



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. Students are expected to participate in clinical situations either at school with their athletic department or in an outside clinical setting for real world experience.

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 that 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

Completers: Sports Medicine Completer: An example of a three-unit completer: SM1, SM2, SM3 (or in lieu of SM3, Medical Terminology, Health Science Human Structure and Function, Sports Nutrition 2, AHS 102, or AHS 104). An example of a four-unit completer – SM1, SM2, Med Term, SM WBL. Please refer to the completer requirements found on the SCDE website.

Industry Aligned Credentials: Physical Therapy Aide, Personal Trainer, OSHA 10, BLS CPR, or any other applicable credentials as listed in the Student Reporting Guide

Stackable Credentials: First Aid, Heartsaver CPR/AED, BLS CPR, NFHS Learn courses, or any other applicable credentials as listed in the Student Reporting Guide

Sports Medicine 3
The following accountability criteria are considered essential for students in a Sports Medicine program of study.

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 rehab 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 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. **Develop** intervention strategies based on injury and athletic training room statistics.
2. **Develop** educational materials to enable constituents to properly select and utilize medical insurance.
3. **Develop** educational materials to encourage the proper selection of medical facilities and providers based on current conditions (ER, urgent care, family physician, specialist, etc.).
4. **Analyze** various healthcare payment methods and insurance claims.

Foundation Standard 4: Employability Skills

Utilize 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 the avenue in sports medicine you would like to pursue.

Foundation Standard 5: Legal Responsibilities

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

1. **Identify** 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 student athletic trainers 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. **Develop** an ergonomic plan for an industrial setting.
2. **Explain** the importance of appropriate sports medicine and athletic facility inspections and maintenance including but not limited to modality calibration.
3. **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.
4. **Review** emergency equipment tools such as: the trainer's Angel (helmet removal tool) and lightening detectors.

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. **Develop** a calendar of sporting events and assignments of each athletic training student aide.

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. **Describe** the difference between over the counter and prescription medications and the uses for each.
3. **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
4. **Define** the social drugs misused by athletes and the importance of drug testing in athletics.
5. **Recognize** drug and alcohol use, abuse, and treatment protocols after an athlete tests positive.
6. **Determine** an appropriate SPF for specific individuals with prolonged repeated exposures to sun.
7. **Explain** how the complications of circadian dysrhythmias could affect various levels of athletes.

Foundation Standard 10: Technical Skills

Apply technical skills required for all career specialties and demonstrate skills and knowledge as appropriate while participating as a student aide or intern, 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 a student intern or aide.
2. **Apply** appropriate stretching techniques to improve musculoskeletal flexibility for performance under the supervision of a certified athletic trainer (ATC) or other licensed sports medicine professional (including but not limited to a physical or occupational therapist).
3. **Lead** appropriate warm-up and cool down for practices and strength training sessions under supervision of an athletic trainer as needed for student internships.
4. **Apply** basic taping and wrapping skills for the prevention of common musculoskeletal injuries when preparing athletes for play, under the supervision of an ATC.
5. **Identify** specific joint motions (elbow flexion, ankle inversion, etc.) to understand injuries presented during sports activities.
6. **Demonstrate proficiency in locating** anatomical landmarks (olecranon process, lateral malleolus, etc.) as needed, when participating as a student intern or aide
7. **Demonstrate proficiency in** Healthcare Providers (BLS – Basic Life Support) instruction/certification. Students should have their BLS certification before participating in any clinical experience.
8. **Apply** rehab for specific injuries as directed, under the supervision of an ATC or licensed sports medicine professional.

Foundation Standard 11: Information Technology Applications

Utilize and understand 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.

RESOURCES:

Browse catalog at www.mysctextbooks.com for latest instructional materials available to South Carolina public schools for sports medicine courses.

Clover, Jim Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction, Third edition, Cengage Learning, 2016

France, Robert C. Introduction to Sports Medicine and Athletic Training: Second Edition. Delmar, Cengage Learning, 2011.

Prentice, William E. Essential of Athletic Injury Management, 7th Edition: Student Edition.
Glencoe McGraw-Hill,
2008.

IMPORTANT WEB SITES:

South Carolina Department of Education

www.ed.sc.gov

HOSA

www.hosa.org

South Carolina HOSA

www.schosa.org

National Athletic Trainers' Association

www.nata.org

South Carolina Athletic Trainers' Association

www.scata.org

National Consortium for Health Science Education

www.healthscienceconsortium.org

Certification Websites:

American Medical Certification Association (AMCA)

[Certification Exam | AMCA \(amcaexams.com\)](http://www.amcaexams.com)

American College of Sports Medicine

www.acsm.org

NFHS Learn

[NFHS Learn | Interscholastic Education, Made Easy](http://www.nfhs.org)

American Heart Association

<https://www.heart.org>

American Red Cross

<http://www.redcross.org/>

EDUCATIONAL/CLASSROOM RESOURCES

America's Career InfoNet

<http://www.acinet.org/>

Annals of Internal Medicine

<http://www.annals.org/>

Anatomy in Clay

<http://www.anatomyinlay.com/>

Be Something Amazing

<http://besomethingamazing.com/>

CNN Health

<http://www.cnn.com/HEALTH/>

CollegeNet

<http://www.collegenet.com/elect/app/app>

CreativEd Services

<http://www.creativedservices.com/>

Health Central

<http://www.healthcentral.com/>

JAMA: The Journal of the American Medical
Association

<http://jama.ama-assn.org/>

Learn and Serve America's Service Learning Clearinghouse

<http://www.servicelearning.org/>

Medline Plus: Medical Encyclopedia

<http://www.nlm.nih.gov/medlineplus/encyclopedia.html>

Medical Mysteries on the Web <http://medmyst.rice.edu/>

MedicineNet: We Bring Doctors' Knowledge to You (Medical Dictionary)

<http://www.medterms.com/script/main/hp.asp>

MedlinePlus: Trusted Health Information for You

<http://medlineplus.gov/>

Medscape from WebMD

<http://www.medscape.com/>

MT Desk: Complete Online Resource Center for Medical Transcription Professionals

<http://www.mtdesk.com/>

National Institutes of Health, Office of Science Education

<http://science.education.nih.gov/lifeworks>

New England Journal of Medicine

<http://content.nejm.org/>

Physicians' Desk Reference

<http://www.pdr.net/login/Login.aspx>

PubMed: A service of the US National Library of Medicine and the National Institutes of Health

<http://www.ncbi.nlm.nih.gov/PubMed>

RxList: The Internet Drug Index

<http://www.rxlist.com/script/main/hp.asp>

Starla's Creative Teaching Tips

<http://www.starlasteachtips.com/>

States' Career Clusters

www.careerclusters.org

Texas Health Science

<http://www.texashste.com/>

The Riley Guide: Employment Opportunities and Job Resources on the Internet

<http://www.rileyguide.com/>

U.S. Public Health Service

<http://www.usphs.gov/>

Web MD

<http://www.webmd.com/>

Weil (Andrew Weil, MD) Your Trusted Health Advisor

<http://www.drweil.com/>

Wellness Web

<http://www.wellweb.com/>

World Health Online

<http://www.healthy.net/>