Basic Course Information

Semester:	**Spring 26**	Instructor Name:	**Hector Vildosola "Coach Hector"**
Course Title & #:	**ES 219 Intro to athletic training**	Email:	**Hector.vildosola@imperial.edu**
CRN #:	**20855**	Webpage (optional):	
Classroom:	**700**	Office #:	**758**
Class Dates:	**Feb 17th – Jun 12th**	Office Hours:	**Monday , Wednesday 10- 11 am Online Tuesday , Thursday 10- 11 am office**
Class Days:	**Thursday – online**	Office Phone #:	**760-355-6342**
Class Times:	**11:20 am – 2:30 pm**	Emergency Contact:	
Units:	**3**	Class Format:	**Hybrid**

Course Description

This course introduces the profession of athletic training and covers the care and prevention of common athletic injuries. It includes bandaging and/or taping techniques, rehabilitation of injuries, and the use of therapeutic modalities. (Formerly PE 219) (CSU/UC)

Course Prerequisite(s) and/or Corequisite(s)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Discuss the duties of an Athletic Trainer and the requirements for certification.
2. Identify and care for common athletic injuries.
3. Recognize and provide emergency first aid for serious athletic injuries.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe the duties of an Athletic Trainer as well as list the requirements for certification.
2. Define basic medical and anatomical terminology.
3. Explain the various modalities and their uses.
4. Identify the causes of athletic injuries.
5. Identify methods for preventing athletic injuries.
6. Apply the principles of initial care of athletic injuries.

7. Recognize and provide emergency first aid for serious athletic injuries.
8. Apply bandaging and/or taping techniques.
9. Identify and care for common athletic injuries.

Textbooks & Other Resources or Links

William Prentice. 2020. *Principles of Athletic Training: A Guide to Evidence-Based Clinical Practice.* 17th McGraw-Hill. ISBN: 978-1260241051.

Course Requirements and Instructional Methods

Instructional methods include the following;
- Demonstration,
- Discussion,
- Group Activity,
- Individual Assistance,
- Lab Activity,
- Lecture,
- Audio Visual,
- Computer Assisted Instruction,
- Distance Learning.

Regular and Effective Contact Policy for Distance Education Background In hybrid or fully online courses, ensuring regular effective contact guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course, the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits. Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to- face environment should also be applied to the distance education situation. The distance education guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each distance education course/section or session." Imperial Valley College Policy All distance education courses at Imperial Valley College, whether hybrid or fully online, will include regular effective contact as described below:

1. Initiated interaction and frequency of contact. Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Distance education courses are considered the "virtual equivalent" of face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is

maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday, is desirable but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.

2. Establishing expectations and managing unexpected instructor absence. An instructor and/or department-established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (a week or more), a substitute instructor should be sought Distance Education Committee – 04/09/14 2 who can assist students while the instructor is unavailable. If, for whatever reason, a faculty member is unable to comply with the regular, timely, and effective contact guidelines set forth, students must be informed via email or high priority announcement as to when they can expect regular, timely, and effective contact to resume.

3. Type of Contact Regarding the type of contact that will exist in all Imperial Valley College distance learning courses, instructors will use the following resources to maintain contact with students:
a. Orientation material;
b. Weekly announcements in the course management system;
c. Threaded discussion boards within the course management system with appropriate instructor participation ("Questions for the Instructor" forums are good, but should be used in conjunction with other forums);
d. Email contact within or outside Blackboard (response to student emails recommended within 24-48 hours); and
e. Timely feedback for student work (recommended within 7-10 days). In addition to items a through e above, it is recommended that instructors use at least two or more of the following resources to maintain additional contact with students:
f. Participation in online group collaboration projects g
. Face-to-face informal meetings (e.g. review sessions)
h. Face-to-face formal meetings (e.g. regular, scheduled class sessions)
i. Regular podcasts
j. Virtual Office hours via the chat function in the course management system or other synchronous systems such as CCC Confer.
Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.
What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: https://imperial.edu/students/student-equity-and-achievement/

2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:
-Park in every other space (empty space BETWEEN vehicles)

-Must have facemask available
-For best reception park near buildings 4
- Only park at marked student spaces
-Only owners of a valid disabled placard may use disabled parking spaces
-Only members of the same household in each vehicle
-Occupants **MUST** remain in vehicles
-Restrooms and other on-campus services not available
-College campus safety will monitor the parking lot
-Student code of conduct and all other parking guidelines are in effect
-Please do not leave any trash behind
-No parking permit required

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455

Course Grading Based on Course Objectives

Letter grade based on course participation which include the following:
- Class Activity
- Exam(s)
- Discussions
- Oral Assignments
- Quizzes
- Written Assignments
- Essay
- Problem Solving Exercise

Course Grading Structure (16-Week Course)

Assessment Category	Description of Student Activities	Points Possible
Weekly Module Activities (16 weeks)	Weekly online modules including discussions, quizzes, short written assignments, and research-based tasks aligned with course objectives. Each module is worth **200 points per week**.	**3,200**
Classroom Activities & Participation	In-class activities, group work, applied exercises, attendance, and professional engagement during scheduled class sessions.	100
Semester Assignment	A cumulative written or applied assignment completed over the semester demonstrating synthesis and application of course concepts.	100
Final Project	Culminating project such as a lesson plan, presentation, or applied demonstration assessing content mastery and professional quality.	100
Total Points Possible		**3,500**

Grading Scale

Letter Grade	Point Range
A	3,150–3,500 points (90–100%)

B	2,800–3,149 points (80–89%)
C	2,450–2,799 points (70–79%)
D	2,100–2,449 points (60–69%)
F	2,099 points and below (<60%)

Assessment Specifications

- **Weekly Module Activities (3,200 points total):**
  Students will complete one learning module each week over the 16-week semester. Each module is worth **200 points** and may include discussion posts, quizzes, reflections, and research-based assignments. Modules are designed to ensure consistent engagement and mastery of weekly learning outcomes.
- **Classroom Activities & Participation (100 points):**
  Points are earned through active participation in classroom activities, collaboration, attendance, and professional conduct.
- **Semester Assignment (100 points):**
  A semester-long assignment requiring students to apply and synthesize course content into a structured written or applied product.
- **Final Project (100 points):**
  A comprehensive final assessment evaluating organization, content accuracy, instructional quality, and professionalism.

Course Policies

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

What does it mean to "attend" an online class?
Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:
- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.
Classroom etiquette
🗌 Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
🗌 Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
🗌 Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
🗌 Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

How do I act differently if I have an on-ground class during COVID?
1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH
a. Even if your symptoms are mild, stay home.
b. Email your instructor to explain why you are missing class.
c. If you are sick with COVID-19 or think you might have COVID-19, provides CDC guidance.
d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.

e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.

2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).

a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).

3. BRING A MASK TO CLASS (and always wear it).

a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.

4. GO DIRECTLY TO YOUR CLASSROOM.

a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.

5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).

a. Your classroom is equipped with cleaning supplies. Use them as needed.

6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).

a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.

7. BRING YOUR OWN FOOD AND DRINKS.

a. There is no food service currently offered on campus.

Classroom netiquette

▢ What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

▢ Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

How am I expected to act in an online "classroom" (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL

a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

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a. Crunching food or chugging drinks is distracting for others.

b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

a. It is hard to see you in dim lighting so find a location with light.

b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

a. If you are using the camera, show your face; it helps others see your non-verbal cues.

b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

a. Catch up on other emails or other work later.

b. If you are Zooming, silence your phone and put it away.

c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

a. Follow your instructor's directions about using the **"raise hand"** icon or chat function to be recognized and to speak, but make sure you have unmuted your device.

b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.

b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Academic Honesty

⬜ What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

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11) Be RESPECTFUL

a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

12) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

a. People walking around and pets barking can be a distraction.

13) EAT AT A DIFFERENT TIME.

a. Crunching food or chugging drinks is distracting for others.

b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

14) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

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b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.

15) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

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16) Be READY TO LEARN AND PAY ATTENTION

a. Catch up on other emails or other work later.

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a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

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b. Do not speak when someone else is speaking.

19) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.

b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

20) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Other Course Information

CORE CONTENT:

Lecture Outline

Careers and Organizations
- Students will understand the duties and responsibilities of an athletic trainer, traditional and nontraditional settings, and professional organizations related to athletic training.
  - Students will be able to identify the 6 domains of athletic training: Prevention, Clinical Evaluation and Diagnosis, Immediate and Emergency Care, Treatment and Rehabilitation, and Organization and Administration, and Professional Responsibility.
  - Students will learn about professional organizations relevant to California Athletic Trainers such as the National Association of Athletic Trainers (NATA), Far West Athletic Trainers Association (FWATA), and the California Athletic Trainers Association (CATA), as well as what they provide for Athletic Trainers.

Athletic injuries
- Understand the importance of interpersonal skills and apply them to effectively communicate with patients about health and wellbeing.
- Gain knowledge of the general causes of injuries (i.e., internal vs. external forces), and be able to identify the mechanisms of injury for commonly sustained injuries.
  - They will apply this knowledge to injuries associated with various body regions, such as the ankle, knee, hip, trunk, shoulder, and elbow, wrist, and hand.
- Demonstrate understanding of injury recognition and clinical diagnosis using SOAP notes as well as know the components of a primary and secondary survey.
- Be able to know appropriate immediate treatment of various acute injuries, and what qualifies an injury to be considered an emergency that warrants activation of the emergency action plan.
  - Students will learn the components and personnel involved in an Emergency Action Plan
    - Understanding the role of an Athletic Trainer in a Sports Medicine Team.
  - Gain knowledge of splinting, wrapping, bracing, and taping for acute injuries.
- Understanding ways to prevent athletic injuries through exercise and use of prophylactic taping, wrapping, and bracing.
- Be able to identify potentially hazardous environmental conditions such as excessive heat, altitude, lightning, extreme cold, and air quality.
  - Students will understand proper ways of collecting data and implementing environmentally specific Emergency Action Plans.
  - Students will be able to identify and treat injuries and illnesses associated with specific environmental conditions.

Therapeutic Intervention
- Demonstrate an understanding of therapeutic exercise and when it is appropriate to use therapeutic interventions.
  - Students will be able to identify components of rehabilitation programs, progression of rehabilitation programs, and when an athlete is clear to return to play.
- Students will be able to identify the stages of healing and how rehabilitation progression aligns with each other.
  - Students will be able to identify appropriate exercise types, depending on the stage of injury healing that the patient is in.
- Be able to identify indications and contraindications, application, and use of various therapeutic modalities.
  - Therapeutic modalities include hands-on methods, thermotherapy, cryotherapy, electrostimulation, and tissue decompression.

Lab Outline

Lab Practice: Skills and knowledge gained during the course will be applied to practice during the clinical lab section with the Certified Athletic Trainers.
- Learn and understand general components of an injury evaluation (i.e., SOAP Note).
  - Generalized subjective and objective evaluations will be conducted, followed by accurate assessment and a proposed plan of action.
- Understand and be able to use anatomical knowledge to accurately identify and palpate specific landmarks.
  - Use anatomical knowledge to correctly assess the range of motion, apply special tests, and specific manual muscle testing.
- Be able to identify common injuries associated with a body part segment.
  - Common mechanisms of injury and prevention will also be understood.
- Show the ability to properly apply tapes and wraps specific to body parts/segments and show an understanding of when it is appropriate to use said tapes and wraps.
  - Students will also be able to choose the correct sizes, lengths, and types of wraps and tapes.
- Complete minimum requirements for clinical observation hours, including minimum requirements for in-clinic hours, practice coverage, and game day coverage.
  - Students adhere to policies set forth by ATCs regarding dress code, appropriate student and athlete conduct, and clinic tasks and preparation including, but not limited to, opening or closing of the athletic training room and game or practice set up.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit http://www.imperial.edu/studentresources or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

Topics Covered

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Week	Topic	Assignments
Week 1	• Module 0: Orientation	Discussion Importance of Athletic trainers
Week 2	• Module 1: The athletic trainer as a health care provider/ health care organization and administration in athletic training	Class room activites / Canvas assigments
Week 3	• Module 2: Legal concerns insurance / Fitness and conditioning	Class room activites / Canvas assigments
Week 4	• Module 3: Nutrition and supplements / Environmental considerations	Class room activites / Canvas assigments
Week 5	• Module 4: selection and fitting protective equipment •	Class room activites / Canvas assigments
Week 6	• Module 5: wrapping and taping •	Class room activites / Canvas assigments
Week 7	• Module 6: Mechanisms and characteristics of musculoskeletal & nerve trauma •	Class room activites / Canvas assigments
Week 8	• Module 7: Tissue response to injury •	Class room activites / Canvas assigments
Week 9	• Module 8: Psychosocial intervention of sporting injuries and illnesses •	Class room activites / Canvas assigments

Week	Topic	Assignments
Week 10	• Module 9: On-the-field acute care and emergency procedures •	Class room activites / Canvas assigments
Week 11	• Module 10: Off the field injury prevention •	Class room activites / Canvas assigments
week 12	• Module 11: Infectious diseases, bloodborne pathogens and standard precautions	Class room activites / Canvas assigments
Week 13	• Module 12: Using therapeutic modalities / using therapeutic exercise in rehabilitation	Class room activites / Canvas assigments
Week 14	• Module 13: Lower body	Class room activites / Canvas assigments
Week 15	• Module 14: Upper body	Class room activites / Canvas assigments
	• Module 15: FInal	

Subject to change without prior notice