

**Eastern Illinois University**  
**Department of Kinesiology and Sports Studies**  
**KSS 2135 - Basic Care and Prevention of Athletic Injuries**  
**Fall 2009**

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**OFFICE:** 2210 Lantz  
**OFFICE HOURS:** M/W 10:00-11:00, T/R 12:15-1:15, or by appointment

**TEXTBOOK:**                    **Athletic Training – An Introduction to Professional Practice.**  
Prentice, W.E.

**COURSE**

**DESCRIPTION:**                The study of the primary cause of injuries; analysis of preventive measures; care of injuries in relation to type of tissue involved.

**COURSE**

**OBJECTIVES:**                The Athletic Trainer and the Sports Medicine Team  
1. Understand roles and responsibilities of an Athletic Trainer  
Healthcare Administration in Athletic Training  
1. Understand key components of a risk management plan  
2. Define injury and discuss statistics related to sports injury  
Training and Conditioning Techniques  
1. Discuss various types of stretching and how each is performed  
2. Discuss various types of muscle contraction  
3. Discuss what physiological changes occur to the body to cause increased strength  
4. Discuss principles and specific techniques for improving muscular strength, cardiovascular endurance and flexibility  
Nutritional Considerations  
1. Learn the six classes of nutrients  
2. Discuss creatine supplementation  
3. Define body mass index and body composition and learn various ways of assessing each  
Mechanisms and Characteristics of Sports Trauma  
1. Define trauma and the five primary tissue stresses  
2. Explain the body's response to injury  
3. Differentiate between acute and chronic athletic injuries  
4. Learn various types of acute and chronic injuries and ways to manage each  
5. Describe goals for full return to sports  
Environmental Considerations  
1. Learn various environmental concerns in outdoor sports  
2. Discuss various ways body temperature can be affected  
3. Describe high risk conditions  
4. Learn signs and symptoms and ways to manage various forms of heat illness  
5. Define dehydration and learn recommendations for fluid replacement  
Protective Gear and Sports Equipment  
1. Explain and demonstrate the proper fitting of various protective equipment  
Bandaging and Taping  
1. Describe the common types of bandages used in sports medicine  
2. Explain and demonstrate the method of taping an ankle  
3. Discuss signs and symptoms associated with head injuries and concussions  
On-the-field Acute Care and Emergency Procedures  
1. Learn components of the primary and secondary surveys  
2. Learn how to control external bleeding and demonstrate proper wound care  
3. Discuss the various ways of moving and transporting an injured athlete  
Bloodborne Pathogens  
1. Define bloodborne pathogens and learn prevention strategies, signs and symptoms, and ways to manage different types

## **METHODS OF ASSESSMENT:**

Your final grade will be determined by a combination of didactic, lab, and participation scores. Attendance is expected at each class and lab meeting. It is the responsibility of the student to inform me of absences for illness, family emergencies, and university sponsored events. Please notify me in advance if at all possible. There will be in-class activities/assignments; therefore it is critical that you attend class and be on time – **points earned in class cannot be made up due to unexcused absences. No make-up quizzes will be given for unexcused absences. Assignments that are late, without an excused absence, will receive half credit.**

### Lab Assignments:

All labs are mandatory and must not be missed. Any missed lab must be made up within a one-week timeframe. Participation in labs is worth 10 points on top of any quizzes, homework or practicals given that day.

**GRADING:** A = 100-90% of total points and attendance/participation  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F < 60%

**Students' final grade will be determined by the percentage of total points and the percentage of days attending class with full participation. The final grade will reflect the first level for which the student meets or exceeds the percent range for both (total points and attendance/participation).**

### Exams

The final exam will be comprehensive and is scheduled for **Monday, Dec. 14<sup>th</sup>, 10:15-12:15 p.m.** *No early final exams will be given.*

### Academic Misconduct

It is expected that all students will follow the guidelines set forth in the EIU Student Conduct Code. Examples of academic misconduct are cheating, plagiarism, and excessive absences. Please consult the Student Handbook for the official academic misconduct policy. Any academic misconduct will be dealt with according to the student handbook and the discretion of the instructor.

**Please turn phones off prior to the start of class and leave them in your backpacks.**

**Disability Statement: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (217-581-6583).**

## Student Self-Report on Preparedness and Participation

Name \_\_\_\_\_

Date \_\_\_\_\_

To receive credit for this class session, you must honestly be able to check all of the following:

- 1. I made every effort to come to class on time. (Lateness that was not your fault is excused: e.g. the previous professor held the class overtime. Oversleeping is NOT excused.)
- 2. I read all the assigned works carefully before I came.
- 3. I brought to class my notes and any assigned homework for the current Chapter.
- 4. I prepared for class by being well-rested, well-nourished, alert, and mentally ready.
- 5. I contributed at least once to class discussion today. (Anyone who has not spoken in this class, write down what you would have said had you spoken.)
- 6. I did not too heavily dominate the class, but gave others a chance to contribute.
- 7. I listened actively to others at all times, and I showed by my face and body posture that I was listening.
- 8. When I had a genuine question that seemed stupid or simple, I asked it anyway.

***The following questions do not count for credit, but they help me to assess how well the discussions are going and how we can improve:***

I thought the class today went:

extremely well     very well     quite well     not at all well

Why did you answer as you did?

What could the professor have done to make the class more successful?

What could I, the student, have done to make the class more successful?