COURSE DESCRIPTION: Sports Medicine 2 emphasizes the recognition and care of common injuries and illnesses sustained by a physically active population. Subject matter will include discussion of specific conditions and injuries that may be experienced by individuals participating in athletic activities. In addition, the concepts of therapeutic modalities and exercise in the care of injuries will be examined. A focus on deeper understanding of body systems and common pathologies will be included. Concepts related to the administrative aspects of the sports medicine program will also be covered. Students will apply legal and ethical principles through real-world scenarios in various sports medicine settings. Other career roles in sports medicine will be discussed as the Athletic Trainer takes the injured athlete through the pathway of recovery.

GENERAL REQUIREMENTS: This course is recommended for students in grades 10-12. Students must have successfully completed Sports Medicine 1 with a 75% or higher. It is recommended but not required, that students successfully complete Medical Terminology, Health Science 3, or Anatomy and Physiology.

CREDIT: 1 unit (120 hours) or 2 units (240 hours)

Sports Medicine 2

Foundation Standard 1: Academic Foundation
Healthcare professionals will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in a sports medicine program of study.

1. **Describe** general injury causations and/or mechanisms.
2. **Describe** tissue’s physiological responses to injury.
3. **Describe** the physiology of pain.
4. **Describe** the phases of the soft-tissue and bony healing processes.
5. **Describe** the general medical conditions and injuries of the following body systems, which affect or are common to athletic participation: cardiovascular, respiratory, muscular, skeletal, nervous, gastrointestinal, excretory, reproductive, endocrine, and integumentary (skin).
6. **Describe** the components of the evaluation process, such as history, observation, palpation, and special tests.
7. **Identify** common anatomical landmarks pertinent to injury evaluation.
8. **Describe** the appropriate assessment, care and rehabilitation of the following areas: ankle, foot, lower leg, knee, thigh, hip, pelvis, thorax and abdomen, spine, head, face, neck, shoulder, upper arm, elbow, forearm, wrist, and hand.
9. **Describe** the process of dealing with catastrophic injury and death in athletics.
10. **Describe** the phases of a rehabilitation program.

11. **Identify** various rehabilitation techniques, goals, and strategies.

12. **Describe** the indications and contraindications of common therapeutic modalities, including cryotherapy, thermotherapy, electrotherapy, ultrasound, traction, intermittent compression, and therapeutic massage.

13. **Describe** considerations for treating injuries in various stages of the healing process.

14. **Compare and contrast** various splinting materials and devices used in a sports medicine setting.

15. **Identify** appropriate components of care for the spine-injured athlete.

**Foundation Standard 2: Communications**

Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

1. **Demonstrate** obtaining pertinent patient information (demographics, medical history, injury history, and progress).

2. **Create** an injury report using the SOAP Note (Subjective, Objective, Assessment, Plan) format.

3. **Demonstrate** the use of presentation software and/or presentation techniques for communicating to audiences.

4. **Identify** athletic training room forms such as treatment logs, rehabilitation records, emergency information cards, and consent forms.

5. **Demonstrate** elements of written and electronic communication (spelling, grammar, formatting, and confidentiality).

6. **Engage** in active listening and demonstrate comprehension of verbal instructions, requests, and other information to verify accuracy.

**Foundation Standard 3: Systems**

Healthcare professionals will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

1. **Analyze** injury and athletic training room statistics.

2. **Analyze** differences in various healthcare payment methods.

3. **Compare and contrast** options within healthcare delivery systems, including financial considerations, consumer responsibility, facility capabilities, etc.

4. **Describe** the components and functionality of a sports medicine facility.

5. **Describe** the budgeting and purchasing process for a sports medicine program.

**Foundation Standard 4: Employability Skills**

Healthcare professionals will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills as needed.

1. **Develop** and expand components of a personal portfolio to potentially include: resume, cover letter, sample projects, writing sample, work-based learning documentation, oral reports, service learning, community service, credentials, technology skills, leadership experience, student and/or
2. Develop a job description for a sports medicine team member.
3. Develop a performance evaluation for a sports medicine team member.
4. Demonstrate basic professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.

Foundation Standard 5: Legal Responsibilities
Healthcare professionals will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.

1. Identify duties of sports medicine providers according to regulations, policies, laws, and legislated rights of patients.
2. Compare and contrast scope of practice among regulated healthcare professionals, students, and other individuals.
3. Recognize and explain the standards and differences of the Health Insurance Portability and Accountability Act (HIPAA) and the Federal Education Rights and Privacy Act (FERPA), and the importance of maintaining patient confidentiality.
4. Apply procedures for proper documentation and storage of medical records.
5. Explore a “Patient's Bill of Rights” and “Athlete's Bill of Rights.”
6. Explain the laws governing harassment, labor, and employment.

Foundation Standard 6: Ethics
Healthcare professionals will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

1. Critique ethical, respectful, and empathetic behaviors throughout scenarios presented in class and lab activities.
2. Identify responsible practices within the ethical framework of the sports medicine profession.
3. Differentiate between ethical and legal issues and practices impacting sports medicine professionals.

Foundation Standard 7: Safety Practices
Healthcare professionals will understand the existing and potential hazards to clients, coworkers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

1. Apply principles of personal safety practices to include hygiene, sanitation, body mechanics, and ergonomics.
2. Explain the importance of appropriate sports medicine and athletic facility inspections and maintenance.
3. Explain the importance of appropriate inspections and maintenance of sports equipment.
4. Demonstrate appropriate use of infectious disease control measures as established by the Occupational Safety and Health Administration (OSHA) and the Center for Disease Control (CDC).
Foundation Standard 8: Teamwork
Healthcare professionals will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

1. **Demonstrate** effective collaboration as members of an interdisciplinary team.
2. **Recognize** characteristics of effective teams.
3. **Recognize** methods for building positive team relationships.
4. **Act** responsibly as a team member.

Foundation Standard 9: Health Maintenance Practices
Healthcare professionals will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among their clients.

1. **Describe** the use of therapeutic drugs in sports medicine.
2. **Describe** the difference between over the counter and prescription medications.
3. **Discuss** the different classifications of common medications.
4. **Identify** safety guidelines associated with proper medication use (storage, indications, contraindications, side-effects, interactions, etc).
5. **List** socially used drugs and problems associated with athletics and performance.
7. **Determine** an appropriate SPF for specific individuals with prolonged repeated exposures to sun.
8. **Explain** how the complications of circadian dysrhythmias could affect various levels of athletes.

Foundation Standard 10: Technical Skills
Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

1. **Demonstrate** the ability to fit crutches.
2. **Instruct** the proper use of crutches in three-point and four-point gaits.
3. **Observe, measure, record, and evaluate** vital signs, including normal ranges for temperature, skin color, pulse, respiration, level of consciousness, and blood pressure.
4. **Demonstrate** appropriate stretching techniques to improve musculoskeletal flexibility.
5. **Demonstrate** basic taping and wrapping skills for the prevention of common musculoskeletal injuries.
6. **Demonstrate** specific joint motions (elbow flexion, ankle inversion, etc).
7. **Locate** anatomical landmarks (olecranon process, lateral malleolus, etc) common to sports injuries through palpation of educational models or materials.

Foundation Standard 11: Information Technology Applications
Healthcare professionals will use information technology applications required within
all career specialties. They will demonstrate use as appropriate to healthcare applications.

1. **Evaluate** the validity of information from web-based resources.
2. **Use** computer applications to create pertinent sports medicine forms and/or presentations
3. **Identify** various uses of technology in injury evaluation and tracking.
4. **Demonstrate** use of basic computer operations and file organization.
5. **Demonstrate** use of appropriate email, social, and educational media.

**RESOURCES:**

Browse catalog at [www.mysctextbooks.com](http://www.mysctextbooks.com) for latest instructional materials available to South Carolina public schools for sports medicine courses.


**WEB SITES:**

South Carolina Department of Education [www.ed.sc.gov](http://www.ed.sc.gov)


Health Science Educator Resources [www.HealthScienceTeacher.com](http://www.HealthScienceTeacher.com)

HOSA [www.hosa.org](http://www.hosa.org)

South Carolina HOSA [www.schosa.org](http://www.schosa.org)

National Athletic Trainers’ Association [www.nata.org](http://www.nata.org)

South Carolina Athletic Trainers’ Association [www.wcata.org](http://www.wcata.org)
EDUCATIONAL/CLASSROOM RESOURCES

American Medical Association: Careers in Healthcare

America’s Career InfoNet
http://www.acinet.org/

American College of Sports Medicine
http://www.acsm.org/AM/Template.cfm?Section=Home_Page

American Heart Association
http://www.americanheart.org/presenter.jhtml?identifier=1200000

American Red Cross
http://www.redcross.org/

Annals of Internal Medicine
http://www.annals.org/

Anatomy in Clay
http://www.anatomyinlay.com/

Ask Dr. Math
http://mathforum.org/dr.math/dr-math.html

Assessment: Motivational Appraisal of Personal Potential
http://student.assessment.com/

Be Something Amazing
http://besomethingamazing.com/

Body Works: A toolkit for healthy teens and strong families
http://www.womenshealth.gov/bodyworks/

CNN Health
http://www.cnn.com/HEALTH/

CollegeNet
http://www.collegenet.com/elect/app/app

CreativEd Services
http://www.creativedservices.com/

Dr. Greene.....caring for the next generation