

Sports Medicine 1
CTE course for 9-12 grade
G Elective for A-G

Text Book:

Sports Medicine Essentials, Core Concepts in Athletic Training & Fitness Instruction Jim Clover Delmar, Cengage Learning 3rd edition

Unit 1: Introduction to Sports Medicine Careers

This initial unit will be six days in length. Topics to be covered include the different professions within the sports medicine umbrella and the different certifying agencies (American College of Sports Medicine, National Strength and Conditioning Association, etc.). This introductory unit will be the students' first exposure to anything sports medicine related. We will have a guest speaker from the sports medicine community to speak on their role within sports medicine and what qualifications it took to reach their current position. Exploration of the different careers within sports medicine will be the key focus throughout this unit. Unit will include 11 pages of reading and 14 key terms.

Assignments

Sports Medicine Profession Research/Presentations: Students will be given a profession to research and present to the rest of class. Their presentation should include job duties, salary, qualifications, working environment, and where this profession can be found within the community. Each student should walk away with an in-depth understanding of the different careers within sports medicine. It is also the hope that their interest in one of the pathways is sparked in this initial unit.

Health Science and Medical Technology Knowledge and Performance Anchor Standards:

B3.0 Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

- *B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.*
- *B2.2 Describe basic stages of growth and development.*
- *B2.3 Recognize common disease and disorders of the human body.*
- *B2.4 Compare normal function of the human body to the diagnosis and treatment of disease and disorders.*

B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the healthcare setting.

- B5.1 Use medical terminology in patient care appropriate to communicate information and observations.
- B5.2 Accurately spell and define occupationally specific terms related to health care.
- B5.3 Use roots, prefixes, and suffixes to communicate information.
- B5.4 Use medical abbreviations to communicate information.
- B5.5 Know the basic structure of medical terms.
- B5.6 Demonstrate the correct pronunciation of medical terms.
- B5.7 Practice word building medical terminology skills.

Unit 3: Athletic Training

This unit will be ten days in length. Athletic Training was a profession covered in the first unit of instruction and the main profession of focus within this curriculum. Our students will have the opportunity to serve as student-athletic trainers with our sports team the following year, which is why it is the main focus of this class. Students will have the opportunity to speak with a certified athletic trainer about their duties. Students will also cover topics such as liability and ethical practice. Unit will include 15 pages of reading and six key terms.

Assignments

Negligence Scenarios: Students will study in depth the four steps to proving or disproving negligence (duty, breach of duty, causation, and damages). Once base knowledge is established, students will be paired up and given 10 different scenarios. They are to decide whether the athletic trainer (or other sports medicine professional) was negligent in the scenario, using the four steps. The goal is for students to walk away with the understanding that sports medicine professionals are liable for the well-being of their patients and can be held as such if proper procedures are not

- patient outcomes.
- B4.3 Observe patient actions, interests, and behaviors while documenting responses.
- B4.4 Collect and synthesize information or data about the patient's symptoms and vital signs.
- B4.5 Evaluate information gathered and connect patient data to appropriate system of care.

Unit 4: Injury Preparedness

This unit will be 12 days in length. This unit has two primary goals: for the students to understand the concept of an EAP (emergency action plan) and for the students to become proficient at administering pre-participation exams (taking vitals). Students will gain experience checking blood pressure, giving vision and hearing tests, and measuring height and weight of patients. Students will also research EAPs from different businesses, schools, and athletic departments in an attempt to formulate an EAP for the high school athletic department. The guest speaker will be the high schools Athletic Director to speak about current pre-participation physical protocol and any emergency action plans he currently has enacted. This unit will include 21 pages of reading and nine key terms.

Assignments

Sport Venue Map: As part of designing an EAP for the high school, the students will be split into six groups (one for each sport venue at the high school) and instructed to use paint (or any other applicable computer program) to create a map of their given sports venue. On the map the students will identify all exits, label which exit is closest for each area of the venue, and the quick route to the exit. This will give the students a visual representation for the EAP they will be creating for the high school.

Patient Care Pathway Standards:

B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment

- B1.1 Know relationship and use of an integrated health care delivery system.
- B1.2 Understand the range between prevention, diagnosis, pathology, and treatment procedures.
- B1.3 Understand the significance of nontraditional approaches to health care in

transferring and transporting of patients.

- B8.1 Explain the principles of body mechanics.
- B8.2 Determine appropriate equipment for transportation and transfer, including the
- modification of equipment and techniques to accommodate the health status of the patient.
- B8.3 Demonstrate appropriate transport and transfer methods to accommodate the health status of the patient.
- B8.4 Evaluate equipment for possible hazards.
- B8.5 Integrate proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury to patients and clients.

B9.0 Implement wellness strategies for the prevention of injury and disease.

- B9.1 Know and implement practices to prevent injury and protect health for self and others.
- B9.2 Determine effective health and wellness routines for health care workers (i.e., stress management, hygiene, diet, rest, and drug use).
- B9.3 Identify practices to prevent injuries and protect health, for self and others (i.e., seatbelts, helmets, and body mechanics).
- B9.4 Know how to access available wellness services (i.e., screening, exams, and immunizations).
- B9.5 Identify alternative/complementary health practices as used for injury and disease prevention.
- B9.6 Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness.

Unit 5: CPR/First Aid and AED Certification

This unit will take ten days to complete. The objective of this unit is for the students to be a certified first responder. Becoming AED, CPR and First Aid certified through the American Red Cross. Students will become certified through a certified instructor (also the classroom teacher) from the American Red Cross. This unit students will be learning the basics of becoming a first responder as well as become assessed and passing both the written and hands on

Assignments

become familiar with the athletic injury evaluation process. Prior to the injury assessment portion of the unit, students will take six days to become CPR, First Aid, and AED certified by the classroom teacher (also a Red Cross Certified Instructor). In the injury assessment portion of the unit, students will observe the high school's athletic trainer during practice time and they will be taken through injury assessment and evaluation sessions. This unit will include 24 pages of reading and 14 key terms.

Assignments

ATC Observation Paper: Students will be asked to write a one-page paper discussing their observation of the high school's athletic trainer. For the observation, students will be asked to observe the athletic trainer from the beginning of practice time until the very last athlete leaves the athletic training room. It is more likely than not that an athlete will sustain an injury during practice. Students should report on the manner in which the athletic trainer evaluated the injury: asking about the athlete's injury history, observing how the athlete moves the injured area, palpating the injured area, and doing any special tests prior to prescribing the next step of rehabilitating the injury.

Patient Care Pathway Standards:

B7.0 Apply observation techniques to detect changes in the health status of patients.

- B7.1 Demonstrate observation techniques.
- B7.2 Differentiate between normal and abnormal patient health status.
- B7.3 Document the patient findings and report information appropriately.
- B7.4 Plan basic care procedures within the scope of practice to assist with patient comfort.

Unit 7: Nutrition, Supplements, and Performance Enhancers

This unit will take 13 days to complete. The objective of this unit is to leave the students with an understanding of the benefits of a balanced diet and the potential pitfalls of an unbalanced one. Students will take a field trip to a local supplements store, research CIF supplement policy, research and present on all vitamins and minerals, research the validity of the claims of weight loss supplements found at the supplements store, log their nutritional intake for a week, and create a quick reference nutritional guide. The guest speaker will be the head wrestling coach, to speak on the pitfalls of his student-athletes who inappropriately attempt to reduce their weight. This unit will include 67 pages of reading and 35 key terms.

Assignments