

Care and Prevention of Athletic Injuries (Sports Medicine)

COMPONENT #: 1-011-304

POINTS TO BE EARNED: 60 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This course is designed to enable the participant to acquire additional knowledge and skills in the care and prevention of athletic injuries. The participant will be able to deal with injury detection, treatment, prevention, rehabilitation, reconditioning and counseling. Each student will be certified in cardiopulmonary resuscitation (CPR) by the American Red Cross and use of the Automated External Defibrillator (AED). Each student will be able to explain the dangers and effects of using performance enhancing drugs, identify the major characteristics of illegal substance abuse problems and able to recommend or refer an identified athlete appropriately. Each student will also be educated in the signs of concussion and appropriate procedures for referral.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input checked="" type="checkbox"/> Implementation |
| <input checked="" type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input checked="" type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment |
| <input type="checkbox"/> PS 5 – Assessment | |

Care and Prevention of Athletic Injuries (Sports Medicine)

COMPONENT #: 1-011-304

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
| <input type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Demonstrate the knowledge of athletic nutrition and the ability to advise athletes concerning nutrition.
2. Identify the skills needed to recognize athletic injury.
3. Display ability in selection of the appropriate athletic injury treatment modalities.
4. Identify the appropriate first aid emergency planning and care procedures in the following:
 - o Cardiopulmonary resuscitation (CPR-must become certified by the American Red Cross)
 - o Unconscious athletic treatment and care
 - o Care of suspected head, neck and spine injured athlete
 - o Consideration of other life threatening circumstances
 - o Use of an AED
5. Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques.
6. Demonstrate techniques of athletic injury counseling methodology.
7. Show evidence of knowledge of and application for playing conditions and athletic facilities in order to prevent injury and enhance athletic performance in the following areas:
 - o Selection of appropriate athletic uniforms
 - o Protective equipment
 - o Sanitary maintenance of the foregoing
8. Identify the major characteristics of illegal substance use problems being able to refer the identified athlete appropriately.
9. Demonstrate knowledge of the dangers and effects of using performance enhancing drugs.
10. Demonstrate the appropriate health related policies and procedures in the following areas:
 - o Parental medical consent
 - o Establish policy/guidelines regarding health of athletes
 - o Referral procedures
 - o Medical examinations
 - o Knowledge of role/importance of athletic trainer
 - o On-call physician
11. Understand the importance of Im-PACT testing.
12. Recognize the importance of knowledge of sports medicine as a lifelong activity.

PART II – LEARNING

Care and Prevention of Athletic Injuries (Sports Medicine)

COMPONENT #: 1-011-304

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

Laboratory activities shall consist of methods, techniques, and recommended operational procedures by certified trainers and physicians through lectures, demonstrations and individual/group applications. Activities include, but are not limited to, the following:

1. Learn the application of standard first aid.
2. Learn CPR (American Red Cross certification standards).
3. Learn taping and wrapping techniques.
4. Learn conditioning and rehabilitation methods.
5. Be trained in Im-PACT testing.
6. Study anatomy and physiology as related to sports medicine.
7. Learn about performance enhancing drugs, the dangers of using them and how to refer an identified athlete appropriately.
8. Attend lectures and discussions.
9. Develop a plan for implementation of an athletic training room at the high school level.

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator’s practice through reflection,

Care and Prevention of Athletic Injuries (Sports Medicine)

COMPONENT #: 1-011-304

assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

- Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Date Approved: 5/20/2014

Department: Division of Athletics, Activities and Accreditation

Name of Author/Position: Karen D. Cohn - Instructional Support Specialist