

The University of British Columbia
SCHOOL OF KINESIOLOGY

KIN 461 – Prevention of Athletic Injuries I

Mondays, 5:00pm-8:00pm

UBC Life Building - 2201

Instructor:

Anne Lasinsky, PhD, MSc, MA

E-mail: anne.lasinsky@ubc.ca

Office: 204 Osborne Unit II

**Please note that my office is not wheelchair accessible. If you require a different location to accommodate your mobility needs, we can arrange another location.*

Office Hours: By appointment, Mondays and Wednesdays 12:30pm-2:00pm

Teaching Assistants:

Nikki Mallow

E-mail: Nicole.mallow@ubc.ca

Office Hours Location: Osborne Centre Open Area

Office Hours (by appointment): Mon, Wed: 2:30-4:30pm

Pat Wu

E-mail: pat.wu@alumni.ubc.ca

Office Hours Location: Osborne Centre Open Area

Office Hours (by appointment): Wednesdays, 12:15-2:15pm

COURSE OVERVIEW

Clinical sports medicine is a multidisciplinary field practiced by various registered clinical professions. Key skills of sports medicine clinicians include being able to make a diagnosis (based on a knowledge of sports injury epidemiology, appropriate physical tests, and investigations), deciding upon treatment with interpretation of the literature and the principles of 'evidence-based practice', and assisting athletes in returning to sport. The course covers common musculoskeletal injuries and prevalent disorders encountered in sports medicine.

COURSE TOOLS AND RESOURCES

There is no required textbook for this course. Reading materials are mostly published research articles available through the UBC Library website.

Suggested Textbook:

Brukner & Khan's Clinical Sports Medicine, 5th Edition, Publisher: McGraw-Hill 2016

ISBN-10: 1743761384

ISBN-13: 978-1743761380

Canvas: Information about this course, lecture slides, and important reminders will be made available on the course website. This information can be accessed on Canvas, so please check the site regularly. *You are responsible for the information posted to Canvas.*

The University of British Columbia

SCHOOL OF KINESIOLOGY

ATTENDANCE

You should attend all lectures. You are responsible for all material covered in class and any information given whether in attendance or not. You are also responsible for getting your own notes from class, as well as information pertaining to changes in the course outline, readings, assignments, and information related to any quizzes or exams. If you miss a quiz or exam in class without advanced notice and proper documentation, you cannot make up that assessment and will be given a mark of zero. For example, if you will not be in class due to travel for varsity sport or an acute illness you must email BEFORE the assessment takes place to notify us of your absence, and then provide documentation to the instructor or teaching assistant.

EMAIL

Attempting to teach or explain material over e-mail can be difficult and ineffective. **If you have questions about course material or concepts, those questions should be addressed in person.** Please seek clarification on course material in class, during breaks, after class, or during office hours with the instructor or teaching assistant. E-mail should be used for a limited number of reasons, including: scheduling a time to meet during office hours, in cases of emergency that may cause you to miss an exam, or situations otherwise detailed in class. It may take up to 24 hours to respond to your email during the week and I **do not** check my email on weekends, nor will your teaching assistant. Please keep this in mind around exam time. Please include "KIN 461" in the subject line of emails.

OFFICE HOURS

Questions about course material are best handled in person and in a timely manner. If something is unclear, you should seek clarification within that week. Do not wait until the week before an exam to review material that was unclear weeks before. Office hours are a good option for seeking clarification or further understanding on course concepts. Setting up a meeting during office hours is also a good way to get to know your instructor or teaching assistant. If you are unable to meet during office hours, we may be able to schedule a different time to meet.

TECHNOLOGY IN THE CLASSROOM

Note taking on a laptop may encourage verbatim transcription and reduces individuals' processing of the information. It may also be a distraction to you or your classmates, and can inhibit classroom discussion. Laptops also create the temptation to surf the web, check e-mail, or send messages, which is a distraction to yourself and those around you. **Laptops and tablets are not permitted in the classroom for this course.** If you have special permission from Access & Diversity to use a laptop in the classroom, please contact me to arrange a situation that accommodates you.

Cell phones are also not welcome in the classroom. **Cell phones are not to be visible or used at any time, especially during quizzes or exams. Having a cell phone visible during a quiz or exam may be considered cheating.** Phones should be turned off before entering the room and remain off for the duration of class. If there is an extenuating circumstance that requires the student to use the phone during class, notify me before class and then kindly step out of the room. Students who use their phone during class time will be asked to put the phone away and may be asked to leave.

You are **never** permitted to photograph or record any portion of the class (including slides from the class presentation) with a smartphone or any other recording device, without my written permission. This means that you may not photograph a lecture slide, Snapchat our lecture, or in any other way record me or my lecture.

CLASS NOTES

Class notes will be made available through the course website on Canvas. Please keep in mind that these notes provide an overview of what will be covered and do not contain information related to discussions, in-class assignments, or detailed examples, which will be covered in class. The instructor will not make a full set of notes available online, which means it is your responsibility to attend class and take complete notes.

The University of British Columbia

SCHOOL OF KINESIOLOGY

COPYRIGHT

As the instructor, I hold the copyright to the lectures and all course materials presented in class, unless otherwise noted. The copyright also extends to student notes and summaries that substantially reflect these lectures or materials. Materials are made available to students for personal use only. Students may not distribute or reproduce the materials for commercial purposes without my express written consent. No classroom content should be posted to CourseHero or other similar websites.

UNIVERSITY POLICIES

It is your responsibility to become familiar with the University of British Columbia's Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policiesresources-support-student-success>).

COURSE EVALUATION

The breakdown of marking for the course is as follows:

Quiz I:	10%
Midterm I:	30%
Quiz II:	10%
Quiz III:	10%
Final Exam:	40%

If an absence is anticipated before a class in which there is an assessment, please speak to your teaching assistant or instructor to discuss your personal situation **before you miss the class**. Exams will not be rescheduled for any reason other than a documented medical issue, travel for university athletics, or family emergency. Written documentation must be presented in order for the assessment to be rescheduled. Vacationing is not a valid excuse to miss an assessment. If you are absent from class without a valid excuse and miss an assessment, you will be given a mark of 0 for that assessment.

There is no individual extra credit in this course. Please keep that in mind from the beginning of the course. In the instance that an extra credit opportunity is made available, it will be made available to everyone in the class.

QUIZZES

There will be a series of three quizzes in the course. Quiz style may include, but is not limited to: multiple choice questions, labeling, fill-in-the-blank, true/false, and short answer questions. Each quiz is worth ten percent of your overall mark for the course. Details of individual quizzes will be discussed during the class period before the quiz. Missed quizzes are subject to the policies outlined in the section titled "Course Evaluation." In some, but not all, circumstances, the value of a missed quiz may be re-weighted onto the other quizzes, but only in the case of documented emergencies or university-related travel.

**The University of British Columbia
SCHOOL OF KINESIOLOGY**

EXAMS

There are two exams in the course. The midterm exam will cover material presented in the first half of the course, the final exam will cover content covered in the second half of the course. The final exam is **NOT CUMULATIVE**. Exams will be multiple choice.

COURSE SCHEDULE

Date	Class Content	Assessment	Textbook Chapter
Sept. 9	Introduction + Syllabus Evidence Based Sports Medicine	--	
Sept. 16	Foot + Ankle	--	
Sept. 23	Knee Injuries: Acute + Chronic Lower Leg Injuries	Quiz 1	
Sept. 30	Hip + Thigh Injuries Midterm Review	--	
Oct. 7	--	Midterm I	
Oct. 21	Low Back + Spine Injuries Hand + Wrist + Arm	--	
Oct. 28	Shoulder Injuries: Acute + Chronic	Quiz 2	
Nov. 4	Therapeutic Exercise and Modalities	--	
Nov. 18	Neck and Head Injuries	Quiz 3	
Nov. 25	Injuries in the Pediatric Athlete Final Exam Review	--	
TBA	Final Exam Location TBA		

The University of British Columbia
SCHOOL OF KINESIOLOGY
COURSE READINGS:

- Khan, K. M., & Scott, A. (2009). Mechanotherapy: how physical therapists' prescription of exercise promotes tissue repair. *British journal of sports medicine*, 43(4), 247-252.
- Khan, K. M., Cook, J. L., Kannus, P., Maffulli, N., & Bonar, S. F. (2002). Time to abandon the "tendinitis" myth: painful, overuse tendon conditions have a non-inflammatory pathology.
- <https://fivethirtyeight.com/features/how-shoddy-statistics-found-a-home-in-sports-research/>
- Olmsted, L. C., Vela, L. I., Denegar, C. R., & Hertel, J. (2004). Prophylactic ankle taping and bracing: a numbers-needed-to-treat and cost-benefit analysis. *Journal of athletic training*, 39(1), 95.
- Kaminski, T. W., Hertel, J., Amendola, N., Docherty, C. L., Dolan, M. G., Hopkins, J. T., ... & Richie, D. (2013). National Athletic Trainers' Association position statement: conservative management and prevention of ankle sprains in athletes. *Journal of athletic training*, 48(4), 528-545.
- Postma, W. F., & West, R. V. (2013). Anterior cruciate ligament injury-prevention programs. *JBJS*, 95(7), 661-669.
- Moseley, J. B., O'malley, K., Petersen, N. J., Menke, T. J., Brody, B. A., Kuykendall, D. H., ... & Wray, N. P. (2002). A controlled trial of arthroscopic surgery for osteoarthritis of the knee. *New England Journal of Medicine*, 347(2), 81-88.
- Sihvonen, R., Paavola, M., Malmivaara, A., Itälä, A., Joukainen, A., Nurmi, H., ... & Järvinen, T. L. (2013). Arthroscopic partial meniscectomy versus sham surgery for a degenerative meniscal tear. *New England Journal of Medicine*, 369(26), 2515-2524.
- Sherry, M. A., & Best, T. M. (2004). A comparison of 2 rehabilitation programs in the treatment of acute hamstring strains. *Journal of Orthopaedic & Sports Physical Therapy*, 34(3), 116-125.
- Verrall, G. M., Slavotinek, J. P., Barnes, P. G., Fon, G. T., & Spriggins, A. J. (2001). Clinical risk factors for hamstring muscle strain injury: a prospective study with correlation of injury by magnetic resonance imaging. *British Journal of Sports Medicine*, 35(6), 435-439.
- Arnason, A., Andersen, T. E., Holme, I., Engebretsen, L., & Bahr, R. (2008). Prevention of hamstring strains in elite soccer: an intervention study. *Scandinavian journal of medicine & science in sports*, 18(1), 40-48.
- Cain Jr, E. L., Dugas, J. R., Wolf, R. S., & Andrews, J. R. (2003). Elbow injuries in throwing athletes: a current concepts review. *The American journal of sports medicine*, 31(4), 621-635.
- Rettig, A. C. (2003). Athletic injuries of the wrist and hand. *The American journal of sports medicine*, 31(6), 1038-1048.
- Ellenbecker, T. S., & Cools, A. (2010). Rehabilitation of shoulder impingement syndrome and rotator cuff injuries: an evidence-based review. *British journal of sports medicine*, 44(5), 319-327.
- Swartz, E. E., Boden, B. P., Courson, R. W., Decoster, L. C., Horodyski, M. B., Norkus, S. A., ... & Waninger, K. N. (2009). National Athletic Trainers' Association position statement: acute management of the cervical spine-injured athlete. *Journal of athletic training*, 44(3), 306-331.
- Sanders, R. J., Hammond, S. L., & Rao, N. M. (2007). Diagnosis of thoracic outlet syndrome. *Journal of vascular surgery*, 46(3), 601-604.
- Fugate, M. W., Rotellini-Coltvet, L., & Freischlag, J. A. (2009). Current management of thoracic outlet syndrome. *Current treatment options in cardiovascular medicine*, 11(2), 176.

The University of British Columbia
SCHOOL OF KINESIOLOGY

- Fitzpatrick, J., Bulsara, M., & Zheng, M. H. (2017). The effectiveness of platelet-rich plasma in the treatment of tendinopathy: a meta-analysis of randomized controlled clinical trials. *The American journal of sports medicine*, 45(1), 226-233.
- Echemendia, R. J., Meeuwisse, W., McCrory, P., Davis, G. A., Putukian, M., Leddy, J., ... & Schneider, K. (2017). The sport concussion assessment tool 5th edition (SCAT5): background and rationale. *Br J Sports Med*, 51(11), 848-850.
- Johnson, J. J., Loeffert, A. C., Stokes, J., Olympia, R. P., Bramley, H., & Hicks, S. D. (2018). Association of salivary microRNA changes with prolonged concussion symptoms. *JAMA pediatrics*, 172(1), 65-73.
- Ashbaugh, A., & McGrew, C. (2016). The role of nutritional supplements in sports concussion treatment. *Current sports medicine reports*, 15(1), 16-19.