Unit 5- First Response

Content Area: **Science**
Course(s): **Sports Medicine**
Time Period: **January**
Length: **8 Blocks**
Status: **Published**

Transfer Skills

First Response: Handling Emergency Situations and Injury Assessment

Enduring Understandings

The injured or ill athlete experiences not only physical disability but also major psychological reactions.

Athletes who are pushed or push themselves too hard may experience burnout. These conditions generate a higher incidence of over-use injuries.

The athletic trainer must make a systemic assessment of the injured athlete to determine appropriate emergency care.

Essential Questions

What is the role of the athletic trainer as a counselor to the injured athlete?

What are the psychological factors important to rehabilitating the injured athlete?

What techniques should be employed when moving and transporting an injured athlete?

What are the proper protocols used to assess various injuries to the athlete?

Content

Vocabulary:
Stress, anxiety, primary survey, secondary survey, systolic blood pressure, diastolic blood pressure

Skills

Analyze the athletes psychological response to injury.

Compare and contrast the mental training techniques that are used to manage the psychological aspects of injury.

Establish a plan for handling emergency situations.

Be able to perform cardiopulmonary resuscitation.

Assess the types of shock and their management.

Resources

Text: Essentials of Athletic Injury Management Copyright: 2010

PBS LearningMedia

National Federation of State High School Associations: Sports Medicine Resources

Assessments

Assessments:

Class Discussions

Q&A

Vocabulary Quiz

Unit Test

Standards

	Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.
SEP.1.a	Ask questions
CCC.1.1	students observe patterns in systems at different scales and cite patterns as empirical evidence for causality in supporting their explanations of phenomena. They recognize

	classifications or explanations used at one scale may not be useful or need revision using a different scale; thus requiring improved investigations and experiments. They use mathematical representations to identify certain patterns and analyze patterns of performance in order to reengineer and improve a designed system.
SEP.1.a.3	to determine relationships, including quantitative relationships, between independent and dependent variables.
	The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.
SEP.7.f	Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and/or logical arguments regarding relevant factors (e.g., economic, societal, environmental, ethical considerations).
SEP.8	Obtaining, Evaluating, and Communicating Information
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.
SCI.9-12.3.3	Patterns observable at one scale may not be observable or exist at other scales.
9-12.HS-LS4-6.2.1	students understand that empirical evidence is required to differentiate between cause and correlation and to make claims about specific causes and effects. They suggest cause and effect relationships to explain and predict behaviors in complex natural and designed systems. They also propose causal relationships by examining what is known about smaller scale mechanisms within the system. They recognize changes in systems may have various causes that may not have equal effects.
9-12.HS-LS4-6.5.1	Create or revise a simulation of a phenomenon, designed device, process, or system.
9-12.HS-LS4-6.ETS1.B.1	When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.