

# **PLANNED INSTRUCTION**

## **A PLANNED COURSE FOR:**

**Athletic Training 1**

**Curriculum writing committee:**

**Sean Giblin**

**Grade Level: 10-12**

**Date of Board Approval: \_\_July 14, 2022\_\_\_\_\_**

## Course Weighting: Athletic Training 1

Participation	25%
Classwork	35%
Projects	30%
Quiz/Test	10%
Total	100%

## Curriculum Map

**Overview:** The Athletic Training I course is a one semester course which is designed for students interested in the field of sports medicine. The course includes class work and practical hands-on application in the following areas: Sports medicine, professions associated with athletic health care, sports medicine team, Athletic Training, history and development, skills required, liability and risk management, the central training room and management of the training room, student aid program and roles and responsibilities in athletic training.

### Goals:

- Appreciate the professional opportunities in the field of sports medicine.
- Describe the different professions associated with athletic health care.
- Describe the role certified athletic trainers play in the athletic health care system.
- Describe the modern central training room and list its specifications.
- Identify the different modalities used in the central training room.
- Define emergency preparedness.
- List the components of the emergency action plan.
- Discuss the needs and overall goals of the pre-participation physical examination.
- Describe the science behind progressive resistance exercise.
- Explain how good nutritional habits lead to increased athletic performance and good health.
- Describe dietary supplements and their effect on the body.
- Discuss the importance of sports psychology on athletic performance.
- Explain the difference between assessment, evaluation, and diagnosis of an injury.
- Explain the use and effectiveness of physical modalities.
- Describe the importance of taping and wrapping in athletics.

**Big Ideas:**

Big Idea #1: Sports medicine specialists have training that allows them to specifically address the needs of athletes.

Big Idea #2: Athletic Training is a specialized field of care to individuals involved in exercise and athletics.

Big Idea #3: The central training room is a multipurpose facility designed to accommodate a variety of athletic training needs.

Big Idea #4: Safety impacts individual and community well-being.

Big Idea #5: Quality lifelong movement is based on scientific concepts and principles.

Big Idea #6: Community well-being is dependent upon a balance of personal and social responsibility.

**Textbook and Supplemental Resources:****Textbook:**

France, Robert. *Introduction to Sports Medicine and Athletic Training*, Cengage Learning, 3<sup>rd</sup> Edition, 2020.

**Supplemental Resources:****PRINT TEXTS:**

Orthopedic Taping, Wrapping, Bracing, and Padding. 2<sup>nd</sup> Edition; Joel W. Beam, 2012

Examination of Orthopedic and Athletic Injuries, 3<sup>rd</sup> Edition; Chad Starkey, Sara Brown, Jeff Ryan, 2010

Cramer Basic Athletic Training, Kenneth Wright and William Whitchill.

**WORKBOOKS:**

Sports Medicine Essentials, Jim Clover, 2007

The Anatomy Coloring Book, Wynn Kapit, Lawrence M. Elson, 2012

**OTHER RESOURCES:**

StudyWare tm interactive activities and quizzes, Sports Medicine and Athletic Training online companion for 3-D animations and PowerPoint slides, teacher-developed activities, teacher-developed rubrics and scoring guidelines.

# Curriculum Plan

**Unit: 1 Sports Medicine and Athletic Training**

**Time Range in Days: 26 days**

**Standard(s):** PA Academic Standards for Health and Physical Education

**PA Academic Standards:** 10.1.12.B; 10.2.12.B; 10.3.12.B; 10.4.12.B; 10.3.9.B; 10.4.9.C; 10.5.9.D; 10.5.12.A; 10.5.12.B; 10.5.12.E

## **Eligible Content:**

- Sports medicine is the multidisciplinary approach to health care for those involved in exercise and sports.
- Professions associated with sports medicine and others associated with athletics make up the Athlete's Circle of Care.
- Athletic training is the rendering of specialized care to individuals involved in exercise and athletics.
- Certified athletic trainers are individuals who enjoy exercise, sport, and recreation. They possess skills that allow them to work with people, solve problems, work under stress, analyze injuries, and communicate in a clear, precise manner.
- The Athlete's Bill of Rights is a series of standards that express the athlete's right to: have fun through sports; participate at a level commensurate with his or her maturity level; have qualified adult leadership; and participate in a safe and healthy environment.
- Risk management is an essential part of the certified athletic trainer's job to avoid lawsuits.

## **Objectives:**

1. Students will be able to define sports medicine, athletic trainer, liability, and risk management (DOK1).
2. Students will be able to define, explain and analyze the various professions associated with sports medicine (DOK4).
3. Students will be able to state the five steps in the circle of care (DOK1).
4. Students will be able to define, explain, and analyze the code of conduct of an athletic trainer (DOK4).
5. Students will be able to describe the various work settings for an athletic trainer (DOK1).
6. The students will be able to compare and contrast the different organizations for certified athletic trainers (DOK3).
7. Students will be able to cite the educational courses needed to become an athletic

- trainer (DOK1).
8. Students will be able to cite the Athlete's Bill of Rights (DOK1).
  9. Students will be able to define liability and risk management (DOK1).
  10. Students will be able to apply concepts of ethics and liability to real-life athletic training situations (DOK4).

**Core Activities and Corresponding Instructional Methods:**

1. Integrate academic and content vocabulary activities.
  - Direct instruction and practice, word games, and using smart board for the visual learners.
2. Students will read hand-outs on subject matter.
  - Direct instruction and practice. Group discussion, small group guided practice.
3. Students will fill in charts of the circle of care.
  - Direct instruction and practice. Visualization using the smart board.
4. Analyze the various jobs associated with sports medicine.
  - Class handouts, direct instruction, and visualization using the smart board.
5. Analyze the steps for the circle of care.
  - Direct instruction and practice
  - Material hand-outs and charts to care for an injured athlete. Visualization using the smart board, and small group activities.
6. Participate in practical experience.

**Assessments:**

**Diagnostic:**

1. Student will take prepared pre- chapter outline quizzes on each unit.

**Formative:**

1. Students will keep a notebook on key terms, and all class notes. Notebooks will be graded weekly.
2. Students will complete homework, worksheets, and diagrams, on subject matter. Each assignment will be graded.
3. Students will develop a flow chart for the circle of care.
4. Students will complete independent and cooperative learning assignments.
  - Analysis of sports medicine professions
  - Review of Athletic Training Education Programs
5. Students will have written quizzes on sports medicine professions, education, and job details.

**Summative:**

1. Students will be given unit test.
2. Students will be given skills test.

## **Unit 2: The Central Training Room**

**Time Range in Days: 19 days**

**Standard(s):** PA Academic Standards for Health and Physical Education

**PA Academic Standards:** 10.1.12.B; 10.2.12.B; 10.3.12.B; 10.4.12.B; 10.3.9.B; 10.4.9.C; 10.5.9.D; 10.5.12.A; 10.5.12.B; 10.5.12.E

### **Eligible Content:**

- The central training room should be adequately designed to promote the proper care of both male and female athletes.
- The specifications of the training room should be appropriate size the needs of the athletic program and include a wet area, a taping area, a treatment area, and an exercise and rehabilitation area.
- Documentation is important to preserve the confidentiality of privileged information.
- Inventory tracking and ordering supplies are important to maintain tight budgets.
- The central training room must be supplied with consumable supplies, non-consumable supplies, and equipment.
- The different modalities used in the training room are mechanical, thermal, and electrical.
- The OSHA standards that apply to the training room are put in place for the protection and safety of workers who are at risk of exposure to blood borne pathogens.

### **Objectives:**

1. Students will be able to define the term for an athletic training room (DOK1).
2. Students will be able to define, explain and analyze the specifications of a central training room (DOK4).
3. Students will be able to summarize the importance of inventory tracking and ordering supplies (DOK2).
4. Students will be able to define the different types of supplies and equipment used in the athletic training room (DOK1).
5. Students will be able to compare and contrast the different supplies and equipment used in the athletic training room (DOK3).
6. Students will be able to compare and contrast the different modalities used in the athletic training room (DOK3).
7. Students will be able to interpret the importance of different standards that apply to the athletic training room set by OSHA (DOK2).

**Core Activities and Corresponding Instructional Methods:**

1. Integrate academic and content vocabulary activities.
  - Direct instruction and practice, word games, visualization using smart board.
2. Students will read hand-outs on subject matter.
  - Direct instruction and practice. Group discussion, small group guided practice.
3. Students will design a central training room.
  - Direct instruction and practice. Visualization using the smart board. Small group guided practice.
4. Students will prepare a budget for the training room.
  - Class handouts, direct instruction, and visualization using the smart board.
  - Small group activities.
5. Students will analyze the documents used in a training room.
  - Direct instruction and practice.
  - Material hand-outs and documents used in caring for an injured athlete. Visualization using the smart board, small group activities, hands on exercises in filling out documents.

**Assessments:****Diagnostic:**

1. Student will have prepared pre- chapter outline quizzes on each unit.

**Formative:**

1. Students will keep a notebook on key terms, and all class notes. Notebooks will be graded weekly.
2. Students will complete homework, worksheets, and diagrams, on subject matter. Each assignment will be graded.
3. Students will develop a:
  - Central training room.
  - Budget for the training room.
  - Different documents for different treatments.
4. Students will complete cooperative learning assignments.
5. Students will have written quizzes.

**Summative:**

1. Students will be given a unit test.
2. Students will be given a skills test.

### **Unit 3: The Central Training Room**

**Time Range in Days: 19 days**

**Standard(s):** PA Academic Standards for Health and Physical Education

**PA Academic Standards:** 10.1.12.B; 10.2.12.B; 10.3.12.B; 10.4.12.B; 10.3.9.B; 10.4.9.C; 10.5.9.D; 10.5.12.A; 10.5.12.B; 10.5.12.E

#### **Eligible Content:**

- The emergency action plan is a systematic approach to handling emergencies. It is necessary to implement to avoid mistakes and inadequate treatment.
- The difference between a defined medical emergency and a nonemergency is the threat of loss of limb or life.
- The pre-participation physical examination is needed to help identify athletes at risk of specific types of injuries and identify preventative techniques to avoid injury.
- Preseason conditioning allows athletes to gradually build up to a level of activity that will be expected of them on the playing field.
- Athletic performance can be enhanced by a sound understanding of nutritional principles.
- Dietary supplements are products that are believed to enhance the diet.
- Athletes use performance enhancers because they believe that the substances will improve athletic performance, strength and endurance.
- Sports psychology is a rapidly growing field in which practitioners guide athletes at all levels to find increased success and happiness.
- Assessment and evaluation means compiling subjective and objective data related to the presenting signs and symptoms of a particular injury. Diagnosis is the ability to take the data and make a scientifically based statement specifying the disease or injury process.

#### **Objectives:**

1. Students will be able to define emergency preparedness (DOK1).
2. Students will be able summarize the importance of a written action plan for emergencies (DOK2).
3. Students will be able to apply emergency preparedness principles to create an emergency action plan for the school district (DOK4).
4. Students will be able to distinguish between office-based and station-based physical exams (DOK3).
5. Students will be able to compare and contrast modes of training (DOK3).
6. Students will be able to design a preseason strength and conditioning plan for an athlete (DOK4).



7. Students will be able to analyze their current meal plan and make appropriate modifications to comply with current nutritional guidelines (DOK4).
8. Students will be able to identify at least four examples of popular dietary supplements on the market today (DOK1).
9. Students will be able to summarize goal setting and its effect on motivation (DOK2).
10. Students will be able to summarize the benefits and dangers of stress (DOK2).
11. Students will be able to summarize the difference between assessment, evaluation, and diagnosis of an injury (DOK2).
12. Students will be able to identify patterns of the various factors that influence the type and severity of athletic injuries (DOK2).

**Core Activities and Corresponding Instructional Methods:**

1. Integrate academic and content vocabulary activities.
  - Direct instruction and practice, word games, and using smart board for the visual learners.
2. Students will read hand-outs on subject matter.
  - Direct instruction and practice. Group discussion, small group guided practice.
3. Students will create emergency action plan for one athletic facility.
  - Direct instruction and practice. Visualization using the smart board.
4. Students will prepare to be certified in CPR/AED.
  - Class handouts, direct instruction, and visualization using the smart board.
5. Students will create a preseason conditioning program for one sport.
  - Direct instruction and practice.
  - Material hand-outs and charts. Visualization using the smart board, and small group activities.
6. Students will use a dietary analysis program to explore nutritional habits.
  - Direct instruction and practice
  - Class handouts
6. Students will research performance enhancers and their effect on athletic performance.
  - Direct instruction
  - Individual research
  - Video demonstration
7. Students will draw up a personal goal-setting program.
  - Direct instruction and practice
  - Class handouts
8. Students will analyze the role of stress in their lives.
  - Direct instruction
  - Individual research
  - Video demonstration
9. Students will fill in SOAP notes for fictional injury scenarios.
  - Direct instruction
  - Individual research

- Video demonstration
10. Students will observe application of roles and responsibilities in practical experience.

**Assessments:**

**Diagnostic:**

1. Student will take prepared pre- chapter outline quizzes on each unit.

**Formative:**

1. Students will keep a notebook on key terms, and all class notes. Notebooks will be graded weekly.
2. Students will complete homework, worksheets, and diagrams, on subject matter. Each assignment will be graded.
3. Students will complete cooperative learning assignments.
4. Students will have written quizzes.

**Summative:**

1. Students will be given unit test.
2. Students will be given skills test.

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