Stephen F. Austin State University
Kinesiology 357.001
Prevention and Care of Athletic Injuries
Summer II 2019

Instructor: Melinda Watts PhD, LAT, ATC
Office: HPE Building 221
Office Phone: 468-1721
Email: wattssmm@sfasu.edu

Course Time & Location: M-R 8:00 – 9:55 AM; HPE 224
Credits: 3 hrs.
Office hours: M&W: 10:00 – 12:00pm; Tues 10:00 – 11:00 am

I. Course Description:
Caring for injuries in the gymnasium and on the athletic field. Prerequisite: junior standing.

KIN 357: Prevention and Care of Injuries (3 credits)
KINE 2356-Prevention and Care of Injuries (3 credits) meets twice (75 minutes) a week totaling one hour and 50 minutes for 15 weeks and for a 2-hour final exam. In preparation for the introduction and presentation of each chapter, students are expected to prepare for a quiz that will open each day’s lecture and the completion of end of the chapter questions. Additional outside preparation is necessitated for in class group discussions and other means of assessment for content comprehension. Students are also instructed on how to tape common joints, e.g., ankle and wrist, and provided the opportunity to get AHA CPR certified, thus requiring outside the classroom preparation and practice. At the end of the semester, students are required to take a comprehensive examination during finals week. This course requires a minimum of six hours of outside preparation per week. The course fee for this class is $18.00.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA’s initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and initiative #4: Teaching and student success.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes:
Upon completion of this course each student will be able to:
1. Develop an understanding of the function of an Athletic Trainer (PLO # 4)
2. Recognize common athletic injuries (PLO # 1,2)
3. Comprehend the make up of the Sports Medicine Team (PLO # 4)
4. Develop a basic knowledge of the prevention of injuries (PLO# # 1)
5. Develop basic rehabilitation knowledge (PLO#1,3,4)
6. Demonstrate preventative measures of equipment usage, padding, and taping (PLO# 5)

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:
A variety of instructional methods are modeled during the course such as but, not limited to; lectures, class discussion, group work, cooperative activities, lab exercises, guest speakers, and power point presentations. Students are required to turn in ALL assignments typed.
**Abstract** – This will consist of a one-page review of relevant topic in athletic training. Sources may include magazines, internet, or journals, etc. The review will be typed and have been published within the last *five (5) years*. APA format for citation will be utilized. Cite the journal at the top of the page single spaced. Then follow this with a single spaced minimum typed *single page* review.

- The first section of the review will be a summary (do not just rewrite, that is called plagiarism; do your own work).
- The second section of the review you will discuss why this topic interested you and how it could help you in your profession.

Submit your abstract and the article on D2L in the Dropbox titled “Abstract”.

**Total points possible = 30 points**

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**Article Review Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>5</td>
</tr>
<tr>
<td>Information is</td>
<td>Very organized</td>
</tr>
<tr>
<td>Quality of</td>
<td>Provided valuable</td>
</tr>
<tr>
<td>Information</td>
<td>Reviewed an in-depth</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No grammatical, spelling or punctuation errors, followed APA format</td>
</tr>
</tbody>
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**Total points earned x 2 = ________/ 30 points possible**

**Quizzes** – They will consist of multiple choice, true/false, short answer, and scenarios. Quizzes will cover material covered prior to the present class.

**Chapter Reviews** – They will consist of questions pertaining to each chapter as preparation for quizzes.

**Final Examination** – Will be comprehensive and will consist of multiple choice, true/false, and short answer.

**IV. Evaluation and Assessments (Grading):**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A= 90-100%</td>
<td>Quizzes = 60% of grade</td>
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<tr>
<td>B= 80-89%</td>
<td>Abstract = 10% of grade</td>
</tr>
<tr>
<td>C= 70-79%</td>
<td>Reviews = 10% of grade</td>
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<tr>
<td>D= 60-69%</td>
<td>Final Comprehensive Examination = 20% of grade</td>
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<tr>
<td>F= below 60%</td>
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</tbody>
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### V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DAY</th>
<th>DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.16</td>
<td>Syllabus Chapters 1, 2: Historical foundation of athletic training; Sports Medicine team roles and organization of sports medicine team; Certification &amp; Licensure for athletic training</td>
</tr>
<tr>
<td>07.17</td>
<td>Chapter 3: Issues relative to legal liability and insurance coverage in sports; Review Sheets Chp 1 &amp; 2 Due; Quiz over chapters 1 and 2</td>
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<tr>
<td>07.18</td>
<td>Chapter 8: Managing emergency situations and injury assessment; Review Sheet Chp 3 Due; Quiz over Chapter 3</td>
</tr>
<tr>
<td>07.22</td>
<td>Chapter 11: Understanding basics of injury rehabilitation and treatment techniques; Review Sheet Chp 8 Due; Quiz over Chapter 8</td>
</tr>
<tr>
<td>07.23</td>
<td>Chapter 14: Identify the major anatomical and functional features of the foot and toes; Review Sheet Chp 11 Due; Chapter 15 - Anatomical and functional features of the ankle and lower leg; Quiz over Chapter 11</td>
</tr>
<tr>
<td>07.24</td>
<td>Athletic Training Room Tour and discussion of equipment – Meet TBA</td>
</tr>
<tr>
<td>07.25</td>
<td>Dr Watts Gone – No Class Alternate Assignment</td>
</tr>
<tr>
<td>07.29</td>
<td>Chapter 16 - Identify the major anatomical &amp; functional features of the knee; Review Sheet Chp 14 &amp; 15 Due; Quiz over Chapter 14 &amp; 15</td>
</tr>
<tr>
<td>07.30</td>
<td>Chapter 19 - Identify the major anatomical &amp; functional features of the elbow, hand and wrist; Review Sheet Chp 16 Due; Quiz over Chapter 16</td>
</tr>
<tr>
<td>07.31</td>
<td>Chapter 18 - Identify the major anatomical and functional features of the shoulder; Review Sheet Chp 19 Due; Quiz over Chapter 19</td>
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<tr>
<td>08.01</td>
<td>Chapter 22 - Identify facial and jaw injuries and how they can be prevented; Review Sheet Chp 18 Due; Quiz over Chapter 18 Abstract Due</td>
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<tr>
<td>08.05</td>
<td>Chapter 22 - Explain how to treat and evaluate concussions; explain concussion testing;</td>
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<tr>
<td>08.06</td>
<td>Chapter 20 – Identify and explain how to evaluate and handle spinal injuries; Review Sheet Chp 22 Due;</td>
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<tr>
<td>08.07</td>
<td>Chapter 6 &amp; 7 – Environmental conditions and protective equipment; explain appropriate fitting of equipment and how to treat and prevent environmental conditions; Review Sheet Chp 20 Due; Quiz over Chapter 20</td>
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<tr>
<td>08.08</td>
<td>Chapter 23 – Identify general medical conditions as they pertain to the athlete; Review Sheet Chp 6 &amp; 7 Due; Quiz over Chapters 6 and 7</td>
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<tr>
<td>08.12</td>
<td>Lab covering athletic taping techniques; Review Sheet Chp 23 Due; Quiz over chapter 23</td>
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<tr>
<td>08.13</td>
<td>Lab covering athletic taping techniques</td>
</tr>
<tr>
<td>08.14</td>
<td>Lab covering athletic taping techniques</td>
</tr>
<tr>
<td>08.15</td>
<td>Quiz covering athletic taping techniques</td>
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<tr>
<td>08.16</td>
<td>Final Exam</td>
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</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

VII. Course Evaluations:
“Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence:

**Policy 6.7:** Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Students with Disabilities:

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/.

**Academic Integrity:**

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades Semester Grades Policy 5.5:**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Cell phone/laptops:
Cell phone use is not permitted during class; This includes texting! Laptops may be used for NOTE TAKING ONLY.

Insurance:
It is strongly advised that each student carry health/accident insurance. You are NOT covered by a Departmental or University insurance policy while attending this course.