Physical Healthcare Subcluster
Sports Medicine 3
Course Code: 5557

COURSE DESCRIPTION: Sports Medicine 3 emphasizes the student's ability to apply concepts from previous Sports Medicine course work to real-world situations and scenarios. A priority will be placed on understanding the current research and evidence-based practices affecting the practice of sports medicine professionals. Students will develop policies, procedures, and guidelines based on these aspects, as well as explore detailed treatment and rehabilitation procedures for common athletic injuries.

GENERAL REQUIREMENTS: This course is recommended for students in grade 12. Students must have successfully completed Sports Medicine 1 & 2 with a grade of 75% or higher. It is recommended students successfully complete Medical Terminology, Health Science Human Structure Function and Disease, or Anatomy and Physiology prior to this course.

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

PRE-REQUISITES: Successful completion of Sports Medicine 1 and Sports Medicine 2 with a grade of 75% or higher.

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

CONCENTRATOR: Completes SM1 & SM2

COMPLETER: *Example of a three-unit completer*: SM1, SM2, SM3 (or in lieu of SM3, Medical Terminology, Health Science Human Structure and Function, PLTW Human Body Systems, AHS 102, or AHS 104)

Example of four-unit completer – SM1, SM2, Med Term, SM WB *or* SM 1, SM 2, HS 1, HS 2

Please refer to the completer requirements found on the SCDE website.

TIERED CREDENTIALS: Please refer to the updated tiered credential list on the SCDE Website. Industry expectations may include: BLS CPR, OSHA 10, etc., or any other applicable credentials as listed in the Student Reporting Guide

WORK BASED LEARNING EXPERIENCE: It is highly recommended that students complete a 40-hour work-based learning experience while completing this course. To count as a WBL experience for career readiness, all 40 hours must be completed at the same facility.

Curricular Activities: HOSA–Future Health Professionals, Service-Learning Projects

The following accountability criteria are considered essential for students in a Sports Medicine program of study.

Standards

Foundation Standard 1: Academic Foundation

Understand human anatomy, physiology, common diseases and disorders, and medical math principles.

1. Describe the various forms of documenting injuries including written and electronic forms.
2. Identify the techniques of assessing injuries including obtaining medical histories and evaluating techniques.
3. Identify forms of performing rehabilitation for specific injuries.
4. Describe the components of the sports psychology of injuries, including but not limited to, overtraining and burnout.
5. Describe the benefits of various therapeutic modalities and how they are utilized in sports medicine.
6. Describe and demonstrate different “Return to Play” protocols for various injuries.
7. Describe the benefits of exercise on the body.
8. Identify common chronic health conditions in athletes and how they affect performance.

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information, while communicating effectively

1. Design injury reports, referral, rehab plan, and clearance forms, in order to appropriately communicate injury information with coaches, parents, team physicians, and other sports medicine professionals.
2. Design athletic training room forms such as treatment logs, rehabilitation records, emergency information cards, and consent forms.
3. Demonstrate elements of written and electronic communication (spelling, grammar, formatting, and confidentiality) to develop injury reports and daily coach's injury reports.

Foundation Standard 3: Systems

Identify how key systems affect services performed and quality of care.

1. Analyze injury and athletic training room statistics.
2. Develop intervention strategies based on injury and athletic training room statistics.
3. Develop educational materials to enable constituents to properly select and utilize medical insurance.
4. Develop educational materials to encourage the proper selection of medical facilities and providers based on current conditions (ER, urgent care, family physician, specialist, etc.).
5. Analyze various healthcare payment methods and insurance claims.
6. Analyze differences in various healthcare payment methods.
7. Compare and contrast options within healthcare delivery systems, including:
    a. financial considerations
    b. consumer responsibility
    c. facility capabilities
8. Describe the budgeting and purchasing process for a sports medicine program.

Foundation Standard 4: Employability Skills

Use employability skills to enhance employment opportunities and job satisfaction.

1. Develop and expand components of a personal portfolio to potentially include:
    a. resume
    b. cover letter
    c. sample projects
    d. writing sample
    e. work-based learning documentation
    f. oral reports
    g. service learning
    h. community service
    i. credentials
    j. technology skills
    k. leadership experience
    l. student and professional organizations documentation and recognition, etc.
2. Develop a resume for a career in sports medicine
3. Demonstrate basic professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.

Foundation Standard 5: Legal Responsibilities

Describe legal responsibilities, limitations, and implications on healthcare worker actions.

1. Identify the work ethic necessary to work in the sports medicine field.
2. Compare and contrast scope of practice among:
    a. athletic training student aides
    b. collegiate student athletic trainers
    c. resident athletic trainers
    d. certified athletic trainers
3. Apply procedures for proper documentation and storage of medical records.

Foundation Standard 6: Ethics

Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment.

1. Critique ethical, respectful, and empathetic behaviors throughout scenarios presented in class and lab activities.

2. Differentiate between ethical and legal issues and practices impacting sports medicine professionals. Be able to identify the scenarios of:
    a. malpractice
    b. malfeasance
    c. misfeasance
    d. nonfeasance
    e. gross negligence
3. Define ways that athletic trainers and coaches can refrain from litigation.
4. Differentiate between employer's liability insurance and personal liability insurance.
5. Review laws as applicable to athletic trainer student assistants such as Title IX, and the "Good Samaritan Law"

Foundation Standard 7: Safety Practices

Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.

1. Explain the importance of appropriate sports medicine and athletic facility inspections and maintenance including but not limited to modality calibration.
2. 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) including but not limited to procedure of disposal of sharps and biohazard wastes.
3. Review emergency equipment tools such as: helmet removal tools, WBGT devices, rectal thermometers and other environmental monitors.

Foundation Standard 8: Teamwork

Identify roles and responsibilities of individual members as part of the healthcare team.

1. Define effective team member responsibilities for athletic training student aides
2. Recognize the various job responsibilities within the sports medicine team and how those parts work together.
3. Recognize methods for building positive team relationships.
4. Discuss scheduling in a sports medicine facility

Foundation Standard 9: Health Maintenance Practices

Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors.

1. Describe the use and delivery of therapeutic drugs in sports medicine and who is allowed to prescribe and dispense the medication.
2. Review safety guidelines associated with proper medication use and how it affects an athlete and their performance.
    a. storage
    b. indications
    c. contraindications
    d. side-effects
    e. interactions
3. Define the social drugs misused by athletes and the importance of drug testing in athletics.
4. List socially used drugs and problems associated with athletics and performance.
5. Explain how the complications of circadian dysrhythmias could affect various levels of athletes.
6. Recognize drug and alcohol use, abuse, and treatment protocols after an athlete tests positive.
7. Discuss nutritional concerns of the athlete such as:
    a. appropriate hydration
    b. types of diets
    c. nutritional and performance enhancing supplements
    d. pre/post-game meal considerations.

Foundation Standard 10: Technical Skills

Apply and demonstrate technical skills and knowledge as appropriate while participating as an athletic training student aide or work-based learning student, under the supervision of a sports medicine professional.

1. Demonstrate proficiency in taking vital signs and communicating abnormal ranges to the athletic trainer or licensed physical/occupational therapist supervisor as needed while participating as an athletic trainer student aide and work-based learning student.
2. Apply appropriate stretching techniques to improve musculoskeletal flexibility for performance under the supervision of a certified athletic trainer (AT) or other

licensed sports medicine professional (including but not limited to a physical or occupational therapist).

3. Apply basic taping and wrapping skills for the prevention of common musculoskeletal injuries when preparing athletes for play, under the supervision of an AT.
4. Demonstrate proficiency in locating anatomical landmarks (olecranon process, lateral malleolus, etc.) as needed, when participating as an athletic training student aide or work-based learning student.
5. Demonstrate proficiency in Healthcare Providers (BLS – Basic Life Support) instruction/certification. Students should have their BLS certification before participating in any clinical experience.
6. Apply rehab for specific injuries as directed, under the supervision of an AT or licensed sports medicine professional.

Foundation Standard 11: Information Technology Applications

Apply information technology applications common across health professions.

1. Use computer applications to create pertinent sports medicine forms and/or presentations including sign in forms, equipment check in/out forms, treatment/rehab forms, etc.
2. Identify various uses of technology in injury evaluation and tracking systems.
3. Demonstrate use of basic computer operations and file organization.