

FLORIDA INTERNATIONAL UNIVERSITY
College of Arts, Sciences and Education

FALL 2019

Florida International University

PET 4622

Athletic Injuries (3 Credits)

Thursday 11:00AM - 12:15PM (Bayview Housing 124)

Section BHA - Hybrid Course

INSTRUCTOR:

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Textbook & Materials:

Title: Introduction to Sports Medicine and Athletic Training, *3rd Edition*

Publisher: Delmar Cengage Learning

ISBN: 9781337625005

WHAT IS HYBRID? Hybrid is defined as a course that has 50% of instruction conducted *out-of-class/online* and the other 50% of instruction conducted *in-class*. You will need to be self-regulating in your habits, and keep up with both the face-to-face and out-of-class work. You will also need to be careful to make connections between what happens in class and what you do on your own.

WHAT DATES WILL WE MEET IN CLASS? We will meet in class on Thursdays at 11am-12:15pm!

8/29/2019	10/24/2019
9/5/2019	**10/31/2019**
9/12/2019	11/7/2019
9/19/2019	11/14/2019
9/26/2019	11/21/2019
10/3/2019	11/28/2019 Thanksgiving
10/10/2019	12/5/2019
10/17/2019	12/12/2019 Final Exam

COURSE DESCRIPTION: Students will identify and demonstrate knowledge of the proper care and prevention of athletic injuries through the application of acceptable training techniques.

COURSE OBJECTIVES:

- ❖ Define the Sports Medicine Team and associated roles
- ❖ Explain the components of an Emergency Action Plan
- ❖ Differentiate between life threatening and non-life threatening injuries
- ❖ Explain the components of the pre-participation physical including clearance levels and record keeping
- ❖ Discuss prehabilitation, rehabilitation and preseason conditioning
- ❖ Define Sport Psychology, goal setting and strategies to cope with stress
- ❖ Assess and evaluate sports injuries
- ❖ Compare and contrast the usage of therapeutic physical modalities
- ❖ Define the role of the skeleton system and soft tissues
- ❖ Assess athletic injuries - care and prevention, acute and chronic
- ❖ Explain the female athlete triad
- ❖ Discuss and evaluate concussions
- ❖ Address the needs for special populations including heat/cold illnesses, altitude sickness, diabetes, seizures and skin conditions

COE CONCEPTUAL FRAMEWORK:

The School of Education and Human Development believes *that it is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, and professional learning community.* (Vision Statement of the Conceptual Framework of the School of Education and Human Development – Revised, 2007). The theme for the School of Education and Human Development is: facilitating personal, intellectual, and social renewal within diverse populations and environments (Theme of the Conceptual Framework of the School of Education and Human Development – Revised, 2007). Our charge is to prepare professionals who have the knowledge, abilities, and habits of mind to facilitate and enhance learning and development within diverse settings; promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning; and, develop professional partnerships in the larger community (Mission Statement of the Conceptual Framework of the School of Education and Human Development – Revised, 2007).

Three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. These outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes are aligned with state and other professional standards.

The learning outcomes for all candidates in the School of Education and Human Development unit (initial and advanced) are guided by content, process and dispositions outcomes. These

outcomes may be considered as the road map for the unit to achieve its vision; they provide the conditions through which the unit strives to reach its ends. The learning outcomes, therefore, may be construed as the characteristics of the way of life the unit envisions for its graduates.

The Content Outcome – the concepts, knowledge and understandings candidates must have in their respective field of study. This may be visualized metaphorically as stewards of the discipline in which candidates are expected to:

- Know their content and pedagogical content.
- Know how to use this knowledge to facilitate learning.
- Engage in cross-disciplinary activities to ensure breadth and depth of knowledge.
- Know how to experiment with pedagogical techniques through inquiry, critical analysis, synthesis of the subject, and the integration of technology.
- Know how to evaluate the results of their experimentation.

The Process Outcome – the requisite generic skills needed to be able to apply the content and pedagogical content - Reflective inquirers. This means that candidates' professional development in the unit as reflective inquirers is shaped by their ability to:

- Reflect on practice and change approaches based on own insights.
- Reflect on practice with the goal of continuous improvement.
- Think critically about issues through a form of inquiry that investigates dilemmas and problems and seek resolutions that benefit all involved.
- Be sensitive to and understand individual and cultural differences among students.
- Collaborate with other professional educators, families, and communities.
- Foster learning environments that take into account technological resources.
- Use the richness of diverse communities and an understanding of the urban environment to enhance learning.
- Use knowledge to help learners foster global connections.

The Dispositions Outcome – the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent. These dispositions, i.e., habits of pedagogical “mindfulness” and thoughtfulness (reflective capacity) create a form of interconnectedness by which the unit’s candidates have a disposition toward enhancing the growth of all learners through the application of their thinking to things already known (content, process skills) for the purpose of improving social conditions. This requires that teachers and other school personnel demonstrate commitments to patterns of intellectual activity that guide their cognitive and social behavior in educational settings with students, colleagues, families, and communities, thus enhancing their conduct in the world of practice – mindful educators. These dispositions/habits of mind that make professional conduct more intelligent include candidates:

- Adopting a critical eye toward ideas and actions (Being Analytical).
- Withholding judgment until understanding is achieved by being thoughtful in his/her actions. (Managing Impulsivity).

- Working to see things through by employing systematic methods of analyzing problems (Persisting).
- Thinking about his/her own thinking (Reflective Thoughtfulness).
- Thinking and communicating with clarity and precision (Communicating Accurately).
- Showing curiosity and passion about learning through inquiry (Being Inquisitive).
- Showing a sense of being comfortable in situations where the outcomes are not immediately known by acting on the basis of his/her initiative and not from needing a script (Taking Responsible Risks).
- Recognizing the wholeness and distinctiveness of other people's ways of experiencing and making meaning by being open-minded (Being Open-minded).
- Taking time to check over work because of his/her being more interested in excellent work than in expediency (Striving for Accuracy).
- Abstracting meaning from one experience and carrying it forward and applying it to a new situation by calling on his/her store of past knowledge as a source of data to solve new challenges (Applying Past Knowledge to New Situations).
- Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently), and,
- Showing a sense of care for others and an interest in listening well to others (Empathic Understanding) (Costa & Kallick, 2004)

ACADEMIC INTEGRITY STATEMENT:

Introduction

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University.

Pledge

As a student of this university:

I will be honest in my academic endeavors.

I will not represent someone else's work as my own.

I will not cheat, nor will I aid in another's cheating.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Student Code of Conduct (FIU-2501)

The policies, regulations and requirements contained in this Student Code of Conduct may be revised in order to serve the needs of the University Students, faculty and staff, and to respond to

changes in the law. The University or the Florida International University Board of Trustees may make changes in policies, regulations and other requirements. The ultimate responsibility for knowing University requirements and regulations rests with the Student. For the latest Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (SCCR) at <http://www2.fiu.edu/~sccr/>.

Standards of Student Conduct [See all standards at <http://www2.fiu.edu/~sccr/>]

(1) Student Code of Standards

A University is a learning community following a tradition more than 1,000 years old. Florida International University (the University) is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service.

The University Student Code of Standards and the Statement of Philosophy were developed to embody the values that we hope our students, faculty, staff, administration and alumni will demonstrate. At the same time, the University is strongly committed to freedom of expression. Consequently, the Student Code of Standards and the Statement of Philosophy do not constitute University policy and are not intended to interfere in any way with an individual's academic or personal freedoms. We hope, however, that individuals will respect these common principles thereby contributing to the traditions and scholarly heritage left by those who preceded them making Florida International University a better place for those who follow.

As a member of the University community, we would hope that you would:

- Respect the tradition of academic inquiry, the University's rules of conduct, and its mission.
- Respect the opinions and differences of all members of the FIU community.
- Practice civility and demonstrate conduct that reflects the values of the institution.
- Respect the rights and property of the University and its members.
 - Be diligent and honest in your personal and academic endeavors.

Undergraduate Academic Misconduct Definitions and Procedures

Introduction

Undergraduate students at Florida International University are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Academic integrity is the adherence to those special values regarding life and work in an academic community. Any act or omission by an undergraduate student, which violates this concept of academic integrity and undermines the academic mission of the University, shall be defined as academic misconduct and shall be subject to the procedures and penalties that follow.

Definition of Academic Misconduct

Academic misconduct is defined as the following intentional acts or omissions committed by any FIU undergraduate student:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of online exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of

examination papers (or online examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

Plagiarism: The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

Misrepresentation: Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

Misuse of Computer Services: The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program (s).

Bribery: The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.

Conspiracy and Collusion: The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

Falsification of Records: The tampering with, or altering in any way any academic record used or maintained by the University.

Academic Dishonesty: In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

Any violation of this section shall first require a determination as to whether the act or omission constitutes academic misconduct.

STUDENT RESPONSIBILITIES/PERFORMANCE GOALS

- Conduct: Students are expected to comply with the University's code of ethics
- Proper Attire: This class is designed to be part lecture, part lab. Always come dressed in proper athletic attire. No jeans or flip flops. Appropriate levels of discretion is expected. Not dressed for lab will result in a zero for the assignment.
- Assignments: All assignments must be typed and submitted on time to Canvas. No assignments may be emailed. **LATE ASSIGNMENTS = ZERO POINTS!**
- Exams/Quizzes: Cannot be made up and will result in a zero.
- Attendance: **Attendance is required.** Bring Student ID to every class. Student ID is required to get into the Rec Center. No ID = No Credit for lab! No labs can be made up.
- Absences: Please note that you cannot miss a lab day and it cannot be made up. Any absence will result in a **5 point reduction** from your total grade.
- Exams/Quizzes: **Cannot be made up. Absent = Zero.** Exams are in the format of multiple choice and true/false. The final exam is not cumulative.
- Class Participation: Class participation is required during class, activities, and labs for credit. Points may be deducted for lack of participation. Notes are the student's

responsibility and should be taken in class. PowerPoint slides will be made available via Canvas.

- Lab Safety: Participation in physical activities have shown to have inherent dangers and risks to personal health and safety. Although the university ensures that all activities performed by the participants within the course are executed in a manner which minimizes the risk of potential injury, each participant must be willing to accept the risks associated with physical activity. If at any time you are unable to perform any of the physical tasks asked of you by the instructor, you may choose not to perform the activity without penalty. Any individual not complying with instructions or conducting themselves in a manner unsafe to themselves or others will not participate in the designated activities.

COURSE REQUIREMENTS AND GRADING STANDARDS (SUBJECT TO CHANGE)

Amendments to Syllabus:

The instructor reserves the right to make changes to this syllabus and the class agenda. If such changes are made, the instructor will provide email notification. Be sure to check your FIU email daily.

Final grades will be calculated on a strict percentage rating and are **non-negotiable**:

A = 93% and above	A- = 90 – 92.9%	B+ = 87 – 89.9%
B = 83 – 86.9%	B- = 80 - 82.9%	C+ = 77 – 79.9%
C = 70 – 76.9%	D = 60 – 69.9%	F = 59.9% or less

COURSE OUTLINE/SCHEDULE (TENTATIVE)

As the professor I have the right to modify the course syllabus for any reason throughout the semester.

Midterm Exam - 100 points

Final Exam - 100 points

Project - 123 points

Mini Quizzes - 60 points

Assignments - 40 points

Labs - 50 points

Attendance - 70 points

Total Possible Semester Points = 543 Points

DUE DATE	ASSIGNMENT	NOTES	METHOD OF DELIVERY/TIME	POINTS
Tuesday, August 27th	Read Chapters 1 and 5	No CLASS		
Thursday, August 29th	EAP	In CLASS	In-Class EAP Assignment	10
Tuesday, September 3rd	Read Chapters 6 and 7	No CLASS		
Thursday, September 5th	PPE, Emergency Card	In CLASS	In-Class PPE/EC Assignment	10
Tuesday, September 10th	Quiz 1, Read Chapters 10 and 11	No CLASS Chapters 1, 5, 6	Available September 10th @ 6am-11:59pm EST	10
Thursday, September 12th	SOAP Notes	In CLASS	In-Class SOAP Assignment	10
Tuesday, September 17th	Quiz 2, Read Chapter 12 and 16	No CLASS Chapters 7, 10, 11	Available September 17th @ 6am-11:59pm EST	10
Thursday, September 19th	Modalities & Taping	In CLASS	In-Class Modalities Assignment	10
Tuesday, September 24th	Quiz 3, Read Chapter 17	No CLASS Chapters 12, 16, 17	Available September 24th @ 6am-11:59pm EST	10
Thursday, September 26th	Lab 1	In CLASS Lower Leg	Bayview 128 @ 11am-12:15pm	10
Tuesday, October 1st	MIDTERM EXAM, Read Chapter 18	No CLASS Chapters 1, 5, 6, 7, 10, 11, 12, 16, 17	Available October 1st @ 6am-11:59pm EST	100
Thursday, October 3rd	Lab 2	In CLASS Knee	Bayview 128 @ 11am-12:15pm	10
Tuesday, October 8th	Read Chapter 18	No CLASS		

Thursday, October 10th	Lab 3	In CLASS Hip and Pelvis	Bayview 128 @ 11am-12:15pm	10
Tuesday, October 15th	Quiz 4, Read Chapter 21	No CLASS Chapters 18, 19, 20	Available October 15th @ 6am-11:59pm EST	10
Thursday, October 17th	Lab 4	In CLASS Shoulder	Bayview 128 @ 11am-12:15pm	10
Tuesday, October 22nd	Read Chapter 23, Draft Sample Patient Profile	No CLASS		
Thursday, October 24th	Lab 5, Review Sample Patient Profile	In CLASS Concussion	Classroom @ 11am-12:15pm Print SCAT3 Card & Bring Patient Profile	10
Tuesday, October 29th	Read Chapters 22 and 22	No CLASS		
Thursday, October 31st	Quiz 5, Draft RTP timeline and Therapy Plan	No CLASS Chapters 21, 22, 23	Available October 31st @ 6am-11:59pm EST	10
Tuesday, November 5th	Read Chapters 24 and 25, Draft Warm Up/Cool Down	No CLASS		
Thursday, November 7th	Review RTP, PT Exercises, Warm Up/Cool Down	In CLASS	Bring Project	
Tuesday, November 12th	Quiz 6, Draft Conditioning Program	No CLASS Chapters 24, 25	Available November 12th @ 6am-11:59pm EST	10
11/14, 11/21, 12/5, 12/12	Project Presentations	In CLASS Rehabilitation Project	Print and turn in on day of presentation, Attendance is an additional 2pts/day	123

Thursday, November 28th	Thanksgiving Holiday	No SCHOOL		
Thursday, December 12th	FINAL EXAM	Chapters 18, 19, 20, 21, 22, 23, 24, 25	Available December 12th @ 6am-11:59pm EST	100