

Peach County High School

Sports Medicine

Syllabus

Instructor(s)	Tripp Youngblood
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Course Description:	Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare.
Course Objectives:	Mastery of these standards through project-based learning, technical-skills practice, and leadership-development activities of the career and technical student organization will provide students with a competitive edge for entry into either the healthcare global marketplace or a postsecondary institution to pursue further education and training. During the 2 nd Semester, students will complete the End of Pathway Assessment (EOPA). This test cannot be exempted and is required of all 3 rd level students.
Course Materials:	I allow students to organize the way that's best for them. Most of our assignments will be completed on TEAMS. Students will join our Teams page during the first few days of school. Recommendations: notebook or binder for taking notes, folder for diagrams and handouts, Pens/pencils, paper, color pencils. Remind-7c2c28
School Wide Classroom Behavior Expectations:	<ul style="list-style-type: none"> • Be Respectful, Responsible, and Safe. • Be on time and seated. • Stay on task. • Personal electronic devices should be silenced and put away. • Come prepared and be ready to learn. • Use materials appropriately and keep the area clean. • Use appropriate language/voice level.
District/School Wide Grading Policy:	<p>Grades are issued at the end of the year on the student report card. Progress reports will be issued every 6 weeks. Parents/Guardians can monitor their student's progress in each of their classes (except for Dual Enrollment College Classes) through the Infinite Campus Parent Portal. For assistance with logging into the parent portal contact Lisa Clements, the Data Specialist, or refer to the JCHS homepage for instructions under Parent Resources.</p> <p>Grading Scale: A: 90 – 100 B: 80 – 89 C: 70 – 79 F: 69 and below INC: Incomplete WD: Withdrawn</p> <p>Category Weights: Formative Assignments: 35%, Summative Assignments 45%, Final Exam 20%</p>

District/School Wide Redo Policy:	<p><u>Students may redo a maximum of 6 daily/formative assignments and 2 tests per semester. Students must have completed the initial assignment.</u> (For example, simply writing your name on the test or making random multiple-choice answers does not constitute an attempt on the initial assignment.) Redo assignments must be completed within 10 days after the progress report is issued for that 6-week period. Students should work with teachers to schedule a redo. The higher grade of the two attempts will be the grade that is recorded in Infinite Campus.</p>
School Wide Make-up Work Policy:	<p>Students can make-up any work missed during an absence within the designated timeframe. This includes Excused Absences (EXA), Unexcused Absences (UXA), and/or Suspension (OSS) day(s) Students returning to school from absences must work with the teacher to establish a timeline for submitting missed work within five school days of returning to school. Students should be allowed a minimum of 3 days per day absent to complete missing work.</p>
Plagiarism Policy:	<p>All work submitted for credit must be your own work. If a student is caught or reported in the act of cheating or plagiarizing said student will receive a zero for the assignment with no chance for a redo. The parent or guardian will be contacted. Research assignments without references cited properly is also considered plagiarism.</p>
Electronic Communication Device Policy:	<p>Definition of Electronic Communication Devices (ECD). ECD includes but is not limited to the following: cell phones, headphones, earbuds/pods, Smart Watches, video and musical devices, cameras, Bluetooth's or any other ECD. They are considered a distraction to instruction. <u>Students are not permitted to use ECD including headphones during instructional time.</u> A student will be considered in violation of the ECD policy if he/she is using an ECD during instructional time. <u>All (ECDs) must be silenced during the school day and should not be visible for any reason in the classroom.</u> In addition, no student shall photograph, videotape, record, reproduce, capture, transmit, upload via any (ECD), another student, staff member or test/class information while on district property, without the expressed prior permission of the student or staff member</p>
Classroom Expectations & Procedures:	<p>CLASSROOM RULES: NO CELL PHONE USE IN CLASS. Any cell phones seen or heard during class will be taken up according to the school handbook. Be seated and be ready to begin when the bell rings. Respect others in the class. Food and drink is not allowed, but water is acceptable in a closed container not on the desk. Do not damage classroom or materials. If damaged, student is responsible to replace damaged material. Do not sleep or put head down in class. Do not talk while others are talking or during announcements. Do not work on other assignments while in class. Use restroom before or after class. Be sure that you are familiar with the school handbook that outlines school policies. If you miss the day before a test, you will be expected to take the test with the rest of the class.</p>
Attendance/Tardy Policy:	<p>See handbook page 24. Students will receive a discipline referral after the 5th unexcused tardy. Tardy is defined as being outside the classroom when the late bell stops ringing. Students are responsible for all work missed due to absence. See make up work policy above.</p>
Tutoring Schedule:	<p>Tutoring can be scheduled on a case-by-case basis. There is no set tutoring schedule due to Athletic Training and HOSA commitments.</p>
Course Outline:	<p>HS-SM-1 Demonstrate employability skills required by business and industry. (This will be graded by a Summative performance rubric that will be tracked throughout the year.) HS-SM-2 Analyze anatomic positions, directional terms, movements, and postures as related to the appendicular skeleton. HS-SM-3 Identify and utilize proper communication methods and scope of practice protocol that will demonstrate professional, ethical care within the physical medicine setting. HS-SM-4 Demonstrate injury classifications and evaluations. HS-SM-5 Analyze and describe the basic principles and concepts of healing. HS-SM-6 Demonstrate the steps of Basic Life Support (BLS) with Automated External Defibrillator</p>

(AED). Assess and manage patients with bleeding, bony injuries, soft tissue as well as musculoskeletal injuries. Completion of this standard will enable students to obtain certifications in the American Heart Association (AHA) Basic Life Support, American Red Cross (ARC) CPR, or American Safety and Health Institute's (ASHI) CPR, as well as First Aid certification with either the American Red Cross or the American Heart Association.

HS-SM-7 Identify and describe pathogens commonly encountered in physical medicine and demonstrate appropriate infection control principles.

HS-SM-8 Analyze the anatomy, muscular structure, vascular structure, Range of Motion (ROM), Manual Muscle Tests (MMT) and special tests, as well as prevention and treatment, of the upper extremity.

HS-SM-9 Analyze the anatomy, muscular structure, vascular structure, Range of Motion (ROM), Manual Muscle Tests (MMT) and special tests, as well as prevention and treatment, of the lower extremity.

HS-SM-10 Analyze the anatomy, muscular structure, vascular structure, and describe the mechanisms, signs and symptoms and potential complications associated with head and facial injuries.

HS-SM-11 Analyze the anatomy, muscular structure, vascular structure, ROM, MMT and special tests, as well as prevention and treatment, of the spine.

HS-SM-12 Analyze the anatomy, muscular structure, vascular structure, ROM, and special tests, as well as prevention and treatment, of the thoracic and abdominal regions.

HS-SM-13 Evaluate the importance of nutrition in physical medicine.

HS-SM-14 Demonstrate the process for basic assessment (i.e. vital signs, height, weight, etc.), monitoring, and reporting/recording patient/client's health status.

HS-SM-15 Analyze and describe the basic principles and concepts of rehabilitation.

HS-SM-16 Analyze and describe the principles of pharmacology.

HS-SM-17 Analyze and describe the appropriate use of therapeutic modalities.

HS-SM-18 Analyze and describe the principles of sports psychology.

HS-SM-19 Explore how related student organizations are integral parts of career and technology education courses through leadership development, school, and community service projects, entrepreneurship development, and competitive events.

Return the last page to the teacher stating that you understand all the expectations and policies outlined.

STATEMENT OF UNDERSTANDING

I have received a copy of the syllabus for **Course** from **Teacher Name**. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand the requirements set forth in the syllabus and my responsibility to fulfill those requirements in a professional manner.

Print Name (Student)

Print Name (Parent/Guardian)

Student Signature

Parent/Guardian Signature

Parent/Guardian Email

Parent/Guardian Phone Number

What is the best method and times to discuss information with you regarding your student?