

Connect with HHP

Prevention and Care of Athletic Injuries

ATR2010c | 3 Credits | Spring 2025

Course Info

INSTRUCTOR

Christopher Brown, PhD, LAT, ATC, CSCS*D, PES, OPE-C

Office: FLG122

Office Phone: 352-294-1070

Email: cdbrown7@ufl.edu

Preferred Method of Contact: **Email**

Teaching Assistant

Ed Scheffer, MS, LAT, ATC, GTS

Jade Case, MS, LAT, ATC

Office: Yon Hall 9

Office Phone: 352-2941757

Email: e.schaeffer@ufl.edu

Email: Jade.case@ufl.edu

Preferred Method of Contact: **Email**

OFFICE HOURS

Office hours: will be held for 2 hours each week and the schedule will be posted on Canvas.

You can also schedule a direct appointment with me [HERE](#).

MEETING

TIME/LOCATION

FLG 245 T Period 5, R Period 5-6

COURSE DESCRIPTION

Prevention of athletic injuries, including protective equipment, safe facilities and proper supervision of practice and contests. Recognition, referral, and follow-up of injuries in athletics. Legal implications of athletic training.

PREREQUISITE KNOWLEDGE AND SKILLS

APK 2100c (Applied Human Anatomy w/ Lab) or BSCX094+L or BSCX086+L or PETX322+L or ZOO3733c and APK major.

REQUIRED AND RECOMMENDED MATERIALS

William Prentice: **Essentials of Athletic Injury Management** (10th ed.). McGraw Hill Education, Boston, MA, 2013. ISBN: 9780078022753

Any other readings or materials needed for this class will be posted on the course CANVAS shell.

COURSE FORMAT

This course meets live two days a week. We will meet on Tuesdays for one period and on Thursdays for two consecutive periods. In a typical week, students can expect lectures, hands-on activities, and discussion-based exercises during class time. Prior to lectures in any given week, students should read from the textbook and complete any reading-related assignments posted in CANVAS.

COURSE LEARNING OBJECTIVES:

After completing this class, student should be able to:

- Appraise current literature regarding sport-related injury prevention and management.
- Differentiate common signs and symptoms between common sports-related injuries.
- Differentiate injury mechanisms between common sports-related injuries.
- Recognize the importance of prevention strategies used to reduce sport-related injuries.
- Describe the proper first aid and management of common sports-related injuries.

Course & University Policies

ATTENDANCE & ENGAGEMENT POLICY

- Students are encouraged to attend class regularly. You will be quizzed and tested on information discussed in lecture. It is up to you to provide documentation for excused absences.
- Attendance will be taken prior to Quizzes and Exams. If you are not present your grade on the quiz or exam in CANVAS will be deleted.

PERSONAL CONDUCT POLICY

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Student Honor Code and Conduct Code \(Regulation 4.040\)](#) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

APPROPRIATE USE OF AI TECHNOLOGY

The UF Honor Code strictly prohibits [cheating](#). The use of any materials or resources prepared by another person or Entity (inclusive of generative AI tools) without the other person or Entity’s express consent or without proper attribution to the other person or Entity is considered *cheating*. Additionally, the use of any materials or resources, through any medium, which the Faculty / Instructor has not given express permission to use and that may confer an academic benefit to a student, constitutes *cheating*.

In some instances within this course, the use of AI tools will facilitate student development of skills and knowledge acquisition within the stated learning objectives. However, in other components, the use of any AI enabled tool in this course substantially compromises the student’s ability to achieve the stated learning objectives. If AI is permissible on an assignment or assessment there will be a statement clarifying acceptable AI use for that respective learning assessment. When students opt to leverage AI tools to augment their submitted products, they will be expected to appropriately cite the tool(s) utilized. Further, students will be held accountable under the scope of the UF Student Honor Code & Conduct Code for the content of all work they submit (including the portions that may have been produced in part or whole by an external Entity—inclusive of AI). Thus, students should engage in active editorial and underwriting efforts to ensure the totality of the work submitted reflects their intentions and ethical values. If there is no statement of appropriate use please do not use AI.

IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any

instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without the permission of the instructor is prohibited.

To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

EXAM MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. Please follow the UF attendance policy outlined below.

Requirements for class attendance and make-ups, assignments, and other work are consistent with the university policies that can be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://my-ufl.bluera.com/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Getting Help

HEALTH & WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- **University Police Department:** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; or visit the [UF Health Emergency Room and Trauma Center website](#).
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

ACADEMIC RESOURCES

- **E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints & Grievances:** Students are encouraged to communicate first with the involved person(s), but [here](#) is more information on the appropriate reporting process.

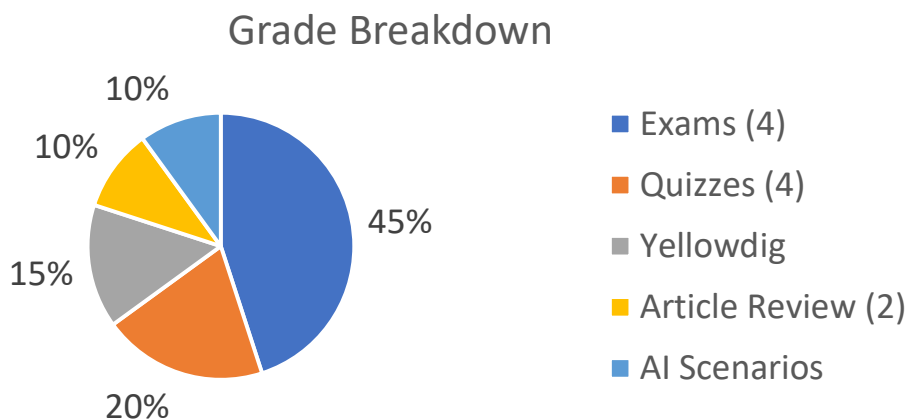
APK ADMINISTRATORS

For suggestions or concerns related to APK courses or programming, please reach out to any of the following:

- Dr. David Vaillancourt (he/him), APK Department Chair, vcourt@ufl.edu
- Dr. Demetra Christou (she/her), APK Department Vice Chair, ddchristou@hhp.ufl.edu
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren (she/her), APK Undergraduate Coordinator, jahlgren@ufl.edu

Grading

Evaluation Components	Approximate % of Total Grade
Exams (4)	45%
Quizzes (4)	20%
YellowDig	15%
Article Review (2)/Introduction	10%
AI Scenarios	10%



Exams – There will be four (4) exams throughout the semester. Exams could include multiple choice, true/false, fill-in-the-blank, short answer, and/or some short essay questions. Exam scores will not be present upon submission, grades are published once everyone has completed the exam. You will have one class period to complete the exams. See the Exam Makeup Policy for exam makeup information.

Quizzes – Quizzes will be multiple choice and will be given during class. There will be 4 quizzes.

YellowDig Discussion Board – YellowDig Engage is a platform in CANVAS that will be used as a discussion board. Announcements will be posted, and this platform is used to encourage learning and engagement. You will be required to interact on YellowDig weekly. Please post weekly to receive your allotted points.

Introduction Assignment-

Give a brief introduction of yourself to let us know your classmates get to know you better. Some ideas to include would be where you are from, career goals, any hobbies/interests, favorites trip you have taken, pets etc. Will be grading as a complete or incomplete.

Case Report Assignments (2) – Students will choose a peer-reviewed article on an athletic injury to the upper or lower body injury they choose. Using PowerPoint, students will create a 5-7 minute article review. The student will use PowerPoint to voiceover their article review presentation. They will post the PowerPoint to CANVAS by the due date that is posted.

	9	4.5	2	0
Introduction Slide	Student included all components in PowerPoint presentation: <ul style="list-style-type: none"> • Presenters name • Title of the Article • Author(s) of the case report • Journal where the case report was published 	Student missed half of the components in their PowerPoint presentation: <ul style="list-style-type: none"> • Presenters name • Title of the Article • Author(s) of the case report • Journal where the case report was published 	Student missed over half of the components in their PowerPoint presentation: <ul style="list-style-type: none"> • Presenters name • Title of the Article • Author(s) of the case report • Journal where the case report was published 	Student s did not include this slide.
	9	4.5	0	
Patient Demographic Slide	Students gave a complete overview of possible information for this slide.	Students missed glaring information from their article and did not include it in this slide.	Students did not include this slide	

	9	4.5	0	
Injury Details Slide	Students gave a complete overview of possible information for this slide.	Students missed glaring information from their article and did not include it in this slide.	Students did not include this slide	
	9	4.5	0	
Treatment and Management Slide	Students gave a complete overview of possible information for this slide.	Students missed glaring information from their article and did not include it in this slide.	Students did not include this slide	
	9	4.5	2	0
Conclusion Slide	<p>Student included all possible components in PowerPoint presentation:</p> <ul style="list-style-type: none"> • Key takeaways from the case report • One thing that you learned from analyzing the case report • One aspect of case report you found interesting/useful 	<p>Students missed one component in their PowerPoint presentation:</p> <ul style="list-style-type: none"> • Key takeaways from the case report • One thing that you learned from analyzing the case report • One aspect of case report you found interesting/useful 	<p>Students missed 2 components in their PowerPoint presentation:</p> <ul style="list-style-type: none"> • Key takeaways from the case report • One thing that you learned from analyzing the case report • One aspect of case report you found interesting/useful 	Students did not include this slide
	5	4	3	0
Professionalism	Meets all requirements (time limit, submission deadline) with polished visuals, proper citations (AMA), and no errors.	Meets most requirements with minor errors in visuals, citations, or adherence to guidelines	Does not meet requirements late or incomplete submission with poor-quality visuals and formatting.	

AI Assignment (2)- This assignment will open on March 24 and close on April 17. Students will have this time to complete 2 scenarios talking through with our AI patient Kathrine. Students will go through an evaluation with Katherine to decide what injury she has. These will all be topics we have discussed in class over the semester. Once a diagnosis is decided students will then think of an appreciated treatment plan for Kathrine.

	30	25	20	10	0
Questions Asked	All (except one) diagnostically relevant questions were asked to the patient.	At least two diagnostically relevant questions were not asked to the patient.	At least three diagnostically relevant questions were not asked to the patient.	More than three diagnostically relevant questions were not asked to the patient, but some attempt was made to question the patient.	No attempt was made to take a patient's history.

	15	12.5	10	5	0
Diagnoses	A correct diagnosis is given that aligns with the patient history questions asked.	A "secondary list" diagnosis is given and aligns with the patient history questions asked. This diagnosis is not correct but is close to the correct diagnosis.	An incorrect diagnosis is given but aligns with the patient history questions asked.	An incorrect diagnosis is given and does not align with the patient history questions asked either because they are different or the clinician did not ask enough questions.	No attempt was made to diagnose the patient.

	5	4	2	0
Treatment	Treatment option(s) <u>from the notes</u> was/were recommended and corresponded with the correct diagnosis of the patient.	Treatment option(s) <u>from the notes</u> was/were recommended and corresponded with the "secondary list" diagnosis of the patient. Treatment options were correct but incomplete.	Treatment option(s) was/were recommended but were incorrect or did not correspond to the diagnosis provided. Options were recommended but were not from the notes.	No treatment options were recommended.

GRADING SCALE

Please allow at least 5 business days for exams to be graded and uploaded onto Canvas. If there is a question about grades, please schedule a time with the instructor or TA to discuss.

More detailed information regarding current UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.” “Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.”

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	89.5-100	4.0
B+	86.5-89.4	3.33
B	79.5-86.4	3.0
C+	76.5-79.4	2.33
C	69.5-76.4	2.0
D	59.5-69.4	1.0
E	0-59	0

*We will round up to the nearest whole number from 0.5

Weekly Course Schedule

WEEKLY SCHEDULE (Subject to Change)

Week	Dates	Assigned Module & Schedule Notes	Assessments Due
1	Jan 13-17th	Jan 14: Syllabus/Course Introduction Jan 16: Chapters 1 & 2	
2	Jan 20-24	Jan 21: Chapter 2&3 Jan 23: Chapter 3&4	Yellowdig Opens (Jan 21) Introductions Due (Jan 24)
3	Jan 27-31	Jan 28: Chapter 11 Jan 30: Chapter 11&12	Jan 28: Quiz 1 (Ch. 1-3)
4	Feb 3-Feb 7	Feb. 4th: Exam Review/Catch Up Day Feb. 6th: Exam 1	Case Report 1(Due on Feb. 2nd) Exam 1 (Feb. 6)-Ch. 1,2,3,4,11,12
5	Feb 10-14	Feb 11: Chapter 6 Feb 13: Chapter 7&8	

6	Feb 17-21	Feb 18: Chapter 7&8 Feb 20: Chapter 9&23	Quiz 2 (Ch. 6-8)
7	Feb 24-28	Feb 25: Chapter 23 Feb 27: Chapter 23, Review	
8	Mar 3-Mar 7	Mar 4: Exam 2 Mar 6: Chapter 13&14	Exam 2 (Mar. 4) Ch.6,7,8,9,23
9	Mar 10-14	Mar 11: Chapter 14 Mar 13: Chapter 15&16	Case Report 2 (Due on Mar. 9) Quiz 3 (Ch, 13-14)
10	Mar 17-21	Spring Break	Spring Break
11	Mar 24-28	Mar 25: Chapter 16&17 Mar 27: Chapter 17, Review	AI Scenarios Open (March 24)
12	Mar 31-Apr 4	April 1st: Exam 3 April 3rd: Chapter 18&19	Exam 3 (April 1) Ch. 13,14,15,16,17
13	Apr 7-11	Apr 8: Chapter 19&20 Apr 10: Chapter 20&21	Apr 10: Quiz 4 (Ch 18-19)
14	Apr 14-18	Apr 15: Chapter 22 Apr 17: Exam Review & Catch Up Day	AI Scenarios Close (April 17)
15	Apr 21-25	Apr 22: Exam 4	Yellowdig (April 21) Exam 4 (April 22) Ch. 18,19,20,21,22