

**Name of Course: Athletic Training and Sports Medicine II**

**Target grade levels: 11-12 grades**

**Length of course: one semester; 0.5 Elective**

**Prerequisite: must pass ATSM I with a 75 or higher**

**Health education provides learning experiences that are relevant and practical throughout the life span. Responsible decision making, recognition and care of injuries and knowledge of the exercising individual are the focus of this course.**

**National Health Standards:**

- 1. health promotion and disease prevention concepts**
- 2. valid health information, products, and services**
- 3. health enhancing behaviors and risk reduction**
- 4. interpersonal communication skills that enhance health**
- 5. decision making skills that enhance health**
- 6. personal, family, and community health advocacy**

**Expectations for this course:**

**Students will be expected to:**

- 1. identify the skeletal and muscular anatomy and evaluate injuries to the ankle, knee, hip, elbow, wrist, and hand**
- 2. recognize and care for internal injuries to the abdomen and thorax**
- 3. apply common strength and conditioning principles in developing a fitness program**
- 4. research and report an injury utilizing a scientific journal**
- 5. recognize and apply appropriate therapeutic modalities in the rehabilitation of an injury**
- 6. interpret and understand common medical terminology**

Name of course: First Aid/Athletic Training II

Target levels: 10-12 grades

Philosophy/rationale:

Health education is an integral part of the total educational program that provides a basis of knowledge about health and wellness. Health education provides the vehicle for the development of attitudes, behaviors, and skills that are conducive to physical, mental, social and emotional well being. Health education promotes the value of health and responsible decision-making that leads to the development of a healthy lifestyle.

How does this course relate to the District Mission/Belief Statement? :

Health education provides learning experiences that are relevant and practical throughout the life span. Responsible decision-making, recognition and care of injuries and knowledge of the exercising individual are the focus of this course.

How does this course satisfy Chapter 4 Regulations? :

This course encompasses safety, physical fitness and personal and community health concepts addressed in Chapter 4.

How does this course incorporate curricular standards for this content area? :

The National Health Education Standards are incorporated throughout this course and include instruction in:

1. health promotion and disease prevention concepts
2. valid health information, products and services
3. health enhancing behaviors and risk reduction
4. interpersonal communication skills that enhance health
5. decision making skills that enhance health
6. personal, family and community health advocacy

Expectations for this course:

Students will be expected to:

1. identify the skeletal and muscular anatomy and evaluate injuries of the ankle, knee, hip, elbow, wrist, and hand.
2. recognize and care for internal injuries to the abdomen and thorax
3. apply common strength and conditioning principles in developing a fitness program.
4. research and report an injury utilizing a scientific journal
5. recognize and apply appropriate therapeutic modalities in the rehabilitation of an injury.
6. interpret and understand common medical terminology.

Length of course: 90 classes or one semester

Elective/requirement: Elective

Does this course satisfy graduation requirements? Yes

Quality points: .50

## Planned Course: First Aid/Athletic Training II

### Concepts:

Athletic Training profession as an allied health career  
Lower extremity injuries; recognition and evaluation  
Knee and hip injuries; recognition and evaluation  
Abdominal and thorax injuries; recognition and evaluation  
Elbow, wrist, hand and finger injuries; recognition and evaluation  
Strength and conditioning principles of exercise  
Scientific journal injury research  
Therapeutic modalities; theory and use  
Medical terminology

### Content: Unit 1

Athletic Training Profession

#### Expectations:

Students will be able to:

1. state the requirements necessary to become a certified athletic trainer
2. recognize the scope of practice as it relates to other allied health professions
3. formulate a budget for an athletic team
4. identify the responsibilities of an athletic trainer

#### Content:

1. Introduction to profession of athletic training and requirements for certification
2. Scope of practice and PA state regulations for athletic trainers
3. Supplies and budget for an athletic team

#### Suggested time:

10 class periods

### Content: Unit 2

Lower extremity injuries: recognition and evaluation

#### Expectations:

Students will be able to:

1. identify the bones, muscles and ligaments of the foot, ankle and calf
2. identify the signs and symptoms of common toe, foot, ankle, and lower leg injuries.
3. perform basic evaluation tests for common injuries
4. state goals of rehabilitation
5. demonstrate functional testing of lower extremity

#### Content:

1. Bone, muscle and ligament identification of the foot, ankle and calf

2. Mechanism of injury and symptoms of injury to the toe, foot, ankle and lower leg.
3. H.O.P.S. procedure in injury evaluation
4. Rehabilitation goals and methods
5. Functional testing of lower extremity following an injury

Suggested time:

11 class periods

### Content: Unit 3

Knee and hip injuries; recognition and evaluation

Expectations:

Students will be able to:

1. identify the bones, muscles and ligaments of the knee, thigh and hip
2. identify the signs and symptoms of common knee, thigh and hip injuries
3. perform basic evaluation tests for knee, thigh and hip injuries

Content:

1. Bone, muscle and ligament identification of the knee, thigh and hip
2. Recognition of common knee, thigh and hip injuries, symptoms.
3. Muscular and ligamentous evaluation tests
4. Rehabilitation exercises for the knee

Suggested time:

11 class periods

### Content: Unit 4

Abdominal and thorax injuries; recognition and evaluation

Expectations:

Students will be able to:

1. Identify the vital organs and the correct location
2. Recognize the symptoms of shock and common internal injuries
3. State the proper care for shock and internal injuries
4. Demonstrate the evaluation tests for specific internal injuries

Content:

1. Abdomen and thorax organ locations and quadrant.
2. Symptoms of specific internal injuries and shock.
3. Care for specific injuries and shock.
4. Evaluation test for specific abdominal and thoracic injuries.

Suggested time:

11 class periods

### Content: Unit 5

Elbow, wrist, hand and finger injuries

Expectations:

Students will be able to:

1. Identify the bone, ligaments and major muscles of the elbow, forearm, wrist, hand and fingers

2. Recognize the symptoms of common athletic injuries to the elbow, wrist, hand and fingers
3. Demonstrate the evaluation tests for specific injuries
4. State rehabilitative exercises for specific injuries.

**Content:**

1. Bone, muscle and ligament identification of the elbow, wrist and hand.
2. Recognition of common injuries, the symptoms and care.
3. Muscular and ligament evaluation tests.
4. Rehabilitative exercises for the elbow and wrist.

**Suggested time:**

11 class periods

**Content: Unit 6**

Strength and conditioning principles of exercise

**Expectations:**

Students will be able to:

1. state two principles of strength development
2. identify the exercise required to strengthen the major muscle groups
3. define common terms in strength and conditioning
4. recognize different types of resistance equipment

**Content:**

1. Overload and specificity of training principles
2. Exercises and equipment used in a weight room/health club
3. Isokinetic, isometric, isotonic exercises
4. Definition of strength, endurance, muscle fibers, hypertrophy and atrophy
5. Demonstrate proper use of equipment in lab

**Suggested time:**

11 class periods

**Content: Unit 7**

Scientific journal injury research and report

**Expectations:**

Students will be able to:

1. identify a scientific journal to research an injury
2. read references and determine credentials of author
3. summarize and injury article and report to the class

**Content:**

1. Specific professional scientific journals titles that are known for good research.
2. Article selection of an interesting injury.
3. Written and oral presentation of article research summary

**Suggested time:**

6 class periods

Content: Unit 8

Therapeutic modalities; theory and use

Expectations:

Students will be able to:

1. state the theory on use of cold and heat as a modality
2. identify the types of modalities used in rehabilitation
3. understand when and why a specific modality may be used

Content:

1. Theory of modality use in rehabilitation
2. Specific types of modalities commonly used in rehabilitation
3. Principles of each modality and the particular use
4. Demonstrate proper use of common modalities in lab

Suggested time:

11 class periods

Content: Unit 9

Medical terminology

Expectations:

Students will be able to:

1. recognize common medical prefixes, suffixes, and root words
2. recognize common medical terms with combined prefix, suffix and root words
3. translate the medical term into the literal meaning

Content:

1. Common prefixes, suffixes and root words found in medical terminology.
2. Common medical terms with a combination of learned material and every day language
3. Translation of medical terminology into literal meaning

Suggested time:

8 class periods

Methodologies: (options)

1. textbook readings
2. textbook review questions
3. discussion
4. lecture/notes
5. worksheets
6. overhead transparencies
7. lab experiences
8. game show review games
9. professional journal research
10. research paper
11. coloring of diagrams
12. bingo
13. demonstrations
14. graphs

15. posters
16. self-tests
17. video
18. cooperative activities
19. skill practice

Resources:

Basic Athletic Training; Wright and Whitehall  
Cramer Injury Video Series  
NATA Journal  
Sports Medicine Update Journal

Assessment:

Written unit tests  
Comprehensive final exam  
Class work  
Homework  
Research paper  
Lab worksheets  
Notebook  
Class/cooperative contributions

Extensions/Correctives

Textbook readings  
After class tutoring  
Additional supplemental work  
Re-tests