

Course Title *

CTE Sports Medicine II

Transcript Title (15 characters or less) *

Please be sure to count each character and spaces used to be no more than 15.

CTESPORTSMED II

*Sports Med
11*

Course Code (assigned by Data Management, extension 4221):

R0842

Academic Department *

CTE

Graduation Requirement Met *

Foreign Language - Fine Arts ▼

Honors (*note: Honors courses seeking A - G status must offer a non-Honors equivalent course) *

No ▼

Grade Level (check all that apply) *

- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☒ 10th
- ☒ 11th
- ☒ 12th

Pre-Requisite (list all that apply) *

Intro Med Prof., Sports Med I

Co-Requisite (list all that apply) *

n/a

Possible credits *

10 - year long class ▼

Course Learning Environment *

☒ Classroom Based

☐ Online/Hybrid

CALPADS Course Code (assigned by Data Mgt.)

7942

Career Technical Education Courses

Will this course be part of CTE Pathways? *

Yes ▼

Is this an Integrated Course (Academics with Career Technical Education) *

No ▼

CTE Courses Only: Indicate the Level of the Course:

Completer ▼

CTE Courses Only: Indicate the Industry Sector

Health Science and Medical Technology ▼

CTE Courses Only: Career Pathway & Code Pathway Name

197, Health Sciences

Submitting Courses That are Program Status, Courses Modeled After Another Institution, or Online, or AP

Course Plans for Program Status, Online, or AP must be attached to this form.

Will this course meet any of the descriptors above? *

Yes ▼

Program Status Courses (can be auto approved) - Name the Exact Program and Course Title:

RCOE Sports Medicine & Therapeutic Services, Level 2

Submitting a Course Modeled After Another Institution:

When modeling after another institution's course, you will also need to enter a course overview specific to San Jacinto Unified School District as well as course content specific to SJUSD.
Any course modeled after another institution's course will not move forward until it has been written to reflect SJUSD's unique needs.

Submitting a course modeled after another institution.

Which school and ATP code? Must state exact course title.

Adopt an Online Publisher Course

Adopt a Program Status Course

Riverside County Office of Ed. ROP

Advanced Placement (AP) Courses Only: Please answer the following questions:

This section only applies to AP courses.

AP Courses Only: Date Submitted to CollegeBoard for AP Audit:

Month ▼ Day ▼ 2020 ▼

Exact Course Title

CollegeBoard Authorization Code

Course Content

Please note: There are not specific requirements regarding the number of units each course should have. For reference: University of California A-G Guide: <http://www.ucop.edu/aguide/a-g-requirements/index.html> Copy and paste the link into your web browser for course samples.

Course Overview: Provide a brief summary (3 - 5 sentences) of the course's content. *

In this course, students will receive an overview of health careers and foundational preparation for careers in the physical therapy, athletic training, sports medicine, exercise science, and other careers relating to the medical or paramedical fields. Students will learn everything from medical terminology, human anatomy and physiology, basic life support for healthcare providers, and the causes, symptoms, and management of common athletic injuries. Students will acquire practical hands-on experience in the recognition and assessment, prevention, treatment, and rehabilitation of sports injuries to the head and spine, upper extremities, chest and abdomen, the pelvis, and lower extremities. Students will be able to evaluate their patient and design a treatment and rehabilitation plan including various therapeutic exercises and modalities.

For EACH UNIT of the course, please provide:

1. A unit title
2. A concise 3 - 5 sentences describing the topics being addressed that demonstrate the critical thinking, depth, and progression of the content covered.
3. A brief 3 - 5 sentences summarizing a key assignment from this unit and covering:
 - a. how a student will complete this assignment
 - b. what a student will produce
 - c. what the student will learn

Most importantly, use the unit(s) and key assignment(s) to demonstrate that the course meets the subject specific course criteria on the A - G Guide.

Units (outline each unit in the section provided. Indicate new units with a number and title) *

Unit 1: Introduction to Sports Medicine
Through the text and the research of current events, students will explore the field of Sports Medicine, acquire extensive foundational data on the personal attributes of allied health care providers in the field, and basic medical terminology. Students will apply basic practical skills required for managing the athlete's health, nutrition, and physical performance. Students will comprehend, recognize, and distinguish between the laws and safety practices governing sports medicine from state and federal regulatory agencies, such as the

California Occupational Safety and Health Administration (Cal/OSHA) and the Environmental Protection Agency (EPA). Students will research the role and function of professional organizations, industry associations, and organized labor in a productive society.

Unit 2: Academic Proficiency (Writing, Speaking, Mathematics, and Medical Terminology)

Students will analyze and apply problem-solving, critical thinking, and academic proficiency skills required in a medical forum. Students will learn the origins and taxonomy of relevant medical terminology as it is related to the medical field. Students will demonstrate the importance of effective reading, writing, speaking, and computational skills in the health care profession. Students will accumulate a robust vocabulary of medical terminology. Students will apply mathematical formulas to sports medicine problems and subsequently propose and test hypotheses based on their work. Students will apply appropriate interviewing techniques that demonstrate knowledge of the subject or organization.

Unit 3: Basic Life Support for Healthcare Providers

Students will use their extensive knowledge base in human anatomy and physiology to comprehend and apply life-saving first-aid and CPR procedures. Students will explore the ethical and legal considerations for rendering life-saving aid. Students will become proficient in assessing and administering the use of CPR and in operating an automated external defibrillator (AED) utilizing standard guidelines by the American Heart Association (AHA).

Unit 4: Taping, Wrapping, and Bracing

Students will identify and demonstrate the importance of taping, wrapping, and bracing to prevent and/or treat sports-related injuries and how it affects the biopsychosocial model. Students will analyze the anatomy and principles of body mechanics to determine mechanism of injury and effective taping, wrapping, and bracing techniques. Students will understand proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury while providing care. Students will use critical thinking skills to make informed decisions and solve problems in Sports Medicine to address the needs of the patient.

Unit 5: Injuries to the Head and Spine

Students will examine the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the head and spine. Students will analyze the emerging trends in sports rules, regulations and equipment in terms to reduce concussion rates in the United States. Students will be able to recognize, treat, and prevent the three grades of concussions. Students will use appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will use critical thinking skills to make informed decisions to treat and manage injuries to head and spine. Students will explain how these types of injuries can affect the nervous and musculoskeletal systems, and synthesize this information to be able to provide life-saving techniques.

Unit 6: Injuries to the Upper Extremities

Students will study and examine the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the upper extremity. Students will compose appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will explore critical thinking skills to make informed decisions to treat and manage injuries to the pelvis or lower extremity.

Unit 7: Injuries to the Chest and Abdomen

Through reading and analyzing the text, students will identify the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the chest and abdomen. Students will use appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports

Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will implement critical thinking skills to make informed decisions to treat and manage injuries to the chest and abdomen. Students will

add to their robust medical knowledge base of physiology and anatomy by fully comprehending the cardiovascular system, respiratory system, and digestive system and synthesize this information to be able to predict injuries and provide life-saving stabilization techniques.

Unit 8: Injuries to the Pelvis and Lower Extremity

Students will examine the anatomy, most common injuries in Sports Medicine, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the pelvis and lower extremity. Students will use appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will use critical thinking skills to make informed decisions to treat and manage injuries to the pelvis or lower extremity.

Unit 9: Sports and Therapeutic Equipment

Students will explore and apply the effective use of sports and therapeutic equipment available in the industry today. Students will synthesize an aggregate of information to identify the types and purposes of sports and therapeutic equipment. Students will predict and demonstrate the prevention of injury when properly utilizing sports and therapeutic equipment and discuss the possible injuries related to their use. Students will recognize the importance of safety and effectively communicate the proper use of equipment to their client.

Unit 10: Therapeutic Modalities and Physical Rehabilitation

Students will identify and comprehend therapeutic exercises and physical therapy agents. Students will analyze and comprehend the goals of rehabilitation and proper patient care skills. Students will assess and understand the health advantages and disadvantages of physical rehabilitation prior and post-surgical procedures. Students will use effective communication skills in explaining the process and therapy and the expectations of the treatment.

Unit 11: Pharmacology

Students will differentiate the roles and administration of therapeutic medications in the United States and illustrate the methods and rights of medication storage, dispensing, and administration. Students will utilize advanced mathematical skills to solve sports medicine related problems in computing the necessary amount of medication to be considered as part of the treatment therapy. Students will learn all components of human physiology and biology and their functions in sports medicine, including the nervous, cardiovascular, respiratory, digestive, and lymphatic systems.

Unit 12: Employability Skills and Personal Development

Students will research the careers in rehabilitative health care beginning with a look at the specific careers, their educational requirements, their potential earnings, and their role in Sports Medicine. Students will identify, analyze, and evaluate the employability skills required as a sports medicine physician, chiropractor, physical therapist, athletic trainer, personal fitness trainer, strength and conditioning specialist, and nutritionist. Students create professional resumes and profiles, improve professional networking, enhance interviewing and meeting conduct skills, and learn marketing strategies on social media.

Course Materials

Provide the COURSE MATERIALS that students use and analyze throughout the course. When appropriate, please incorporate these materials into the course's unit descriptions in the COURSE CONTENT section. Some subject areas and disciplines require courses to include specific course materials. Please refer to the subject course criteria in the link above and/or the California Department of Education (<http://www.cde.ca.gov/ci/cr/cf/imagen.asp>) for more information.

Course Material

Please access the hyperlinked Google Slide deck for a sample of the required information for any course materials that will be used in the course.

Google Slide Deck Link w/samples

<https://docs.google.com/a/sanjacinto.k12.ca.us/presentation/d/1LaBuMtWAqL9bMaPKGQ8ooRZ6AZOLtS2PV0HGPudpYqo/edit?usp=sharing>

Select Course Material (select all that apply) *

- ☒ Textbook
- ☐ Literary Text
- ☒ Manual
- ☐ Periodical
- ☒ Scholarly Article
- ☒ Website
- ☐ Primary Document
- ☒ Multimedia
- ☐ Other

Course Material: Primary *

Principles of Athletic Training, Willam E. Prentice, McGraw-Hill 15th/2013
Sports Medicine Essentials, Core Concepts in Athletic Training and Fitness,
Cengage Learning, 3rd/2016

Course Materials: Additional (if applicable)

Sports Medicine Essentials, Core Concepts in Athletic Training and Fitness,
Cengage Learning, 3rd/2016

A-G Courses

For courses seeking A - G status please answer the questions below

Is this course being submitted for A-G status? *

Yes ▼

Subject for A - G status

- ☐ "A" History/Social Science
- ☐ "B" English
- ☐ "C" Mathematics
- ☐ "D" Lab Science
- ☐ "E" Language Other Than English
- ☐ "F" Visual and Performing Arts
- ☒ "G" Elective

Name the Discipline (i.e. US History, LOTE, Theater, etc.)

CTE

Is this an Integrated Course (Academics with Career Technical Education)

- ☐ Yes
- ☒ No

Does this course need to be retro-activated to a previous year?

No ▼

If yes, which year(s)?

- ☐ 2017-2018
- ☐ 2016-2017
- ☐ 2015-2016
- ☐ 2014-2015

Final Review

Please review your course prior to submission to ensure it meets all requirements, courses will not be moved forward until they have provided all the required information.

End of Course Submission

Before you submit, please verify that you have completed all required components for submission.

RCOE Sports Medicine & Therapeutic Services, Level 2

Riverside County Office of Ed. ROP

New Course
Approved

Mar 14, 2018
Lisa Biesiada

Basic Course Information

Title:	RCOE Sports Medicine & Therapeutic Services, Level 2
Transcript abbreviations:	
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / Laboratory Science – Integrated Science
UC honors designation?	No
Prerequisites:	Sports Medicine & Therapeutic Services, Level 1 (Required) Biology (Recommended) Anatomy & Physiology (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes
Grade levels:	10th, 11th, 12th

Course learning
environment:

Classroom Based

Course Description

Course overview:

In this course, students will receive an overview of health careers and foundational preparation for careers in the physical therapy, athletic training, sports medicine, exercise science, and other careers relating to the medical or paramedical fields. Students will learn everything from medical terminology, human anatomy and physiology, basic life support for healthcare providers, and the causes, symptoms, and management of common athletic injuries. Students will acquire practical hands-on experience in the recognition and assessment, prevention, treatment, and rehabilitation of sports injuries to the head and spine, upper extremities, chest and abdomen, the pelvis, and lower extremities. Students will be able to evaluate their patient and design a treatment and rehabilitation plan including various therapeutic exercises and modalities. There is a high level of rigor in the reading and decoding of the textbooks. Students will be examining and formulating their own conclusion of real world medical research. The curriculum for this course includes very important 21st century skills, such as effective communication, critical thinking, research, and collaboration that have been identified as foundational to success in this field.

Course content:

Unit 1: Introduction to Sports Medicine

Through the text and the research of current events, students will explore the field of Sports Medicine, acquire extensive foundational data on the personal attributes of allied health care providers in the field, and basic medical terminology. Students will apply basic practical skills required for managing the athlete's health, nutrition, and physical performance. Students will comprehend, recognize, and distinguish between the laws and safety practices governing sports medicine from state and federal regulatory agencies, such as the California Occupational Safety and Health Administration (Cal/OSHA) and the Environmental Protection Agency (EPA). Students will research the role and function of professional organizations, industry associations, and organized labor in a productive society.

Unit Assignment(s):

- Students will research and synthesize online sources pertaining to the holistic, healthy benefits of Sports Medicine while simultaneously showcasing their ability to evaluate content validity. Students will deliver a class presentation teaching the five major health/holistic benefits of Sports Medicine, utilizing oral and listening communication skills and incorporating industry standard language and appropriate use of medical terms.
- Students will research health science based Internet sites to extract pertinent information on the evolution of Sports Medicine. Through the process of summarizing their findings in a 500-word essay in MLA or APA format, on the historical impact of Sports Medicine, students will facilitate a broader understanding of the vast opportunities and trends encompassing Sports Medicine today.

Assessment:

- Essays will be graded utilizing a formulated rubric.

Unit 2: Academic Proficiency (Writing, Speaking, Mathematics, and Medical Terminology)

Students will analyze and apply problem-solving, critical thinking, and academic proficiency skills required in a medical forum. Students will learn the origins and taxonomy of relevant medical terminology as it is related to the medical field. Students will demonstrate the importance of effective reading, writing, speaking, and computational skills in the health care profession. Students will accumulate a robust vocabulary of medical terminology. Students will apply mathematical formulas to sports medicine problems and subsequently propose and test hypotheses based on their work. Students will apply appropriate interviewing techniques that demonstrate knowledge of the subject or organization.

Unit Assignment(s):

- Students will compose a mock-report describing a client's medical complaints, initially writing the sentences with the use of common words. The student will then convert the information into an accurate medical report using proper medical terminology.
- Students will deduce information from a medication for pain and acquire dosage in metric and imperial units after reading the prescription drug information sheet. The students will create a mathematical problem that includes conversion to the metric system.
- Students will compose a 500-word essay in MLA or APA format, describing a recent event in which the student or someone else did not use good listening skills. The student will evaluate the situation and explain what could have been done differently to illustrate good listening skills and highlight the necessary skills in being a good listener.

Lab:

Students will explore and evaluate a fitness claim from a fitness magazine or Internet article. The student will test the validity of the claim by researching facts and fallacies of the claim. The student will compile and analyze all of his/her experiment results and share with classroom peers.

Assessment:

- Essays will be graded utilizing a formulated rubric.
- Skills will be graded utilizing a formulated skills rubric.

Unit 3: Basic Life Support for Healthcare Providers

Students will use their extensive knowledge base in human anatomy and physiology to comprehend and apply life-saving first-aid and CPR procedures. Students will explore the ethical and legal considerations for rendering life-saving aid. Students will become proficient in assessing and administering the use of CPR and in operating an automated external defibrillator (AED) utilizing standard guidelines by the American Heart Association (AHA).

Unit Assignment(s):

- Students will identify and label each component of the circulatory pathway for the cardiac and pulmonary system.
- Students will compose a 500-word (MLA/APA format) essay describing the chain of survival and the importance of performing Cardiopulmonary Resuscitation (CPR) and operating an Automated External Defibrillator (AED) when needed during an emergency situation both on and off the field of competition.

Lab:

Students will demonstrate CPR and AED skills on the manikin to simulate real-life emergencies. Students will successfully demonstrate strict protocol as they demonstrate CPR and AED skills on an adult, child, and infant manikins.

Students will demonstrate comprehension of the obstructed airway maneuver by demonstrating the skills necessary to help a choking victim. Students will compose a 150-word reflection essay on the procedures and outcomes.

Students will use the Internet to research local CPR classes. Students will design a poster illustrating the importance of CPR and include sign-up information for three locations they obtained during their Internet research.

Assessment:

- Essays will be graded utilizing a formulated rubric.
- Skills will be graded utilizing a formulated skills rubric.

Unit 4: Taping, Wrapping, and Bracing

Students will identify and demonstrate the importance of taping, wrapping, and bracing to prevent and/or treat sports-related injuries and how it affects the biopsychosocial model. Students will analyze the anatomy and principles of body mechanics to determine mechanism of injury and effective taping, wrapping, and bracing techniques. Students will understand proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury while providing care. Students will use critical thinking skills to make informed decisions and solve problems in Sports Medicine to address the needs of the patient.

Unit Assignment(s):

- Students will compose a 350-word essay in MLA or APA format, on the advantages/disadvantages when comparing prophylactic to kinesio-taping techniques. Students will then create a poster identifying, analyzing and connecting the different athletic scenarios of where and when tape is commonly used.

Lab:

Students will evaluate simulated injured athletes and demonstrate prophylactic taping techniques for upper and lower extremity joints or muscle. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes.

Students will evaluate simulated injured athletes and demonstrate kinesio-taping techniques for upper and lower extremity joints and muscles. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes.

Students will research and formulate data regarding the different types of preventative wrapping and taping supplies. Students will design and create a chart of these supplies and the budgetary needs to adequately stock for a full sports team.

Assessment:

- Essays will be graded utilizing a formulated rubric.
- Skills will be graded utilizing a formulated skills rubric.

Unit 5: Injuries to the Head and Spine

Students will examine the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the head and spine. Students will analyze the emerging trends in sports rules, regulations and equipment in terms to reduce concussion rates in the United States. Students will be able to recognize, treat, and prevent the three grades of concussions. Students will use appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will use critical thinking skills to make informed decisions to treat and manage injuries to head and spine. Students will explain how these types of injuries can affect the nervous and musculoskeletal systems, and synthesize this information to be able to provide life-saving techniques.

≡ Unit Assignment(s):

- After researching and reading articles on concussions, students will compose a 500-word essay in MLA or APA format, demonstrating how concussion rates have affected contact sports in the United States, especially the National Football League (NFL). Students will introduce statistical data on injury rates and cost to the healthcare budget.
- After analyzing data on skull function, students will compose a 250-word essay in MLA or APA format, demonstrating the importance of skull function and how raccoon and battle signs are related to Sports Medicine injuries.

Lab:

Students will identify the different types of concussions and evaluate each other utilizing various concussion testing techniques including the SCAT-3, BESS, Impact, and the SAC test. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes.

Students will identify, describe, and demonstrate treatments for injuries to the eyes, ears, and nose. Students will compile and create a list for the treatment for each type of injury.

Assessment:

- Essays will be graded utilizing a formulated rubric.
- Skills will be graded utilizing a formulated skills rubric.

Unit 6: Injuries to the Upper Extremities

Students will study and examine the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the upper extremity. Students will compose appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will explore critical thinking skills to make informed decisions to treat and manage injuries to the pelvis or lower extremity.

≡ Unit Assignment(s):

- Students will relate anatomy, common injuries, mechanism of injury, signs and symptoms, and management of injuries for the upper extremity such as the shoulder, elbow, wrist, and hand.
- After researching and reading, students will compose a 250-word essay in MLA or APA format, and make a graph that illustrates the rise of Ulnar Cruciate Ligament (UCL) tears in the United States over the last decade and its contributing factors.
- Students will compose a 250-word essay in MLA or APA format, comparing and contrasting Ulnar Neuropathy and Carpal Tunnel Syndrome and list holistic measures to prevent surgery.

Lab:

Students will diagram the different types of Rotator Cuff injuries and demonstrate kinesio and prophylactic taping techniques in sports medicine.

Students will identify and evaluate for Little League's Elbow in a simulated athlete. In small groups, student's will illustrate ways to prevent injuries in the preadolescent populations by creating a magazine or newspaper advertisement.

Assessment:

- Essays will be graded utilizing a formulated rubric.
- Skills will be graded utilizing a formulated skills rubric.

Unit 7: Injuries to the Chest and Abdomen

Through reading and analyzing the text, students will identify the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the chest and abdomen. Students will use appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports

Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will implement critical thinking skills to make informed decisions to treat and manage injuries to the chest and abdomen. Students will add to their robust medical knowledge base of physiology and anatomy by fully comprehending the cardiovascular system, respiratory system, and digestive system and synthesize this information to be able to predict injuries and provide life-saving stabilization techniques.

Unit Assignment(s):

- Students will compose a 250-word essay in MLA or APA format, demonstrating the mechanism of injury, treatment, and management plan for a sports hernia. Students will implement and explain proper lifting techniques in which to prevent back or abdominal injuries.
- Students will compose a 250-word essay in MLA or APA format, demonstrating the importance observing a sporting activity with regards to Commotio Cordis injury. Students will elaborate preventive measures to reduce death rates in the United States.

Lab:

Students will perform a patient assessment and recommend treatment for hyperventilation. Students will illustrate their comprehension by composing a 500-word essay in MLA or APA format, on how the ventilation is regulated during exercise and explain the effect of exercise training on the respiratory system.

Students will perform an assessment and create a treatment plan for pneumothorax and hemothorax injuries. Students will compose a medical document describing the assessment and treatment plan to be placed in the patient's chart.

Students will perform a patient assessment and create a treatment plan for a flail chest injury. Students will compose a medical document describing the assessment and treatment plan to be placed in the patient's chart.

Students will perform an assessment and create a treatment plan for shock. Students will compose a medical document describing the assessment and treatment plan to be placed in the patient's chart.

Students will perform an assessment and create a treatment plan for a hernia. Students will compose a medical document describing the assessment and treatment plan to be placed in the patient's chart.

Assessment:

- Essays will be graded utilizing a formulated rubric.
 - Skills will be graded utilizing a formulated skills rubric.
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Unit 8: Injuries to the Pelvis and Lower Extremity

Students will examine the anatomy, most common injuries in Sports Medicine, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the pelvis and lower extremity. Students will use appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will use critical thinking skills to make informed decisions to treat and manage injuries to the pelvis or lower extremity.

≡ Unit Assignment(s):

- Students will compose a 250-word essay in MLA or APA format, and make a graph that illustrates the rise of Anterior Cruciate Ligament (ACL) tears in the United States over the last decade and its contributing internal and external factors utilizing evidence-based research.
- Students will compose a 250-word essay in MLA or APA format, on the evaluation, management, and preventative measures for Osgood-Schlatter's Disease. Students will create a management plan utilizing evidence-based research for the pre-adolescent population.

Lab:

Students will evaluate peers for pelvic injuries and demonstrate exercises to prevent injuries in the pre-adolescent populations in a class presentation. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes and present their findings to the class.

Students will identify and construct research risk for ACL tears utilizing the Drop-Jump Screening Test. Students will collect data from the test and provide statistics to the class.

Students will demonstrate proper ankle taping techniques on peers and compose a medical document by performing an assessment, management, and treatment plan for a simulated ankle sprain.

Assessment:

- Essays will be graded utilizing a formulated rubric.
- Skills will be graded utilizing a formulated skills rubric.

Unit 9: Sports and Therapeutic Equipment

Students will explore and apply the effective use of sports and therapeutic equipment available in the industry today. Students will synthesize an aggregate of information to identify the types and purposes of sports and therapeutic equipment. Students will predict and demonstrate the prevention of injury when properly utilizing sports and therapeutic equipment and discuss the possible injuries related to their use. Students will recognize the importance of safety and effectively communicate the proper use of equipment to their client.

☞ Unit Assignment(s):

- Students will create a poster for athletes showing measures used to prevent injuries when utilizing sports and therapeutic equipment.
- Students will evaluate and illustrate through demonstration the proper use of canes, crutches, and mobility aids. Students will compose a 500-word essay in MLA or APA format, explaining the proper use of canes, crutches, and mobility aids, and describe the types of injuries that would benefit from the use of these devices.

Lab:

Students will evaluate and illustrate through demonstration the proper use of protective pads, helmets, and equipment accessories for contact and non-contact sports. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes.

Students will evaluate and illustrate through demonstration the proper use of rehabilitative, functional, sleeve, and prophylactic braces commonly used in sports. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes.

Students will evaluate and illustrate through demonstration the proper use of sports equipment commonly used at high schools. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes.

Students will evaluate and illustrate through demonstration the proper cleaning and storage of sports equipment commonly used at high schools. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes.

Assessment:

- Essays will be graded utilizing a formulated rubric.
 - Skills will be graded utilizing a formulated skills rubric.
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Unit 10: Therapeutic Modalities and Physical Rehabilitation

Students will identify and comprehend therapeutic exercises and physical therapy agents. Students will analyze and comprehend the goals of rehabilitation and proper patient care skills. Students will assess and understand the health advantages and disadvantages of physical rehabilitation prior and post-surgical procedures. Students will use effective communication skills in explaining the process and therapy and the expectations of the treatment.

≡ Unit Assignment(s):

- Students will read, compare, and contrast the types of therapeutic modalities, such as cryotherapy, thermotherapy, electrical, mechanical, and pharmacological. Students will design and develop a chart that illustrates the therapeutic indications, contraindications, and physiological effects for each modality.
- Students will compose a 450-word essay in MLA or APA format, articulating the importance of patient education on physical rehabilitation. Students will discuss the challenges a patient may face during the process from rehabilitation to performance.

Lab:

Students will evaluate and illustrate through demonstration, the proper use of electrical stimulation on simulated sports injuries. Students will compose a 150-word reflection essay in MLA or APA format on the procedures, process, and outcomes.

Students will evaluate and illustrate through demonstration the proper use of ultrasound on simulated sports injuries. Students will compose a 150-word reflection essay in MLA or APA format on the procedures and outcomes.

Students will evaluate and illustrate through demonstration the proper use of the hydrocollator and ice packs on simulated sports injuries. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes.

Assessment:

- Essays will be graded utilizing a formulated rubric.
- Skills will be graded utilizing a formulated skills rubric.

Unit 11: Pharmacology

Students will differentiate the roles and administration of therapeutic medications in the United States and illustrate the methods and rights of medication storage, dispensing, and administration. Students will utilize advanced mathematical skills to solve sports medicine related problems in computing the necessary amount of medication to be considered as part of the treatment therapy. Students will learn all components of human physiology and biology and their functions in sports medicine, including the nervous, cardiovascular, respiratory, digestive, and lymphatic systems.

☐ Unit Assignment(s):

- Students will interview an Ayurvedic Medicine or Naturopath practitioner and compose a 450-word essay in MLA or APA format, articulating the importance of complementary alternative medicine in healthcare. Students will compare and contrast Eastern and Western medicine's pharmaceutical approach to healthcare.
- Students will use the Internet to prepare and display the steps necessary in preparing a new drug for marketing. Students will include the top five pharmaceutical companies as well as their global revenue in a graph.
- Students will create and solve a math problem that converts the amount of medication given in milligrams (mg) into kilograms (kg) and pounds (lbs).

Labs:

Students will apply prior knowledge in anatomy and physiology and demonstrate the various routes of drug administration on a manikin. Students will explain the function of the nervous, cardiovascular, respiratory, digestive, and lymphatic systems and their effects on the human body as a result of drug intake.

Assessment:

- Essays will be graded utilizing a formulated rubric.
- Skills will be graded utilizing a formulated skills rubric.

Unit 12: Employability Skills and Personal Development

Students will research the careers in rehabilitative health care beginning with a look at the specific careers, their educational requirements, their potential earnings, and their role in Sports Medicine. Students will identify, analyze, and evaluate the employability skills required as a sports medicine physician, chiropractor, physical therapist, athletic trainer, personal fitness trainer, strength and conditioning specialist, and nutritionist. Students create professional resumes and profiles, improve professional networking, enhance interviewing and meeting conduct skills, and learn marketing strategies on social media.

Unit Assignment(s):

- Students will conduct information interviews with three adults employed in the sports medicine field. Students will compare and contrast the data they receive and assess how it applies to a career in sports medicine. Students will design and create a table to illustrate the data and information they collected.
- Students will conduct Internet research and calculate the full value of two different jobs by analyzing the salary, health insurance, paid vacation time, retirement benefits, and life insurance. Students will compile this data and create a multimedia presentation of the data they compiled showing their analytical findings and evaluating the best job for them.

Lab:

Students will conduct a video-recorded mock interview to practice their skills and receive feedback from peers. Students will be evaluated on communication skills, professionalism, and knowledge in sports medicine related areas.

Assessment:

- Skills will be graded utilizing a formulated skills rubric.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Principles of Athletic Training	William E. Prentice	McGraw-Hill	15th/2013	www.mhhe.com	Yes
Sports Medicine Essentials, Core Concepts in Athletic Training and Fitness	Jim Clover	Cengage Learning	3rd/2016	www.cengage.com	No

Manuals

Title	Author	Publisher	Edition	Website	Read in entirety
Basic Life Support Provider Manual	American Heart Association	Channing L. Bete Co Inc.	1st/2016	www.heart.org	Yes

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New Course Signature/Approval Page

- I. Suggested Course Title: CTE Sports Medicine II
- II. Department(s): CTE
- III. School: SJHS
- IV. School Committee Members:
- | | |
|--------------------------------|-------------------------------|
| a. Name: <u>Erik Gardner</u> | Signature: <u>[Signature]</u> |
| b. Name: <u>Justin Carmone</u> | Signature: <u>[Signature]</u> |
| c. Name: <u>J. Bourbinay</u> | Signature: <u>[Signature]</u> |
| d. Name: _____ | Signature: _____ |
| e. Name: _____ | Signature: _____ |
- V. Committee Meeting Date(s): 11/6, 11/22
- VI. Department Chair Signature:
- | | | |
|------------------------------|-------------------------------|-----------------------|
| a. Name: <u>Roy Castillo</u> | Signature: <u>[Signature]</u> | Date: <u>12/10/19</u> |
| b. Name: _____ | Signature: _____ | Date: _____ |
- VII. Principal Signature:
- | | | |
|-------------------------------|-------------------------------|-----------------------|
| a. Name: <u>Courtney Hall</u> | Signature: <u>[Signature]</u> | Date: <u>12/10/19</u> |
|-------------------------------|-------------------------------|-----------------------|
- VIII. Course Proposal Reviewed by Educational Services:
- | | | |
|--|-------------------------------|------------------------|
| a. Director, Educational Services: <u>Jaret Cavarevich</u> | Signature: _____ | Date: <u>12/18/19</u> |
| b. Assistant Superintendent of Educational Services: _____ | Signature: <u>[Signature]</u> | Date: <u>1/10/2020</u> |
- IX. Course Proposal Approved by the Board of Trustees:
- | | | |
|---|------------------|-------------|
| a. SJUSD Board of Trustees President: _____ | Signature: _____ | Date: _____ |
|---|------------------|-------------|

