UNIVERSITY OF NORTHERN COLORADO
COLLEGE OF NATURAL AND HEALTH SCIENCES
School of Sport and Exercise Science
SES 585 Advanced Prevention and Care Sports Injuries for Coaches

Instructor: Shannon Courtney – shannon.courtney@unco.edu
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Web site: http://bb.unco.edu

Prerequisites- Successful completion of ASEP Sport First Aid & CPR (submit certification to me prior to start of class)
Course Dates: March 30th – May 8th

Course Description: This course will expand on the recognitions and treatment of sports related injuries and conditions beyond first aid. Emphasis will be placed on prevention, immediate recognition treatment and referral of common sports injuries.

Course Objectives: Each student will be able to:
1. Develop pre and post season plans to ensure proper communication and expectations regarding emergency situations and pre-participation and reporting of injuries
2. Identify potential risks associates with play facilities, structures, equipment, environmental conditions
3. Demonstrate strategies to prevent injuries as well as recognize the severity of the injuries and provide immediate care, basic rehabilitation and referral
4. Understand and accommodate physical limitations and conditions that may limit an athlete’s ability to participate.
5. Develop a coaching handbook for quick reference to learned material

National Standards for Sport Coaches
This course meets the following Performance-Based Standards for Sports Coaches (NASPE, 2006):
Domain 2, Safety and Injury Prevention: Standards 5,6,7,8,9,10, 11


Course requirements:
Become a member of the American Sport Education Association (ASEP)
Proof of successful completion of Sport First Aid (ASEP)

Outline of Course Content
Unit I March 30th – April 13th
[Basic Principles and Organization of an Athletic Health System] – the student will understand the role of the coach as part of a sports medicine team, who very often is the first person to make contact with an athlete when an injury occurs. We will explore the litigious environment of athletics and coaching, examine ways to reduce the risk liability. A comprehensive health screening is important component of ensuring a safe playing environment and discovering any pre-existing conditions that may preclude an athlete from competing safely. Clear expectations of a coaches policies and procedures will ensure that all students are prepared for the season.

Educational Topics to be covered –via powerpoint and book
- Roles and responsibilities of a sports medicine team
- Legal issues
- Pre-season health screenings
- Environmental situations/concerns
- Emergency Planning
- Equipment and Safe playing conditions
- Understanding the athletes psychological response to injury

Chapters: 1, 2, 3, 6, 7 & 12
- Specific written chapter questions (submitted on Blackboard)
- Discussion Board

Quick Reference Coaching Handbook: Emergency plan for your level/ place of employment/coaching
See Blackboard for items to include

Unit II April 14th –April 25th
[Recognition and Treatment of Athletic Injuries] – students will become familiar with common terminology related to athletic injuries. Learn basic evaluation techniques, and methods for removing athletes safely from the field, or place in position until advanced help arrives. We will explore the most common lower extremity injuries and how to recognize them, as well as learn how to recognize, treat, protect from contamination and prevent common skin diseases.
Educational Topics to be covered – via power point and book
- Anatomy/terminology
- Assessment & moving an injured athlete
- Lower body assessment/injuries

Unit II Assignments
Chapters: 13, 14, 15, 16, 17
- Specific written chapter questions (submitted on Blackboard)
- Anatomy worksheets
- Discussion Board

Quick Reference Coaching Handbook (Assignment on Blackboard): assessment procedures of Lower extremity injuries, and internal injuries to the thorax. Refer to blackboard for complete list of handbook requirements.

Unit III April 26th – May 8th
Recognition and Treatment of Specific Injuries and Conditions – We will discuss the various types of injuries that most often occur in athletic participation to the upper body, head and face and how best to provide initial treatment. Brain and spinal injuries are the most serious and potentially life threatening injuries that occur. We will explore what a concussion is, how to recognize, evaluate and monitor or refer for head injuries and spinal injuries. We will then take a look at injuries, mechanisms and treatments that occur to the upper body. Also included are general medical conditions that are of importance to the coach, and athletic participation.

Educational Topics: via power point and book and assigned web links
- Brain, Spinal and Internal Injuries
- Upper Extremity Injuries
- General Medical

Unit III Assignments
Chapters: 18, 19, 20, 22, 23
- Anatomy worksheets
- Specific written chapter questions (submitted on Blackboard)
- Discussion Board

Quick Reference Coaching Handbook: (Assignment on Blackboard): State Guidelines and requirements of coaches in regards to concussions. Include your concussion protocol, a quick reference evaluation for internal injuries and general medical conditions. Refer to blackboard for complete list of handbook requirements.

Course Requirements and Method of Evaluation

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<thead>
<tr>
<th>Percentage of total points</th>
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<tbody>
<tr>
<td>Unit chapter questions &amp; anatomy worksheets</td>
<td>40%</td>
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<tr>
<td>Quick reference coaching handbook</td>
<td>50%</td>
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<tr>
<td>Blackboard discussion/participation</td>
<td>10%</td>
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Discussion Boards: Each student will be responsible for actively engaging in online discussions posted on Blackboard. Each student will be required to respond to the instructor and students enrolled in the class. You are required to submit at least one entry for each of the discussion.

Unit chapter questions and anatomy worksheets: are due at the end of each unit, submitted on Blackboard. You will demonstrate your understanding of the material through assigned questions posted on Blackboard. Anatomy quiz answers are submitted on Blackboard. It is important that you only submit the letter that corresponds to the answer on Blackboard.

Quick Reference Handbook: This is your final course project, and will make up 60% of your grade. Failure to complete assigned entries at the end of each unit on time will result in a 5% deduction to your grade. You will have specific entries that you will be required to submit at the end of each unit. It is important that you are aware of each unit requirement so that as you progress through the reading and assignments you can add information. You should prepare this Handbook as your resource for injury information and treatment, parental information and planning for your season. I will be looking for the entries required, information provided for each entry, that it is complete and informative, easy to read, and identifies your policies and philosophy.
**Expected Time Commitment:** This course will run at a fast pace. It is important that you complete the assignments and readings at a consistent pace you must adhere to the dates and requirements of each unit. For face-to-face 2 credit courses, typically you would be expected to spend an additional 4 hours each week outside of class for readings and assignments. Please consider this when planning your daily and weekly schedule. Just as in a face-to-face class, schedule a time for yourself when you will “attend” the online course. You are more likely to be successful and not have an overload towards the end if you follow a routine.

**What is expected of you?:** When logging onto Blackboard begin with “Start Here” that will explain how to navigate through the units. I expect you to read all the course readings and to reflect on the application of these readings to your work. I also expect you to ask questions in a timely fashion (it is OK to not know, but not OK to continue not knowing), to submit your assignments on time, and to respect the opinions of your classmates. Participate with effort, put forth a solid and consistent effort, and engage in discussions. Take the initiative for yourself, you are responsible for creating the value of this course for yourself. I also expect you to read the **Course Syllabus** which includes my contact information, required text, learning outcomes, a course outline, course requirements and evaluation, and course policies.

**UNC’s Policies** - UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link [http://www.unco.edu/dos/handbook/index.html](http://www.unco.edu/dos/handbook/index.html)

**Disability Support Services:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner. (updated per DSS 8-24-09)

**Honor Code.** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**NOTES**
- You are responsible for all tasks and for being prepared for class activities
- The instructor reserves the right to penalize late work, and refuse to accept late work.
- UNC’s policies and recommendations for students’ rights and responsibilities will be followed.