

# Introduction to Sports Medicine

## Course Description

*This course is designed for students who may be interested in a career in Sports Medicine. This course should feature the prevention, recognition, treatment, and rehabilitation of activities caused by physical activity or athletics. Topics may include taping and bandaging, proper use of protective padding, treatment modalities, anatomy and physiology, medical terminology. Students may learn to measure cardio respiratory endurance, flexibility, body composition, and blood pressure. CPR/AED certification is a prerequisite for this course or a required outcome of the course.*

## Course Code 077500

### Program of Study to which the course applies

*Health Sciences Therapeutic Services Performance Pathway*

	Course Content	Reference/ Source	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
<b>Standard 1</b>	Students will identify fundamental aspects, psychology and medical terminology related to sports medicine.	NHFS 2.21, 2.22				
Benchmark 1.1	Students will explore the fundamental aspects of sports medicine.	NHFS 8.11, 8.12, 8.21, 8.23, 5.11				
Sample Performance Indicator 1.1.1	Students will identify members of the sports medicine team.					
Sample Performance Indicator 1.1.2	Students will explore and describe a variety of therapeutic careers, including job duties and skills, education required, and potential salary.					
Sample Performance Indicator 1.1.3	Students will explain legal issues and terminology.					

	<b>Course Content</b>	<b>Reference/ Source</b>	<b>Crosswalk to Common Core Academic Standards</b>	<b>Crosswalk to Nebraska Academic Standards</b>	<b>Crosswalk to Nebraska Career Readiness Standards</b>	<b>Crosswalk Clarification</b>
Benchmark 1.2	Students will describe principles of sports psychology.	NHFS 9.11	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students describe information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Sampler Performance Indicator 1.2.1	Students will identify the psychological implications of an injury to an athlete.					
Sampler Performance Indicator 1.2.2	Students will list effective psychological interventions.					
Sampler Performance Indicator 1.2.3	Students will recognize potential psychological problems associated with overtraining, including staleness and burnout.					
Benchmark 1.3	Students will apply related medical terminology.	NHFS 2.21, 2.22, 7.22	ELA.L.11–12.6 ELA.RST.11–12.4	LA.12.1.5 LA.12.3.1.a		
Sampler Performance Indicator 1.3.1	Students will identify and utilize anatomical positions, planes, and directional terms.					
Sampler Performance Indicator 1.3.2	Students will compare and contrast the various movements of the body and their counter-movements.					
Sampler Performance Indicator 1.3.3	Students will define the terminology that describes common sports injuries.					
<b>Standard 2</b>	Students will understand injury prevention principles and performance enhancement philosophies.	NHFS 9.11, 6.21, 7.31, 7.21, 7.22				

	<b>Course Content</b>	<b>Reference/ Source</b>	<b>Crosswalk to Common Core Academic Standards</b>	<b>Crosswalk to Nebraska Academic Standards</b>	<b>Crosswalk to Nebraska Career Readiness Standards</b>	<b>Crosswalk Clarification</b>
Benchmark 2.1	Students will apply injury prevention principles.	NHFS 7.22, 7.31	ELA.RST.11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Sampler Performance Indicator 2.1.1	Students will describe the basic principles and specialized equipment used in the prevention of athletic injury.					
Sampler Performance Indicator 2.1.2.	Students will demonstrate the theory and principles of prophylactic taping.					
Sampler Performance Indicator 2.1.3	Students will identify principles of protective bracing.					
Benchmark 2.2	Students will examine performance enhancement philosophies.	NHFS 6.32, 6.11, 6.12, 6.21,7.22				
Sampler Performance Indicator 2.2.1	Students will discuss general conditioning principles.					
Sampler Performance Indicator 2.2.2.	Students will analyze the role of the cardiovascular/respiratory systems and strength training have on fitness/athletic performance					
Sampler Performance Indicator 2.2.3	Students will critique the effects of the environment on training.					
Sampler Performance Indicator 2.2.4.	Students will summarize the importance of flexibility in fitness.					
<b>Standard 3</b>	Students will explore sports nutrition and the injury and healing process.	NHFS 9.11, 3.14, 9.12, 9.13,				
Benchmark 3.1	Students will explore various aspects of sports nutrition.	HHFS 9.11, 3.14, 9.12, 9.13		SC.12.3.1.a		Alignment presumes that students will learn about the complex molecules (e.g., carbohydrates, lipids, proteins) that make up living organisms (NE: SC.12.3.1.a).
Sampler Performance Indicator 3.1.1	Students will describe the basic components of nutrition, including essential components of a pre- and post- event meal.					
Sampler Performance Indicator 3.1.2	Students will research the importance of fluid replacement and hydration.					
Sampler Performance Indicator 3.1.3	Students will recognize disorders associated with nutrition.					

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Sampler Performance Indicator 3.1.4	Students will compare and contrast the physiological and psychological effects of ergogenic aids.				
Benchmark 3.2	NHFS 9.11, 3.14, 9.12, 9.13	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students describe information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1,
Sampler Performance Indicator 3.2.1	Students will explain the inflammatory response.				
Sampler Performance Indicator 3.2.2	Students will categorize the stages of acute injury healing and explain the processes involved.				
Sampler Performance Indicator 3.2.3	Students will compare and contrast injury classifications.				
<b>Standard 4</b>	Students will explore and understand common injuries, certain sports-specific injuries, injury management and rehabilitation techniques.				
Benchmark 4.1	NHFS 7.52, 6.22, 7.52, 9.14, 9.13, 9.11, 9.12	ELA.SL.11–12.4 ELA.RST.11–12.4 ELA.WHST.11–12.2.b	LA.12.1.5 LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students explain information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Sampler Performance Indicator 4.1.1.	Students will demonstrate and evaluate an injury assessment.				
Sampler Performance Indicator 4.1.2.	Students will recognize and assess soft tissue injuries and skin conditions.				
Sampler Performance Indicator 4.1.3	Students will assess abdominal injuries, bleeding and shock.				
Sampler Performance Indicator 4.1.4.	Students will demonstrate immobilization techniques.				

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Sampler Performance Indicator 4.1.5 Benchmark 4.2	Students will describe treatment for medical conditions such as seizures, fainting, asthma, etc., as well as heat illness and cold exposure.	NHFS 7.52, 6.22,				
Sampler Performance Indicator 4.2.1	Students will explore specific sport injuries. Students will recognize common injuries to the head and neck, such as concussion, cervical spine fractures, brachial plexus injuries, and nose bleeds.					
Sampler Performance Indicator 4.2.2.	Students will recognize common injuries to the upper extremity, such as clavicle fracture, impingement syndrome, rotator cuff injuries, glenohumeral dislocation, and AC joint separation.					
Sampler Performance Indicator 4.2.3.	Students will recognize common injuries to the lower extremity, such as cruciate ligament sprains, meniscal injury, patella-femoral injuries, ankle sprains, and medial tibial stress syndrome.					
Benchmark 4.3	Students will explain therapeutic modalities and rehabilitation techniques.	NHFS 9.13,	ELA.SL.11–12.4	LA.12 2.1.b	CR.2.B.1	When students explain information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Sampler Performance Indicator 4.3.1	Students will identify the purpose and how to properly select the correct therapeutic modality.		ELA.WHST.11–12.2.b	LA.12.3.1.a	CR.2.C.1	
Sampler Performance Indicator 4.3.2.	Students will describe the physiological effects, indications, contraindications, and application of: cryotherapy, thermotherapy, electrotherapy and massage.					
Sampler Performance Indicator 4.3.3	Students will discuss the components and goals of a rehabilitation program.					

## Reference Sheet

<b>Key Code</b>	<b>Source</b>
CCTE	National Career Common Technical Core
CC	Community College course outline. E.g. CC (LAW 1000)
CAATE	Commission on Accreditation of Athletic Training Education
NHFS	National Healthcare Foundation Standards
HOSA	Health Occupations Students of America

## Additional Resources for Educators

<b>Suggestions for innovative teaching and learning strategies</b>	Listed here (not sentences)
<b>Related Assessments</b>	Listed here (not sentences)
<b>Extended Learning Opportunities</b>	Listed here (not sentences)
<b>Professional Development Opportunities</b>	Listed here (not sentences)
<b>Community Links/Resources available</b>	caate.net Education - Sports Medicine Education - Intro to Sports National HOSA SkillsUSA

### Contributors

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