



Course Syllabus

Franklin High School		2020-2021
DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator as a pdf ("File-download-PDF document") by 9/28/20 . Syllabi will be posted on the FHS website under your name for the public to view.		
Course Overview		
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Advanced Sports Medicine		
Instructor Name: Sherden	Contact Info: dsherden@pps.net	
Grade Level(s): 10-12		
Credit Type: (i.e. "science", "elective") elective	# of credits per semester: 1.0	
Prerequisites (if applicable): 10th graders must have successfully completed Sports Medicine 1-2 (Beginning Sports Medicine. 11th and 12th graders may enroll without prerequisite.		
General Course Description: An in-depth look at selected athletic injuries, mechanisms, evaluation techniques, and treatment methods.		
<u>Prioritized</u> National/State Standards:1.2 Diseases and Disorders 1.21 Describe common diseases and disorders of each body system (such as: cancer, diabetes, dementia, stroke, heart disease, tuberculosis, hepatitis, COPD, kidney disease, arthritis, ulcers). a. Etiology b. Pathology c. Diagnosis d. Treatment e. Prevention 1.22 Discuss research related to emerging diseases and disorders (such as: autism, VRSA, PTSD, Listeria, seasonal flu). 1.23 Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease. a. Gene testing b. Gene therapy c. Human proteomics d. Cloning e. Stem cell research 1.3 Medical Mathematics 1.31 Demonstrate competency in basic math skills and mathematical conversions as they relate to healthcare. a. Metric system (such as: centi, milli, kilo) b. Mathematical (average, ratios, fractions, percentages, addition, subtraction, multiplication, division) c. Conversions (height, weight/mass, length, volume, temperature, household measurements) 1.32 Demonstrate the ability to analyze diagrams, charts, graphs, and tables to interpret healthcare results. 1.33 Demonstrate use of the 24-hour clock/military time. Foundation Standard 2: Communications Demonstrate methods of delivering and obtaining information, while communicating effectively. 2.1 Concepts of Effective Communication 2.11 Model verbal and nonverbal communication. 2.12 Identify common barriers to communication. a. Physical disabilities (aphasia, hearing loss, impaired vision) b. Psychological barriers (attitudes, bias, prejudice, stereotyping) 2.13 Identify the differences between subjective and objective information. 2.14 Interpret elements of communication using basic sender-receiver-message-feedback model. 2.15 Practice speaking and active listening skills. 2.16 Modify communication to meet the needs of the patient/client and be appropriate to the situation. 2.2 Medical Terminology 2.21 Use common roots, prefixes, and suffixes to communicate information. 2.22 Interpret medical abbreviations to communicate information. a. Common abbreviations b. Joint Commission official "Do Not Use List" 2.3 Written Communication Skills 2.31 Utilize proper elements of written and electronic communication (spelling, grammar, and formatting). 2.32 Prepare examples of technical, informative, and creative writing. Copyright 2015 Page 3 of 7 Foundation Standard 3: Systems Identify how key systems affect services performed and quality of care. 3.1 Healthcare Delivery Systems 3.11 Compare healthcare delivery systems. a.		



Non-profit and for profit (such as: hospitals, ambulatory facilities, long-term care facilities, home health, medical and dental offices, mental health services) b. Government (such as: CDC, FDA, WHO, OSHA, Public Health systems/Health Departments, Veteran's Administration) c. Non-profit (such as: March of Dimes, American Heart Association) 3.12 Describe the responsibilities of consumers within the healthcare system (such as: self-advocacy, patient compliance, provider and consumer obligations). 3.13 Assess the impact of emerging issues on healthcare delivery systems (such as: technology, epidemiology, bioethics, socioeconomic). 3.14 Discuss healthcare economics and common methods of payment for healthcare. a. Private health insurance (such as: Blue Cross, Affordable Care Act - ACA) b. Managed care (such as: HMOs, PPOs, medical home) c. Government programs (Medicare, Medicaid, Tricare, and Workers' Compensation)

Course Details

Learning Expectations

Materials/Texts:
Various handouts and articles.

Course Content and Schedule:
Introduction/Planes and Directions
Knee Injuries
Head Injuries
Back and Neck Injuries
Ankle Injuries
Sudden Death in Sports
Internal Injuries
Shoulder Injuries
Final Research Project

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):
All accommodations in student IEPs will be observed.
Instructors will be available for tutorial during tutorial periods or by appointment.
Extra credit opportunities will be available.

Safety issues and requirements (if applicable):
All students will be bound by a laboratory safety contract

Classroom norms and expectations:
Teachers and students will conduct themselves in a manner consistent with a professional health care setting.

Evidence of Course Completion

Assessment of Progress and Achievement:

The student will answer theoretical and application questions on information covered in class and reading assignments.

The student will participate in hands-on laboratory activities, demonstrating competency and skills gained.

The student will research a specific injury of his/her choice, write a research paper and present to the class.

Assessments will include quizzes, exams, laboratory activities and written assignments.

Progress Reports/Report Cards (what a grade means):

A: Thorough mastery of all concepts. Able to apply concepts to new information and situations

B: Good mastery of all concepts. Able to explain concepts.

C: Adequate mastery of most or all concepts. Able to answer questions about concepts.

D: Minimum acceptable mastery of key concepts. Able to state facts about concepts.

F: Inadequate evidence of sufficient mastery. Unable to demonstrate mastery of key concepts.

Career Related Learning Experience (CRLEs) and Essential Skills:

- ✘ Field trips
- ✘ Career Related Learning Experiences (CRLE's)
- ✘ Internships or other Career Related
- ✘ Multiple guest speakers will present during tutorials on career related and other topics

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?

- ✘ email, phone calls, conferences, and on-line meetings.

Personal Statement and other needed info

Students who successfully complete this course are eligible to apply for Sports Medicine 5-6 (Sports Medicine Clinic), an afterschool class (for credit) involving real-world experiences working with Franklin's certified Sports Medicine staff, observing and assisting in the evaluation and treatment of athletic injuries.

