Instructor: Kasey Fisette, MS, LAT, ATC  
Office: Fieldhouse Athletic Training Room  
Office Phone: 936-468-4550  
Email: kasey.fisette@sfasu.edu  
Course Location: SGYM 243  
Course Time: M/W/F 12pm-1:40pm  
Office Hours: T 12:00-2:00pm  
Credits: 3 Hours

Prerequisites:

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 2356-003, Prevention and Care of Injuries (3 credits), meets in-person on campus three times (100 minutes) a week totaling 40 hours for 8 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 chapter quiz that will open every Friday and close on Sunday. These quizzes will prepare the student for the exams that will take place during the 8 weeks. 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.

James I. Perkins College of Education 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 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 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. 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.

Presentation—This will consist of a 10-slide powerpoint presentation of an athletic related injury. Sources may include magazines, internet, or journals, etc. Must have 4 sources. The sources will have been published within the last five (5) years. APA format for citation will be utilized. Cite the sources on the last slide.
- The presentation will consist of anatomy, treatment, prevention/management, and rehabilitation. Submit your presentation on D2L in the Dropbox titled “Presentation”. Total points possible = 30 points Presentation

<table>
<thead>
<tr>
<th>Category</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Information is very organized with well-constructed slides.</td>
<td>Information is somewhat organized with constructed slides.</td>
<td>Information is organized but slides are not well constructed.</td>
<td>The information appears to be disorganized and does not flow.</td>
<td>Information is disorganized.</td>
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<tr>
<td>Quality of Information</td>
<td>Provided an in-depth review of the injury by citing several supporting details and/or examples</td>
<td>Provided a review of the injury with some supporting details and/or examples</td>
<td>No details and/or examples were given to support the injury. Review of the injury was minimal and involved only references to subheadings in articles.</td>
<td>A critique was not provided. Review of the injury had no supporting details and/or examples.</td>
<td>Review of the injury was verbatim, nothing was original.</td>
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<tr>
<td>Mechanics</td>
<td>No grammatical, spelling or punctuation errors, followed APA format</td>
<td>Almost no grammatical, spelling, or punctuation errors, 1-2 APA mistakes</td>
<td>A few grammatical, spelling, or punctuation errors, 3-4 APA mistakes</td>
<td>Many grammatical, spelling, or punctuation errors, APA mistakes</td>
<td>Way too many for a college student, did not follow APA format.</td>
</tr>
<tr>
<td>Quality of Presentation</td>
<td>Presentation was pleasing to the eye, flowed well, had several (5+) supporting images/graphs.</td>
<td>Presentation flowed well, (3-4) images/graphs, some design variation.</td>
<td>Presentation was monotonous, 2 images/graphs, flowed somewhat well</td>
<td>Did Not flow, 1 image, dull design</td>
<td>No images, Did not Flow, Hardly any design aspects.</td>
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</table>

Total points earned = _________ / 30 points possible
-Rubric = 20 points, Rough draft = 5, Final = 5

Quizzes—They will consist of multiple choice, true/false, and short answer questions in preparation for exams. Quizzes will cover material covered prior to the present class. (Total of 6 quizzes combined chapters)
Lowest quiz grade will be dropped at end of semester.

Exams—They will consist of multiple choice, true/false, and short answer questions pertaining to each chapter that was previously covered.
**Final Examination** – Will be comprehensive and will consist of multiple choice, true/false, and short answer.

**Taping Exam** - You will be taught how to tape an ankle and be expected to perform the basic steps to an ankle tape job.

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

Quizzes = 20%
Presentation = 20%
Exams = 30%
(Exam 1 & 2, Taping)
Final Comprehensive Examination = 30%

Bonus Points will be available based on attendance, which will be taken everyday. These bonus points will be applied to exam grades.

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter</th>
<th>Discussion</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1:</td>
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<tr>
<td>Class 1:</td>
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<tr>
<td>M-8/28</td>
<td>Ch. 1-2</td>
<td>Syllabus, Sports Med team; Roles &amp; responsibilities;</td>
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<td>Week 1:</td>
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<td>Class 2:</td>
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<tr>
<td>W-8/30</td>
<td>Ch. 3 &amp; 7</td>
<td>Legal Liability; Environmental Conditions</td>
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<td>Week 1:</td>
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<td>Class 3:</td>
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<tr>
<td>F-9/1</td>
<td>Ch. 6</td>
<td>Online</td>
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<td>Week 2:</td>
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<td>Class 4:</td>
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<tr>
<td>M-9/4</td>
<td>Ch. 8 &amp; 13</td>
<td>Recognizing Diff. Sport Injuries; Handling Emergency Situations and Injury Assessment</td>
<td>Ch. Quiz (1-3, 6, 7) due Sunday night at midnight</td>
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<tr>
<td>Week 2:</td>
<td></td>
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<td>Class 5:</td>
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<tr>
<td>W-9/6</td>
<td></td>
<td>Emergency Assessment &amp; Taping Lab</td>
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<td>Week 2:</td>
<td>Class 6</td>
<td>Ch. 9</td>
<td>Online Bloodborne Pathogens</td>
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<td>Week 3:</td>
<td>Class 7</td>
<td>Ch. 12</td>
<td>Helping Injured Athlete Psychologically</td>
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<tr>
<td>Week 3:</td>
<td>Class 9</td>
<td>Ch. 11</td>
<td>Online Rehab Basics</td>
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<tr>
<td>Week 4:</td>
<td>Class 10</td>
<td>Ch. 14 &amp; 15</td>
<td>Foot &amp; Toes; Ankle &amp; Lower Leg</td>
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<tr>
<td>Week 4:</td>
<td>Class 11</td>
<td>Ch. 16</td>
<td>Knee &amp; Related Structures</td>
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<tr>
<td>Week 4:</td>
<td>Class 12</td>
<td></td>
<td>No Class Easter Holiday</td>
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<tr>
<td>Week 5:</td>
<td>Class 13</td>
<td>Ch. 17</td>
<td>Thigh, Hip, &amp; Groin Exam 2 Review</td>
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<tr>
<td>Week 5:</td>
<td>Class 14</td>
<td>Ch. 18</td>
<td>Shoulder Complex</td>
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<tr>
<td>Week 5:</td>
<td>Class 15</td>
<td></td>
<td>Online Presentation Rough Draft</td>
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</tbody>
</table>

Ch. Quiz (8, 9, 13) due Sunday night at midnight
Exam 1 (1-3, 6-9, 13)
Ch. Quiz (11, 12) due Sunday night at midnight
Presentation Injury & Sources Due
Ch. Quiz (14-16) due Sunday night at midnight
Presentation Rough Draft Due; Exam 2 (11, 12, 14-16)
VI. Readings (Recommended NOT REQUIRED—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;
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 https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

<table>
<thead>
<tr>
<th>Week 6: Class 16 M-10/2</th>
<th>Ch. 19</th>
<th>Elbow, Forearm, Wrist, &amp; Hand; Ch. Quiz (17-18) due Sunday night at midnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6: Class 17 W-10/4</td>
<td></td>
<td>Taping Exam</td>
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<tr>
<td>Week 6: Class 18 F-10/6</td>
<td>Ch. 23</td>
<td>Online General Medical Conditions</td>
</tr>
<tr>
<td>Week 7: Class 19 M-10/9</td>
<td></td>
<td>Review for Final Exam</td>
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<tr>
<td>Week 7: Class 20 W-10/11</td>
<td></td>
<td>Online Presentation Final</td>
</tr>
<tr>
<td>Week 7: Class 21 F-10/13</td>
<td></td>
<td>FINAL EXAM COMPREHENSIVE</td>
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</tbody>
</table>

* All dates and assignments are subject to change based on the instructor
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 Integrity (4.1)**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities**

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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include
academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, seeking help, 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:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741