

**MASTER SYLLABUS**

**Nashville State Community College**  
**Prevention and Care of Athletic Injuries**

**Instructor:**  
**Times:**  
**Classroom:**  
**Office/Office Hours:**  
**Phone:**  
**Email**

**Course Description:** This course is designed to give an overview of the prevention, care, and management of common injuries in a variety of sports.


**Disclaimer:** Textbooks frequently change editions, so please be sure to check with the school bookstore to verify the current ISBN of the textbook before purchasing the textbook.

**Course Outcomes:**

**Risk Management and Injury Prevention**

1. Identifies the physical and environmental risk factors associated with specific activities the physically active person may engage in.
2. Implements the recommended or required components of a pre-participation physical examination based on governing authorities’ rules, guidelines, and recommendations.
3. Outlines the basic concepts and practice of wellness screening. This includes, but it not limited to, various baselines and standards and other fundamental methods used to screen for wellness.
4. Identifies areas of athletic personnel or supervisors must be familiar with in order to avoid or reduce the possibilities of injury or illness occurring to athletes and others engaged in physical activity (e.g., CPR, and first-aid)
5. Describes the principles of heat loss and heat illness prevention programs. These principles include, but are not limited to, knowledge of the body's thermoregulatory mechanisms for acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, and weight loss.
6. Evaluates the accepted guidelines, recommendations, and policy and position statements of applicable governing agencies relating to practice during extreme weather conditions.
7. Accepts the moral, professional, and legal responsibilities to conduct safe programs to minimize injury and illness risk factors for individuals involved in physical activity.
8. Acknowledges the importance of developing and implementing a thorough, comprehensive injury and illness prevention program.
9. Understands the need for cooperation among administrators, athletic personnel, certified athletic trainers, parents/guardians, other health care professionals, and athletes and others engaged in physical activity in the implementation of effective injury and illness prevention programs.

10. Appreciates and respects the role of athletic personnel and supervisors in injury and illness prevention programs.

11. Accepts and respects the established guidelines for scheduling physical activity to prevent exposure to unsafe environmental conditions.

12. Appreciates the importance of the body's thermoregulatory mechanisms for acclimation and conditioning, fluid and electrolyte replacements, proper practice and competition attire, and weight loss.

**Assessment and Evaluation**

1. Explains how to recognize and evaluate athletes and others involved in physical activity who demonstrate clinical signs and symptoms of environmental stress.

2. Describes the etiological factors, signs, symptoms, and management procedures for injuries of the toes, foot, ankle, lower leg, knee, thigh, hip, pelvis, shoulder, upper arm, elbow, forearm, wrist, hand, fingers, spine, thorax, abdomen, head, and face.

3. Describes components of medical documentation (SOAPS, HOPS, HIPS)

4. Uses the terminology necessary to communicate the results of an athletic training assessment to physicians and other health professionals.

5. Appreciates the importance of documentation of assessment findings and results.

6. Accepts the role of the certified athletic trainer as a primary provider of assessment to the injuries and illnesses of athletes and others involved in physical activity.

7. Recognizes the initial clinical evaluation by the certified athletic trainer as an assessment and screening procedure, rather than as a diagnostic procedure.

8. Accepts the professional, ethical, and legal parameters that define the proper role of the certified athletic trainer in the evaluation and appropriate medical referral of injuries and illnesses of athletes and others involved in physical activity.

**Acute Care of Injury and Illness**

1. Explains the legal, moral, and ethical parameters that define the scope of first-aid and emergency care, and identifies the proper roles and responsibilities of the certified athletic trainer.

2. Interprets standard nomenclature of athletic injuries and illnesses.

3. Describes the principles and rational for primary survey of the airway, breathing, and circulation.

4. Describes the management of external hemorrhage, including the location of pressure points, use of universal precautions, and proper disposal of biohazardous materials.

5. Recognizes signs and symptoms associated with internal hemorrhaging.

6. Recommends the appropriate use of aseptic or sterile techniques, approved sanitation methods, and universal precautions for the cleansing and dressing of wounds.

7. Explains the application principles of cold application, elevation, and compression in treatment of acute non-limb-threatening pathology.
8. Cites the signs, symptoms, and pathology of acute inflammation.
9. Recognizes the signs and symptoms of shock.
10. Identifies the different types of shock and the proper management of each.
11. Recognizes the signs, symptoms, and treatment of individuals suffering from adverse reactions to environmental conditions.
12. Uses the information obtained during the examination to determine when to refer an injury or illness for further or immediate medical attention.
13. Appreciates the legal, moral, and ethical parameters that define the scope of first aid and emergency care, and values the proper role of the certified athletic trainer in providing this care.
15. Appreciates the role and function of various medical/paramedical specialists, and values their respective areas of expertise in the definitive treatment of acute injuries and illnesses.
16. Supports the application of cryotherapy, elevation, and compression as primary care for non-threatening injury.
17. Accepts the approved aseptic and sterile methods for cleaning, treating, and bandaging wounds and for disposing of biohazardous waste.

**Health Care Administration**

1. Describes the organization and administration of pre-participation examination and screening including, but not limited to, maintaining medical records, developing record keeping forms, scheduling personnel, and site utilization.
2. List the components of a medical record, such as permission to treat, emergency information, treatment documentation, and release of medical information.
3. Describes the universal precautions mandated by the Occupational Safety and Health Administration (OSHA), and discusses how they apply to the athletic trainer.
4. Describes typical community-based emergency health care delivery plans, including communication and transportation.
5. Interprets the typical policies and procedures that govern first aid and emergency care, such as those pertaining to parents/guardians, informed consent, medical relations, incident reports, and appropriate medical keeping.
6. Identifies the basic components of a comprehensive athletic injury emergency care plan, which include personnel training, equipment needs, availability of emergency care facilities, communication, transportation, activity or event coverage, and record keeping.
7. Lists the components of a comprehensive risk management plan that addresses the issues of security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.
8. Describes the necessary communication skills for interaction with physicians, allied health care providers, caretakers, and others who work closely with the certified athletic trainer.
9. Differentiates the roles and responsibilities of the certified athletic trainer and other medical and allied health personnel to provide care to athletes and others involved in physical activity.
10. Describes the role and function of various community-based medical, paramedical, and other health care providers.

V. Professional Development and Responsibilities

1. Outlines the process of attaining and maintaining an athletic training professional credential.
2. Describes the role and function of the governing structures of the National Athletic Trainer’s Association.
3. Compares and contrasts the role and function of state athletic training practice acts and registration, licensure, and certification agencies.
4. Realizes that the state regulatory acts regarding the practice of athletic training vary from state to state.
5. Advocates the NATA as an allied health professional organization dedicated to the care of athletes and others involved in physical activity.

Course Evaluation and Assignments:

Exams: Midterm and Final Exams, tests and quizzes will evaluate the student’s comprehension of lectures, reading assignments, demonstration, and practicum experience.

Test Make-Up Policy:
- No make-up tests will be permitted unless arrangements are made with the instructor before the test is given. Call the instructor’s office early in the morning if you wake up ill or if you have an emergency.
- Make-up tests must be made up within two (2) class meetings. Failure to make a test up will result in a “0” grade.

Grading Policy:

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Grading Scale:

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Attendance/Withdrawal Policy:
Failure to attend class will result in a final course grade of “FA” or “FN”
• FA – Failure – attendance related (last date of attendance required)
• FN – Failure – never attended class

It is the student’s responsibility to check D2L and MyNSCC email on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L contains specific course information and MyNSCC contains information important for other purposes.

Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. Please note that Early Warning Alerts do not affect a student’s academic standing.

Accommodations:
Nashville State complies with the Americans with Disabilities Act. Consult with the office of Student Disability Services. If you need any accommodation(s) for this class, notify the instructor by the second class meeting.

Classroom Misconduct and Procedures:
Nashville State Community College has a zero tolerance policy for disruptive conduct in the classroom. Students whose behavior disrupts the classroom will be subject to disciplinary sanctions. The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct which violates the general rules and regulations of the College. Disruptive behavior in the classroom may be defined as, but is not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.). Each student should refer to the current Nashville State Student Handbook for guidelines for student conduct.

Academic Dishonesty:
Any form of academic dishonesty, cheating, plagiarizing, or other academic misconduct is prohibited. “Plagiarism may result from: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your works” (A Writer’s Reference, 331). Academic dishonesty may be defined as, but is not limited to, intentionally trying to deceive by claiming credit for the work of another person, using information from a web page or source without citing the reference, fraudulently using someone else’s work on an exam, paper, or assignment, recycling your own work from another course, purchasing papers or materials from another source and presenting them as your own, attempting to obtain exams/materials/assignments in advance of the date of administration by the instructor, impersonating someone else in a testing situation, providing confidential test information to someone else, submitting the same assignment in two different classes without requesting both instructors’ permission, allowing someone else to copy or use your work, using someone else’s work to complete your own, altering documents, transcripts or grades, and forging a faculty/staff member’s signature.

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In addition to other possible disciplinary sanctions that may be imposed through regular college procedures as a result of academic dishonesty, the instructor has the authority to assign an “F” or a “Zero” for the exercise, paper or examination, or to assign an “F” for the course.

If a student believes that he/she has been erroneously accused of academic dishonesty and if his/her final grade has been lowered as a result, the student may appeal the case through the appropriate college grade appeal procedures.

**NOTE:**
This syllabus is a master syllabus. Specific course requirements are subject to revision at the discretion of the individual instructor. A course syllabus will be provided the first day of class.