requiring the discrimination and identification of dysfunction, interpretation and application of clinical knowledge; and, the use of cognitive and psychomotor skills.
- 8. INTERPROFESSIONAL EDUCATION:** Students have the knowledge, skills and values necessary to function as part of an inter-professional team to provide patient-centered collaborative care. Inter-professional teamwork may be demonstrated in didactic, clinical or simulated learning environments.
- 9. BUSINESS:** Assessing personal skills and attributes, developing leadership skills, leveraging talents and strengths that provide an achievable expectation for graduate success. Adopting a systems-based approach to business operations. Networking with practitioners in associated fields with chiropractic, alternative medicine and allopathic medicine. Experiencing and acquiring the hard business skills required to open and operate an on-going business concern. Participating in practical, real time events that promote business building and quantifiable marketing research outcomes
- 10. PHILOSOPHY:** Demonstrates an ability to incorporate a philosophically based Chiropractic paradigm in approach to patient care. Demonstrates an understanding of both traditional and contemporary Chiropractic philosophic concepts and principles. Demonstrates an understanding of the concepts of philosophy, science, and art in chiropractic principles and their importance to chiropractic practice.