

HPHY 669: The Female Athlete
University of Oregon
Human Physiology Department
Spring '07, Tues/Thurs. 10:00-11:20am, 132 Esslinger Hall,
3-credits + 1-credit reading

Course Facilitator:

Dr. Susan Verscheure, ATC, CAT(C)
125 Esslinger Hall
susankv@uoregon.edu
346-1487

Course Content Objectives:

Uncover the current literature in sports medicine as it pertains specifically to the female athlete. Topics can include, but are not limited to the following:

1. Epidemiology (gender differences in injury rates).
2. Biomechanical or neuromuscular differences between men and women.
3. Nutritional requirements for the female athlete.
4. Anatomical/structural differences between men and women – relationship to injury?
5. Endocrine system – suspected influence on injury and healing.
6. Considerations across the lifespan: amenorrhea, pregnancy, menopause etc.
7. Sport equipment specific to women.
8. Specific injuries in reference to the female athlete: ACL, PFPS, concussion etc.
9. Psycho-social experiences of female athletes.
10. Stereotypes and myths relative to the female athlete.

Course Learning Objectives:

Continued development and improvement of the following skills:

1. Accessing relevant and current scientific literature.
2. Verbally articulating questions and arguments to classmates, in addition to listening to and understanding the questions and argument of classmates.
3. Demonstrating concise, accurately referenced, scientific writing.
4. Critiquing self, peers, or scientific literature using critical thinking skills.
5. Organizing and disseminating information for classmates using diverse and non-traditional pedagogical methods.

Student Involvement:

1. Class facilitation:

Students will choose one of the content areas and both organize and facilitate the method by which the class will uncover the content. Included in this endeavor are the following:

Pre-class facilitation packet: due one week prior to facilitation date
PLEASE SUBMIT ELECTRONICALLY:

- a. Complete a **written proposal** of content/learning objectives. One to two pages. Include citations. (5pts)
- b. Identify appropriate preparatory readings for class participants and create “**Reading Assignment**” questions. (5pts)
- c. **Written outline** of planned classroom activities, with time frame included. (5pts). Tip: consider summarizing main points at the end.

Post-class facilitation packet: due the class period following your facilitation date. PLEASE SUBMIT ELECTRONICALLY

- a. Complete a **self-assessment** regarding your experience as class facilitator. (1-2 pages, essay style indicating what went well, what did not go well, and what would you change; 5pts).
- b. Prepare **class notes** summarizing the main points (content) from the class you facilitated.(5pts)
- c. Prepare a minimum of 5 **review questions** related to the content you helped the class uncover. (5pts)

NOTE: The classroom learning experience is dependent on the level of preparation of each participant. Therefore, we are counting on each other to do the best job we can while facilitating the class. We are a team, and we are putting our trust in one another.

2. Short review paper:

Complete a review of the literature relevant to the content area you will help the class uncover. Due Tuesday of week 6 IN CLASS. Papers should be between 5 and 10 pages in length, 12 font, Times New Roman, double spaced or equivalent. Please include page numbers. Papers will be edited by peers in class the day they are due. Please keep the edited version and submit with the revised copy on Tuesday of week 7. The revised copy will then be edited by Dr. Verscheure, and returned to you again within a week, for more revisions. Your final draft will be due Tuesday of week 9 (20 pts.).

3. Peer evaluations:

- a. Provide thoughtful and constructive feedback for your fellow classmates following their “class facilitation” experience (see outline on blackboard). Due the following class period (1 pt. each). Place your name on the back if you wish your feedback to the facilitator to be anonymous (evaluations will be photocopied and copies given to facilitator).
- b. Edit and grade (using Rubric) a review paper completed by one of your classmates (see Rubric on blackboard). Editorials will be done during class on the Tuesday of week 6. Students will pair up and find a place on campus to work. **Editors should:** 1. Read the paper out loud to the author. 2. Make suggestions for change based on the Rubric. 3. Fill out the Rubric (5pt - editor).

4. Reading assignments:

Reading assignments will include questions that are directed at specific reading materials. All reading assignments should be written in a professional and scientific writing style (unless otherwise indicated). Assignments are an opportunity to hone critical thinking and communication skills, and will be assessed with this in mind. Assignments are due at the end of the assigned class period (2 pt. per reading assignment).

5. Final exam:

The final exam will be cumulative in nature and will include exam questions developed by the course facilitator, based on the review questions prepared by each class facilitator. The questions will be short answer. The exam will be held on the *Thursday of week 10* (30 pts.)

6. Attendance and participation:

Students are encouraged to attend every class and be an engaged participant. Two points will be deducted from the total points accrued for each un-explained absence or non-participatory day. If the latter occurs, Dr. Verscheure will ensure that the student is aware their participation is not meeting the course expectations.

Evaluation Outline:

1. <i>Course facilitation:</i>		<i>30 total</i>
Proposal		5
Preparation of reading assignment		5
Class activity outline		5
Self-assessment		5
Preparation of class notes		5
Preparation of review questions		5
2. <i>Review paper</i>		20
3. <i>Peer evaluations:</i>		
Facilitator evaluation	(1x~8)	8
Review paper editorials		5
4. <i>Reading assignments</i>	(2x~14)	28
5. <i>Final exam</i>		30

6. *Attendance/participation*

(-2 per unexplained absence or unengaged class period)

Estimated points total

* Due to the nature of the course and impact student assignments have on other students, late assignments will typically not be accepted. Please notify the course facilitator if you must be absent, and arrange to hand in assignments ahead of time.

Plagiarism: Plagiarism, as defined below, is obviously not permitted. **If plagiarism is suspected, you will earn an F in the class, and the office of student conduct will be contacted.** Please read the following quotation, which is copied from the following web address

libweb.uoregon.edu/guides/plagiarism/students/ and originates from the [Office of Student Life's Academic Dishonesty Policy](#)

"Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts....

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor."