



## Sports Medicine 2

### Course Code: 5556

**COURSE DESCRIPTION:** Sports Medicine 2 emphasizes the recognition and care of common injuries and illnesses sustained by a physically active population. Subject matter will include discussion of specific conditions, concepts of therapeutic modalities, and care of injuries.

**GENERAL REQUIREMENTS:** This course is recommended for students in grades 10-12. **Students must have successfully completed Sports Medicine 1 with a 75% or higher.** It is recommended, that students successfully complete either Medical Terminology, Health Science Human Structure Function and Disease, or Anatomy and Physiology prior to taking SM2.

**PRE-REQUISITES:** Successful completion of Sports Medicine 1

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

**CONCENTRATOR:** Completes SM1 & SM2

**Completers:** Sports Medicine Completer - 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) Example of four-unit completer – SM1, SM2, Med Term, SM WBL. Please refer to the completer requirements found on the SCDE website.

**Industry Aligned Credentials:** OSHA 10, BLS CPR, or any other applicable credentials as listed in the Student Reporting Guide

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

## 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 sports medicine program of study.

1. **Describe** general injury causations and/or mechanisms.
2. **Describe** tissue's physiological responses to injury.
3. **Describe** the physiology of pain.
4. **Describe** the phases of the soft-tissue and bony healing processes.

5. **Describe** the general medical conditions and injuries of the following body systems, which affect or are common to athletic participation: cardiovascular, respiratory, muscular, skeletal, nervous, gastrointestinal, excretory, reproductive, endocrine, and integumentary (skin).
6. **Describe** the components of the evaluation process, such as history, observation, palpation, and special tests.
7. **Describe** the appropriate assessment, care and rehabilitation of the following areas: ankle, foot, lower leg, knee, thigh, hip, pelvis, thorax and abdomen, spine, head, face, neck, shoulder, upper arm, elbow, forearm, wrist, and hand.
8. **Describe** the process of dealing with catastrophic injury and death in athletics.
9. **Describe** the phases of a rehabilitation program.
10. **Describe** the indications and contraindications of common therapeutic modalities, including cryotherapy, thermotherapy, electrotherapy, ultrasound, traction, intermittent compression, and therapeutic massage.
11. **Describe** considerations for treating injuries in various stages of the healing process.

### **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 (demographics, medical history, injury history, and progress).
2. **Create** an injury report using the SOAP Note (Subjective, Objective, Assessment, Plan) format.
3. **Demonstrate** use and location of athletic training room forms such as treatment logs, rehabilitation records, emergency information cards, and consent forms.
4. **Demonstrate** elements of written and electronic communication (spelling, grammar, formatting, and confidentiality).
5. **Engage** in active listening and demonstrate comprehension of 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 in various healthcare payment methods.
3. **Compare and contrast** options within healthcare delivery systems, including financial considerations, consumer responsibility, facility capabilities, etc.
4. **Describe** the budgeting and purchasing process for a sports

medicine program.

#### **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. **Initiate** and expand components of a personal portfolio to potentially include: resume, cover letter, sample projects, writing sample, work-based learning documentation, oral reports, service learning, community service, credentials, technology skills, leadership experience, student and/or professional organization memberships or recognitions etc.
2. **Develop** a job description for a sports medicine team member.
3. **Design** a performance evaluation for a sports medicine team member.
4. **Demonstrate** basic professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.

#### **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. **Identify** duties of sports medicine providers according to regulations, policies, laws, and legislated rights of patients.
2. **Compare and contrast** scope of practice among regulated healthcare professionals, students, and other individuals.
3. **Recognize and explain** the standards and differences of the Health Insurance Portability and Accountability Act (HIPAA) and the Federal Education Rights and Privacy Act (FERPA), and the importance of maintaining patient confidentiality.
4. **Apply** procedures for proper documentation and storage of medical records.
5. **Explore** a "Patient's Bill of Rights" and "Athlete's Bill of Rights."
6. **Explain** the laws governing harassment, labor, and employment.
7. **Understand** Title IX and how it relates to equity in sports.
8. **Review** the "Good Samaritan Law" and how it relates to lay persons vs. licensed medical professionals.

#### **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. **Critique** ethical, respectful, and empathetic behaviors throughout scenarios presented in class and lab activities.
2. **Identify** responsible practices within the ethical framework of the

- sports medicine profession.
3. **Differentiate** between ethical and legal issues and practices impacting sports medicine professionals.

### **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. **Explain** the importance of appropriate sports medicine and athletic facility inspections and maintenance.
3. **Discuss** the importance of appropriate inspections and maintenance of sports equipment.
4. **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).

### **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. **Demonstrate** effective collaboration as members of an interdisciplinary team.
2. **Recognize** characteristics of effective teams.
3. **Discuss** methods for building positive team relationships.
4. **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 their clients.

1. **Explore** the use of therapeutic drugs in sports medicine.
2. **Describe** the difference between over the counter and prescription medications.
3. **Discuss** the different classifications of common medications.
4. **Identify** safety guidelines associated with proper medication use (storage, indications, contraindications, side-effects, interactions, etc.)
5. **List** socially used drugs and problems associated with athletics and performance.
6. **Recognize** drug and alcohol use, abuse, and treatment.
7. **Determine** an appropriate SPF for specific individuals with prolonged repeated exposures to sun.
8. **Explain** how the complications of circadian dysrhythmias could affect

various levels of athletes.

### **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 ability to fit crutches.
2. **Instruct** the proper use of crutches in three-point and four-point gaits.
3. **Observe, measure, record, and evaluate** vital signs, including normal ranges for temperature, skin color, pulse, respiration, level of consciousness, and blood pressure.
4. **Demonstrate** appropriate stretching techniques to improve musculoskeletal flexibility.
5. **Demonstrate** basic taping and wrapping skills for the prevention of common musculoskeletal injuries.
6. **Demonstrate** specific joint motions (elbow flexion, ankle inversion, etc).
7. **Locate** anatomical landmarks (olecranon process, lateral malleolus, etc) common to sports injuries through palpation of educational models or materials.
8. **Demonstrate** usage various splinting materials and devices used in a sports medicine setting.
9. **Demonstrate** appropriate components of care for the spine-injured athlete.
10. **Identify** various rehabilitation techniques, goals, and strategies
11. **Demonstrate** Healthcare Basic Life Support CPR/AED

### **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/or presentations
3. **Identify** various uses of technology in injury evaluation and tracking.
4. **Demonstrate** use of basic computer operations and file organization.
5. **Discuss** the use of appropriate email, social, and educational media.

### **RESOURCES:**

Browse catalog at [www.mysctextbooks.com](http://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, 7<sup>th</sup> Edition: Student Edition. Glencoe McGraw-Hill, 2008.

### **IMPORTANT WEB SITES:**

South Carolina Department of Education  
[www.ed.sc.gov](http://www.ed.sc.gov)

HOSA  
[www.hosa.org](http://www.hosa.org)

South Carolina HOSA  
[www.schosa.org](http://www.schosa.org)

National Athletic Trainers' Association  
[www.nata.org](http://www.nata.org)

South Carolina Athletic Trainers' Association  
[www.scata.org](http://www.scata.org)

National Consortium for Health Science Education  
[www.healthscienceconsortium.org](http://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](http://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.anatomyinclay.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](http://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/>

