



Sports Medicine 2

Course Code: 5556

COURSE DESCRIPTION:

Sports Medicine 2 emphasizes the **assessment and rehabilitation of athletic injuries**. Subject matter will include discussion of specific conditions and injuries that may be experienced by individuals participating in athletic activities. In addition, the use of appropriate therapeutic modalities and exercise in the care and rehabilitation and treatment of injuries will be examined. A review of the body systems will be included with this course. Advanced concepts related to the administrative aspects of the sports medicine program will also be covered in this course. 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 11-12. **Students must have successfully completed Sports Medicine 1.** Strongly recommend successful completion of Medical Terminology, Health Science 3, or Anatomy and Physiology.

CREDIT: 1unit (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 health science program of study.

1. **Explain** body planes, directional terms, quadrants, and joint movements.
2. **Describe** general medical conditions affecting the athlete including assessment and treatment.
3. **Describe** tissue's physiological responses to injury.
4. **Describe** general injury causations and/or mechanisms.
5. **Describe** the structures and functions of the following body systems:
 - cardiovascular,
 - respiratory,
 - muscular,
 - skeletal,
 - nervous,
 - gastrointestinal,
 - excretory,
 - reproductive,

- endocrine, and
 - integumentary (skin).
6. **Investigate** therapeutic techniques as they relate to prevention and treatment of injury and illness.

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 (medical history, injury history, and progress).
2. **Create** an injury report using the Subjective Objective Assessment Plan (SOAP) note format.
3. **Demonstrate** the use of presentation software and/or other presentation techniques for communicating to audiences.
4. **Analyze** athletic training room forms such as treatment logs, rehabilitation records, emergency information cards, and consent forms.
5. Recognize elements of written and electronic communication (spelling, grammar, formatting, and confidentiality).
6. Listen attentively to 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 between various healthcare payment methods.
3. **Describe** responsibilities of consumers.
4. Understand Healthcare delivery systems. (public, private government etc.)

Foundation Standard 4: Employability Skills

Content covered in SM 1 –

1. **Reinforce as needed during real life applications in class and lab activities.**
2. **Apply employability skills. (personal and professional characteristics)**

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. **Apply** legal standards for workplace safety.
2. **Apply** legal standards for harassment.

3. **Apply** standards for Health Insurance Portability and Accountability Act (HIPAA) and Federal Education Rights and Privacy Act (FERPA).
4. **Apply** procedures for accurate documentation.
5. Explore informed consent and a "Patient's Bill of Rights"

Foundation Standard 6: Ethics

Content covered in SM 1 –

1. **Practice ethical behavior applications throughout scenarios presented in class and all lab activities.**
2. **Demonstrate respectful and empathetic treatment of all patients/clients.**

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. **Demonstrate** appropriate use of infectious diseases control as established by the Occupational Safety and Health Administration (OSHA) AND Center for Disease Control (CDC)
3. Explain the importance of appropriate equipment maintenance, such as:
 - player equipment and
 - sports medicine facility modalities.

Foundation Standard 8: Teamwork

Content covered in SM 1 –

1. **Demonstrate teamwork throughout class and lab activities.**
2. Respect interdisciplinary roles of team members.
3. Recognize characteristics of effective teams.
4. Recognize methods for building positive team relationships.
5. 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 the clients.

1. **Demonstrate** the differences between isometric, isotonic, and isokinetic strengthening techniques for specific body areas and/or muscle groups.
2. **Describe and demonstrate** physical conditioning principles.
3. **Describe** the use and abuse of performance enhancing drugs and ergogenic aids.
4. **Describe** the use of therapeutic drugs in sports medicine.

5. **Discuss** drug and alcohol use, abuse, and treatment.

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 appropriate assessment, care, and rehabilitation of the following:
 - ankle, foot, and lower leg;
 - knee;
 - thigh, hip, and pelvis;
 - thorax and abdomen;
 - spine;
 - head (including ears, eyes, and nose) and neck;
 - shoulder and upper arm; and
 - elbow, forearm, wrist, and hand.
2. **Demonstrate** evaluation skills, such as:
 - history,
 - observation,
 - palpation, and
 - special tests.
3. **Describe** the process of dealing with catastrophic injury and/or death in the athletic environment.
4. **Demonstrate** the various types of rehabilitation techniques.
5. **Describe** the indications, contraindications, and the application of the following:
 - cryotherapy,
 - thermotherapy,
 - electrotherapy,
 - ultrasound,
 - traction,
 - intermittent compression, and
 - therapeutic massage.
6. **Describe** the use of hot and cold in treating acute, sub-acute, and chronic injury.
7. **Design** a rehabilitation program for an injury.
8. **Demonstrate** the ability to fit crutches.
9. **Instruct** the patient with crutches in three-point and four-point gaits.
10. **Identify** splinting materials for musculoskeletal injuries.
11. **Demonstrate appropriate application:**
 - a. Of splinting devices.
 - b. Demonstrate appropriate methods for removing helmet facemask.
 - c. Demonstrate appropriate methods for applying spine board.
 - d. Demonstrate methods for transporting an injured athlete from the field of play to the sideline or medical facility.
12. **Apply** procedures for measuring vital signs.

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 presentations.
3. Use of technology in injury evaluation and tracking
4. **Demonstrate** use of basic computer operation procedures and file organization.
5. Demonstrate use of appropriate email, social and educational media.

RESOURCES:

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

Cartwright, Lorin A. Fundamentals of Athletic Training, 2d Edition: Student Edition. Human Kinetics, Inc., 2005.

France, Robert C. Introduction to Sports Medicine and Athletic Training: Student Edition. Delmar Cengage Learning, 2004.

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

WEB SITES:

South Carolina Department of Education www.ed.sc.gov

South Carolina Sports Medicine 1 and 2 Teacher Resource Guide
www.cateresources.net/SportsMedicineGuide/index.html

Health Science Educator Resources www.HealthScienceTeacher.com

HOSA www.hosa.org

South Carolina HOSA www.schosa.org

National Athletic Trainers' Association www.nata.org

South Carolina Athletic Trainers' Association www.wcata.org

National Consortium for Health Science Education
www.healthscienceconsortium.org

EDUCATIONAL/CLASSROOM RESOURCES

American Medical Association: Careers in Healthcare
<http://www.ama-assn.org/ama/pub/education-careers/careers-health-care.shtml>

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.anatomyinclay.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

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

Explore Health Careers

<http://www.explorehealthcareers.org/en/Index.aspx>

Health Central

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

Health Scout

<http://www.healthscout.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 Math Lesson Plans

<http://cehd.umn.edu/NRCCTE/Math-In/MathHealth.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/>

Merck: A Global Research-Driven Pharmaceutical Company

<http://www.merck.com/home.html>

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>

Reuters Health: The premier supplier of health and medical news

<http://www.reutershealth.com/en/index.html>

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

Stay Healthy

<http://www.stayhealthy.com/page/view.sh?id=home>

Texas Health Science

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

The Educator's Reference Desk

<http://ericir.syr.edu/>

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/>