

COURSE # PES 2400

Sports Injuries

*2018-2019*

**Instructor**

**Instructor:**

**Phone:**

**Email:**

**Office Hours:**

**Course**

## Course Description

***This is a Concurrent Enrollment Course, offering both high school credit through \_\_\_\_\_\_\_\_\_\_\_\_\_\_ High School and college credit through Utah Valley University. Credit from this course is transferable to all colleges and universities. Contact the receiving institution for how the credits will be applied.***

**Catalog Description**

Prevention and care of fitness, sport, and physical education performance injuries. Emphasizes the responsibilities of the coach/PE teacher related to sport injuries. Examines recognition, cause, prevention and care of sports related injuries to specific body parts. Explores protective equipment, environmental factors, and nutritional considerations. Reviews injuries which occur to specific populations such as adolescent and elderly athletes.

**Course Prerequisites**

This class is available to all high school students in good academic standing. High school prerequisites apply.

## Course Objectives or Learning Outcomes

This course will be directed in a manner consistent with the idea of a “team concept” working together to ensure an optimal environment for sports participants. While this class does not have Athletic Training students, it does have those who will be directly working many members of the athletic “team.” Concepts and ideas will be presented in a way that will educate and inform future coaches.

**Topics | Covered**

1. Explain the risk factors associated with physical activity.

2. Identify and explain the risk factors associated with common congenital and acquired abnormalities, disabilities, and diseases.

3. Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities’ rules, guidelines, and/or recommendations.

4. Describe the basic concepts and practice of wellness screening.

5. Describe the general principles of health maintenance and personal hygiene, including skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control.

6. Explain the principles of effective heat loss and heat illness prevention programs. Principles include, but are not limited to, knowledge of the body’s thermoregulatory mechanisms, acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, and weight loss.

7. Explain the accepted guidelines, recommendations, and policy and position statements of applicable governing agencies related to activity during extreme weather conditions.

8. Interpret data obtained from a wet bulb globe temperature (WGBT) or other similar device that measures heat and humidity to determine the scheduling, type, and duration of activity.

9. Explain the components and purpose of periodization within a physical conditioning program

10. Identify and explain the various types of flexibility, strength training, and cardiovascular conditioning programs. This should include the expected effects (the body’s anatomical and physiological adaptation), safety precautions, hazards, and contraindications of each.

11. Explain the basic principles associated with the use of protective equipment, including standards for the design, construction, fit, maintenance and reconditioning of protective equipment; and rules and regulations established by the associations that govern the use of protective equipment; and material composition.

12. Explain the principles and concepts related to prophylactic taping, wrapping, bracing, and protective pad fabrication

13. Explain the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints. This includes, but is not limited to, evaluating or identifying the need, selecting the appropriate manufacturing material, manufacturing the orthosis or splint, and fitting the orthosis or splint.

14. Explain the basic principles and concepts of home, school, and workplace ergonomics and their relationship to the prevention of illness and injury.

15. Recognize the clinical signs and symptoms of environmental stress.

16. Obtain, interpret, and make decisions regarding environmental data. This includes, but is not limited to the ability to:

17. Formulate and implement a comprehensive, proactive emergency action plan specific to lightening safety

18. Explain normal and abnormal circulation and the physiology of fluid homeostasis.

19. Identify the normal acute and chronic physiological and pathological responses (e.g., inflammation, immune response, and healing process) of the human body to trauma, hypoxia, microbiologic agents, genetic derangements, nutritional deficiencies, chemicals, drugs, and aging affecting the musculoskeletal and other organ systems, and musculoskeletal system adaptations to disuse.

20. Describe the etiology, pathogenesis, pathomechanics, signs, symptoms, and epidemiology of common orthopedic injuries, illnesses and diseases to the body’s systems.

21. Describe the body’s responses to physical exercise during common diseases, illnesses, and the injury.

22. Explain directional terms and cardinal planes used to describe the body and the relationship of its parts.

23. Describe the principles and concepts of body movement including functional classification of joints, arthrokinematics, normal ranges of joint motion, joint action terminology, and muscle groups responsible for joint actions (prime movers, synergists), skeletal muscle contraction, and kinesthesis / proprioception.

24. Describe common techniques and procedures for evaluating common injuries including taking a history, inspection/observation, palpation, functional testing, special evaluation techniques, and neurological and circulatory tests.

25. Explain the relationship of injury assessment to the systematic observation of the person as a whole.

26. Describe the nature of diagnostic tests of the neurological function of cranial nerves, spinal nerves, and peripheral nerves using myotomes, dermatomes, and reflexes.

27. Explain the roles of special tests in injury assessment.

28. Describe strength assessment using resistive range of motion, break tests, and manual muscle testing.

29. Describe the clinical signs and symptoms of environmental stress.

30. Describe the components of medical documentation (e.g. SOAP, HIPS and HOPS).

31. Describe and know when to refer common eye pathologies from trauma and/or localized infection (e.g., conjunctivitis, hyphemia, corneal injury, sty, scleral trauma).

32. Describe and know when refer common ear pathologies from trauma and/or localized infection (e.g., otitis, ruptured tympanic membrane, impacted cerumen).

33. Describe and know when to refer common pathologies of the mouth, sinus, oropharynx, and nasopharynx from trauma and/or localized infection (e.g., gingivitis, sinusitis, laryngitis, tonsillitis, pharyngitis).

34. Explain the possible causes of sudden death syndrome.

35. Describe and know when to refer common injuries or conditions of the teeth (e.g., fractures, dislocations, caries).

36. Explain the importance and proper procedures for measuring body temperature (e.g., oral, axillary, rectal).

37. Explain the legal, moral, and ethical parameters that define the scope of first aid and emergency care and identify the proper roles and responsibilities of the certified athletic trainer.

38. Describe the principles and rationale of the initial assessment including the determination of whether the accident scene is safe, what may have happened, and the assessment of airway, breathing, circulation, level of consciousness and other life-threatening conditions.

39. Differentiate the components of a secondary assessment to determine the type and severity of the injury or illness sustained.

40. Describe pathological signs of acute/traumatic injury and illness including, but not limited to, skin temperature, skin color, skin moisture, pupil reaction, and neurovascular function.

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

42. Identify the signs and symptoms associated with internal hemorrhaging.

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

44. Describe the injuries and illnesses that require medical referral.

45. Explain the application principles of rest, cold application, elevation, and compression in the treatment of acute injuries.

46. Describe the signs, symptoms, and pathology of acute inflammation.

47. Identify the signs and symptoms of head trauma, including loss of consciousness, changes in standardized neurological function, cranial nerve assessment, and other symptoms that indicate underlying trauma.

48. Explain the importance of monitoring a patient following a head injury, including obtaining clearance from a physician before further patient participation.

49. Define cerebral concussion, list the signs and symptoms of concussions, identify the methods for determining the neurocognitive status of a patient who sustains a concussion and describe contemporary concepts for the management and return-to-participation of a patient who sustains a concussion.

50. Identify the signs and symptoms of trauma to the cervical, thoracic and lumbar spines, the spinal cord, and spinal nerve roots, including neurological signs, referred symptoms, and other symptoms that indicate underlying trauma and pathology.

51. Describe cervical stabilization devices that are appropriate to the circumstances of an injury.

52. Describe the indications, guidelines, proper techniques and necessary supplies for removing equipment and clothing in order to evaluate and/or stabilize the involved area.

53. Identify the appropriate short-distance transportation method, including immobilization, for an injured patient.

54. Identify the signs, symptoms, possible causes, and proper management of the following:

55. Different types of shock

56. Allergic, thermal, and chemical reactions of the skin (including infestations and insect bites)

57. Identify the signs, symptoms, and treatment of patients suffering from adverse reactions to environmental conditions.

58. Identify information obtained during the examination to determine when to refer an injury or illness for further or immediate medical attention.

59. Survey the scene to determine whether the area is safe and determine what may have happened.

60. Describe the physiological and pathological processes of trauma, wound healing and tissue repair and their implications on the selection and application of therapeutic modalities used in a treatment and/or rehabilitation program.

**Required Text and Materials**

Textbook: Principles of Athletic Training – Arnheim/Prentice

**Department Policies**

**Assessment**

Assigned Homework, Quizzes, Written Tests

**Grading Scale**

 A = 100-93 B - = 82-80 D+ = 69-67

 A - = 92-90 C+ = 79-77 D = 66-63

 B+ = 89-87 C = 76-73 D - = 62-60

 B = 86-83 C - = 72-70 F = 59-0

**Grades and Credit**

Your grade for this class will become part of your permanent college transcript and will affect your GPA. A low grade in this course can affect college acceptance and scholarship eligibility.

Grades are determined by instructors, based upon measures determined by the instructor and department and may include: evaluation of responses, written exercises and examinations, performance exercises and examinations, classroom/laboratory contributions, mastery of pertinent skills, etc. The letter grade “A” is an exceptional grade indicating superior achievement; “B” is a grade indicating commendable mastery; “C” indicates satisfactory mastery and is considered an average grade; “D” indicates substandard progress and insufficient evidence of ability to succeed in sequential courses; “E” (failing) indicates inadequate mastery of pertinent skills or repeated absences from class.

**University Policies**

**Academic Integrity**

Utah Valley University expects all students to maintain integrity and high standards of individual honesty in academic work, to obey the law, and to show respect for others. Students of this class are expected to support an environment of academic integrity, have the right to such an environment, and should avoid all aspects of academic dishonesty. Examples of academic dishonesty include plagiarizing, faking of data, sharing information during an exam, discussing an exam with another student who has not taken the exam, consulting reference material during an exam, submitting a written assignment which was authored by someone other than you, and/or cheating in any form.

In keeping with UVU policy, evidence of academic dishonesty may result in a failing grade in the course and disciplinary review by the college.  Any student caught cheating will receive, at minimum, zero points on that particular assignment for the first offense.  A second offense can result in failing the course and will entail being reported to Student Advising.  Academic dishonesty includes, in part, using materials obtained from another student, published literature, and the Internet without proper acknowledgment of the source.   Additional information on this topic is published in the student handbook and is available on the UVU website.

### **Student Code of Conduct**

All UVU students are expected to conduct themselves in an appropriate manner acceptable at an institution of higher learning. All students are expected to **obey the law**, to **perform contracted obligations**, to **maintain absolute integrity and high standards** of individual honesty in academic work, and to observe a **high standard of conduct for the academic environment**.

The Student Rights and Responsibilities Code, or Code of Conduct, outlines for students what they can expect from the University and what the University expects of them.

Students should review their Rights and Responsibilities. The Code of Conduct also outlines the process for academic appeals, and appeals related to misconduct and sanctions. It can be found at <http://www.uvu.edu/studentconduct/students/>

**Student Responsibilities**

You are expected to take an active role in the learning process by meeting course requirements as specified in written syllabi. Faculty members have the right to establish classroom standards of behavior and attendance requirements. You are expected to meet these requirements and make contact with faculty members when unable to do so.

**Withdrawal Policy**

If you do not wish to take this course or find that you are unable to continue, you should officially withdraw by the deadline stated in the current semester UVU Student Timetable.

You can officially withdraw from a course by dropping it through the online registration system or the campus One Stop desk (BA 106) by the listed date. If you officially withdraw from a course by the "Last Day to Drop and Not Show on Transcript," the course will not appear on your academic transcripts. If you officially withdraw from a course by the "Last Day to Withdraw," a "W" will appear on your transcripts. Although your GPA will not be affected — a "W" will indicate that you chose to withdraw. If you fail to complete the course and do not drop it before the "Last Day to Withdraw," a "UW" or "E" (a failing grade) will appear on your transcripts.

Withdrawing from a course may impact your financial aid status. For more information, see: UVU Financial Aid.

**Cheating and Plagiarism Policy Procedures**

This document was taken from the Utah Valley University Policy 541, The Student Rights and Responsibilities Code

5.4.4 Each student is expected to maintain academic ethics and honesty in all its forms, including, but not limited to, cheating and plagiarism as defined hereafter:

1) Cheating is the act of using or attempting to use or providing others with unauthorized information, materials, or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying another's academic work.

2) Plagiarism is the act of appropriating another person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or activity.

3) Fabrication is the use of invented information or the falsification of research or other findings. Examples include but are not limited to:

a) Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.

b) Listing sources in a bibliography not used in the academic exercise.

c) Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.

 d) Submitting as your own any academic exercise (written work, printing, sculpture, etc.) prepared totally or in part by another.

### **Students with Disabilities**

**Students who need accommodations because of a disability** may contact the UVU Office of Accessibility Services (OAS), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the OAS office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](https://owa.uvu.edu/owa/redir.aspx?C=r3xUa4y2bkalWljgIj1VXM3KzYlusNIIESMqIpkF5USfG-H3cUMstYl8DNScKc_quB49PvOQ-l0.&URL=mailto%3anicole.hemmingsen%40uvu.edu) or text 385-208-2677.

**Religious Accommodations**

At the beginning of each semester, you shall promptly review the course syllabus and class schedule and notify faculty to request an accommodation for sincerely held religious beliefs and practices using the *Religious Accommodation Request Form*.

**Dangerous Behavior**

The faculty member has the right to demand and secure the immediate removal of any person from the classroom whenever the faculty member determines, to the best of his or her knowledge or belief, that the person's actions are threatening or dangerous to students or themselves. If the faculty member cannot resolve a disruptive situation, the faculty member may request that the disruptive person(s) leave the classroom. If the disruptive person(s) will not leave voluntarily, the faculty member may call University Police for assistance. The incident shall be reported to the Dean of Students and to the Director of Judicial Affairs in accordance with Policy 541 *Student Rights and Responsibilities Code*.

**Discriminatory, Exclusionary, or Disruptive Behavior**

Faculty members observing discriminatory, exclusionary, or disruptive behavior follow procedures described in UVU Policy 541 *Student Rights and Responsibilities Code.* 5.6

**Attendance**

Attendance in this class is not mandatory due to the different learning preferences with each student. However, class will be held according to the schedule on the top of this syllabus. Chapters will be covered in class as listed in the semester schedule below. Class will consist of chapter reviews, discussion and group activities.

**Policies/References**

1. Policy 541: Student Rights and Responsibilities Code <https://www.uvu.edu/catalog/current/policies-requirements/student-rights-and-responsibilities.html>
2. Policy 601: Classroom Instruction and Management. <https://policy.uvu.edu/getDisplayFile/5750ed2697e4c89872d95664>
3. Policy 635: Faculty Rights and Professional Responsibilities. <https://policy.uvu.edu/getDisplayFile/563a40bc65db23201153c27d>

**Definitions**

* 1. Syllabus: An agreement between faculty and students that communicates course structure, schedule, student expectations, expected course outcomes, and methods of assessment to students.

### **Dropping the Class**

### \_\_\_\_\_\_\_\_\_ is the last day to drop the course without it showing on your transcript.

\_\_\_\_\_\_\_\_\_ is the last day to withdraw from the class.
If you drop the high school class, you must also withdraw from the UVU class to avoid receiving a failing grade.

Due dates and this syllabus may change at the instructor’s discretion due to the needs of the class members.