



Table of Contents

TSATA Sports Medicine I

Section I. Introduction

Section II. Overview/Purpose of the Course

(1) Course Design

(2) Required Qualifications for Instructors

Section III. Purpose and Course Description

Section IV. Course Topics

CONCEPTS OF SPORTS INJURY
THE ATHLETIC HEALTH CARE TEAM
THE LAW OF SPORTS INJURY
SPORTS-INJURY PREVENTION
EQUIPMENT FITTING
THE PSYCHOLOGY OF INJURY
NUTRITIONAL CONSIDERATIONS
EMERGENCY PLAN AND INITIAL INJURY EVALUATION
CPR
THE INJURY PROCESS
REHABILITATION
INJURIES TO THE HEAD, NECK, AND FACE
INJURIES TO THE THORACIC AND COCCYGEAL SPINE
INJURIES TO THE SHOULDER REGION
INJURIES TO THE ARM, WRIST, AND HAND
INJURIES TO THE THORAX AND ABDOMEN
INJURIES TO THE HIP AND PELVIS

INJURIES TO THE THIGH, LEG, AND KNEE
INJURIES TO THE LOWER LEG, ANKLE, AND FOOT
SKIN CONDITIONS IN SPORTS
BLOOD BORNE PATHOGENS
THERMAL INJURIES
NATA POSITION STATEMENT: EXERTIONAL HEAT ILLNESS
OTHER MEDICAL CONCERNS
THE ADOLESCENT ATHLETE: SPECIAL MEDICAL CONCERNS

Section IV. Major resources and materials to be used in the course:

Section V. Required activities and sample optional activities to be used:

Section VI. Methods for evaluating student outcomes:

TSATA Sports Medicine I

SECTION I.

Introduction

The Texas State Athletic Trainers' Association is proud to sponsor this Texas Education Agency Innovative Course. The TSATA Board of Directors chose to sponsor this class as a beginning step in the recognition of the importance of the licensed athletic trainer by the TEA in the state of Texas. This process has been spearheaded by the TSATA Executive Director, Spanky Stephens, and David Anderson, our lobbyist, from Hillco Partners in Austin. There are plans to develop a Sports Medicine II class which has been requested by the TEA.

This Instructor's Course was developed as a requirement for sponsoring organizations for innovative courses by the TEA. We all agree that athletic trainers are completely qualified to teach a class such as Sports Medicine I, but this TEA requirement must be fulfilled.

This standardized curriculum will allow any school district in the state of Texas to teach this course under the TSATA guidelines. School districts will no longer be required to submit an innovative class application to teach Sports Medicine I, unless they choose to offer a class with a different curriculum.

The TSATA would like to thank Ed Sunderland, ATC, LAT, MS, and David Gish, ATC-LAT, MEd for their efforts in developing this Instructor's Course. These dedicated professional athletic trainer educators have spent many hours in constructing this course to give each participant the resources and strategies to make an effective Sports Medicine class for their students.

I would also like to publicly thank the members of the TEA Task Force, as well as other TSATA members that contributed to this effort.

Dennis Hart, LAT-ATC, MEd

TEA Curriculum Committee, Chair

Section II. Overview

This course provides an opportunity for the study and application of the components of sports medicine including sports medicine, concepts of sports injury, athletic healthcare team, sports injury law, sports injury prevention, sports psychology, nutrition, recognition of injuries, emergency action plan and initial injury evaluation, first aid/CPR/AED, the injury process, immediate care of athletic injuries of specific body areas, skin conditions in sports, blood borne pathogens, thermal injuries, and special medical concerns of the adolescent athlete.

Number of credits that may be earned: One

PEIMS code: N1150040

Required qualifications of instructors:

A teacher of the Texas State Athletic Trainers Association (TSATA) Sports Medicine I, II, and III courses must hold a valid Texas secondary teacher certificate.

School district board of trustees has the option to issue a school district teaching permit (SDTP) for individuals who are not certified to teach. The type of SDTP for sports medicine courses would be for "Noncore Academic CTE Courses" by Authority of the School District Board of Trustees. As directed on the form, the employing school district shall submit the completed application form.

The instructor of any TSATA Sports Medicine innovative course shall:

1. Be a licensed athletic trainer by the Texas Department of Licensing and Regulation;
2. Have completed the TSATA Sports Medicine Instructor's Curriculum Course; and
3. Hold the TSATA Sports Medicine Instructor certificate.

For more information about the instructor course please visit

<http://www.tsata.com/sports-medicine-courses/>

For more information on school district teaching permits, visit the TEA webpage at <http://tea.texas.gov/index2.aspx?id=25769812546>

SECTION III. Purpose of the Course**Description of the specific student needs to be met in this course:**

Students, in general, are unaware of the variety of careers offered in medicine, specifically sports medicine, the education required for those careers, and the responsibilities that accompany the careers.

Sports Medicine I acknowledges student interest in medical professions and sport related fields of study provides instruction and skills to students who are interested in medical related careers, including sports medicine, athletic training, orthopedics, and physical therapy.

SECTION IV. Course Topics**Essential Knowledge and Skills of the course:**

(a) General requirements. Students shall be awarded one credit for the successful completion of this course.

(b) Introduction

(1) In Sports Medicine I, students will acquire an introduction into the various health related professions involved in Sports Medicine careers. Sports Medicine I is for students interested in medical careers.

(2) Sports Medicine I is designed to provide students with the opportunity for the study of the knowledge and skills in the components of sports medicine including sports medicine, concepts of sports injury, athletic healthcare team, sports injury law, sports injury prevention, sports psychology, nutrition, emergency action plan and initial injury evaluation, first aid/CPR/AED, the injury process, immediate care of athletic injuries of specific body areas, skin conditions in sports, bloodborne pathogens, thermal injuries, and special medical concerns of the adolescent athlete.

(c) Knowledge and Skills

(1) Concepts of sports injury. The student analyzes the concept of sports injury and the areas of concern for sports participants. The student is expected to:

- (A) define the criteria for a sports injury;
- (B) explain what constitutes a catastrophic sports injury;
- (C) discuss the classifications of injury;
- (D) classify the severity of an injury as it relates to sprains and strains;
- (E) describe open, closed, commuted, and avulsion fractures;
- (F) describe closed and open dislocations;
- (G) identify the epidemiology of fractures and dislocations;
- (H) describe the risks associated with team and individual sports; and
- (I) identify the incidence rate of injuries identified in various sports.

(2) Athletic health care team. The student identifies and describes the responsibilities of the sports medicine team. The student is expected to:

- (A) define sports medicine and explain the roles of the athletic trainer and team physician in the sports medicine team;
- (B) identify the first responder training required in secondary schools;
- (C) explain the services that should be provided to a secondary school by a team physician;
- (D) explain the role and the curriculum requirements to become Board of Certification-certified athletic trainer; and
- (E) research and discuss professional medical organizations that promote the study of sports medicine.

(3) Sports injury law. The student investigates and evaluates the legal considerations in the management of sports injuries. The student is expected to:

- (A) define the terms tort and negligence and describe commission and omission negligence;
- (B) describe the criteria used to evaluate and establish proof of negligence;
- (C) discuss the Texas Good Samaritan law, including its legal implications

- for school personnel such as coaches or athletic trainers;
 - (D) describe appropriate procedures to limit liability in the instance of a sports injury;
 - (E) explain Health Insurance Portability and Accountability Act (HIPPA) of 1996 and describe its application when managing a sports injury incident;
 - (F) research and discuss local district policy and procedures related to civil litigation; and
 - (G) discuss the ethics of sports-injury care for athletes.
- (4) Sports injury prevention. The student differentiates and analyzes the important elements of preventing sports injuries. The student is expected to:
- (A) differentiate between intrinsic and extrinsic causative factors leading to sports injury;
 - (B) explain the advantages of the “coordinated team approach” for pre-participation physical examination;
 - (C) describe the components of fitness that can aid in sports injury prevention, such as speed, strength, agility, coordination;
 - (D) analyze the relationship between volume, intensity, and frequency of training as they relate to periodization;
 - (E) explain Range of Motion relating to joint movement;
 - (G) explain the advantages and disadvantages of stretching exercises;
 - (H) discuss potential hazards and prevention strategies for athletes in high-risk sports;
 - (I) explain the influence that dietary habits, regardless of sport, have on overall performance and recovery from injury;
 - (J) describe the importance of monitoring extrinsic risk factors for sports injury by athletic trainers, coaches, and administrators;
 - (K) identify the role of protective equipment in the prevention of injuries; and
 - (L) explain the steps in fitting protective equipment such as football, softball, baseball, and soccer.
- (5) The psychological effects of sports injury. The student examines the role of psychology on the athlete and in relationship to injury or injurious behaviors. The student is expected to:
- (A) describe the variables of personality, such as openness, extraversion, agreeableness, or neuroticism;
 - (B) discuss the relationship between an athlete’s self-concept and the risk of sports injury;
 - (C) analyze the relationship between psychosocial variables and the risk of sports injury;
 - (D) discuss the possible relationship between competitive stress and the psychology of the adolescent athlete;

- (E) investigate the psychological impact of a sports injury on an athlete in terms of stress;
 - (F) discuss the forms of pathogenic eating behaviors practiced by athletes;
 - (G) categorize the sports in which eating disorders occur for both males and females;
 - (H) describe the signs or behaviors that may indicate the development of an eating disorder;
 - (I) assess the harmful effects of pathogenic eating disorders;
 - (J) evaluate the factors relating to the increase of eating disorders in athletes, such as physical appearance, sport environment, biological characteristics, and psychological characteristics; and
 - (K) describe how athletic trainers can share information regarding the prevention of eating disorders and discuss the treatments for pathogenic eating disorders.
- (6) Nutritional considerations in sports. The student analyzes the importance of good nutritional practices for athletic performance. The student is expected to:
- (A) describe the molecular structure of carbohydrates, fats, and proteins, and the importance of vitamins and minerals in the body;
 - (B) describe the recommended levels of protein intake and problems associated with excessive consumption of dietary protein;
 - (C) analyze the short-term effects of repeated episodes of extreme, rapid weight loss;
 - (D) discuss the goals of any sports nutrition program, including preparing the athlete for practice and competition, encouraging the athlete to consume food and beverages during activity, and ensuring adequate recovery following activity;
 - (E) explain the guidelines for a pre-competition diet;
 - (F) identify the recommended percentages of protein, fat, and carbohydrates in an ideal training diet;
 - (G) describe the effects of dietary fasting on muscle tissue;
 - (H) discuss the relationship of nutrition to injury recovery;
 - (I) identify the potential training benefit and side effects of creatine use; and
 - (J) investigate the legal and illegal ergogenic aids used by athletes for performance gains.
- (7) Emergency plan and initial injury evaluation. The student recognizes the importance of developing an emergency plan and a strategy for injury evaluation. The student is expected to:
- (A) describe the components of an effective emergency plan;
 - (B) analyze the considerations to be addressed when coaches are charged with providing emergency care for athletic injuries;
 - (C) describe the initial check and physical exam in the assessment of an

injured athlete;

(D) describe the recommended procedure for opening an airway when a neck injury is suspected;

(E) identify the early symptoms of internal bleeding;

(F) define shock and explain the conditions that may lead to shock;

(G) identify the essential components of a physical exam (survey);

(H) describe the functions of the emergency team with respect to the emergency plan including immediate care of the athlete, emergency equipment retrieval, activation of Emergency Medical Service, directing the Emergency Medical Service to the athlete;

(I) summarize the medical training all personnel involved with organized sports programs should receive; and

(J) analyze the issues pertaining to return-to-play decision made by a medical professional.

(8) Cardiopulmonary resuscitation and automated external defibrillator. The student understands and summarizes the steps of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED). The student is expected to:

(A) explain the steps in performing CPR;

(B) identify and explain the steps in one-rescuer CPR;

(C) identify and explain the steps in two-rescuer CPR;

(D) identify and explain the steps in using an AED;

(E) explain the importance of early defibrillation by first responders;

(F) explain the steps in treating an airway obstruction; and

(9) The injury process. The student analyzes the effects of the injury process on body tissues. The student is expected to:

(A) describe the various mechanical forces that can cause injury;

(B) analyze the physiological effects and the time frame of the healing process for various sports injuries;

(C) evaluate how the injury process affects soft tissue and bone;

(D) define pain and describe the assessment of pain and pain control;

(E) identify the pharmacologic agents commonly used in the healing process;

(F) differentiate between cryotherapy and thermotherapy;

(G) describe the importance of the role of exercise in the healing process; and

(H) discuss the science and art of rehabilitation.

(10) Injuries to the head, neck, and face. The student understands the anatomy, mechanisms of injury, symptoms, emergency procedures, and treatment of injuries to the head, neck, and face. The student is expected to:

- (A) identify the anatomy of the skull, meninges, central nervous system, and face;
- (B) discuss the effects and incidence of head injuries in sports;
- (C) explain the mechanisms of head injuries in sports;
- (D) identify the signs and symptoms of concussion (mild head injury);
- (E) describe the etiology, symptoms, and complications of second impact syndrome;
- (F) differentiate between cranial and intracranial brain injury;
- (G) describe the initial treatment guidelines for a suspected head injury;
- (H) discuss the emergency procedures for head injuries;
- (I) identify the causes, symptoms, and treatment of dental injuries;
- (J) describe the symptoms and treatment of eye, ear, and nasal injuries; and
- (K) summarize the care of facial wounds.

(11) Injuries to the spine. The student understands the anatomy, mechanisms of injury, symptoms, emergency procedures, and treatment of injuries to the spine. The student is expected to:

- (A) describe and identify the anatomy of the cervical and thoracic spine;
- (B) identify the etiology, signs and symptoms, and first-aid care for sports injuries to the cervical and thoracic spine;
- (C) discuss the incidence of cervical spine injuries;
- (D) differentiate between the different mechanisms of cervical spine injury;
- (E) describe the guidelines for the initial treatment of suspected cervical and thoracic spine injuries;
- (F) identify and describe the anatomy of the lumbar, sacral, and coccygeal spine; and
- (G) identify the etiology, signs and symptoms, and first-aid care for sports injuries to the lumbar, sacral, and coccygeal spine.

(12) Injuries to the shoulder region. The student understands the anatomy, mechanisms of injury, symptoms, emergency procedures, and treatment of injuries to the shoulder region. The student is expected to:

- (A) identify the bones, articulations, stabilizing ligaments, and musculature of the shoulder complex;
- (B) summarize the specific skeletal injuries that occur to the shoulder joint;
- (C) describe the etiology, signs, symptoms, and first-aid care for skeletal injuries to the shoulder region;

- (D) identify specific soft-tissue injuries that occur to the shoulder joint; and
- (E) describe the etiology, signs, symptoms, and first-aid care for soft-tissue injuries to the shoulder region.

(13) Injuries to the arm, wrist, and hand. The student understands the anatomy, mechanisms of injury, symptoms, emergency procedures, and treatment of injuries to the arm, wrist, and hand. The student is expected to:

- (A) identify the bones, articulations, stabilizing ligaments, and musculature of the elbow, forearm, wrist, and hand;
- (B) describe the soft-tissue injuries of the upper arm, and their signs, symptoms, and first-aid care;
- (C) describe the classification of fractures to the upper arm, and their signs, symptoms, and first-aid care;
- (D) describe the etiology, signs, symptoms, and first-aid care for sprains, dislocations, and fractures of the elbow;
- (E) identify the causes, signs, symptoms, and first-aid care for elbow contusions, epicondylitis, and osteochondritis dissecans;
- (F) describe the etiology, signs, symptoms, and first-aid care for fractures, nerve injuries, and tendon injuries of the wrist; and
- (G) describe the etiology, signs, symptoms, and first-aid care for fractures, sprains, and dislocations of the hand and fingers.

(14) Injuries to the thorax and abdomen. The student understands the anatomy, mechanisms of injury, symptoms, emergency procedures, and treatment of injuries to the thorax and abdomen. The student is expected to:

- (A) describe the anatomy of the thorax and abdomen;
- (B) identify sports external injuries of the thorax and abdomen, and their etiology, signs, symptoms, and first-aid care;
- (C) identify sports internal injuries of the thorax and abdomen, and their signs, symptoms, and first-aid care;
- (D) describe the injuries and related conditions to the lungs, liver, kidneys, spleen, and bladder;
- (E) identify the signs, symptoms, and first care for injuries and related conditions to the heart, lungs, kidneys, spleen, and bladder; and
- (F) describe the various injuries and health conditions that cause abdominal pain.

(15) Injuries to the hip and pelvis. The student understands the anatomy, mechanisms of injury, symptoms, emergency procedures, and treatment of injuries to the hip and pelvis. The student is expected to:

- (A) describe the anatomy of the hip and pelvis;
- (B) identify the skeletal injuries of the pelvis and hip, and their etiology, signs, symptoms, and first-aid care;

(C) identify the soft tissue injuries of the pelvis and hip, and the etiology, signs, symptoms, and first-aid care; and

(D) discuss the elements of prevention of injuries to the hip and pelvis.

(16) Injuries to the thigh, leg, and knee. The student understands the anatomy, mechanisms of injury, symptoms, emergency procedures, and treatment of injuries to the thigh, leg, and knee. The student is expected to:

(A) describe the anatomy of the thigh, leg, and knee;

(B) identify specific skeletal injuries that occur to the thigh, leg, and knee;

(C) describe the etiology, signs, symptoms, and first-aid care for skeletal injuries to the thigh, leg, and knee;

(D) identify specific soft-tissue injuries that occur to the thigh;

(E) describe the etiology, signs, symptoms, and first-aid care for soft-tissue injuries to the thigh, leg, and knee;

(F) identify specific patella femoral joint injuries;

(G) describe the etiology, signs, symptoms, and first-aid care for patella femoral joint injuries;

(H) identify specific patella femoral conditions;

(I) describe the etiology, signs, symptoms, and first-aid care of patella femoral conditions;

(J) identify specific menisci injuries;

(K) describe the etiology, signs, symptoms, and first-aid care of menisci injuries;

(L) identify specific knee ligament injuries;

(M) describe the etiology, signs, symptoms, and first-aid care for knee ligament injuries;

(N) research the prevention of knee injuries; and

(O) explain the appropriate uses of knee braces.

(17) Injuries to the lower leg, ankle, and foot. The student understands the anatomy, mechanisms of injury, symptoms, emergency procedures, and treatment of injuries to the lower leg, ankle and foot. The student is expected to:

(A) describe the anatomy of the lower leg, ankle, and foot;

(B) identify specific skeletal injuries that occur to the lower leg, ankle, and foot;

(C) describe the etiology, signs, symptoms, and first-aid care for skeletal injuries to the lower leg, ankle, and foot;

(D) identify specific soft-tissue injuries that occur to the lower leg, ankle, and foot;

(E) describe the etiology, signs, symptoms, and first-aid care for soft-tissue injuries to the lower leg, ankle, and foot;

- (F) identify specific foot injuries and their care; and
- (G) summarize the steps in preventative ankle taping.

(18) Skin conditions in sports. The student recognizes the dangers of skin conditions that occur as the result of sports participation. The student is expected to:

- (A) describe abrasion, laceration, and puncture skin wounds and describe the guidelines for cleaning and treating these wounds;
- (B) discuss the prevention, etiology, signs and symptoms and treatment of ultraviolet light related skin problems;
- (C) explain the prevention, etiology, signs and symptoms and treatment of fungal, bacterial, and viral skin conditions;
- (D) research the risk factors of skin infections in sports and
- (E) describe the etiology and treatment for allergic skin reactions.

(19) Bloodborne pathogens. The student understands the importance of preventing exposure to bloodborne pathogens. The student is expected to:

- (A) identify and explain the importance of universal precautions as mandated by the Occupational Safety and Health Administration (OSHA) and how such precautions apply to athletic personnel; and
- (B) analyze the factors in preventing the spread of bloodborne pathogens in sports related activities.

(20) Thermal injuries. The student understands thermal injuries can be life threatening and must be prevented. The student is expected to:

- (A) describe the physiology of hyperthermia;
- (B) identify the clinical signs of exertional heat illness;
- (C) describe the signs, symptoms, and of management of heat cramps, heat exhaustion, and heat stroke;
- (D) analyze and explain the guidelines to prevent exertional heat illness;
- (E) identify the signs, symptoms, and management of hypothermia;
- (F) identify the signs, symptoms, and management of frostbite and frost nip;
- (G) describe the effects of cold urticaria; and
- (H) interpret and summarize the National Athletic Trainers' Association Position Statement on Exertional Heat Illnesses.

(21) Other medical concerns that affect athletic performance. The student investigates and describes the medical conditions that can affect the performance of athletes in sports. The student is expected to:

- (A) identify and describe the signs, symptoms, and treatment of infections that are viral and bacterial illnesses common to sports participants; and
- (B) compare the participation guidelines for infections such as respiratory, gastrointestinal, Hepatitis B Virus (HBV) /Human Immunodeficiency Virus (HIV).

(22) Special medical concerns of the adolescent athlete. The student researches and evaluates special medical concerns for adolescent athletes. The student is expected to:

- (A) research the effects of puberty on bone growth in the adolescent athlete;
- (B) identify the mechanism of injuries occurring to adolescent athletes such as ligaments, tendons, growth plates, and cartilage injuries;
- (C) compare intrinsic and extrinsic factors related to sports injuries;
- (D) differentiate between injuries and injury imitators such as oncologic, rheumatologic, infections, and psychological issues;
- (E) discuss the benefits, safety, and appropriate age for strength training;
- (F) investigate solutions for problematic weight lifting techniques;
- (G) analyze the importance of pre-participation physical exams, rehabilitation programs, stretching programs, and coaching techniques as they relate to the prevention of injuries; and
- (H) identify and describe the main orthopedic and medical issues as it relates to the female athlete.

Semester I Curriculum:

18 Week Semesters with III-6 Week Units

Semester I Curriculum:

Unit I – 1st Six Weeks

- Content and Objectives Taught:
 - ◆ Concept of Sports Injury
 - ◆ Athletic Health Care Team
 - ◆ Law of Sports Injury
 - ◆ Sports Injury Prevention
 - ◆ Appendix 7: Equipment Fitting

Unit II – 2nd Six Weeks

- Content and Objectives Taught:
 - ◆ Psychology of Injury
 - ◆ Nutritional Considerations
 - ◆ Emergency Plan and Initial Injury Evaluation
 - ◆ Appendix 1: CPR / AED

Unit III – 3rd Six Weeks

- Content and Objectives Taught:
 - ◆ The Injury Process
 - ◆ Appendix 6: Rehab: Overview
 - ◆ Injuries to the Head, Neck and Face
 - ◆ Injuries to the Thoracic Through Coccygeal Spine

Semester II Curriculum:

Unit IV – 4th Six Weeks

- Content and Objectives Taught:
 - ◆ Injuries to the Shoulder Region
 - ◆ Injuries to the Arm Wrist, and Hand
 - ◆ Injuries to the Thorax and Abdomen

- ◆ Injuries to the Hip and Pelvis
- Unit V – 5th Six Weeks
- Content and Objectives Taught:
 - ◆ Injuries to the Thigh, Leg and Knee
 - ◆ Injuries to the Lower Leg, Ankle and Foot
 - ◆ Skin Conditions in Sports
 - ◆ Appendix 2: Bloodborne Pathogens

- Unit VI – 6th Six Weeks
- Content and Objectives Taught:
 - ◆ Thermal Injuries
 - ◆ Appendix 3: NATA Heat Illness
 - ◆ Other Medical Concerns
 - ◆ Adolescent Athlete: Special Medical Concerns

Recommended resources, technology, and instructional materials to be used in the course:

- (1) DVD's illustrating the identification and management of sports injuries
- (2) Existing training room facility will be used as laboratory
- (3) Classroom set of textbooks, such as Concepts of Athletic Training
- (4) NATA Journal and other periodicals
- (5) Anatomical models
- (6) Miscellaneous equipment for lab practicum's
- (7) Computer software
- (8) Internet resources

Recommended course activities:

- (1) Read text materials.
- (2) Complete worksheets/exams.
- (3) Utilize guest speakers including team physicians, professional athletic trainers in various settings, orthopedics, physical therapists, and nutritionists.
- (4) Earn first aid/CPR/AED certification and associated skills.
- (5) Conduct lab experiments with modality equipment in training room.

Optional Activities:

- (6) Invite a local pharmacist to discuss the effects of various drugs used as doping agents by athletes.
- (7) Invite a speaker from the local health department to talk about sexually transmitted diseases and bloodborne pathogens.

- (8) Require students to investigate UIL rules associated with protective equipment
- (9) Design an athletic training room facility.
- (10) Create a working budget and discuss the difficulties they experience.
- (11) Investigate personal liability insurance and discuss different examples of policies including the details of each policy.
- (12) Research case studies on legal issues of athletic training and have a class discussion on the legal implications of each case.
- (13) Perform a nutritional analysis of students' diets.
- (14) Have students prepare a pre-game menu for an athletic team.
- (15) Demonstrate and explain the use of a psychrometer.

Methods for evaluating student outcomes:

- (1) Written exams
- (2) Oral exams (knee evaluation, ankle and foot evaluation, head and neck evaluation, elbow and hand evaluation, shoulder evaluation, etc)
- (3) Instructor textbook test bank
- (4) American Red Cross first aid/CPR certification
- (5) Demonstration of taping techniques
- (6) Demonstration of precautions for bloodborne pathogens
- (7) Demonstration of the application of various modalities (ice, heat, ultrasound, electric stimulation, whirlpool, etc)
- (8) Demonstration of stretching techniques
- (9) Demonstration of therapeutic exercises including isometric, isotonic, and isokinetic
- (10) Design a training room facility
- (11) Create a working budget for training room supplies and equipment
- (12) Research projects on sports medicine topics

SECTION VII. Bibliography

Pfeiffer, Ronald and Mangus, Brent, Concepts of Athletic Training, 6th Edition Jones Barlett Publishing, 2010.

Cannell, Gary & France, Robert C. Workbook to Accompany Introduction to Sports Medicine & Athletic Training, 1st Ed. Thompson Delmar Learning. 2004.

Cannell, Gary & France, Robert C. Instructor's Manual to Accompany Introduction to Sports Medicine & Athletic Training, 1st Ed. Thompson Delmar Learning. 2004.

SPORTS MEDICINE-ATHLETIC TRAINERS' STANDING ORDERS

Section 1, Article 4512d of the Athletic Training Act defines an athletic trainer as "a person ... who, upon the advice and consent of his team physician carries out the practice of prevention and/or physical rehabilitation of injuries incurred by athletes."

Senate Bill 1233 (1999) amended V.A.C.S., Article 4512, Sec. 1, effective September 1, 1999 defines athletic training to mean "the form of health care that includes the practice of preventing, recognizing, assessing, managing, treating, disposing of, and reconditioning athletic injuries under the direction of a physician licensed in this state or another qualified, licensed health professional who is authorized to refer for health care services within the scope of the person's license.

- He/She shall be an Athletic Trainer, licensed by the State of Texas;
- Any circumstance in which a patient/athlete regresses or worsens shall be cause to communicate with the physician;
- He/She shall provide all necessary first aid in an emergency; and
- He/She shall maintain accurate and detailed patient/athlete medical records. All notes will be signed and dated.

The medical acts, procedures and modalities that may be performed under the direction of physician by _____, include but are not limited to the following:

- The use of physical modalities such as heat, cold, sound, electricity, or mechanical devices related to rehabilitation or treatment;
- The employment of rehabilitative techniques including but not limited to joint mobilization, massage, rehabilitative exercise, physical rehabilitation;
- The practice of prevention of, evaluation of, emergency care for, physical reconditioning and/or rehabilitation of injuries and illnesses.
- The dispensing of over-the-counter medications, i.e. ibuprofen, naproxen, acetaminophen, antacids, and diarrhea preparations when indicated by symptoms.

I understand that I may amend, expand or rescind the above provisions at any time. This document does not supersede or invalidate written policies and procedures guiding respiratory care services that are required by any accrediting / certification / and licensure authorities which specify who may perform specific procedures and/or instruction, under what circumstances, and under what degree of supervision. This document is valid only when the athletic trainer practices within the above stated scope of his/her license and under the direction of the licensed physician.

| | | |
|------------------|----------------|------|
| Physician | License Number | Date |
| Athletic Trainer | License Number | Date |