

# SPMD-SPORTS MEDICINE

## SPMD 1110. Introduction to Athletic Training

### 3 Credits (3)

Introduction to the principles of athletic training. May be repeated up to 3 credits.

#### Learning Outcomes

1. Understand the historical development of athletic training and sports medicine.
2. Understand the knowledge and experiences needed to become a Certified Athletic Trainer.
3. Understand the specific responsibilities and duties of an athletic trainer.
4. Understand the diverse jobs settings within the profession of athletic training.
5. Understand the relationship between the athletic trainer and the sports medicine team.
6. Understand some of the general and specific injuries and medical conditions that occur in athletics; their causes, signs and symptoms, treatments, rehabilitation, and prevention.
7. Understand some of the contemporary issues and problems facing the athletic training profession.

## SPMD 1120. Medical Terminology

### 3 Credits (3)

Study of the structure of medical language with emphasis on sports medicine-related terminology. To include analysis and interpretation of medical documentation. Restricted to: Las Cruces campus only.

#### Learning Outcomes

1. Master the fundamentals of word analysis, including the separation of terms into word roots or combining forms, common prefixes, and suffixes.
2. Differentiate types of medical terms and the relationships among terms.
3. Develop a proficiency in the use of physiological and anatomical terms as reflected in medical documents.
4. Master the terms, words, phrases, and symbols that describe the human body in its various states of health and disease, including essential anatomical terms.

## SPMD 1190. Clinical Practicum I

### 2 Credits (2)

Introduction to the clinical aspects of the athletic training education program. Must maintain at least 3.0 GPA. May be repeated up to 4 credits.

#### Learning Outcomes

1. The Athletic Training Program application procedures.
2. The ability to perform selected taping and wrapping techniques.
3. Knowledge of HIPAA guidelines, pre-participation physical examinations, environmental illnesses, the history of Athletic Training and its governing bodies, Evidence Based Practice and its implications in the field of athletic training, evaluation procedures for the injured athlete, NMSU AT program and its affiliated clinical sites.
4. Proper documentation for the athletic training environment including SOAP notes.

## SPMD 1195. Clinical Practicum II

### 3 Credits (3)

Athletic training related content and psycho-motor skills are introduced, enhanced, and assessed in the classroom and clinical rotations.

Emphasis is on competencies and proficiencies previously instructed in didactic courses while providing increased depth of understanding and clinical practice. Must maintain a 3.0 GPA. May be repeated up to 3 credits.

#### Learning Outcomes

1. Demonstrate knowledge and skill in emergency situation prevention, recognition, and management.
2. Demonstrate proficiency in basic skills of musculoskeletal injury recognition and management.
3. Demonstrate competency in basic pre-participation exam skills, including but not limited to taking vital signs.
4. Demonstrate competency in wound care and first aid.

## SPMD 1310. Introduction to Kinesiology

### 3 Credits (3)

An introduction to the field of Kinesiology which will explore areas such as exercise physiology, sport and exercise psychology, motor behavior, biomechanics, strength and conditioning, exercise prescription, as well as professional and graduate programs, and allied health and applied careers opportunities.

#### Learning Outcomes

## SPMD 1350. Social Foundations of Physical Activity

### 3 Credits (3)

Historical and cultural foundations and vocational, scientific, and educational data on careers in health education, physical education, and recreation.

#### Learning Outcomes

1. Improve students' knowledge of foundations of physical education. (Research) (Standard 4 j, k, l, m, o, p)
2. Improve students' abilities to analyze current physical activity issues based on historical, philosophical, sociological, and psychological perspectives. (Research) (Standard 4 l, m, e, g)
3. Improve students' knowledge of and ability to critically analyze how gender, race, social class, sexual orientation, and ability issues affect physical education and performance programs. (Research, Diversity) (Standard 4j, k, l, m, o; Standard 2 d, g, j, f, k)
4. Improve students' knowledge of forces influencing the development of physical education programs. In particular, attitudes, values, and beliefs about gender, race, social class, sexual orientation, and ability, etc. (Diversity, Practitioners, Reflection, Pedagogy) (Standard 1 a, b, h, l; Standard 4 j, k, l, m, o; Standard 2 a, d, g, j, f, k)
5. Improve students' knowledge of strategies for becoming an advocate in the school and/or community to promote a variety of physical activity opportunities. (Practitioners) (Standard 2 m, n; Standard 3 n, o, p, q, r; Standard 10 d, j, p)
6. Improve students' knowledge of current educational issues and trends. In particular, socio-cultural issues that affect educational, fitness, and sports settings. (Diversity, Research) (Standard 4 j, k, l, m, o, p Standard 9 a, c, e, f, m, n)
7. Improve students' knowledge of how students' learning is influenced by individual experiences, talents, and prior learning, including language and family/community values and conditions. (Diversity, Research) (Standard 1 b, h, l; Standard 2 d, g, j, k, m, n, o; Standard 3 l)
8. Improve students' knowledge of the impact of international changes on the content of physical education, fitness, and sports programs. (Research) (Standard 4 j, k, l, m, o, p)

9. Improve students' ability to critically analyze how gender, race, sexuality and social class issues affect how we view the body, and how these views can affect students' health and participation in physical education, fitness, and sports programs. (Diversity, Reflection) (Standard 2 d, g, j, f, k, m, o) 1
10. Improve students' ability to become critically aware of how their feelings, beliefs, and values in relation to gender, race, social class, sexual orientation, and ability issues will affect their abilities to work as professionals in the fields of physical education, sport, or fitness. (Diversity, Reflection) (Standard 2d, g, j, f, k, m, o Standard 9 e, d, g, l, m) 1
11. Improve students' knowledge of and ability to critically analyze cultural stereotypes of diverse populations of people. (Diversity) (Standard 2 d, g, j, f, k, m, o) 1
12. Improve students' knowledge of how cultural stereotypes influence the development of physical education, fitness and sport programs. (Research, Diversity) (Standard 2 d, g, j, f, k, m, o; Standard 4 j, k, m, o, p, q Standard 8 p) 1
13. Improve students' knowledge of how groups influence individuals, and how individuals influence groups in a democratic society. (Diversity) (Standard 2 d, g, j, f, k, m, o; Standard 4 m, p;) 1
14. Improve students' abilities to communicate in ways that demonstrate sensitivity to all learners. (Diversity, Effectiveness) (Standard 1 d, h, l; Standard 2 d, g, j, f, k, m, o) 1
15. Students will demonstrate through writing the ability to apply the issues discussed in class to their specific fields in ways that benefit society. (Evaluation) (Standard 9 e, g, l, m) 1
16. Students will improve their ability to take the content from readings and present it in thought provoking ways to their classmates. (Research, Evaluation, Reflection) (Standard 9 e, g, l, m; Standard 10 a, d, h, n) 1
17. Writing proficiency is required for a passing grade in this course. (Standard 4 l) 1
18. Improve students' abilities to use computers and other technologies to communicate, network, and/or foster inquiry. (Standard 10 g) 1
19. Consult professional literature, colleagues, and other resources to develop as a professional. (Standard 10 e, f, h, l, n, r)

### **SPMD 2130. Emergency Response in Sports Medicine** **2 Credits (2)**

Designed to provide knowledge and experience in emergency care procedures, blood borne pathogens, and first aid. Students will receive certification in CPR/AED for the Professional Rescuer and in First Aid, upon successful completion of course. May be repeated up to 4 credits.

**Prerequisite:** Consent of Instructor.

#### **Learning Outcomes**

1. Identify the individuals involved in the Emergency Response Team
2. Construct the components of an effective emergency Action Plan
3. Assess the scene and patient during an emergency situation
4. Demonstrate proper universal precautions and wound care
5. Demonstrate effective Cardiopulmonary Resuscitation, AED use
6. Demonstrate effective Rescue Breathing Airway Management techniques
7. Demonstrate effective splinting techniques
8. Demonstrate understanding of the techniques utilized in cervical stabilization
9. Identify components of acute care for general medical and orthopedic emergencies.

### **SPMD 2210. Anatomy and Physiology I**

#### **3 Credits (3)**

Detailed study of the structure and function of the human musculoskeletal, cardiovascular, respiratory, and peripheral nervous systems. Designed specifically for students interested in allied health professions.

#### **Learning Outcomes**

1. The student will learn and identify bones, connective tissue, joints and muscular structures of the human body.
2. The student will study joints and associated structures of the body.
3. The student will learn about skeletal muscle, origins, insertions, and actions.
4. The student will learn about the fundamentals of the nervous system and associated structures.
5. The student will learn about smooth and cardiac muscle and their association actions.
6. The student will learn the structures associated with the cardiovascular system (heart and blood vessels).
7. The student will learn the location of all visceral organs.
8. Evaluation of knowledge is determined through practical identification of anatomical structures via written opened ended exams.

### **SPMD 2210L. Anatomy and Physiology Laboratory**

#### **1 Credit (1P)**

Students will engage in activities designed to enhance appreciation of the anatomical structures related to the content areas for SPMD 2210. Restricted to Las Cruces campus only.

#### **Learning Outcomes**

1. The student will learn and identify bones, connective tissue, joints and muscular structures of the human body.
2. The student will study joints and associated structures of the body.
3. The student will learn about skeletal muscle, origins, insertions, and actions.
4. The student will learn about the fundamentals of the nervous system and associated structures.
5. The student will learn about smooth and cardiac muscle and their association actions.
6. The student will learn the structures associated with the cardiovascular system (heart and blood vessels).
7. The student will learn the location of all visceral organs.
8. Evaluation of knowledge is determined through practical identification of anatomical structures via written opened ended exams.

### **SPMD 2250. Fitness for Health and Sport**

#### **3 Credits (3)**

A study of the fitness needs for health enhancement and sport participation.

#### **Learning Outcomes**

1. Recognize the importance of incorporating positive fitness/wellness habits within one's lifestyle in terms of enhancing longevity, disease prevention, and overall quality of life.
2. Examine various physiological benefits and adaptations to such factors as muscular strength, muscular endurance, cardiovascular fitness, flexibility, and body composition when certain stimuli are applied to each. Assessment of these characteristics will be witnessed primarily in practical experiences within the course's laboratory settings.

3. Identify current trends and/or health patterns within society in regards to scientific findings, declination in health habits, and increases in health ailments.
4. Compare various nutritional concepts, specifically proper dietary habits and their impact on weight management aspects.
5. Describe the role physical activity and sport specific training play on competitive athletic performance.

#### **SPMD 2310. Career Preparation**

##### **1 Credit (1)**

From concept to implementation: Career exploration, setting up degree plans, finding graduate programs, developing professional resumes, writing letters of application, seeking letters of recommendation, and interview preparation.

##### **Learning Outcomes**

1. Career opportunities within human movement and allied health fields
2. Chose both a primary and secondary career of their interest
3. Search for appropriate graduate schools to match their career choices
4. Create a plan by aligning their undergraduate curriculum with their career choices
5. Explore additional education (dual majors, minors, and certifications specific to their chosen field)
6. Study and create a professional resume
7. Create a curriculum vita as a historical reference for future job prospects
8. Write a professional letter of application for jobs and school applications
9. Learn how to seek "outstanding" letters of recommendation
10. Study appropriate interview protocol
11. Practice interviews (one on one, panel and group)