



Immaculata Regional High School

Yearly Course Outline 2017-18

TEACHER: Mr. Bruno Oliveira

SUBJECT: Sports Medicine

Grade: 12

IRP Date: BAA Course

GRADE LEVELS: 12

Grade 12 Sports Medicine

OVERVIEW:

Students committed to high performance, physical activity, and competitions in sports require extensive knowledge and understanding of the science that contributes to that performance. Such a course will help meet the increasing need for students to blend science with sport in order to become familiar with the prevention, care, treatment, and Principles of Fitness Training rehabilitation of athletic injuries.

Sports Medicine will support and encourage students to help in prevention of injuries, observe procedures, and to explore career options in this field of study. Moreover, students will increase their knowledge of organizations and associations of various sports medicine professionals. In addition, students will learn and demonstrate basic injury treatment and taping procedures, design strength and conditioning program for one sport, and perform CPR and emergency first aid. Lastly, the course supports student learning through meaningful methods of inquiry, interpretation, demonstration, and presentation of a variety of skills on important topics.

GOALS:

It is expected students will:

- examine the components of an effective sports medicine program and the role and concerns of the Sports Aider
- be introduced to safe fitness training practices and common training practices and principles
- will be introduced to terminology and characteristics of physical anatomy as related to common regional sport injuries
- will have the option of earning a certificate from SportMedBC as a BC Sports Aider and/or as a sport taper
- To be able to describe the potential factors affecting performance
- will be introduced to injury prevention and on-site management of sports related injuries
- be able to detect injury mechanisms, identify, and offer treatment for concussions
- be introduced to common training exercises and routines for injury rehabilitation and recovery
- be introduced to the variety of sports medicine careers

***COURSE MATERIALS/RESOURCES:**

Human Anatomy & Physiology e-textbook
Computers
Phones
Tablets
Smartboard
Keynote & PowerPoint presentation
Pre-selected articles
Film: TED TALKS & Sports Related
CPR Dummies

ASSESSMENT AND EVALUATION TOOLS:

Orally: Participation in discussions, presentations, quizzes, and tests

Written: Assignments, charts, webs, lab work, quizzes, and tests.

Pictorially: Charts, webs, maps, and diagrams

Tools: Assignment completion records, teacher observations, student self-assessments, checklists, rubrics, projects, presentations, quizzes, tests, samples of student work, and individual performance reviews.

<p align="center">Content Curriculum Organizers (include timeline)</p>	<p align="center">Prescribed Learning Outcomes It is expected that students will:</p>	<p align="center">Planning for Assessment (teaching strategies/learning activities)</p>	<p align="center">Achievement Indicators with Assessment Strategies</p>
<p>Unit 1: Sports Psychology</p>	<ul style="list-style-type: none"> • To be able to define Sports Psychology • To be able to describe the potential factors affecting performance • To be able to describe 5 coping strategies • To describe how relaxation techniques can affect performance • To be able to recognise the benefits of Performance routines • To demonstrate level of understanding of Sports Psychology 	<ol style="list-style-type: none"> 1. Introduction to Sports Psychology includes: how the body or physical factors and the mind or psychological factors can affect performance and participation in sport and exercise. 2. Teacher created lessons, text-based lessons, lecturing, and note-taking. 3. Use of sports medical journals, literature, video clips, and sports medical articles. 4. Examination of current issues. 5. Active review for unit test (technology). 6. Unit test. 	<p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> • create and follow classroom guidelines for interacting (e.g., listen and speak respectfully, cooperate, critically examine ideas) • consider and suggest a main idea or theme and provide support • form inferences that connect experiences and perceptions to the text • apply a newly acquired idea, piece of information, or strategy to a new situation or task • contribute relevant ideas and opinions to discussions about effective speaking and listening • in formal situations, speak with clarity, appropriate pace, timing, and volume, and with some purposeful inflection • make and support connections between the text and personal experience

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<p>Unit 2: Anatomy and Physiology of Sport Injuries</p>	<ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1. Introduction to Anatomy and Physiology includes: terminology and characteristics of physical anatomy as related to common regional sport injuries. 2. Teacher created lessons, text-based lessons, lecturing, and note-taking. 3. Use of sports medical journals, literature, video clips, and sports medical articles. 4. Examination of current issues. 5. Active review for unit test (technology). 6. Unit test. 	<p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> • collaborate with members of a group (e.g., listen and speak respectfully, ask questions, take turns, cooperate, disagree courteously) to achieve a common purpose (e.g., create a visual representation, debate a social issue) • give examples of critical-thinking processes (e.g., questioning, hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position) • develop pertinent questions to define a topic, issue, or situation • communicate ideas, opinions, and arguments effectively: <ul style="list-style-type: none"> -orally - written - graphically

compartment syndrome

- Inversion and eversion sprains of the ankle
- Plantar fasciitis
- Achilles tendonitis
- Spine strains and sprains

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<p>Unit 3: Sport First Aid and Taping</p>	<ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1. Introduction of sport first aid and safety including: taping (applications and skills), injury prevention and on-site management of sports related injuries. 2. Teacher created lessons, text-based lessons, lecturing, and note-taking. 3. Use of sports medical journals, literature, video clips, and sports medical articles. 4. Examination of current issues. 5. Active review for unit test (technology & demonstration). 6. Unit test. 	<p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> • use examples beyond the text when making connections (e.g., text-to-text, text-to-self, text-to-world) • generate questions to enhance understanding, explore possibilities, and lead to further inquiry • defend a position on an issue, situation, or topic • explain the importance of accessing and considering a range of information sources • organize information around key ideas or questions

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<p>Unit 4: Concussion Protocols</p>	<ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1. Introduction to injury mechanisms, identification, and treatment protocols surrounding concussions. 2. Teacher created lessons, text-based lessons, lecturing, and note-taking. 3. Use of sports medical journals, literature, video clips, and sports medical articles. 4. Examination of current issues. 5. Active review for unit test (technology & demonstration). 6. Unit test. 	<p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> • provide clear organizational cues when presenting or discussing (e.g., summarize previous points) • distinguish between fact and opinion • describe and discuss emotions evoked by a text supported by reasons, questions, explanations, and evidence • evaluate assumptions or contradictions within and among texts • reflect on and respond to a topic/issue/theme to develop an opinion • coherently develop an opinion or argument

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<p>Unit 5: Sports Injury Rehabilitation</p>	<ul style="list-style-type: none"> • 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 • Describe how the body reacts to injury • Design a post-injury recovery training program based on injury rehab protocols for Unit 2 injuries 	<ol style="list-style-type: none"> 1. Introduction to sports injury rehabilitation which includes common training exercises and routines for injury rehabilitation and recovery. 2. Teacher created lessons, text-based lessons, lecturing, and note-taking. 3. Use of sports medical journals, literature, video clips, and sports medical articles. 4. Examination of current issues. 5. Active review for unit test (technology). 6. Unit test. 	<p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> • collaborate with members of a group (e.g., listen and speak respectfully, ask questions, take turns, cooperate, disagree courteously) to achieve a common purpose (e.g., create a visual representation, debate an issue) • assess the accuracy, reliability, and relevance of collected information by <ul style="list-style-type: none"> - determining examples of bias and points of view in information - identifying the data collection methods (e.g., poll, census, interview, survey) - determining currency of information - determining consistency with information obtained from other sources on the same topic (corroboration)

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<p>Unit 6: Sports Medicine Careers</p>	<ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1. Introduction to Sports Medicine Careers which includes: navigation, collection of articles, and career options in various fields 2. Teacher created lessons, text-based lessons, lecturing, and note-taking. 3. Use of sports medical journals, literature, video clips, and sports medical articles. 4. Examination of current employment. 5. Complete a career search. 	<p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> • give examples of critical-thinking processes (e.g., questioning hypothesizing, inferring, predicting, summarizing, verifying, identifying relationships and patterns, using analogies, comparing, classifying, drawing conclusions, defending a position, reassessing a position) • integrate new information into existing knowledge and beliefs • contribute relevant ideas and opinions to discussions about effective reading and viewing • conceptualize the final product and plan the steps to achieve it

I have seen and read the course outline above and the assessment and evaluation, course summary, and explanation of work ethic indicators.

Parent/Guardian Name: _____

Signature: _____

Student Name: _____

Signature: _____

Assessment and Evaluation

Assignments	20%
Tests & Quizzes	20%
Projects & Labs	25%
Mid-term Exam	15 %
Final Exam	<u>20%</u>
	100%

You will need:

3 ring binder and loose leaf paper
pens - blue or black only
pencil, eraser, and ruler,
an agenda (paper or electronic)

Course Summary

This course will offer the opportunity to learn more about sports medicine. Students will gain an understanding of basic health concepts familiar to all medical careers such as anatomy, physiology, and first aid. This course will offer students the opportunity to integrate science, physical skills, clinical experience, and job readiness skills. The main topics of study will include: injury recognition, prevention of injury, sport conditioning, sports nutrition, sports psychology, emergency care, and first aid. Lab work and athletic training skills will consist of taping, emergency procedures, and dealing with special injury/illness conditions.

Classroom Expectations

There is no reason why every student should not meet the expectations as written in the "G" section of the "Work Ethic Indicators" found on this page.

**** Note:** *Teacher reserves right to make alterations to outline as he sees fit.*

Explanation of Work Ethic Indicators

G

You arrive to class on time, prepared with all your supplies, notebooks, texts and other related materials. All your work (home and in class) is completed to the best of your ability. You are making every effort to meet deadlines and due dates and are doing your best to keep your notebooks up-to-date and in good order. During class you are attentive and focused on the various tasks, assignments and projects. You work well in individual and group situations and you appear to be doing your best. You willingly participate and share ideas. You treat yourself, your peers and adults with the respect inherent in the Gospel values. You display good work habits and effort in all that you do.

S

Most of the time you arrive to class on time and are prepared with all your supplies, notebooks, texts and other related materials. Most of your work (home and in class) is completed to the best of your ability. Although you occasionally miss handing in an assignment, you are making an honest effort to meet deadlines and due dates. You usually do your best to keep your notebooks up-to-date and in good order. During class you are attentive and focused on the various tasks, assignments and projects with only occasional lapses. You work fairly well in individual and group situations and, on most occasions, appear to be doing your best. You are willing to participate and share ideas. You treat yourself, your peers and adults with the respect inherent in the Gospel values. You display satisfactory work habits and effort most of the time.

N

You frequently arrive unprepared for class. You are sometimes missing supplies, notebooks, texts and other related materials. On occasion, you are reluctant to put forth the effort to keep your materials and assignments organized. Homework and assignments are often incomplete or poorly done. During class, you are sometimes unfocused and easily distracted. You participate infrequently in class discussions. You sometimes treat yourself, your peers and adults with a lack of the respect inherent in the Gospel values. Your work habits need to improve.
