

Fresno Pacific University  
Center for Professional Development

Course Syllabus

### **HPE 920 Sport First Aid**

Instructors: Jim Ave, Ph.D., ATC

Contact Information

Phone: 559-453-7186

Fax: 559-453-7182

Email: gymstreet@gmail.com

### **Course Description**

This course is designed to provide the student an introduction to sports first aid and injury prevention. It involves fulfilling the role of being a competent first responder to athletic injuries and illness. Successful completion of the course leads to partial or full Bronze Level Certification through the American Sports Education Program (ASEP) Professional Education Program. 35 state high school associations, 200 colleges and universities, and 13 national governing bodies currently use, require, or recommend the Bronze Level in whole or in part to meet coaching education requirements for their organizations. The Bronze Level sets the standard for coaching education and offers coaches the opportunity to enhance their on-field experience and professional development. This course also satisfies The National Associations For Sport and Physical Education's (NASPE) National Standards for Sport Coaches requirements.

### **Course Materials**

**IMPORTANT:** Your fees to Fresno Pacific University does not include the textbook (ASEP course materials). Please refer to this web site for more information:

[http://www.asep.com/asep\\_content/org/FPU.cfm](http://www.asep.com/asep_content/org/FPU.cfm)

Flegel, M.J. (2004). *Sport First Aid*, Third Edition, Champaign, IL: Human Kinetic Publishers, Inc.

Internet connection required as the majority of the coursework will be completed online.

### **Course Requirements/Assignment**

The following assignments are required for this course

1. Online units (150 points total):

**Part I:** Introduction to Sport First Aid (20 points)

Unit 1: Your Role on the Athletic Health Care Team

Unit 2: Sport First Aid Game Plan

**Part II:** Basic Sport First Aid Skills (40 points)

Unit 3: Anatomy and Sport Injury Terminology

Unit 4: Primary Survey and Providing Life Support

Unit 5: Secondary Survey and First Aid Techniques

Unit 6: Moving Injured or Sick Athletes

**Part III:** Sport First Aid for Specific Injuries (90 points)

Unit 7: Respiratory Emergencies and Illnesses

Unit 8: Closed Head and Spine Injuries

Unit 9: Internal Organ Injuries  
Unit 10: Sudden Illnesses  
Unit 11: Weather-Related Problems  
Unit 12: Upper Body Musculoskeletal Injuries  
Unit 13: Lower Body Musculoskeletal Injuries  
Unit 14: Facial and Scalp Injuries  
Unit 15: Skin Problems

2. Online final examination (75 points)
3. Medical emergency plan report (10 points)
4. Weather emergency plan (10 points)
5. Injury history and recovery project (20 points)

**NOTE:** The following assignments should be turned in as email attachments **ALL AT THE SAME TIME!** Medical Emergency Plan Report, Weather Emergency Plan Report, and Injury History and Recovery Project.

Please email the assignments above to: gymstreet@gmail.com

If you are unable to email your assignments as attachments, please mail ALL the ASSIGNMENTS to:

Jim Ave  
Fresno Pacific University  
1717 S. Chestnut Ave. #35  
Fresno, CA. 93702

### **National Standards**

This course addresses the following domains and standards set forth by the National Associations for Sport and Physical Education's (NASPE) National Standards for Sport Coaches (<http://www.aahperd.org/naspe/template.cfm?template=domainsStandards.html>)

**Domain 2-Safety and Injury Prevention.** The coach is often the first responder for sport injuries. A coach must be able to recognize and manage sport injuries to ensure the safety of the athletes. This domain contains the seven standards below that coach should follow.

**Standard 5:** Prevent Injuries by providing safe facilities

**Standard 6:** Ensure that all necessary protective equipment is available, properly fitted and use appropriately.

**Standard 7:** Monitor environmental conditions and modify participation as needed to ensure the health and safety of participants.

**Standard 8:** Identify physical conditions that predispose athletes to injuries

**Standard 9:** Recognize injuries and provide immediate and appropriate care.

**Standard 10:** Facilitate a coordinated sports health care program that includes prevention, care, and management of injuries.

**Standard 11:** Identify and address the psychological implications of injury.

**Domain 3-Physical Conditioning.** The coach is responsible for implementing developmentally appropriate drills and techniques while maintaining safety. The standards below should be followed by a coach ensure the safety for all athletes.

**Standard 12:** Design programs of training, conditioning and recovery that properly utilize exercise physiology and biomechanical principles.

**Standard 13:** Teach and encourage proper nutrition for optimal and mental performance and overall good health.

**Standard 14:** Be an advocate for drug-free sport participation and provide accurate information about drugs and supplements.

**Standard 15:** Plan conditioning programs to help athletes to full participation following injury.

The course also addresses the following National Standards for Beginning Physical Education Teachers as described by NASPE:

**Standard 2: Growth and Development - Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.** The focus of this standard is the application of growth and development concepts to creating learning experiences. Teacher candidates will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental levels.

(<http://www.aahperd.org/naspe/template.cfm?template=programs-ncate.html#standards>)

### **Primary Learning Objectives**

After the completion of this course, the student will be able to:

1. Describe the appropriate methods of providing prevention, care and management of injuries as evaluated by the completion of coursework and examinations. (Domain 2, Standards 5 through 11; Domain 3, Standard 15)
2. Analyze and describe how to recognize common sport injuries as evaluated by the completion of coursework and examinations. (Domain 2, Standards 5 through 11; Domain 3, Standard 15)
3. Describe the application of appropriate sport first aid as evaluated by the completion of coursework and examinations. (Domain 2, Standards 5 through 11; Domain 3, Standard 15)
4. List the appropriate methods of administering CPR and AED as evaluated by the completion of coursework and examinations. (Domain 2, Standards 5 through 11; Domain 3, Standard 15)
5. Describe the appropriate roles and responsibilities of a coach on an Athletic Health Care Team as evaluated by the completion of coursework and examinations. (Domain 2, Standards 5 through 11; Domain 3, Standard 15)
6. Develop a medical and weather action plan for their athletic team as evaluated by the completion of coursework and examinations. (Domain 2, Standards 5 through 11; Domain 3, Standard 15)

### **Evidence of Learning**

- Course instructor observed evidence of understanding of course objectives as demonstrated through students' completion of online assignments
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' successful completion of examinations.
- Student included the use of Critical Thinking by developing Medical Emergency Plan, Weather Emergency Plan, and Injury History and Recovery Project.

### **Schedule of Topics**

This course will comprise of the following material:

#### **I. Introduction to Sport First Aid**

- A. What the athletic health care team is and who is part of it

- B. What your role is on the athletic health care team
- C. What first aid knowledge parents expect you to have
- D. Why treatment and rehab are important parts of first aid follow-up

## **II. How to Keep Yourself Educated about Sport First Aid**

- A. What health records to keep for each athlete
- B. How to check facilities for hazards and equipment for proper fit and usage
- C. What to include in a first aid kit
- D. How to develop a medical emergency plan

## **III. Anatomy and Sport Injury Terminology**

- A. Neurological, digestive, respiratory and urinary systems
- B. What distinguishes acute and chronic injuries
- C. How to recognize the main types of acute and chronic injuries

## **IV. What to do First When an Athlete Goes Down**

- A. How to perform a primary survey, including airway and pulse
- B. How to recognize and respond to an airway obstruction
- C. How to perform the Heimlich maneuver
- D. What to do if an athlete is in cardiac arrest

## **V. How to Conduct a Secondary Survey**

- A. How to use the HIT (history, inspection, and touch) method
- B. How to control profuse bleeding
- C. How to splint unstable injuries
- D. How to control slow, steady bleeding

## **VI. Respiratory Emergencies**

- A. Signs and symptoms of asthma, collapsed lung, throat contusion, pneumonia, solar plexus spasm, and hyperventilation
- B. How to prevent allergies, asthma, bronchitis and pneumonia from progressing into life-threatening emergencies

## **VII. How to Recognize the Signs and Symptoms of Head and Spinal Injuries**

- A. First aid care for both conscious and unconscious athletes with head or spine injuries
- B. Head and spine injury prevention strategies

## **VIII. Recognizing Internal Injuries**

- A. Recognizing ruptured spleen, bruised kidney, and testicular trauma
- B. Recognizing an internal injury as early, advanced, or life-threatening
- C. What to monitor if an athlete is exhibiting minor signs of an internal injury
- D. What information to give parents about an internal organ injury

## **IX. Sudden Illness & Weather Related Illness**

- A. How to recognize a diabetic emergency.
- B. How to recognize signs and symptoms of influenza and gastroenteritis
- C. How to recognize signs and symptoms of heat cramps, heat stroke and exhaustion and treatment for all

## **X. Upper and Lower Body Musculoskeletal Injuries**

- A. How to recognize upper and lower musculoskeletal injuries
- B. What first aid care to provide
- C. How to prevent upper and lower musculoskeletal injuries
- D. What conditions are required before an athlete can return to play

**XI. Facial, Scalp and Eye injuries**

- A. How to identify and provide treatment for serious face, eye and mouth injuries
- B. How to provide appropriate first aid care and determine medical attention
- C. Ways to prevent face, mouth and eye injuries

**XII. Recognize and Provide First Aid for Skin Conditions**

- A. Recognizing both contagious and non-contagious skin conditions
- B. When does a skin condition require a physician's evaluation
- C. How to prevent skin conditions from spreading among athlete's

**Grading Policies**

- A or Credit = 90-100%
- B or Credit = 80 – 89.99%
- No Credit = 79.99% or below

**Scoring Rubric**

To receive an A the following criteria must be met:

- Follows all assignment directions.
- Students work contains few errors in spelling/grammar/mechanics.
- Medical Emergency Plan and Weather Emergency Plan reports are comprehensive, logical, and adhere to the principles described in the textbook.
- Injury History and Recovery Project provides a rich description of the athlete's accomplishments, injury, recovery, and appropriate injury prevention and management strategies.
- Completion of all online coursework.

To receive a B the following criteria must be met:

- Follows most of the assignment directions.
- Students work contains few errors in spelling/grammar/mechanics which do not interfere significantly with comprehension.
- Medical Emergency Plan and Weather Emergency Plan reports are some what comprehensive, logical, and partially adhere to the principles described in the textbook.
- Injury History and Recovery Project provides a average description of the athlete's accomplishments, injury, recovery, and partially appropriate injury prevention and management strategies.
- Completion of all online coursework.

**Instructor/Student Contact**

To assist your comprehension and learning of the course material, please contact the instructor via email or phone call when you do the following:

1. When you begin the online course
2. At the completion of the online course
3. When you complete the Medical Emergency, Weather Emergency Plan, and Injury History and Recovery Report.

You can also call or email if you have any questions or concerns about the class. I will return your email or call within 24-48 hours. Communication by email is the best way to contact the instructor. Please use my contact at the top of the syllabi.

### **References**

Prentice, W.E. (2006). *Arnheim's Principles of Athletic Training: A Competency-Based Approach with eSims Bind-in Card*, 12th ed. McGraw Hill.

Prentice, W.E. (2006). *Essentials of athletic injury management*, 7th ed. McGraw Hill.

Perrin, D.H. (2005). *Athletic taping and bracing*, 2nd ed. Human Kinetics

### **Policy on Plagiarism**

The Fresno Pacific University catalog has a policy on Academic Integrity/Honesty.

“All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.”

### **University Information**

Graduate level course work reflects Fresno Pacific University's Desired Student Learning

Outcomes as it applies to professional development to demonstrate the following:

- Oral and written communication in individual and group settings
- Content knowledge, and application of such knowledge in the student's area of interest to affect change
- Reflection for personal and professional growth
- Critical thinking
- Cultural and global perspectives to understand complex systems
- Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems