DEPARTMENT OF KINESIOLOGY AND HEALTH SCIENCES
KINE 2356- Prevention and Care of Athletic Injuries
Fall 2021

Instructor: Megan Etter MS, LAT, ATC
Office: Athletic Fieldhouse Athletic Training Room
Office Phone: 936-468-4550
Email: Megan.Etter@sfasu.edu

Course Time & Location: M/W/F 12:00 – 1:40 PM; TBD
Credits: 3 hours
Office hours: Monday: 9:00 – 10:00 AM
By appointment

I. Course Description:
This course will be an introduction of athletic injuries. The students will explore the basic analysis of theories and practices in preventing, recognizing, and treating common athletic injuries.

KINE 2356, Prevention and Care of Injuries (3 credits), meets three (120 minutes) a week totaling six hours for 7 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, 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.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/.

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

### Article Review Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Information is very organized with well constructed paragraphs.</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>Provided incite to the quality of the read article. Provided a review of the article and/or supporting details and/or examples.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No grammatical, spelling or punctuation errors, followed APA format</td>
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</tbody>
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Total points earned = ______ / 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/Assignments** – They will consist of questions and assignments 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>Percentage</th>
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<tbody>
<tr>
<td>A= 90-100%</td>
<td>Participation = 10% of grade</td>
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<tr>
<td>B= 80-89%</td>
<td>Quizzes = 50% of grade</td>
</tr>
<tr>
<td>C=70-79%</td>
<td>Abstract = 10% of grade</td>
</tr>
<tr>
<td>D=60-69%</td>
<td>Reviews &amp; Misc. Assignments = 10% of grade</td>
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<tr>
<td>F= below 60%</td>
<td>Final Comprehensive Examination = 20% of grade</td>
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*Grades will be calculated according to the percentages noted above.*
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK -- DATE</th>
<th>READING</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>M – 8/23</td>
<td>--</td>
<td>Introductions; Orientation</td>
</tr>
<tr>
<td>W – 8/25</td>
<td>Ch. 1-3</td>
<td>Sports Med Team; Roles &amp; Responsibilities, Organization/Administration/Legal</td>
</tr>
<tr>
<td>F – 8/27</td>
<td>Ch. 4-6</td>
<td>Strength &amp; Conditioning/Sports Nutrition/Protective Equipment, Quiz Ch. 1-3</td>
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<tr>
<td>M – 8/30</td>
<td>--</td>
<td>Medical Terminology, Quiz Ch. 4-6</td>
</tr>
<tr>
<td>W – 9/1</td>
<td>Ch. 13</td>
<td>Sports Injuries</td>
</tr>
<tr>
<td>F – 9/3</td>
<td>Ch. 7</td>
<td>Environmental Factors, Quiz Med Term</td>
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<tr>
<td>M - 9/6</td>
<td>--</td>
<td>NO CLASS – LABOR DAY</td>
</tr>
<tr>
<td>W – 9/8</td>
<td>Ch. 8 &amp; 9</td>
<td>Emergencies and Injury Assessment cont.; Bloodborne Pathogens, Quiz Ch. 13</td>
</tr>
<tr>
<td>F – 9/10</td>
<td>Lab</td>
<td>TBA</td>
</tr>
<tr>
<td>M – 9/13</td>
<td>Ch. 22</td>
<td>Head Injuries, Quiz Ch. 7-9</td>
</tr>
<tr>
<td>W – 9/15</td>
<td>Ch. 14-15</td>
<td>Foot &amp; Toes, Ankle &amp; Lower Leg</td>
</tr>
<tr>
<td>F – 9/17</td>
<td>Ch. 16</td>
<td>Knee, Quiz Ch. 22</td>
</tr>
<tr>
<td>M – 9/20</td>
<td>Ch. 17</td>
<td>Thigh, Hip, &amp; Groin,</td>
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<tr>
<td>W – 9/22</td>
<td>Ch. 10</td>
<td>Taping &amp; Bandaging, Quiz Ch. 16</td>
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<tr>
<td>F – 9/24</td>
<td>Ch. 18</td>
<td>Shoulder Complex</td>
</tr>
<tr>
<td>M – 9/27</td>
<td>Ch. 19</td>
<td>Elbow, Forearm, Wrist &amp; Hand, Quiz Ch. 10</td>
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<tr>
<td>W – 9/29</td>
<td>Ch. 20</td>
<td>The Spine</td>
</tr>
<tr>
<td>F – 10/1</td>
<td>Ch. 21-22</td>
<td>Face, Thorax &amp; Abdomen, Quiz Ch. 18-19</td>
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<tr>
<td>M – 10/4</td>
<td>--</td>
<td>Taping</td>
</tr>
<tr>
<td>W – 10/6</td>
<td>--</td>
<td>Taping</td>
</tr>
<tr>
<td>F -10/8</td>
<td>--</td>
<td>Taping</td>
</tr>
<tr>
<td>TBD</td>
<td>Lab</td>
<td>Taping Final</td>
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<tr>
<td>TBD</td>
<td>TBD</td>
<td>Cumulative Final Exam</td>
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* All dates and assignments are subject to change
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: Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)

**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/](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 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
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 Early Alert Program at SFA.

Masks (cloth face coverings):
At this time there is no mask mandate in place requiring masks. It is one’s choice to wear a mask in class or not but will NOT be required. This is subject to changed based on any changes in mandates made by the state of Texas.


SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

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.