

BAA Sports Medicine 11

District Name: Coquitlam

District Number: #43

Developed by: Frank Gigliotti, Jill Reid, Gerald Shong in consultation with Dr. Brad Yee (Chiropractor)

Date Developed: April 5, 2011

School Name: Gleneagle Secondary School

Principal's Name: Gerald Shong

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Sports Medicine 11

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 100

Prerequisite(s): none

Special Training, Facilities or Equipment Required:

Teacher training in BC SportMed Safety(course) “ Sport Med First Aid or Sports First Aid Refresher, and Sports Taping

Facilities: Weight Training space, regular classroom with folding trainer tables,

Course Synopsis:

Sports Medicine 11 introduces students to the basics of sports training and sports injury prevention and recovery protocols. The course content includes units on general fitness training principles, sports first aid, sports taping, anatomy and physiology of sport injuries, common regional injuries and treatment, injury prevention and rehabilitation, clinical application to school teams, concussion protocol and introduction to sports medicine professions.

Rationale:

Organizational Structure:

Unit/Topic	Title	Time
<i>Unit 1</i>	Principles of Fitness Training	20
<i>Unit 2</i>	Anatomy and Physiology of Sport Injuries	20
<i>Unit 3</i>	Sport First Aid and Taping	10
<i>Unit 4</i>	Concussion Protocols	10
<i>Unit 5</i>	Sports Injury Rehabilitation	30
<i>Unit 6</i>	Introduction to Sports Medicine Professions	10
Total Hours		100

Unit/Topic/Module Descriptions:

Unit 1: Principles of Fitness Training

Students will be introduced to safe fitness training practices and common training practices and principles.

Students will be able to:

- Describe the components of an effective training program
- Demonstrate correct technique when using fitness training equipment for minimizing injury risk and maximizing fitness gains
- Design an effective training program dependent on client needs
- Utilize Physical Activity Reading Questionnaire (PAR-Q) as an exercise readiness tool for informed consent with clients prior to engaging in a personalized exercise program

Unit 2: Anatomy and Physiology of Sport Injuries

Students will be introduced to terminology and characteristics of physical anatomy as related to common regional sport injuries.

Students will be able to:

- Identify proper techniques for injury avoidance and sport preparation – pre and post sport participation activities as related to warm-up/cool down
- Identify and explain the role and importance of hydration, food energy, proper muscle preparation and sleep cycles in avoiding common physical activity discomfort – cramping, headaches, dizziness
- Identify anatomy related to common injuries – joints, muscular/skeletal system, nerves
- Describe characteristics of typical injuries in various regions of the body – shoulder separations, rotator cuff injuries, dislocations, joint sprains, tendonitis,
 - AC shoulder separations
 - Anterior and posterior dislocations of the shoulder(glenohumeral joint)
 - Tennis elbow/golfers elbow
 - Dislocation and fractures of fingers – avulsion fractures
 - Jumpers knee and IT band syndrome
 - Shin splints – anterior compartment syndrome
 - Inversion and eversion sprains of the ankle
 - Plantar fasciitis
 - Achilles tendonitis
 - Spine strains and sprains

Unit 3: Sport First Aid and Taping

Topics will include sport first aid and safety including taping. Students will have the option of earning a certificate from SportMedBC as a BC Sports Aider and/or as a sport taper. Students will be introduced to injury prevention and on-site management of sports related injuries. Topics include taping applications and taping skills.

Student will be able to:

- Identify and control potentially hazardous sport situations
- Assess and apply appropriate injury protocols
- Identify and manage life-threatening situations
- Develop a sports first-aid kit.
- Identify safety considerations relating to taping
- Demonstrate preventative and supportive techniques for ankle injuries.
- Demonstration regional taping techniques for ankle, foot, elbow, wrist, thumb and finger
- Enact procedures for injury prevention minimizing possibility of further injury and maximizing the healing process

Unit 4: Concussion Protocols

Topics include injury mechanism, identification and treatment of a concussion

Student will be able to:

- Describe pathology of a concussion – including mechanisms of injury
- Identify the symptoms and characteristics of concussions
- Describe and explain the current grading systems for identifying concussion severity
- Identify and explain current concussion management protocols and return to play criteria

Unit 5: Sports Injury Rehabilitation

Topics will include common training exercises and routines for injury rehabilitation and recovery. Application of skills to school-based sports teams will be utilized ...

Students will be able to:

- Describe proper use of cryotherapy (use of heat and cold) for the management of pain and inflammation
- Demonstrate techniques for basic rehabilitation exercises
- Identify the purpose of basic rehabilitation exercises as they relate to reduction of inflammation, range of motion, strength building and joint stabilization
- Design a post-injury recovery training program based on injury rehab protocols for Unit 2 injuries

Unit 6: Sports Medicine Careers

Students will be able to

- Identify qualifications for careers in sports medicine – required credentials and post education/certification career opportunities
- Describe prerequisites and post secondary requirements
- Identify Graduation Program standards for post-secondary application and acceptance at local, national and international institutions

Instructional Component:

- Demonstration
- Modelling, guided practice
- Lecture
- Discussion

- Cooperative group work
- Researching
- Media information literacy
- Guest Speakers
- Application of skills
- Field trips
- Volunteer opportunities in school and community

Assessment Component:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time