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**Sports Medicine I**

**Battery Creek High School**

**2014-2015**

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**Purpose:** Sports Medicine 1 emphasizes the prevention of athletic injuries, including the components of exercise science, anatomy, principles of safety, first aid, cardiopulmonary resuscitation (CPR), and taking vital signs. Subject matter also includes legal issues, members of the sports medicine team, nutrition, protective sports equipment, environmental safety issues, taping and wrapping techniques, mechanisms of injury, and the application of other sports medicine concepts. Students interested in healthcare careers in athletic training, physical therapy, medicine, exercise physiology, nursing, biomechanics, nutrition, psychology, and radiology will benefit from this course.

**Textbook: *Introduction to Sports Medicine & Athletic Training, Robert C. France***

Textbooks were not distributed prior to the start of the school year. Because of that, textbooks will issued in class the second week of school. You will be responsible for bringing you book to class each period. In the event that you do not have your textbook when it is needed in class you will lose 10 points from your bi-weekly participation grade. You will be responsible for turning this textbook back into the book room at the end of the school year. Failing to do so may result in financial charges for the price of the textbook.

**Teacher Expectations:**

* Students are expected to follow the Student Handbook.
* Students are expected to bring appropriate materials to the classroom and complete all class assignments; not doing so can and will affect their biweekly participation grade.
* Students are expected to show respect toward themselves, their fellow classmates, and their teacher.
* Students are expected to be in class on time.

**Grading Policy: Grading Scale:**

Unit Test = 15% 93%-100% A – exceeds expectation

Projects = 20% 92%-85% B – meets HS Standards & expectations

Participation/Class Assignments = 25% 84%-77% C – passing but does not meet all standards

Quizzes = 10% 76%-70% D – passing but meets minimum standards

Homework = 10% Below 70% F – failing, does not meet minimum standards

Semester Exam = 20%

**Projects/Assignment Schedule:**

**#1 ~ Current Health/Medical Event Article (Due every other Monday ~ homework Grade)**

The current event will include a 100 word or greater report that includes a summary (in the student’s *own words*—plagiarism will receive a grade of a “zero”) and the student’s *developed* opinion. The health/medical article must also be included and may come from a newspaper, current magazine (<6 months old) or one of the following acceptable websites:

* http://www.sciencenewsforkids.com
* <http://www.time.com/time/>
* <http://www.newsweek.com/>
* <http://www.usatoday.com/>
* <http://www.cbsnews.com/>
* http://members.keiserpermanete.org/kpweb/featuredhealth/clusterpage.do

The article will only be accepted via Edmodo. Students will be given an Edmodo code to join the Sports Medicine 1 class, and are responsible for joining the class group so they may submit this bi-weekly homework assignment.

**#2 ~ Hands on Body Systems (participation/class assignments)**

Students will create clay models of a variety of body systems. The models will be kept throughout the school year and must build correctly and labeled correctly if required.

**#2 ~ Sports Medicine Team Member Weebly (project grade)**

Students will create a webpage on the sports medicine team member of his/her choice. The design of the webpage is up to the student, however, the following information must be presented: sports medicine team member title, required education, schools in South Carolina that offer the appropriate program, certification process, CEU requirement, average salary for South Carolina, typical workday description, interview with actual sports med team member.

**#5 ~ Unannounced Notebook Checks (participation grade)**

Students are required and expected to maintain an organized notebook for this class. Notebooks should include only notes for this course (no math, history, or other notes included). There will be random notebook checks at the teacher’s discretion. I will ask for 5 specific notes/assignments. Each is worth 20 points for a total of 100. If you are missing one, you will receive an 80; missing two a 60, and so on.

**Plagiarism:** will not be tolerated. Plagiarism is the stealing of ideas and/or words from another source and passing them off as your own. Verification of plagiarism will result in a “zero” for that assignment.

**Bi-weekly Participation Grade:** Every two weeks, students attend class a total of five class periods. For proper behavior and participation students will receive a participation grade of 100, which is 20 points per class. However, for improper behavior or lack of participation students will lose points. Student may lose points for, but are not limited to, the following examples:

Sleeping = -10 Cell Phone Use = -15 No Textbook/Notebook = -10

Tardy = -10 Talking during instruction = -10 HOSA Scrub = -15

**Late Work Policy**: Students are expected to turn assigned work and projects in **ON TIME**.

* It is the student’s responsibility to contact the teacher (on the first day of his/her return) and make arrangements for make-up assignments and/or tests.
* It is the student’s responsibility to meet all deadlines set by the teacher for turning in missed assignments.
* In cases of emergency, it is the student’s responsibility to contact the teacher and arrange an extension for turning in missed assignments.

**Absences:** Late work due to absences will be accepted for full credit if handed in at the start of the class period, two class meetings from the date of absence. For example, Susie has an excused absence on Monday. She may get her missed work from Monday as late as Wednesday’s class. It is due for full credit on Friday. If turned in after the allotted two class periods, the assignment will lose 10 points per day until the grade becomes a zero. For example, Susie has an excused absence on Monday, but turns her missing work in the following Tuesday. She can score no higher than a 90.

**Do-over Policy:** is a reassessment where re-teaching, practice, and tutoring must be completed in order to be able to re-assess the student’s knowledge for a better grade. The **Do-Over Policy does not apply to class assignments, participation, or quizzes**. In order for the student to take advantage of the “Do Over” to improve a **test**, the following requirements must be met:

* + - * Attempt the original assessment (test)
      * Prepare for and attend 1 tutoring session with their teacher
      * Complete all assignments that support the instruction prior to the initial assessment; **if there is a missing assignment covering the tested material the student will not qualify for the do over policy**.
      * Participate in the second offering of the assessment to have the opportunity to replace a grade with a **maximum of a 77.** (Students will receive the higher of the two grades up to a 77.)
      * Timeline: The Do Over time frame is **5 school days** from the date the assessment was returned to the class.
* The second assessment will be the same format as the original assessment but a different version. (example- multi-choice format, or essay format)
* **Do Over No Show:** If the student misses tutoring session, or the actual “Do Over” attempt without informing the instructor prior to his/her absence, he/she will have lost their privilege to improve the grade on the unit assessment.

**Restroom/Hall Pass Policy: NO** passes will be written during the first 15 minutes of class, and the last 15 minutes of class. This is a Battery Creek High School policy.

**Cell Phone/iPod Policy:** Cell phones are to be immediately placed in the phone dock on the student’s desk upon entering the classroom. If a student removes or uses his/her phone during class it will be taken and given to an administrator. A discipline referral will also be given. You will lose 15 points from your bi-weekly participation, for every time you have it out during class. If your parents need to contact you they may call the school, or you may ask permission to use the school phone to contact them. The following is Battery Creek High School’s policy on cell phones:

“Cell phones must be turned off during the school day and must be kept out of sight.

Violators will be dealt with as follows:

1st Offense for exposure with phone = confiscated turned over to student’s administrator – returned to student at the end of the day.

2nd Offense for exposure with phone = confiscated, turned over to student’s administrator – parent must pick up phone.

3rd and subsequent offenses = confiscated, turned over to student administrator – parent must pick up phone.”

**Parent Involvement:** I strongly encourage involvement of parents and other relatives. I hope this course will enhance communication within your family—that students will share what they are learning in class with their parents, and that parents will ask what is being studied in school.

**Edmodo:**  is essentially a Facebook for Educators. Please go to [www.edmodo.com](http://www.edmodo.com) and create a user account. . Once you have created an account you may **join the class group by using the code: mvlbz4**. Parents may then request from me a private code to create their own account and link to the SM 1 group. From here you will be able to view post from me to your student or vice versa, presentations from class that include notes for when your student was absent, or additional resources to supplement class materials. You child will also be able to take, and submit quizzes on Edmodo. This program works very similarly to Facebook. It is a great tool to use in order to see your student’s progress and involvement.

**Live Binders:** Please go to [www.livebinders.com](http://www.livebinders.com). At the top center of the page you will see a search box. Type “Battery Creek” in the search box. You will notice several Binder icons that come up with my name listed as the creator. Select the Sports Medicine I binder icon. In this binder you will find notes that can be printed out from class, videos, assignments, South Carolina’s State Standards for this course, and much more. For students who struggle taking notes this is a great option for them to print the notes out and bring to class to use as a supplement. It’s also a great way to see presented information and assignments if you are absent.

**Classroom Rules:**

Students must abide by the following rules while in my class:

1. Students must **respect** classmates, teachers, and administration at all times.
2. Students must have agenda to leave the classroom for ANYTHING.
3. No talking while teacher is giving instruction.
4. Raise your hand to be acknowledged by the teacher.
5. Abide by the student handbook.

**Consequences:** If a student chooses to not follow the classroom rules the result maybe:

* Change of seats
  + Detention
  + Office discipline referral
  + Parent Contact
  + Other appropriate action

**REQUIRED Materials:**

* 1 ½ -2” binder with notebook paper or a spiral notebook
* Agenda

**SUGGESTED Materials:**

* Colored pencils
* Index cards
* Pencil and/or pen

## **Sports Medicine I**

**Course Outline**

Note: This is a tentative outline. This outline will be modified and adjusted, as needed!

#### Week 1 = ORIENTATION

* Student/teacher expectations
* Leadership/HOSA

#### Weeks 2 - 7 = INTRODUCTION SPORTS MEDICINE AND ATHLETIC TRAINING, Ch. 1, 2, 3

* Sports Medicine
* Athletic Training
* Central Training Room

**Week 8 - 14 = ROLES AND RESPONSIBILTIES: Ch. 5, 6, 7, AND 9**

* Emergency Preparedness
* Pre-Participation Physicals
* Prehabilitiation and Preseason Conditioning
* Dietary Supplements

**THANKSGIVING BREAK, 11/22 – 11/30**

#### Week 15 - 17 = INJURY EVALUATION AND REHABILITATION: Ch. 10, 12, 13

* Assessment
* Modalities
* Taping Wrapping
* **SEMESTER 1 EXAM**

**CHRISTMAS BREAK, 12/20 – 1/4**

**Week 18 - 22 = INJURY ASSESSMENT: Ch. 14, 15, and 16**

* Kinesiology
* Bleeding and Shock
* Bones and Soft Tissue

#### Weeks 23 - 25 = CONCUSSIONS/FACIAL

* Basic Anatomy
* Common Injuries
* Special Test

#### Week 26 – 28 = SHOULDER

* Basic Anatomy
* Common Injuries
* Special Test

**Weeks 29 - 31 = ELBOW**

* Basic Anatomy
* Common Injuries
* Special Test

**SPRING BREAK, 4/11 – 4/19**

**Weeks 32 - 34 = HAND & WRIST**

* Basic Anatomy
* Common Injuries
* Special Test

**Week 35 - 38 = SPECIAL CONSIDERATIONS,**

**Ch. 25**

* Environmental
* Skin Conditions
* Disease
* **SEMESTER 2 EXAM**

**SC State Standards to be covered in SM I**

**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. Define and discuss sports medicine and its development throughout history.

2. Identify the major bones and muscle groups of the body.

3. Describe the psychological effects of injury and recovery.

4. Recognize body planes, directional terms, quadrants, and cavities.

5. Apply mathematical computations related to sports medicine and healthcare procedures.

6. Analyze diagrams, charts, graphs, and tables related to healthcare.

**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 appropriate oral and written communication with:

o coaches,

o team physicians

o parents,

o athletes,

o school and athletic administrators, and

o other healthcare professionals.

2. Apply speaking and active listening skills.

3. Use appropriate oral and written medical terminology within the scope of practice in order to interpret, transcribe, and communicate information, data, and observations.

4. Use roots, prefixes, and suffixes to communicate information.

5. Use medical abbreviations to communicate information.

**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. Discuss the administrative and management role of the sports medicine team members. Understand an organizational chart.

2. Describe a sports medicine facility setup, to include:

o floor plan design,

o facility equipment and furnishings, and

o functionality.

3. Describe the budgeting and purchasing process for the facility.

4. Describe common methods of payment for healthcare.

**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. Explore potential sports medicine career paths. (For example, but not limited to Athletic Training, Physical Therapy, Physical Therapy Assistant, Occupational Therapy, Occupational Therapy Assistant, Radiology, Physician Assistant, Orthopedics and Exercise Science pathways).

2. Explain the education process, levels of education, credentialing requirements, employment opportunities, workplace environments, professional development, and career growth potential for a sports medicine career path.

3. Interact appropriately and respectfully with diverse ethnic, age, cultural, religious, and economic groups in various employment and social settings.

4. Classify personal traits and attitudes desirable in a member of the sports medicine team.

5 .Summarize basic professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.

6. Develop a job description of a sports medicine team member.

7. Develop a performance evaluation of a sports medicine team member.

8. Demonstrate the process of obtaining employment.

**Foundation Standard 5: Legal Responsibilities**

Healthcare professionals will understand the legal responsibilities, limitations, and applications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.

1. Analyze legal responsibilities.

2. Define malpractice, liability, negligence, assumption of risk, and informed consent.

3. Identify behaviors and/or practices that could result in malpractice, liability, and/or negligence.

4. Identify duties of sports medicine providers according to regulations, policies, laws, and legislated rights of patients.

5. Contrast scope of practice among regulated healthcare professionals, students, and other ndividuals.

6. Recognize and explain the standards for Health Insurance Portability and Accountability Act (HIPAA) and Federal Education Rights and Privacy Act (FERPA) and the importance of maintaining patient confidentiality.

7. Explain the laws governing harassment, labor, and employ

**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. Practice responsibly within the ethical framework of the sports medicine profession.

2. Identify code of ethics for various sports medicine professionals.

3. Differentiate between ethical and legal issues impacting sports medicine.

4. Compare personal and professional ethics.

5. Recognize and analyze ethical issues and their implications related to sports medicine.

6. Identify religious, cultural, economic, and ethnic values as they impact healthcare and demonstrate respectful and empathetic interactions within a diverse population.

**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. Explain the importance of appropriate equipment maintenance, such as:

o player equipment and

o sports medicine facility modalities.

2. Identify environmental risk factors associated with specific activities of the physically active. Demonstrate the ability to determine unsafe environmental conditions using a sling psychrometer/wet bulb globe temperature (WBGT) device, lightning detector, heat index, flash-to-bang method, and wind chill factor.

3. Practice infection control procedures. -Apply appropriate use of standard precautions for infectious diseases as established by the Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC).

4. Explain personal safety practices to include hygiene, sanitation, body mechanics, and ergonomics.

5. Maintain a safe environment for participants in athletic facilities/venues and comply with safety signs, symbols and labels.

6. Construct an emergency crisis plan for the sports medicine setting(s).

7. Practice fire safety related to a healthcare setting.

**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. **Define and analyze** the members and roles of the sports medicine team.

2. **Examine** how sports medicine team members interact with each other.

3. **Analyze** attributes and attitudes of an effective leader.

4. **Apply** effective techniques for managing team conflicts.

**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. **Describe** the food guide pyramid.

2. **Discuss** nutritional concerns of the athletes.

* + Appropriate hydration
  + Inappropriate and appropriate diets,
  + Nutritional supplements,
  + Pre- and post-game meals,
  + Weight control

3. **Describe** eating disorders and their management.

4. **Apply** behaviors that promote health and wellness.

5. **Describe** significance of health screenings and examinations.

6. **Apply** practices that promote prevention of diseases and injury.

7. **Discuss** complementary and alternative health as they relate to wellness and disease and injury prevention rehab.

**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 basic first aid skills.

2. Demonstrate cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) skills.

3. Observe, measure, record and evaluate vital signs, including normal ranges, for temperature and skin color, pulse and respiration, and blood pressure.

4. Perform measurement of height and weight.

5. Demonstrate use of the Snellen Eye Chart.

6. Perform taping and wrapping skills, such as those for foot, ankle, hand, wrist, fingers, and toes.

7. Explain and perform appropriate fitting of protective and/or supportive sports equipment.

**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. Understand the use of technology in injury evaluation and tracking

2. Demonstrate use of basic computer operation procedures and file organization.

3. Demonstrate use of appropriate email, social and educational media.