I. Course Description:
This course will provide a survey of athletic injury recognition and management. In addition, students will be exposed to the role of the athletic trainer within the sports medicine team and greater health care landscape.

Course Justification:
KINE 2356 - Prevention and Care of Injuries (3 credits) meets face to face for 15 weeks. Students will also engage in 150 minutes of asynchronous instructional minutes through the online learning environment. Outside assignments for preparation is necessitated for class discussions and other means of assessment for content comprehension. 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.

Prerequisites: Junior Standing

Diversity: 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 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.

Competency/Student Learning Outcomes: Upon completion of this course, the student should 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 makeup 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. Apply and describe 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: uploaded lectures, online content (instructional pages, webpage links, video), class discussions, cooperative activities. Students are required to complete and upload ALL assignments typed.

**D2L Quizzes** – Quizzes will consist of multiple choice, true/false, short answer, and scenario questions. Quizzes will cover material covered prior to the present class/date.

**D2L Assignments**
- *Chapter Reviews:* Written reviews consisting of chapter questions will serve as preparation for quizzes.
- *Article Reviews:* Students will be provided two article review prompts in D2L. Students must find a current event article in the media and provide a 300 word discussion post responding to the prompt. More information provided on D2L.

**Lab Skill Assessments** – The lab skills component of this course will require students to demonstrate proficiency in specific lab skills. Students will review content and watch associated videos prior to attending lab in preparation for in-person skill practice and performance.

**Final Examination** – The final exam will be comprehensive and will consist of multiple choice, true/false, and short answer questions. An exam review assignment will help prepare you for this exam.

IV. Evaluation and Assessments (Grading):

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90.0%</td>
<td>Attendance</td>
</tr>
<tr>
<td>B</td>
<td>89.9-80.0%</td>
<td>Quizzes</td>
</tr>
<tr>
<td>C</td>
<td>79.9-70.0%</td>
<td>Lab Skill Assessment</td>
</tr>
<tr>
<td>D</td>
<td>69.9-60.0%</td>
<td>D2L Assignments</td>
</tr>
<tr>
<td>F</td>
<td>59.9 &amp; below</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar: See final page of syllabus.

Although attendance does not contribute to your final grade in the online component of this course, participation in D2L assignments and quizzes will affect your grade. Please plan to check D2L and your SFA email a minimum of once daily.

VI. Readings (Required and recommended—including texts, websites, articles, etc.): 

VII. Course Evaluations:

"Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE 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/

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 (including the first 12 day attendance report) 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; - 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;
- 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, resubmission 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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**
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.

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
IX. Other Relevant Course Information:

**Device/Internet Accessibility:** In order to perform well in this course, you will need access to a computer/smart device and reliable internet. Please plan to log in to D2L and your SFA email at least once per day to complete assignments, read required course content, and keep up with course announcements.

**Course Outline: D2L Modules**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/23-8/27</td>
<td>Sports Med Team; Roles &amp; Responsibilities, Organization/ Administration/Legal</td>
<td>Ch. 1,2</td>
<td>Quiz 1 And Review</td>
</tr>
<tr>
<td>Week 2</td>
<td>8/30-9/3</td>
<td>Legal Liability and Insurance; Preventing Injuries through Fitness</td>
<td>Ch. 3 and 4</td>
<td>Quiz 2 and Review</td>
</tr>
<tr>
<td>Week 3</td>
<td>9/6-9/10</td>
<td>Sports Nutrition, Sports Equipment</td>
<td>Ch. 5, 6</td>
<td>Quiz 3, DB, and Review</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/13-9/17</td>
<td>Recognizing Sports Injuries</td>
<td>Ch. 13</td>
<td>Quiz 4, DB, Review</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/20-9/24</td>
<td>Environmental Conditions</td>
<td>Ch. 7</td>
<td>Quiz 5 and Review</td>
</tr>
<tr>
<td>Week 6</td>
<td>9/27-10/1</td>
<td>Taping and Bandaging</td>
<td>Ch. 10</td>
<td>Quiz 6, Review &amp; Lab Skill Assessment</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/4-10/8</td>
<td>Emergent Care and Wound Care, Stop the Bleed</td>
<td>Ch. 8 and 9</td>
<td>Quiz 7, DB, Review</td>
</tr>
<tr>
<td>Week 8</td>
<td>10/11-10/15</td>
<td>Foot/Toes, Ankle and Lower Leg</td>
<td>Ch. 14, 15</td>
<td>Quiz 8, Review, Lab Skill Assessment</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/18-10/22</td>
<td>Knee, Thigh, Hip, Groin</td>
<td>Ch. 16, 17</td>
<td>Quiz 9, Review,</td>
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<tr>
<td>Week 10</td>
<td>10/25-10/29</td>
<td>Shoulder, Elbow, Wrist, Hand</td>
<td>Ch. 18, 19</td>
<td>Lab Skill Assessment Review, Lab Skill Assessment</td>
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<tr>
<td>Week 11</td>
<td>11/1-11/5</td>
<td>Spine, Thorax and Abdomen</td>
<td>Ch. 20, 21</td>
<td>Quiz 10, Review</td>
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<tr>
<td>Week 12</td>
<td>11/8-11/12</td>
<td>Head, Face, Eyes, Ears Nose and Throat</td>
<td>Ch. 22</td>
<td>Quiz 11, DB, Review</td>
</tr>
<tr>
<td>Week 13</td>
<td>11/15-11/19</td>
<td>Basic Injury Rehabilitation</td>
<td>Ch. 11</td>
<td>Quiz 12 and Review</td>
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<tr>
<td>Week 14</td>
<td>11/22-11/26</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Week 15</td>
<td>11/29-12/3</td>
<td>General Medical Conditions</td>
<td>Ch. 23</td>
<td>Quiz 13 and Review</td>
</tr>
<tr>
<td>Finals</td>
<td>12/6-12/10</td>
<td></td>
<td></td>
<td>COMPREHENSIVE FINAL EXAM</td>
</tr>
</tbody>
</table>

*All dates and topics are tentative. If any adjustments are made to this outline, a new version will be made available to students promptly.

*150 minutes of asynchronous instruction will take place using discussion boards on various topics. Students will post an initial discussion board post and respond to two of their peers for each post. Additional readings will be also be provided to enhance their learning.