



Deer Valley Unified School District No. 97

SANDRA DAY O'CONNOR HIGH SCHOOL
25250 N. 35th Ave, Phoenix, AZ, 85083 ❖ 623-445-7100 ❖ 623-445-7180 (Fax) ❖ sdohs.dvUSD.org

Introduction to Sports Medicine/HES154/HES271 20120-2021

Course: Intro to Sports Medicine/HES271/HES154 **Voicemail:** 623-445-7389
Teacher: Melissa Portela **email:** Melissa.portela@dvUSD.org
Room: 851 **Prep Hour:** 6 **Web Page/Canvas Site:** dvUSD.instructure.com
Tutoring Hours: Monday, Tuesday, Friday 6:30-7:30am



Department Mission Statement:

The mission of the CTE Department is to provide students with opportunities, skills, and experiences that can be applied to their future career path.

Official Course: Introduction to Sports Medicine

- The Introduction to Sports Medicine course is a year-long course, in the Career & Technical Education Department (CTE), designed for students who are interested in fields such as athletic training, physical therapy, medicine, nursing, fitness, physiology of exercise, kinesiology, nutrition, EMT, and other sports medicine related fields. It is offered as a work-based learning course to provide students with an avenue through which to explore these fields of study.
- This course focuses on the basic information and skills important in the recognition of, care, prevention, treatment and rehabilitation of athletic injuries. Students will also learn anatomy and emergency care. The course includes class work and hands on application, along with developing professional skills utilized in the health care setting.
- There is an opportunity to earn college credit through the Maricopa Community Colleges-Rio Salado, through our Dual Enrollment program. There are two classes, for 3 credit hours each.
- Each student will be required to spend a minimum of 20 hours observing a Health Care Professional in a health care environment. There will be a minimum of 10 hours assigned per semester, outside of regular class time. These assignments consist of observation and/or practicing skills in one or more of the following venues: Sandra Day O'Connor High School Athletic Training coverage or morning injury rehabilitation clinic, strength & conditioning facilities, chiropractic offices or clinics, or various physical therapy clinics. Other healthcare venues and articles may be approved on an individual basis for hours. Students may shadow Certified Athletic Trainers on campus covering athletic practices and are asked to stay for a minimum of 5 hours per shift to gain a thorough understanding of the profession.
- As a student in the Intro Sports Medicine class, students are enrolled as a member of the HOSA organization, which is a national student organization for future health professionals. HOSA is incorporated into the curriculum and also provides great opportunities for leadership conferences, competitions, and scholarships. There may be additional fees to participate in some of the out-of-class opportunities, but it is highly recommended for any student interested in pursuing a career in health services.

This course is aligned with the Arizona State Standards which include the Common Core State Standards.

Course Objectives

We will use a systems approach to help the students learn many of the fundamental skills and terminology utilized in a successful career in the fields of sports medicine and rehabilitation therapy. By the end of the year, students will be able to use basic sports medicine terminology in conversation and professional writing, as well as apply basic patient care skills. We will incorporate the math, reading, and writing standards from the ADE Common Core standards, as well as the ADE CTE standards for Sports Medicine and Rehabilitative Therapies. Both can be found at <http://www.azed.gov>

Sports Medicine & Rehabilitation Standards:

1. Use Medical Terminology as applied in Health Care
2. Demonstrate an Understanding of Body Systems & Human Anatomy
3. Examine Health & Performance Concepts
4. Demonstrate Safety & Infection Control
5. Manage Acute Emergency & Non-Emergency Situations

6. Assess the Impact of Injuries, Sports Trauma, & Physical Dysfunctions & Disorders
7. Apply Therapeutic Exercise, Training & Reconditioning
8. Demonstrate an Understanding of Therapeutic Interventions & Pain Management
9. Apply Psychological techniques to Physical performance, injury evaluation & rehabilitation
10. Demonstrate Healthcare Organization & Administration Activities

The Dual Enrollment competencies for Rio Salado (HES271) that are covered in this class:

1. Describe the anatomy and physiology of the joints of the body most likely to be injured in sports activities. (I)
2. Describe signs and symptoms of common athletic injuries. (I)
3. Wrap or tape the joints correctly for preventive purposes. (II)
4. Stabilize an injured part and perform simple reconditioning techniques, using massage, cryo-therapy, and hydro-therapy. (II)
5. Perform simple analysis of an injury, identify its nature, and determine appropriate treatment. (III)
6. Describe the historical and philosophical background of the athletic trainer's role and purpose within the sports medicine team. (IV)
7. Describe contemporary issues in sports medicine, such as environmental illnesses, nutrition, strength and conditioning, protective equipment, and special populations. (V)
8. Describe legal complications to an athletic trainer's work. (VI)

The Rio Salado competencies for the (CPR/First Aid HES154) portion of this class:

1. Describe the responsibilities of a first aider and the legal aspects of emergency medical care. (I)
2. Identify the basic steps of a proper victim assessment. (I)
3. Perform the initial steps of basic life support, including opening the airway and restoring breathing through artificial ventilation. (II)
4. Define cardiac arrest and identify its causes. (II)
5. Apply CPR on adults, children, and infants. (II)
6. Utilize an AED on an adult victim. (II)
7. Demonstrate techniques for treating various wounds, injuries, shock, poisoning, burns, sudden illness, environmental (heat/cold) emergencies) and emergency rescue. (III, IV, V, VI)

Course Materials

Books: Sports Medicine Essentials 2nd edition text (this will be supplied by the school for in-class use)

Supplies: charged iPad, 1 inch 3-ring binder (to be kept in class), **black or blue ink pens**, pencils and colored pencils, college-lined paper, and (optional) any other art supplies needed for creating posters.

Grading Policy

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

Grades are cumulative for each semester. The grade book categories(which comprise 80% of your overall course grade) are as follows:

- **90% assessments (test, quizzes, projects, and labs)**
- **10% class work/homework**
- **20% Final exam**

The final exam will account for 20% of the overall course grade. No extra credit will be accepted.

Powerschool Access

The Powerschool site allows parents/guardians and students to access the student's grades, attendance, and other information. If you need your access information, please stop by the front desk during business hours. You will need a photo I.D. The web address is: ps.dvusd.org/public

Canvas: dvusd.instructure.com : This syllabus, course calendars, assignments, study materials, and additional reading material will be posted on the canvas website (dvusd.instructure.com). Students are expected to utilize this resource **regularly**, and can do so by using their school login information. Once they login they need to click on their class. Students will be **REQUIRED** to submit assignments, and most group projects electronically through this site.

Test Retakes

Students may retake tests under the following circumstances:

If the original test score is below 60%. Re-takes must be completed **within one week** of the original test date. However, in the event of an absent, there will be more time to make up the missed tests and assignments depending on time absent (see make up / late work). *This retake policy does not apply to final semester exams.*

Attendance

Students will be expected to enter the classroom by the final warning bell, go directly to their seats, Check the board for instructions, get ready for the daily lesson and begin work immediately. The school's sweep policy will be enforced, and disciplinary actions may be taken for unexcused absences per school policy.

Make-Up Work

Upon return to class after an excused absence, a student has one school day for each day missed to make up work/test assigned during his/her absence regardless of the number of days absent. It is the student's responsibility to check with teachers immediately upon return for work missed. Teachers may choose to schedule an appointment with the student to formulate a plan for the completion of make-up work. Coursework and assessments assigned prior to the absence(s) may still be due on the date assigned or due on the first day that the student returns to class.

Make-up work for extended absences may be requested through the Counseling Office and picked up there.

It is entirely the student's responsibility to find out what assignments they have missed, and turn them in within the allotted time. Frequently checking canvas, and working closely with your classroom group leaders should reduce the risk of missing materials and assignments due to an absence.

Note: No revised work and/or retakes will be permitted during the last two weeks of a semester.

Late Work Policy

Aside from the absence make-up policy, if any assignment is not turned in by the time and date it is due, it will be considered late and docked points accordingly. The most any late assignment can receive is 50% credit up to one week after the due date. Any work turned in after the unit exam, that work will not be accepted.

Long Term Project Policy

Long term projects are due on the date and time assigned, as defined in writing in advance by the teacher. **NO EXCEPTIONS. THIS SUPERSEDES THE MAKE-UP POLICY.** If the student is absent or the class does not meet that day, the **PROJECT IS STILL DUE ON THE DAY ASSIGNED.** Group projects/presentations will be expected to be uploaded to canvas ahead of time, so an absent group member does not affect a timely submission. Group projects may also be turned in prior to the due date. If necessary, a parent/guardian may turn in at the front desk by the due date.

Classroom Behavior Expectations

Students are expected to abide by all of the school rules (the handbook can be found on the Sandra Day O'Conner High School website), but they are also expected to follow specific classroom rules. Students and parents will be asked to sign a copy of the syllabus, acknowledging that they understand and agree to these terms. The rules are in place for one main purpose: to provide a safe, respectful, tolerant and accepting environment conducive to learning. Since this is a profession oriented class, I expect all students to work as a team to accomplish goals, practice excellent communication, and follow all school and class rules while in class and during related out-of-class activities. School dress code is appropriate in class. However, business casual dress code with closed-toe shoes (**NO FLIP FLOPS/SANDALS** due to safety precautions) will be strictly enforced while participating in professional observations and labs.

The rules are as follows:

- Ⓢ Show respect for yourself and others
- Ⓢ Actively participate in class assignments within the parameters set for those assignments
- Ⓢ Be on Time and in attendance every day for class.
- Ⓢ Follow classroom, school, and district rules regarding dress, attendance, behavior. These rules will be ENFORCED according to District Policy.
- Ⓢ ***Do not bring food or drinks into the classroom or sports medicine labs.***
- Ⓢ Follow all rules for safety
- Ⓢ Behave in a "professional manner" as appropriate for future health care workers
- Ⓢ Profanity or abusive language or behavior is not permitted and will not be tolerated
- Ⓢ Stay engaged in learning activities until the bell rings
- Ⓢ Absent work will be managed by your learning team and team leader. Ask all relevant questions about your absence to your team leader before you see the instructor.
- Ⓢ Leave the classroom/lab as you found it – **clean up after yourself**

Consequences: The first time a rule is broken, depending on the severity of the violation, it will result in a warning. Regardless of the violation or frequency of violations, the first step will always include the following: The student will be asked to identify the rule they violated and describe a more appropriate way that they could have responded to the situation. This will be followed up by an after-class discussion for a second violation, a conference with the student and his/her parent for a third or more severe violation, and a referral to administration for a fourth or most severe violation. A phone call to parents can be made at the instructor's discretion after any violation.

Supplemental video resources:

In addition to district approved video clips, any of the following videos may be shown to complement instruction on certain topics. By signing the signature portion of this form you are acknowledging that you are aware of the possibility that the following videos may be shown in class, and you are giving your child permission to view them. There will be alternative assignments available to students who do not have permission to view the videos. If there are any specific videos on this list that you would prefer to restrict your child from viewing, please sign the form and indicate your exceptions.

Episodes from the Sport Science Series- uses an inquiry approach to study how the human body is able to withstand the demands placed on it, and gives an in-depth look at the physiological components of injuries

You Tube Video's- give's the ability to watch different MOI's and diagnosis sports injuries

Electronic Device Use

Technology (cell phones, iPods, hand-held devices, etc.) use in the classroom is intended to **enhance** the learning environment for all students; however, any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities, is prohibited. If the instructor determines that the use of technology is a distraction to the learning process, either of the student using the technology or to those around him/her, the student may, at the discretion of the teacher, be asked to discontinue the use of technology in the classroom.

Personal Electronic Device Use:

Personal Electronic Devices include cell phones, iPods, other mp3 players and similar technology devices **used for entertainment and communication/social media**. Students are expected to refrain from the use of electronic devices for personal entertainment and/or communication (i.e email, instagram, facebook, etc.) during instructional time (as determined by the teacher or classroom designee). While students may freely use these devices before and after school, during passing period, and at lunch- the teacher will limit the use of personal devices and for which purposes during class to ensure that *all students are focused and ready to learn*.

Bring Your Own Device and Use of Electronic Devices to Facilitate Learning:

Sandra Day O'Connor High School integrates its learning environment with the use of ipads. Once the technology tools are added to the classroom for learning, the classroom teacher will inform students as to when they may use their device and for which purposes. Students must adhere to their teacher's guidelines for use & appropriate times for use. Any student who violates the teacher's guidelines will be subject to disciplinary action.

Please note- students may not access their personal devices, whether for entertainment or learning, if the teacher has stated that the classroom activities at that time do not warrant use. For example, during testing or assessments.

Academic Integrity Statement in the Course Syllabus:

Adherence to the O'Connor Academic Integrity Code

All students enrolled in Introduction to Sports Medicine will adhere to the framework and guidelines set forth in the O'Connor High School Academic Integrity Code. Cheating and Plagiarism will not be tolerated. **The purpose of this code is to promote a positive learning environment for all involved.** As humans, we will make mistakes as we grow. It is understood that we can learn from those mistakes and become better individuals in the future. Any student who violates this code will be referred to the Students Rights and Responsibilities handbook and assignment of appropriate consequences.

Plagiarism and Cheating

Cheating: In cheating, a student is taking the work of another, on any assignment, and claiming it as his/her own. At SDOHS cheating includes but is not limited to:

- Copying and/or offering homework verbally, in written form, or by electronic means from/to another student.
- Copying and/or offering questions and/or answers on tests or quizzes verbally, in written form, or by electronic means from/to another student.
- Pressuring other students to copy and/or offer homework, answers and/or questions on tests or quizzes verbally, in written form or by electronic means.
- Bringing in & using unauthorized information during class time, including information stored in any electronic device.
- Offering or receiving information under circumstances in which information is not to be shared.
- Having anyone, including parents or tutors, complete assignments and submitting the work as one's own.
- Presenting collaborative work as independent work and independent work as collaborative. (In group work, one person should not and will not bear the burden for the entire group assignment.)
- Copying answers from answer guides in texts.
- Fabricating data, information, or sources. Presenting made up material as authentic.

Plagiarism: The act of plagiarism may include direct copying, but it may also be more complex than verbatim repetition. A student, in preparing a project for a class, will have plagiarized if he/she has taken information from sources without citing the sources that have been used. Plagiarized material may appear in a student's paper as word-for-word copying, a summation, or a paraphrase of another's ideas. A student has plagiarized whether the material from another source has been taken in whole or in part. In effect, by not naming the source, the student is claiming the work of another as his/hers. At SDOHS plagiarism includes but is not limited to:

- Submitting images and/or documents in whole or in part from the Internet without citation of the source(s).
- Copying another's work.
- Using another's ideas without proper citations.
- Incorporating portions of another's writing within the context of your own work.
- Failing to acknowledge a source of information.
- Using "unique" phrases without citations.
- Using graphics, charts, diagrams, or illustrations without citations.

- Using a translator (either in-person or on-line) without proper citations

Plagiarism and/or Cheating will result in disciplinary actions and a 0%, with no option to redo/retake. - **no exceptions.**

Loss of Credit Due to Absences

Upon reaching 5 unexcused absences or a combination of 12 unexcused and/or excused absences, a student may **lose credit** in any given class.

Any student may be placed on an Attendance Contract upon accumulating multiple excused and unexcused absences. Any student with excessive absences may:

1. Lose credit in one or more classes.
2. Lose parking privileges.

Communication

Please contact the teacher for any student concerns. It is crucial that teachers, parents, and students maintain open lines of communication in order to ensure the best support for student success. Contact information is provided at the top of the first page of this syllabus.

The Deer Valley Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. For any inquiries regarding nondiscrimination policies contact the Superintendent's Department, 20402 N. 15th Avenue, Phoenix, AZ 85027. 623.445.5000.