Instructor: Linda Bobo, PhD, LAT, ATC, CES, FEM
Office: HPE 224A
Phone: 468.1599
Credits: Three (3) semester hours

Course Time & Location: M-TH 10:15am – 12:00pm; HPE A108
Office Hours: Office Hours: M 1pm – 3pm ONSITE; Online as needed; Arranged appointments also
Email: lbobo@sfasu.edu
Other Contact Information: 468.3503

Prerequisites: Admittance to Athletic Training major

I. Course Description:
A course of blood borne pathogen exposure and standard and advanced emergency care, to meet recommended guidelines as stated by the NATA, OSHA, and the NCAA.

Credit Hour Justification:
ATTR 5208 Emergency Care (2 credits) is a summer course that meets for eight hours each week for five weeks. Graduate athletic training students complete this course in their first semester upon beginning the program (Summer II). Instruction is giving for care of patient with serious to life-threatening injuries (heat illness, cervical injuries, fractures, and cardiovascular). Students complete weekly quizzes, and participate in an Interprofessional Education (IPE) scenario involving emergency personnel (nursing students and paramedics). Students also present on an emergency skill at the end of the semester. This course requires a minimum of two hours of outside of class preparation for each hour in class to prepare for class and complete assignments.

There is an associated course fee in the amount of $36 to purchase supplies and for AHA BLS CPR eCard.

Every assignment and requirement in this course is critical for to the graduate professional healthcare program.

Be sure to check with faculty to address any curriculum changes that have taken place such as a prerequisite or course description change.

Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This academic program, along with its courses, in is compliance and supports the vision, mission, goals and core values of the College of Education and Stephen F. Austin State University.

Program Learning Outcomes:
PENDING

COMPETENCY / STUDENT LEARNING OBJECTIVES (CAATE Competency Standard):- Upon completion of this course the student should be able to:

70: Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:
- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, metered-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling, rhabdomyolysis, and hyponatremia
- Diabetes (including administering epinephrine using automated injection device)
- Drug overdose (including administration of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries

85: Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.
92. Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

93. Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:
   - Education of all stakeholders
   - Recognition, appraisal, and mitigation of risk factors
   - Selection and interpretation of baseline testing
   - Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Assignments:
A.) Article Presentation via PowerPoint (1): This addresses all listed standards.

The PowerPoint presentation must pertain directly to the specific covered chapter’s topic that you selected. The supporting article must come from a professional refereed journal that has been published within the last seven (7) years. APA format for citation will be utilized. Correctly cite the journal within your presentation. Your presentation may not have more than five (5) slides; please see a sample in D2L. The presentation should be summary of the article and you should discuss its relevancy to the profession and whether or not you support the author’s point(s) of view.

Provide to me a digital copy of the article and your final copy of your video-taped PowerPoint presentation to me via D2L Dropbox.

Remember, the tips of PowerPoint making.

The article or presentation cannot be a duplicate covered chapter topic of another classmate. No late presentations will be accepted without a point penalty.

- One (1) article presentation of a covered chapter topic will be done by each student. Material should be at least ≤ 5:00 minutes long.

Total points possible is 60.

Journal Article Presentation / Review Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>10</th>
<th>8</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Information has extremely logical content delivery. Lasted 4:30 - 5:00.</td>
<td>Information has good logical content delivery. Lasted 4 – 4:29.</td>
<td>Information has average logical content delivery. Lasted 3:30 – 3:59.</td>
<td>Information has minimal logical content delivery. Lasted 2:00 - 2:29.</td>
<td>Information has poor logical content delivery, difficulty to follow. Lasted &lt; 2:00.</td>
</tr>
<tr>
<td>Quality of Information</td>
<td>Provided exceptionally insightful to article by citing several supporting details and/or examples. Provided enriching content applicable to chapter/topic.</td>
<td>Provided good insight to article by citing many supporting details and/or examples. Provided good content applicable to chapter/topic.</td>
<td>Provided average incite to article by citing minimal supporting details and/or examples. Provided average content applicable to chapter/topic.</td>
<td>Provided minimal insight to article by citing minimal supporting details and/or examples. Provided minimal content applicable to chapter/topic.</td>
<td>No insight to article was provided. Content was not applicable to chapter/topic.</td>
</tr>
<tr>
<td>Mechanics/Presentation</td>
<td>No grammatical, spelling or punctuation errors, followed APA format; exceptional speaking voice, flow</td>
<td>Couple of grammatical, spelling, or punctuation errors, 1-2 APA mistakes; good speaking voice, flow</td>
<td>Few grammatical, spelling, or punctuation errors, 3-4 APA mistakes; average speaking voice, flow</td>
<td>Many grammatical, spelling, or punctuation errors, APA mistakes; below average speaking voice, flow</td>
<td>Way too many for a graduate student, did not follow APA format; low quality speaking voice, flow</td>
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</table>

Total points = _________ / 30 x 2 = 60 points possible
Tests:
- Written tests will cover lecture content. They will be delivered with varying formats: multiple choice, short answer, identification, critical decision-making, discussion. Some may be delivered as a computer-based exam, etc. They will be taken the following Monday to allow the weekend for study and completed during the first hour of the course. The second hour of the day will cover the chapter(s).
- Daily quizzes will be given every day over the aligned chapter of discussion for that day.
- If participation discussion does not occur during the preceding class, quizzes will be proctored over the requested material to have been reviewed.

Skills:

IV. Evaluation and Assessments
(Grading): GRADING SCALE
100% – 90% = A
89% - 80% = B
79% - 70% = C
69% - 60% = D
59% and below = F

Grades will be calculated according to the percentages as noted above. Points will be given for exams, quizzes, assignments, and the topic report. Absences may affect your grade.

V. Tentative Course Outline/Calendar – KIN 508:

<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION</th>
<th>REFERENCE / ASSIGNMENT</th>
<th>PREPARATION / TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>T – 07.07</td>
<td>Syllabus &amp; Introduction; First Aid Instruction explaining basics of First Aid, including bleeding, choking, rescue breathing poisoning and use of the epi pen</td>
<td>*AHA Heartsaver FA Workbook *Instructor DVD</td>
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<tr>
<td>07.08</td>
<td>CPR/AED Training covering child, and adult techniques Test #1: CPR Testing: Written + Skill</td>
<td>*AHA BLS CPR Workbook *Instructor DVD</td>
<td>Test #1: CPR Testing: Written + Skill</td>
</tr>
<tr>
<td>07.09</td>
<td>*Stop the Bleed Instruction Program/Hemorrhage Control &amp; Wound Care Wound Care Daily quiz *Pre-Chapter Review (1)</td>
<td>*AHA BLS CPR Workbook *Instructor DVD</td>
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<tr>
<td>M – 07.13</td>
<td>The Interprofessional Health Care Team Daily quiz Ch.1 *Pre-Chapter Review (6) *Pre-Chapter Review (5) *Read Ch. 6 for homework</td>
<td>*Pre-chapter Review (1) due *Ch. 1 – Discuss</td>
<td></td>
</tr>
<tr>
<td>07.14</td>
<td>Immediate Management of Bleeding, Shock, &amp; Immunologic Emergencies Daily quiz Ch. 6 *Pre-chapter Review (7) *Read Ch. 7 for homework</td>
<td>*Pre-chapter Review (6) due *Ch. 6 – Discuss</td>
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</tr>
<tr>
<td>07.15</td>
<td>Immediate Management of Musculoskeletal Injuries Daily quiz Ch. 7 *Study for Test #2 (1, 6, 7)</td>
<td>*Pre-chapter Review (7) due *Ch. 7 – Discuss *Ch. 1, 6, 7 / Review over</td>
<td></td>
</tr>
<tr>
<td>07.16</td>
<td>Test #2: Chs. 1, 6, 7 *Practice skills / scenarios Daily quiz Ch. 9 *Pre-Chapter Review (9) *Read Ch. 9 for homework</td>
<td>*Practice skills / scenarios</td>
<td></td>
</tr>
<tr>
<td>M – 07.20</td>
<td>Traumatic Injuries to the Spine Chapter Topic Due Daily quiz Ch. 10 *Pre-Chapter Review (10) *Read Ch. 10 for homework</td>
<td>*Pre-chapter Review (9) due *Ch. 9 – Discuss</td>
<td></td>
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<tr>
<td>07.21</td>
<td>Injuries of the Thorax &amp; Lungs Daily quiz Ch. 10 *Pre-Chapter Review (11) *Read Ch. 11 for homework</td>
<td>*Pre-chapter Review (10) due *Ch. 10 – Discuss</td>
<td></td>
</tr>
<tr>
<td>07.22</td>
<td>Life-Threatening Cardiac Conditions Daily quiz Ch. 11 *Study for Test #3 (9, 10, 11)</td>
<td>*Pre-chapter Review (11) due *Ch. 10 – Discuss *Ch. 9 - 11/ Review over</td>
<td></td>
</tr>
<tr>
<td>07.23</td>
<td>Test #3: Chs.9, 10, 11 *Practice skills / scenarios *Read Ch. 2 for homework *Pre-Chapter Review (2) *Read Ch. 2 for homework</td>
<td>*Read Ch. 2 for homework</td>
<td></td>
</tr>
<tr>
<td>M – 07.27</td>
<td>Prevention &amp; Risk Management Strategies</td>
<td>*Pre-chapter Review (2) due *Ch. 2 - Discuss</td>
<td>Daily quiz Ch. 2 *Pre-chapter Review (3) *Read Ch. 3 for homework</td>
</tr>
<tr>
<td>07.28</td>
<td>Planning for Emergencies</td>
<td>*Pre-chapter Review (3) due *Ch. 3 - Discuss *Read Ch. 4 for homework</td>
<td>Daily quiz Ch. 3 *Pre-chapter Review (5)</td>
</tr>
<tr>
<td>07.29</td>
<td>Emergency Medications &amp; Administration</td>
<td>*Ch. 5 / Review over *Ch. 2, 3, &amp; 5 – Review over</td>
<td>Daily quiz Ch. 5 *Study for Test #4 (3, 4, 5)</td>
</tr>
<tr>
<td>07.30</td>
<td>Take Test #4: Chs. 2, 3, 5 *Practice skills / scenarios</td>
<td>*Pre-chapter Review (13) *Read Ch. 13 for homework</td>
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</tr>
<tr>
<td>M – 08.03</td>
<td>Life-Threatening Metabolic Emergencies</td>
<td>*Pre-chapter Review (13) due *Ch. 13 - Discuss</td>
<td>Daily quiz Ch. 13 *Pre-chapter Review (14) *Read Ch. 14 for homework</td>
</tr>
<tr>
<td>08.04</td>
<td>Exertional Sickling &amp; Rhabdomyolysis</td>
<td>*Pre-chapter Review (14) due *Ch. 14 - Discuss</td>
<td>Daily quiz Ch. 14 *Pre-chapter Review (15) *Read Ch. 15 for homework *Article presentation, finalize</td>
</tr>
<tr>
<td>08.05</td>
<td>Environmental Emergencies</td>
<td>*Article presentation DUE via Dropbox in D2L *Pre-chapter Review (15) due *Ch. 15 - Discuss</td>
<td>Daily quiz Ch. 15 *Study for Test #5, including Chs. 13 - 15</td>
</tr>
<tr>
<td>08.06</td>
<td>Review for Comprehensive Final *Practice skills / scenarios</td>
<td>*Review for Comprehensive Final, Test #5</td>
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<tr>
<td>08.07 FRIDAY</td>
<td>FINAL COMPREHENSIVE TEST #5</td>
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</tbody>
</table>

*Events may occur that may alter the progression of this course.

VI. Readings
American Heart Association. 80-1042 Heartsaver First Aid Student Workbook.
American Heart Association. 80-1010 BLS for Healthcare Providers Student Manual (includes Student CD)
Occupational Safety Health Administration. Bloodborne Pathogens.

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 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: Found at https://www.sfasu.edu/policies

Rules of Etiquette for KIN 508:
- We are all here to accomplish one task- learn.
- No laughing at another.
- No personal remarks of insult, insinuation of inferiority, inferred gestures of stupidity. If this occurs, I will personally ask you to leave the classroom for the day.
- Please hold anything of that nature for beyond the classroom.
- If you are looking down on someone, it should only be because you are helping he/she up. (Paraphrased quote of a famous person).
- Please ask a question even if you feel you should know the answer. Who knows, someone else may be thinking the same thing.
- If we do not know the answer (namely me), we’ll table it till next class and all will help in providing a response.
- If you do not want to ask a question in class, email it to me, or bring a list typed to maintain anonymity.
CLASS POLICIES:
- Refer to SFA GATP Policies and Procedures Manual.

Tests:
- DO NOT BE ABSENT. If you are, it is your responsibility to make-up any missed work at the instructor’s ability.
- DO NOT BE TARDY. Have respect for your peers and avoid disrupting class.
- Expect the possibility of daily quizzes if participation does not occur during class discussions.
- To do well in this class you must study and practice outside of class and apply this newfound knowledge while at your clinical sites.

Technology:
- Cell phones, tablets, or computers may be utilized during class, but only for the use of the course. TEXTING is not permissible, nor tolerated. I reserve the right to view your screen at anytime and take away your phone.

Attendance:
- It is a necessity. Due to the intensive nature and content presentation of this course, absences could affect the results of your course grade.
- If you arrive once the course officially starts, you will be locked out of the classroom until the class takes a break. Tardiness is not tolerated.

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.

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/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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: 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 or call the office at 936-468-2703.

IX. Other Relevant Course Information:

- Please ask QUESTIONS.
- Build a healthy chemistry within your groups.
- Do not leave your assignments to the last minute.
- Read your book everyday.
- Try to integrate what is learned in the classroom into your clinical experiences.