



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

Number of Credits: 2

Course Description: Methods of prevention and caring for the various types of injuries received in activities.

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

Course Objectives:

1. Identify medical specialists who make up a quality sports medicine team.
2. Realize the duties commonly expected of the dual role played by the coach/trainer.
3. Utilize supplies and equipment in the athletic training room.
4. Apply scientific principles in physical conditioning to a specifically designed training program.
5. Demonstrate and describe the purpose of taping techniques presented in class.
6. Identify common treatments and rehabilitation procedures for various athletic injuries.
7. Identify nutritional needs of athletes and develop meal plans to meet requirements for energy used in athletics and apply these needs to a specifically designed program.
8. Develop first aid skills and recognition skills of athletic injuries.

Instructor: Carolyn Rygg

Office: TH 158

Office Hours: varies weekly; commonly afternoon but always by appointment

Phone: 701-228-5620 (office) 701-520-8246 (for emergencies only)

Email: Carolyn.j.rygg@dakotacollege.edu

Lecture/Lab Schedule: Lecture, Tuesday and Thursday 8-8:50 AM

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

Trail Guide to the Body: Student Workbook by Andrew Biel ISBN#978-0-9914666-7-2 (required)

Course Requirements: Blackboard Access, proper attire in class including classroom participation

Tentative Course Outline:

Day 1 - Syllabus/Introduction to Student Workbook/Chapter 1

Day 2 - The Shoulder Complex/Chapter 22

Day 3 - The Shoulder Complex/Chapter 22/ Workbook pg 25-50

Day 4 - The Elbow/Chapter 23

Day 5 - The Hand

Day 6 - Workbook pg 52-82

Day 7 - Review/Practical

Day 8 - Test

Day 9 - Workbook pg 85-117

Day 10 - CONCUSSIONS/Workbook pg 119- 141

Day 11 - Workbook pg 143-177

Day 12 – The Knee and Related Structures
Day 13 – The Knee and Related Structures
Day 14 – The Ankle and Lower Leg/Workbook pg 179-208
Day 15 – Review
Day 16 – Practical/Test
Day 17 – Spring Break??
Day 18 – Spring Break??
Day 19 – Mechanisms and Characteristics of Musculoskeletal and Nerve Trauma/Chapter 9
Day 20 – On-the-Field Acute Care and Emergency Procedures/Chapter 12
Day 21 – Off-the-Field Injury Evaluation/Chapter 13
Day 22 – Wrapping and Taping/Chapter 8
Day 23 – Therapeutic Modalities/Chapter 15
Day 24 – Therapeutic Modalities/Chapter 15
Day 25 – Review
Day 26 – Test
Day 27 – Fitness and Conditioning Techniques/Chapter 4
Day 28 – Fitness and Conditioning Techniques/Chapter 4
Day 29 – Psychosocial Sports Injuries and Illnesses/Chapter 11/Guest Speaker
Day 30 – Administration/Legal/Insurance/Chapter 2-3
Day 31 – Environmental Considerations/Chapter 6
Day 32 – Review
Day 33 – Final Test

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Relationship to Campus Focus: Engaging students with a quality education on preventing injuries and treating injuries

Classroom Policies: Participate in class, communicate absences, stay OFF your phone and don't use airpods

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.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	<ul style="list-style-type: none"> • Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	<ul style="list-style-type: none"> • Determine if the use of generative AI could enhance student learning in any assignment or project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.