



DAKOTA COLLEGE COURSE SYLLABUS

Course Prefix/Number/Title: HPER 207 Prevention and Care of Injuries

Number of Credits: 2

Course Description: This course will acquaint the student with the field of athletic training, the aspects of administration, scientific knowledge and duties required for instituting injury management. It will include information on the cause of injury, the basis for training and conditioning and injury prevention, the psychogenetic and metabolic factors in sports, wrapping and taping techniques, first aid procedures related to legal implications, budgeting, record keeping, and insurance

Pre-requisites: Successful completion of HPER 210 First Aid/CPR

Course Objectives: Facilitate student learning of organization and establishment of an effective sports medicine health care system

Objectives –

- Understand the role of HIPPA among other legal concerns
- Describe the need for selecting and usage of protective sports equipment
- Be able to recognize and manage basic sports injuries and conditions
- Demonstrate proper roles and responsibilities of health care provider
- Demonstrate proper taping and wrapping techniques of various injuries
- Understand various conditions of athletic related injuries
- Identify basic use of therapeutic modalities
- Basic identification of athletic related injuries through effective evaluation

Instructor: Carolyn Rygg MEd LAT ATC

Office: Athletic Training Room, Thatcher 158

Office Hours: Monday – Friday 10-12 & 1-5 *subject to vary depending on week events*

Phone: 701-520-8246 (for emergencies)

Email: Carolyn.j.rygg@dakotacollege.edu

Lecture/Lab Schedule: Lecture, T & TH 8-8:50 am

Textbook(s): Principles of Athletic Training by William Prentice ISBN# 972159824005

Course Requirements:

- ~ textbook and Blackboard access
- ~ proper attire is required for class time
- ~ classroom participation (points received for participation)

Grading:

A	90-100	C	70-79	F	0-59
B	80-89	D	60-69		

Tentative Course Outline:

Jan 11 – Syllabus/Chapter 1	The Athletic Trainer as a Healthcare Provider
Jan 13 – Chapter 19	The Ankle and Lower Leg
Jan 18 – Chapter 19/20	Ankle/The Knee and Related Structures
Jan 20 – Chapter 20	The Knee and Related Structures
Jan 25 – Chapter 22	The Shoulder Complex
Jan 27 – Chapter 22	The Shoulder Complex
Feb 1 – Chapter 23	The Elbow
Feb 3 – Review/Practical	
Feb 8 – Test	
Feb 10 – Chapter 12	On-the-Field Acute Care and Emergency Procedures
Feb 15 – Chapter 12	
Feb 17 - Chapter 13	Off-the-Field Injury Evaluation
Feb 22 – Chapter 9	Mechanisms and Characteristics of Musculoskeletal and Nerve Trauma
Feb 24 – Chapter 8	Wrapping and Taping
Mar 1 – Chapter 15	Using Therapeutic Modalities
Mar 3 – Chapter 15	Using Therapeutic Modalities
Mar 8 – Review	
Mar 10 – Test	
Mar 15 – Chapter 4	Fitness and Conditioning Techniques
Mar 17 – Chapter 4	Fitness Day
Mar 22 – Chapter 4	Conditioning Day
Mar 24 - Chapter 11	Psychosocial Intervention for Sports Injuries and Illnesses
Mar 29 – Chapter 2	Health Care Organization and Administration in Athletic Training
Mar 31 – Chapter 3	Legal Concerns and Insurance Issues
Apr 1 – Chapter 6	Environmental Considerations
Apr 5 – Review	
Apr 7 – Test	
Apr 12 – Chapter 11	Psychosocial Sports Injuries and Illnesses (Speaker/Video)
Apr 14 –	FINAL PROJECT EXPLANATION
Apr 19 –	Project Choice Made
Apr 21 -	Outline Due
Apr 26 –	Work Day!
Apr 28 –	Work Day!
May 3 –	Projects Due
May 5 –	Final Review
May 9-13	Finals Week!

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): not applicable

Relationship to Campus Theme: *Nature, Technology, and Beyond* – This course prepares students to have knowledge of the prevention and care of athletic related injuries according to the evidence-based guidelines followed by the Board of Certification of Athletic Trainers.

Classroom Policies:

It is important to attend all classes as there will be hands on learning in most meeting times.

- ~ Late assignments will be docked
- ~ Assignments are created for each chapter, 3 Exams, 1 Project, 1 Final Exam
- ~ Be respectful
- ~ No phones are allowed for note taking
- ~ No airpods, headphones, or any other devices are allowed during lecture or tests

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.