

St. Albert Catholic High School



Sports Medicine 25 - Course Outline 2011-12

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Introduction:

Sports Medicine 25 is part of 4 Health Pathways streams; Recreational Leadership (REC); Health Care Services (HCS); Human and Social Services (HSS); and Community Care Services (CCS). This is an intermediate level course. It includes modules that are prerequisites for several other courses. It is essential therefore, to achieve 50% + to obtain the particular module.

REC 1050	Sport Psychology 1
HES 2020	First Aid / CPR / AED
REC 2020	Injury Management 2
REC 2060	Recreation Leadership
REC 2120	Coaching 1

This intermediate course curricula offers a logical continuation for those students who are interested in such career pathways as; **Sports Medicine, Athletic Therapy, Physiotherapy, Occupational Therapy, Nursing, Chiropractic, Medicine, Kinesiology, Physical Education, Fire Fighter, Pro Athlete, Pro Coach, Paramedic (EMR/EMT), Fitness Instructor, Massage Therapy, Nutritionist, Basic First Aid instructor, and other Sport Sciences.**

This program provides the next opportunity for students to receive certification and training in a number of Health, Wellness and Sport Career Pathways.

- First Aid/CPR
- Fitness Instruction Leadership Certificate
- Coaching Certification NCCP levels
- Athletic First Aid; Taping and Strapping and Sports Nutrition certification
- Recreation Leadership
- NOTE: These agencies often require a registration fee that is the responsibility of each individual student applicant.

Course Fee: There is a **\$75 course fee**. This covers the cost of all; First Aid / CPR / AED certification and consumables such as taping products. In addition, guest speakers will be provided – specific to advanced taping techniques, as well as Recreation Leadership (Ever Active Kids)

Supplies: Bring a SMALL binder to class to hold notes, handouts and worksheets.

Resource Materials: These will be ongoing as the course develops however material from the following resources will be used;

Athletic Taping – Sports Medicine Council of BC, 4th Edition, 2010
Athletic First Aid – Sports Medicine Council of Alberta, 2010
Basic Athletic Training – Cramer Products Inc. 3rd Edition, 2004

Assessment tools to be used for evaluating EACH module may include one or more of the following:

- A) *Assessment Skills and Action Plan Implementation
*Assignment/Quizzes

- *Attitude, Attendance and Participation (activity day)
 - *Checklists (Day to day evaluation)
 - *Laboratories, Taping and Bandaging Skills
 - *Peer Teaching / Observation - 70%
- B) Tests / Projects (various formats – practical in nature) – 30%

Practicum Hours – Injury Management 2/Community Volunteerism 1: Each student will be expected to perform practicum service hours involving student trainer duties. These hours can cover **tutorials, lunch hours, practices and games**. This portion of the course must be completed by the **end of the semester**. Students in Sports Medicine 25 will be expected to take a leadership role. It is the **student’s responsibility to record and detail** these hours **immediately**, as they are completed, in the following areas:

1. Service Hour Log binder / log in sheet

This is an opportunity for students to practice their first aid and athletic training skills in support of St. Albert Catholic High School’s student and staff population, athletic teams, and athletes. Mr. Dedrck or Ms. Gaudreau will be the contact for all activities involving treatment of any kind.

Attendance

Much of this course is “hands on” and practical in nature. This is an option course you have selected due to your own specific interest. Guest speakers and going on field trips should be a bi-monthly event. We will also be establishing a teaching / mentoring partnership with RSF / VJM Junior highs as well as some of St. Albert’s elementary schools. It is an expectation that students will **ATTEND ALL CLASSES**. It is important that all absences are phoned in to the main office. Absences can have a negative impact on a student’s grades. Any class work, quizzes, assignments or labs that are missed are the **responsibility of the student** to catch up on. It is the student’s responsibility to approach their teacher and classmates to find out what they have missed while away. **Due to some course time being outside of regular class time hours, students will be given time off in lieu based upon the direction of the teacher. Students are expected to be productive during this time – They can see Mr. Dedrck or Ms. Gaudreau for activities to be completed.**

Course Module Descriptions

REC 1050: Sport Psychology 1:

Students will assess the impact of mental fitness on optimal sport & academic performance and motivation. Students examine and demonstrate strategies to strengthen mental fitness, including relaxation, visualization and positive self-talk.

Course Outcomes

1. Assess the impact of mental fitness on performance and motivation
 - a. Define “ideal performance state”
 - b. Differentiate between intrinsic and extrinsic factors and motivation
 - c. Assist in developing goal setting strategies
 - Short vs. Long term goals
 - Collective vs. individual
 - SMART principle (specific, measurable, achievable, realistic and timely)
2. Examine how activation levels affect sport performance
 - a. How stress levels affect performance
 - b. Introduce relaxation exercises such as breathing or centering strategies
3. Look at performance planning strategies used to enhance concentration, readiness, distraction control and consistency in performance.
 - a. Cue words, imagery
 - b. Pre-competition plans, distraction control plans
4. Students will apply basic mental training strategies to enhance sport performance.
 - a. Positive vs. Negative self-talk
 - b. Visualization techniques
 - c. Self reflection and criticism

REC 2020: Injury Management 2

Students learn prevention, assessment and management techniques specifically related to bone, joint and soft-tissue injuries that may occur during recreation and sporting events and activities. Opportunities are provided to practice taping and wrapping skills using a variety of techniques and becoming proficient.

Note: Successful completion of this course enables students to apply for a Sport Taping and Strapping Certificate from the Sport Medicine Council of Alberta and/or a certificate in Foundations of Athletic Therapy from the Alberta Athletic Therapists Association. For students to be eligible for either certification, the instructor must be certified in Sport Taping and Strapping by the Sport Medicine Council of Alberta and the school must be a member school that meets the Council's requirements.

Course Outcomes

1. Evaluate the roles and responsibilities of an athletic first-aider in preparation for the prevention, management and treatment of soft-tissue injuries
2. Demonstrate the appropriate management and treatment of common injuries related to the foot, ankle and lower leg
3. Demonstrate the appropriate management and treatment of common injuries related to wrist, hand and elbow
4. Demonstrate the appropriate management and treatment of injuries related to the upper leg
5. Discuss the appropriate management and treatment of injuries related to the knee
6. Justify return to play considerations

HES 2010: First Aid/CPR with AED

Students study and demonstrate first-aid skills and procedures, including Cardio-Pulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED), for dealing with emergency situations. Students identify a child-safe environment and recognize and demonstrate skills and procedures for dealing with common child and infant emergency situations. Students prepare for experience in health care, recreation and community settings by developing a basic health and safety plan for their experience.

Parameters: Access to instruction from an individual with a recognized first aid/CPR when they meet the competencies specified by the credentialing agency.

We will also be using class time to achieve required course outcomes.

Course Outcomes

1. Describe the roles and responsibilities of the first-aider for providing first aid for all individuals, including children and infants.
2. Identify causes, signs and symptoms of emergency injuries and conditions for all individual, including children and infants.
3. Demonstrate first aid procedures.
4. Describe how to meet the physical, emotional, psychological and social needs of all individuals involved in an emergency.
5. Identify practices that provide a safe environment for infants and children.
6. Describe how to prevent emergency situations and/or injuries.
7. Create a health and safety plan for a health care or recreation setting.
8. Research common processes and methods of hazard assessment and controls.
9. Demonstrate basic competencies and identify possible life roles related to the skills and content of this cluster.

REC 2120: Coaching 1

Students learn basic coaching skills common to all sports in the areas of planning and delivering a practice, teaching and learning, and mental skills training. Students develop an appreciation for the role of a coach in community recreation programs. Access to sports teams in the school and/or community and to instruction from an individual with recognized training in coaching.

Note: Successful completion of this course, with REC1020 Injury Management 1 and REC2060 Leadership in Recreation &

Sport, enables students to apply for National Coaching Certification Program (NCCP) recognition of training in the following NCCP Modules: Planning a Practice, Teaching and Learning, and Basic Mental Skills. The data-entry process for NCCP registration (there is a fee) must be completed by the student and the teacher.

Course Outcomes

1. Evaluate the role and responsibilities of a coach
2. Analyze sports skills to inform practice planning and program design
3. Demonstrate appropriate activities for a practice including activities for introduction, warm-up, main part, cool down and conclusion
4. Implement basic mental skills training in a coaching context

REC 2060: Leadership in Recreation & Sport

Students learn basic skills and development principles for teaching recreation activities and foundational movement concepts to children and youth. Access to sports teams in the school and/or community and to instruction from an individual with recognized training in coaching is essential.

Course Outcomes

1. Evaluate the basic roles and responsibilities of a recreation leader
2. Demonstrate basic principles and strategies for effective instruction when leading an activity.
3. Explore learning preferences to maximize instructional strategies for recreation activities.
4. Examine stages of development in childhood, adolescence and adults as they apply to recreation planning
5. Lead movement activities and experiences using appropriate knowledge and skills to teach locomotor, non-locomotor and manipulative skills



This is an exciting program. Good luck and have a great Semester at SACHS!!!!