TO: PRESIDENT ALBERT W. BROWN
FROM: THE FACULTY SENATE
RE: I. Formal Resolution (Act of Determination)
    II. Recommendation (Urging the fitness of)
    III. Other (Notice, Request, Report, etc.)

SUBJECT: Athletic Training Proposal

(As per attached)

Signed

Date: 3/16/73

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
   a. Accepted. Effective Date
   b. Deferred for discussion with the Faculty Senate on
   c. Unacceptable for the reasons contained in the attached explanation

II, III. a. Received and acknowledged
        b. Comment:

DISTRIBUTION: Vice-Presidents: 

Others as identified: 

Distribution Date:

Signed: (President of the College)

Date Received by the Senate: MAY 5, 73

Date: May 11, 1973
ATHLETIC TRAINING
PROPOSAL

Undergraduate Physical Education Unit
Joseph P. Winnick
Unit Coordinator

Professional Entity
Evelyn Schurr
Entity Coordinator

Developed by
Alan Peppard
Undergraduate Physical Education Unit

April 14, 1975
PROPOSAL FOR CONCENTRATION IN ATHLETIC TRAINING

Purpose: To provide students with the necessary education to work in the area of care and prevention of athletic injuries.

This is a proposal for a program in the Professional Entity of the Undergraduate Physical Education Unit which is designed to provide a concentration of courses and experiences for students who wish to prepare for positions in the area of care and prevention of athletic injuries. The concentration will include two options. Both options include the same course requirements, but differ in that teacher certification is required for those students desiring to complete the requirements for entrance to the certification examination in athletic training as specified by the Board of Certification of the National Athletic Trainers Association.

A profession has evolved to prevent, recognize, treat, and rehabilitate athletic injuries. Collegiate curricula have been developed to foster individual knowledge regarding the positive effects of the stress which is produced by physical activity. Such knowledge should include not only information concerning the beneficial effects and the means and procedures necessary to insure that the stresses will be both effective and beneficial, but also the psychological and physiological results when stresses from physical activity surpass the individual's capacity to manage and adapt to these stresses. Practitioners within this profession are known as athletic trainers.

"Athletic Trainers are instructors who are medical technicians working directly under the supervision of a (team) physician and in cooperation with the coaching staff and administration of their schools. The primary concern of the athletic trainer is the management and prevention of athletic injuries. In the management of athletic injuries, the athletic trainer gives 'on the field first aid', follow-up and carries out in detail the physician's prescription of treatment and rehabilitation. They coordinate, under medical supervision and with the cooperation of the administrators and coaches, the total prescription of training and conditioning of the student athlete. In addition, the athletic trainer should be responsible for the supervision
of safety factors of all athletic facilities and equipment and the maintenance of an adequate system of accident reporting and follow-up procedures working in cooperation with the medical profession, coaching staff, and administration.¹

Intercollegiate athletic events are increasing in number and variety each year, especially those in the programs for females. Statistics indicate that the number of injuries resulting from athletic competition has been increasing yearly. Sport organizations and educational institutions sponsoring sports competition are morally obligated to provide athletic programs which are educationally sound and to: "(1) prevent injuries whenever possible, (2) minimize the severity of the injury and (3) treat each injury promptly and properly.²

The teacher certification of coaches is intended to increase the possibility that intercollegiate athletic programs will be conducted within educational guidelines. The certification of coaches does not ensure that the athlete will receive adequate prevention, immediate care, and rehabilitation for injuries occurring during athletic participation.

The National Athletic Trainers Association has developed a program for the education and certification of individuals concerned specifically with the care and prevention of athletic injuries. This certification process reasonably assures those concerned with athletic injuries that the certified trainer will possess the necessary skills and knowledge to provide for the adequate care and prevention of athletic injuries. (Educational and certification requirements are in Appendix A.)

In the past few years there has been increasing awareness of the athlete's rights to adequate care and prevention of their injuries. Two separate bills (The Athletic Safety Act and The Athletic Care Act) introduced into the U.S. House of Representatives by the Honorable Ronald V. Dellums of California will require specific federal standards concerning the facilities, personnel, and programs for the care and prevention of athletic injuries.³

² Ibid.
The Athletic Safety Act (H.R. 2775) is an addendum to the Occupational Safety and Health Act of 1970. The Occupational Safety and Health Act of 1970 requires specific safety standards for professional athletes and the Athletic Safety Act will include high school and collegiate athletic contests within its bill.

The Athletic Care Act (H.R. 7705) is proposed as part of the revision of the Elementary and Secondary Education Act of 1962. This act will require secondary schools of specific enrollment to have a qualified athletic trainer for their school's athletic program. The bill provides federal funds to train the personnel and to finance the program. The House has now passed an act to further study the bill.

Congressional approval of these bills will add to the need for athletic trainers. The program presented herein is designed to prepare individuals to meet the demand for athletic trainers.

In a resolution the American Medical Association recognized the need for athletic trainers and suggested including such professionals as members of athletic medicine units within schools.

Individuals who perform the sole function of athletic training are not, at present, placed in the public high schools of the state. Specific legal statutes limit care provided for injuries occurring within the school program to first aid. All care after first aid must be provided by a physician of parental choice. But, due to the fact that an athletic program necessitates more definitive care than can be provided within these statutes, the coach normally provides for the general care and prevention of athletic injuries. The coach refers those injuries of more serious natures to a physician. The quality of care of athletic injuries occurring to athletes within the public high schools of New York State, is then, to a great extent, dependent upon the athletic training ability of the coach. Due to the fact that the coach is employed because of his coaching skills rather than his athletic training ability, the quality of the program for the care and prevention of athletic injuries is questionable.

Relation of the Program to the Mission of the Faculty of Physical Education and Recreation

The mission of the Faculty is stated as follows: 5

"The Faculty of Physical Education and Recreation is concerned with the study of man in sport, dance, exercise, play and leisure, with man's experiences in such environments, with the study of sport, dance, exercise, play and leisure, and with the study of man's modes of organization of these forms of involvement to serve his purposes."

Curricula have been developed to study Man during movement from a beneficial viewpoint. The study of moving Man from this viewpoint allows one to accept the fact that injuries that may occur as Man engages in sport are a negative, but necessary, adjunct to sports participation. (i.e., one who engages in sport must accept the possibility that an injury may occur.) The study of Man and sport should include as an integral part, focusing upon the pathologies, prevention, care and rehabilitation of injured athletes via an intersessional view of Man as an anatomical, physiological, and sociological human being engaged within the various stresses that sports provide. Such a view would attempt to eliminate injuries and the resulting disabilities and thereby allow sport to better serve man.

Proposal for Concentration in Athletic Training

I. Identity of the Program

A. Title: Concentration in Athletic Training

B. Description:

This is a concentration which is designed to provide a background of courses and experiences in athletic training. Option I should enable a student to pursue a position in colleges, universities, or in other enterprises where skill and knowledge of athletic training skill are necessary. It also provides a background for graduate study in athletic training. Option II requires completion of a teacher certification program which will enable the student to be admitted to the National Athletic Trainers Association Certification Examination. This certification is usually required for positions in public schools and is often considered highly desirable by other institutions. Choice of

5 Report FE: Proposal on Administrative Organization by the Ad Hoc Committee on Administrative Reorganization for the Faculty of Physical Education and Recreation of the State University of New York College at Brockport, December 25, 1972 (in the files of the Department).
options should be made with advisement on the basis of a student's vocational interest and needs.

C. Proposed beginning date: September 1975

D. Course of Study:

**Option I**

**Professional Institutional Program in Athletic Training**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1. Required Athletic Training Courses:</td>
<td>9</td>
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<tr>
<td>FIP 355 Athletic Training (F) - 3 credits</td>
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<tr>
<td>FIP 357 Athletic Training Practicum - Fall</td>
<td></td>
</tr>
<tr>
<td>Sports (F) - 3 credits</td>
<td></td>
</tr>
<tr>
<td>FIP 358 Athletic Training Practicum - Spring</td>
<td></td>
</tr>
<tr>
<td>Sports (F) - 3 credits</td>
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<table>
<thead>
<tr>
<th>Course Description</th>
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<tr>
<td>2. Selected Liberal Arts Major (College-wide Requirement): 30 - 36</td>
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<table>
<thead>
<tr>
<th>Course Description</th>
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<tbody>
<tr>
<td>3. Required Courses in the Physical Education Program (Non-Athletic Training):</td>
<td>13</td>
</tr>
<tr>
<td>FPE 201 Biological Perspectives (L) - 3 credits</td>
<td></td>
</tr>
<tr>
<td>FPE 302 Psychological Perspectives (L) - 3 credits</td>
<td></td>
</tr>
<tr>
<td>SPT 423 Physiology of Sport (L) - 3 credits</td>
<td></td>
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<tr>
<td>/OR/ SPT 411 Seminar in Soc. Issues (L) - 3 credits</td>
<td></td>
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<tr>
<td>SPT 424 Mechanical Analysis (L) - 3 credits</td>
<td></td>
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<tr>
<td>/OR/ SPT 305 Movement Analysis (L) - 3 credits</td>
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<tr>
<td>SPT 425 Sports Medicine (L) - 3 credits</td>
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<tr>
<td>SPT 427 Adapted Physical Education (L) - 3 credits</td>
<td></td>
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<tr>
<td>/OR/ SPT 428 Adapted Physical Education (F) - 3 credits</td>
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<tr>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>4. Required Cognate Courses:</td>
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<tr>
<td>HLS 203 Foundations of Health (L) - 3 credits</td>
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<tr>
<td>HIS 211 First Aid (L) - 1 credit</td>
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<tr>
<td>HIS 311 Nutrition (L) - 3 credits</td>
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</table>

<table>
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<tr>
<th>Course Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>5. Required Program Prerequisites:</td>
<td>6</td>
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<tr>
<td>BIO 205 Anatomy and Physiology Survey (L)</td>
<td>3 credits</td>
</tr>
<tr>
<td>/OR/ Course in Psychology (L) - 3 credits</td>
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<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>6. Suggested Additional Courses:</td>
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<tr>
<td>Physics</td>
<td></td>
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<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>SPT 429 Psychology of Sport (L) - 3 credits</td>
<td></td>
</tr>
<tr>
<td>/OR/ SPT 412 Seminar in Developmental and Behavioral Aspects of Movement Experiences (L) - 3 credits</td>
<td></td>
</tr>
<tr>
<td>Selected skill techniques, or coaching courses by advisement (6 credits).</td>
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</tbody>
</table>
Option II
Professional Certification Program
in Athletic Training

1. Required Athletic Training Courses: 9 hours
   - PEP 356 Athletic Training (F) - 3 credits
   - PEP 357 Athletic Training Practicum - Fall Sports (F) - 3 credits
   - PEP 358 Athletic Training Practicum - Spring Sports (F) - 3 credits

2. Selected Liberal Arts Major (College-wide Requirement): 30 - 36

3. Selected Teacher Certification Area: 20 - 24

4. Required Courses in the Physical Education Program (Non-Athletic Training): 18 hours
   - PHE 301 Biological Perspectives (L) - 3 credits
   - PHE 302 Psychological Perspectives (L) - 3 credits
   - SPT 423 Physiology of Sport (L) - 3 credits
   - OR/ SUE 411 Seminar in Bio. Bases (L) - 3 credits
   - SPT 424 Mechanical Analysis (L) - 3 credits
   - OR/ SUE 405 Movement Analysis (E) - 3 credits
   - SPT 425 Sports Medicine (L) - 3 credits
   - SPT 474 Adapted Physical Education (E) - 3 credits
   - OR/ SUE 402 Adapted Physical Education (F) - 3 credits

5. Required Cognate Courses: 7
   - HLE 205 Foundations of Health (L) - 3 credits
   - HLE 211 First Aid (L) - 1 credit
   - HLE 311 Nutrition (L) - 3 credits

6. Required Program Prerequisites: 6
   - BIO 235 Anatomy and Physiology Survey (L) - 3 credits
   - course in Psychology (L) - 3 credits

7. Suggested Additional Courses (not required):
   - Physics
   - Chemistry
   - SPT 429 Psychology of Sport (L) - 3 credits
   - OR/ SUE 412 Seminar in Development & Behavioral Aspects of Movement Experiences (L) - 3 credits
   - Selected skill techniques or coaching courses by advisement (6 hours)

* Meets requirements for entering National Athletic Trainers' Examination for Certification
II. Long-range planning

A. Relation to the University Master Plan and Campus Master Plan:

B. Plans to include a program in athletic training were included in the 1972 Master Plan.

C. Relation to existing or other projected programs of the institution:

The program will include courses within different departments (note course of study). Practicum experiences will be conducted in and coordinated with the athletic program at Brockport.

D. Relation to existing programs at other institutions, public and private, in the service area, region, and state:

Since the program relates to national certification, course offerings and prerequisites are similar to those in other institutions offering a program in athletic training. (Note listing of the certified programs in Appendix D). Currently no other institution in New York State has a certified program in athletic training.

III. Resources

A. Faculty and Staff:

Faculty for prerequisite, cognate, academic major, and certification course are presently available. The proposal presented herein adds three courses to the curriculum. It is expected that one section of each course would be offered during the academic year. This would, thus, require one half of a faculty position each semester. At the present time, the undergraduate physical education unit employs two faculty members with the necessary expertise in athletic training. Faculty in athletic training have developed a positive relationship with physicians in the surrounding areas in the past. It is expected that this relationship will be expanded so that further medical consultation would be available.

B. Facilities:

Present athletic training room facilities are adequate to meet the basic needs. In addition, plans are now being made to increase facilities. Athletic training equipment includes:

Physiotherapy and Treatment Equipment in the Training Room

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>1</td>
</tr>
<tr>
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<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

Typing Tables
Treatment Tables
Elgin Rehabilitation Table
Infrared Lamps
II.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Hot Hydrocollator</td>
</tr>
<tr>
<td>1</td>
<td>Cold Hydrocollator</td>
</tr>
<tr>
<td>1</td>
<td>Whirlpool</td>
</tr>
<tr>
<td>1</td>
<td>Ultrasound</td>
</tr>
<tr>
<td>1</td>
<td>Ice Machine</td>
</tr>
</tbody>
</table>

In addition, equipment is available in an adjacent room for the purpose of exercise rehabilitation.

Since Brockport has Nursing and Physical Education Programs, library holdings are adequate when combined with specific holdings now used for the present sports medicine course. (Note listing in Appendix E)

C. Expenditures:

Since an athletic trainer was added to the staff on September 1, 1974, there will not be an immediate need to employ additional faculty to conduct the program. Costs for panel review are $50.00. Additional supplies for the program will need to be identified within the operating budget. It is estimated that $3.00/student (maximum of $120) will be sufficient for increased supplies.

IV. Students

A. Identity:

The program will be open to men and women who are interested in athletic training as a profession. Students completing the concentration in athletic training and gaining admission to the FATA Certification Examination must: (1) complete requirements for a teaching certificate in an area of their choice, (2) receive a grade of C or better in SFT 425 (Sports Medicine), PEP 356 (Athletic Training), PEP 357 (Athletic Training Practicum - Fall Sports®), and PEP 358 (Athletic Training Practicum - Spring Sports®).

B. Counseling:

Faculty members in the athletic training area will serve as advisers to students enrolled in the concentration.

*Note: A grade of C or better in SFT 425 (Sports Medicine) is required to gain admission to the Athletic Training Practicum courses.
C. Demand:

Student interest in athletic training at Brockport is indicated by: (1) full enrollment in three sections of SPT 425, Sports Medicine, (2) a survey of students enrolled in SPT 425 for the 1973-74 academic year indicated that approximately one-fifth (24) of the students were considering athletic training as a professional alternative, and (3) number of students (approximately 24) who, the preceding academic year, requested specific information concerning the profession of athletic training.

Increased societal interest concerning the proper care and prevention of athletic injuries indicates an increased demand (see introduction) for those skilled within the area of athletic training. It can be expected that this demand will increase in future years due both to the increased demand for proper care and prevention of injuries sustained during participation in sport and also due to increases in the number of individuals, both men and women, participating in sport.

There is an increasing need for athletic trainers for women, due to the increase in the women's athletic programs in the high schools and colleges and implications of Title IX regarding equal opportunity for women.

D. Employment Possibilities:

Employment within the profession of athletic training is generally involved with one of three areas: high school, college, and professional teams. The number of employment opportunities is partly dependent upon societal interest for proper care of injuries. Increasing demand for the proper care of sports injuries indicate increasing employment possibilities.

High schools: High schools offer the possibility of between 10,000 and 20,000 jobs. The high school trainer would be employed on the same basis as the coach. Primary duties would be teaching and extra duty would be athletic training. The need for the high school trainer is apparent, but the number of jobs will be in proportion to how well administrators are educated as to the need. Legislation, if passed, will cause a very sudden demand for trainers.

---

6 National Athletic Trainers Association, Athletic Training Careers: A Brochure Prepared by the Recruitment Committee of the N.A.T.A., 1974 (available from the Chairman of the N.A.T.A. Recruitment Committee)
College and University: College employment fall into three categories: (1) staff assignment by the athletic department, (2) combination teacher-trainer with teaching areas in physical education, health, or sports medicine, and (3) combination physical therapist-trainer.

Presently both the Eastern Athletic Trainers Association and the New York State Public High School Athletic Association are attempting to improve the care and prevention of athletic injuries by developing provisions to require and/or allow skilled individuals (athletic trainers) to provide for the care and prevention of athletic injuries. Mr. Joseph Abraham, Secretary-Treasurer for the E.A.T.A., feels that if regulations were to be changed there would be an inadequate supply of qualified individuals to provide the necessary care.

A committee appointed by Dr. Grover of the State Education Department in cooperation with the YSSPA, the E.A.T.A. and the Medical Aspects of Sports Committee of the N.Y.S. Medical Association is now finalizing plans for the development of a position involving a teacher-trainer for the public high schools of New York State. J. Kenneth Maffey, Director of Field Service of the New York State Public High School Athletic Association, expects that the position will be viable by January, 1975.

The present statutes within New York State which relate to the care and prevention of athletic injuries to the coach and/or assistant coach necessitate that those administrators concerned with the quality of care for athletic injuries, employ coaches with specific knowledge within athletic training. Generally, an assistant coach may be hired specifically because of his expertise within the area of athletic training.

A growing number of private enterprises such as health clubs, sports clubs, camps, and the like are seeking persons with athletic training skills and knowledge to provide better service for their patrons.


8 Discussion with Mr. Joseph Abraham, Secretary-Treasurer for the Eastern Athletic Trainers Association, January, 1974.

9 Ibid.

E. Articulation and transfer:

Because the course requirements follow those suggested by the National Athletic Trainers Association and thereby coincide with similar programs in other institutions, transfer to certification programs in other institutions should be facilitated. Entrance into graduate programs within athletic training should also be enhanced.

VI. Evaluation

Once each year the director of the concentration will compile information concerning the below and make recommendation to the department concerning points to improve the program.

1) student evaluations,
2) follow up of students in first year positions,
3) ability of students to successfully complete the National Athletic Trainers Association's Certification Examination,
4) practicum supervisors evaluations based upon input from intercollegiate athletic program personnel,
5) input from an Athletic Training Evaluation Panel consisting of at least: 1.) one graduate of the program, 2.) an expert in the field, 3.) an employer, 4.) a member from the National Athletic Trainers Association's Board of Certification (if possible), and 5.) a breakaway faculty member with a specialization in athletic training.
Appendix A

The educational program required by the National Athletic Trainers Association is:

College Preparation

1. Teaching license in the area of your choice

2. Specified required content areas:
   A. Anatomy
   B. Physiology
   C. Physiology of Exercise
   D. Applied Anatomy and Kinesiology
   E. Psychology (2 courses)
   F. First aid and safety
   G. Nutrition
   H. Remedial Exercise
   I. Personal, Community, and School Health
   J. Techniques of Athletic Training
   K. Advanced Techniques of Athletic Training
   L. Laboratory Practice (6 semester hours or 600 clock hours)

3. Recommended but not required:
   A. Physics
   B. Pharmacology
   C. Histology
   D. Pathology
   E. Organization and Administration of Health and Physical Education
   F. Psychology of Coaching
   G. Coaching Techniques
   H. Chemistry

   General N.A.T.A. Certification Requirements are:

1. B.S. degree with a teaching license

2. Practical work under supervision of a N.A.T.A. certified trainer in one of the following:
   A. written and approved curricula (2 years)
   B. Physical Therapy Degree (2 years)
   C. Apprenticeship (1,800 hours)

3. One year N.A.T.A. membership prior to examination

4. Pass N.A.T.A. examination

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Appendix B

Course: SPT 425 Sports Medicine
Instructor: Mr. Alan Peppard

Course Objectives:

The student will gain understanding of the physiological and psychological aspects of man in sport from a sports medicine perspective with practice concerning specific skills necessary for the medical supervision of sports participants.

Course Experiences:

1. Lecture-discussions,
2. Practice concerning skills,
3. Practice involving 'field' decisions,
4. Observation of training room practices,
5. Written examinations and also test concerning the correct application of practical skills,
6. Various extra-class projects.

Course Outline:

Unit I. Overview of Sports Medicine
   A. Sports Medicine: Definition, history and status
   B. Legal Responsibility
   C. Physiological and psychological reactions to injury
      producing forces
   D. Mechanics of injury
   E. Injury recognition and first aid
   F. Definitive Care
   G. Rehabilitation
   H. General principles of bandaging.

Unit II. Specific Injuries: Prevention, Care and Rehabilitation

   A. Conditions concerning the lower extremities
   B. Conditions concerning the upper extremities
   C. Conditions concerning the trunk
   D. Conditions concerning the head and neck
   E. Specific hazardous situations

Unit III. Other Factors Affecting Athletic Performance: conditioning, nutrition, and drugs.

Basic Text:


Bibliography:

Appendix B - Continued

Bibliography:


Appendix C

Course: PFP 355 Athletic Training
Curriculum: Professional Entity
Credit Hours: 3
Prerequisite: SPT 425, Sports Medicine

Course Objectives:

The student will gain knowledge relative to the effect of various stresses upon the anatomical, physiological, and psychological modes necessary for sports participation. Knowledge of specific pathology involved with the various sports injuries will be gained along with the physiological process of healing and the effects of various stressors and agents upon the healing process. The student will develop ability to combine theoretical knowledge with pragmatic skills and knowledge necessary for the care and prevention of injuries that result from sports participation.

Course Outline:

Unit I. Classification of sports by production of stress
    A. Endurance
    B. Strength
    C. Psychological
    D. Specific body segments stressed by traumatic and non-traumatic agents

Unit II. Pain: a psycho-physiological phenomenon
    A. Pain sensation
       production of
       reduction of
       process of learning
       referred pain
    B. Pain reaction
       factors of: temporal, additive, and spatial
       hyperalgesia
       trigger pts.
       itch and scratch sensation
       individual variations
       hereditary endowment
       cultural orientation to pain
       social interaction
       past encounters with painful stimuli

Unit III: Nature of Various Stresses in Sport
    A. Endurance
    B. Strength
Appendix C - Continued

Unit III. Nature of Various Stresses in Sport (cont.)

C. Psychological
   Emotions as stressful agents
   Emotions in sport

D. Soft tissue stress
   Contusion
   Edema formation
   Hematoma formation
   Pain
   Muscular spasm
   Abnormal joint forces
   Ligaments and stress
   Ligament stress and pain
   Muscular stress
   Bruit hypothesis
   Harvey-Pacini hypothesis
   de Vries hypothesis
   Myotonic hypothesis
   Tendon stress
   Fatigue
   Contusion
   Abnormal 'stretch' forces
   Osteo-tissue stress
   Integrity destruction
   Fatigue
   Contusion
   Fasciae
   Contusion
   Fatigue
   Cartilage
   Stress of articular cartilage
   Stress of vertebral cartilage
   Dermato-tissue stress
   Blisters
   Dermatitis
   Fungal infection
   Bacterial infection

Unit IV. The Healing Process

A. Wound healing
   Factors delaying wound healing

B. Techniques to enhance the healing process
   Hypothermic
   Hyperthermic
   Modification of pain responses

C. Rehabilitation

Unit V. Specific Injuries: prevention, care and rehabilitation
   (Anatomy, physiology, and specific stress agents with emphasis on the development of pragmatic knowledge and skill)
Appendix C - Continued

Unit V: Specific Injuries (cont.)

A. Conditions concerning the lower extremities
B. Conditions concerning the upper extremities
C. Conditions concerning the trunk
D. Conditions concerning the head and neck
E. Specific hazardous situations

Selected Bibliography:


Relationship of Sports Medicine to Athletic Training:

Sports Medicine allows a general introduction and overview of the pathological processes which may occur with sports participation. The anatomical, physiological, and psychological factors involved for the prevention, treatment, and rehabilitation of athletic injuries are discussed by means of an introduction to the effect of various stressors upon the various tissues. The healing process occurring within the various tissues is also discussed. The psycho-physiological phenomenon of pain is minimally discussed and specific injury to the various body segments are studied.

Athletic Training will allow the students to continue their inquiry into the pathological processes by directing specific attention to the various stress factors and their relationship to the various sports. An in-depth view of pain will be discussed along with specific anatomical, physiological, and psychological factors involved in the various pathologies.

In general, Sports Medicine will provide the student with an academic introduction to the field and Athletic Training will provide an opportunity for furthering theoretical knowledge relative to the field and studying the application of such knowledge in sport.
Appendix E

Practicum Courses

The emphasis during the practicum courses will be on the development of skills and techniques for athletic training. Because various sports provide different specific stresses and thereby different means necessary for the prevention, treatment, and rehabilitation of injuries, two separate practicum courses are required.

PEP 357 Athletic Training Practicum - Fall Sports

Laboratory participation for student trainers will be accomplished under actual training room conditions supervised by the athletic training staff. The student will be required to participate for a minimum of 6 hours per week during which time they will be learning, practicing, and applying athletic training techniques as related to prevention, protective, and emergency care measures. Students will work with participants in both the men's and women's fall sports programs available at S.U.C. at Brookport. One hour per week will be arranged for student-faculty conferences. The student will also work with pre-season and early season athletic training for winter sports.

Prerequisite: grade of C for SPT 425, Sports Medicine

PEP 358 Athletic Training Practicum - Spring Sports

Laboratory participation for student trainers will be accomplished under actual training room conditions supervised by the athletic training staff. The student will be required to participate for a minimum of 6 hours per week during which time they will be learning, practicing, and applying athletic training techniques as related to prevention, protective, and emergency care measures. Students will work with participants in both the men's and women's spring sports programs available at S.U.C. at Brookport. One hour per week will be arranged for student-faculty conferences. The student will also work with late season athletic training for winter sports.

Prerequisite: grade of C for SPT 425, Sports Medicine
Appendix I

Educational institutions now offering a certification program in athletic training:

University of Arizona
California State College at Long Beach
Western Illinois University
Ball State University
Indiana University
Indiana State University
Purdue University
Louisiana State University
Northeastern University
Central Michigan University
Mankato State College
University of Montana
University of New Mexico
Appalachian State University
University of North Dakota
Ohio University
Oregon State University
West Chester State College
Lamar University
Southwest Texas State University
Texas Christian University
Washington State University
Appendix F

Library Holdings Relative to Athletic Training

Serial Holdings

Amateur Wrestling News
American Association for Health, Physical Education, and Recreation
    Journal of -
    Compendium Research in Health and Physical Education -
    Research Quarterly -
American College Health Association. Journal -
American Corrective Therapy. Journal
American Dietetic Association. Journal -
American Fencing
American Journal of Anatomy
American Journal of Clinical Nutrition
American Journal of Occupational Therapy
American Journal of Physical Medicine
American Medical Association. Journal
American Physical Therapy Association. Journal
Anatomical Record
Annual Review of Physiology
Annual Safety Education Review
Athletic Journal
Athletic Training
Biochemical Medicine
British Journal of Medical Psychology
British Journal of Pharmacology
Canadian Association for Health, Physical Education, and Recreation
Journal
Circulation
Circulation Research
Coach and Athlete
Coaching Clinic
Drug Intelligence and Clinical Pharmacy
Drugs in Current Use
Experiments in Physiology and Biochemistry
Football Clinic
Gymnastics Guide
Health Education Abstracts
Health Education Journal
Health Information Digest
Hockey News
International Lacrosse Magazine
Journal of Anatomy
Journal of Bone and Joint Surgery
Journal of Experimental Medicine
Journal of Motor Behavior
Journal of Nutrition
Journal of Pediatrics
Journal of Physical Education
Periodicals - Continued

Journal of Safety Research
Journal of School Health
Journal of Sports Medicine and Physical Fitness
Kinesiology Review
Medicine and Science in Sports
New York State Journal of Health, Physical Education, and Recreation
Nursing Outlook
Nursing Research
Nursing Research Report
Nutrition Abstracts and Reviews
Nutrition Reviews
Perceptual Motor Skills
Physical Educator
Physical Therapy
Psychology in the Schools
Psychology of Learning and Motivation
Scholastic Coach
Scholastic Wrestling News
Skating
Ski Magazine
Soccer News
Sporting News
Sports Illustrated
The Physician and Sportsmedicine
Today's Health
Vitamins and Hormones Advance in Research and Application
World Tennis
Appendix F - Continued

Books


Appendix F - Continued

Books


Appendix F - Continued

Books


