INSTRUCTOR:
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Textbook & Materials:
Title: Introduction to Sports Medicine and Athletic Training, 3rd Edition
Publisher: Delmar Cengage Learning
ISBN: 9781337625005

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)
STUDENT RESPONSIBILITIES/PERFORMANCE GOALS

● Conduct: Students are expected to comply with the University’s code of ethics
● 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.

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**:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
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<tr>
<td>A-</td>
<td>90 – 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 76.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.9%</td>
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<tr>
<td>F</td>
<td>59.9% or less</td>
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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.

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**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 - 240 points**
- **Chapter Review Questions - 198 points**
- **Mini Quizzes - 60 points**
- **Academic Honesty Policy Quiz - 2 points**

**Total Possible Semester Points = 700 Points**

- **Exams are in the format of multiple choice and true/false. The final exam is not cumulative.**
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<thead>
<tr>
<th>DUE DATE</th>
<th>ASSIGNMENT</th>
<th>NOTES</th>
<th>METHOD OF DELIVERY/TIME</th>
<th>POINTS</th>
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<tr>
<td>Wednesday, May 8th</td>
<td>Academic Honesty Quiz</td>
<td>In Canvas --&gt; Quizzes</td>
<td>Available May 6th @ 6am - May 8th @ 11:59pm EST</td>
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<td>Sunday, May 12th</td>
<td>Review Questions</td>
<td>Chapters 1, 5, 6</td>
<td>UPLOAD TO CANVAS no later than 11:59 pm EST</td>
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<td>Quiz 1</td>
<td>Chapters 1, 5, 6</td>
<td>Available May 9th @ 7am - May 12th @ 11:59pm EST</td>
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<td>Review Questions</td>
<td>Chapters 7, 10, 11</td>
<td>UPLOAD TO CANVAS no later than 11:59 pm EST</td>
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<tr>
<td>Sunday, May 19th</td>
<td>Quiz 2</td>
<td>Chapters 7, 10, 11</td>
<td>Available May 16th @ 7am - May 19th @ 11:59pm EST</td>
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<td>Chapters 12, 16, 17</td>
<td>UPLOAD TO CANVAS no later than 11:59 pm EST</td>
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<td>Quiz 3</td>
<td>Chapters 12, 16, 17</td>
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<td>Monday, May 27th</td>
<td>MIDTERM EXAM</td>
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<td>Review Questions</td>
<td>Chapters 18, 19, 20</td>
<td>UPLOAD TO CANVAS no later than 11:59 pm EST</td>
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<td>Sunday, June 2nd</td>
<td>Quiz 4</td>
<td>Chapters 18, 19, 20</td>
<td>Available May 30th @ 7am - June 2nd @ 11:59pm EST</td>
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<td>Sunday, June 9th</td>
<td>Review Questions</td>
<td>Chapters 21, 22, 23</td>
<td>UPLOAD TO CANVAS no later than 11:59 pm EST</td>
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<td>Sunday, June 9th</td>
<td>Quiz 5</td>
<td>Chapters 21, 22, 23</td>
<td>Available June 6th @ 7am - June 9th @ 11:59pm EST</td>
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<td>Friday, June 14th</td>
<td>Review Questions</td>
<td>Chapters 24, 45</td>
<td>UPLOAD TO CANVAS no later than 11:59 pm EST</td>
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<td>Friday, June 14th</td>
<td>Quiz 6</td>
<td>Chapters 24, 45</td>
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<td>Event</td>
<td>Chapters</td>
<td>Time</td>
<td>Points</td>
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<td>Friday, June 14th</td>
<td>FINAL EXAM</td>
<td>Chapters 18, 19, 20, 21, 22, 23, 24, 25</td>
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<td>Friday, June 14th</td>
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<td>Rehabilitation Project</td>
<td>UPLOAD TO CANVAS no later than 11:59 pm EST</td>
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