



Eastside High School
Course Syllabus
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COURSE: Sports Medicine 1

COURSE CODE: 5555

COURSE DESCRIPTION: Sports Medicine 1 emphasizes sports medicine career exploration and the prevention of athletic injuries, including the components of exercise science, kinesiology, anatomy, first aid, and CPR. Students interested in healthcare careers associated with sports medicine such as athletic training and rehabilitation careers would benefit from this course.

EXPECTATIONS: As a student in Sports Medicine 1 you will:

- Follow all school rules
- Be on time
- Enter prepared to learn
- Respect everyone
- Take care of all equipment
- Display superb digital citizenship by only submitting your original work and properly citing sources

SUPPLIES:

- CHARGED Chromebook
- Binder or folder
- Earbuds/headphones that work with your Chromebook
- Notebook paper
- Pen and/or pencil

GRADING:

Nine Weeks Grade: 60% Major 40% Minor

Semester Grade:

Final Exam 10%

First nine weeks 45%

Second nine weeks 45%

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = <60

COURSE COMPETENCIES:

Competency	Pacing
Foundation Standard 1: Academic Foundation Healthcare professionals will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in a sports medicine program of study. 1. Define and discuss sports medicine and its development throughout history. 2. Identify the major bones and muscle groups of the body. 3. Differentiate between various types of body tissues: a. muscle tissue b. epithelial tissue c. nervous tissue d. connective tissue 4. Identify and define the differences between: a. bone b. tendon c. ligament d. cartilage e. muscle 5. Discuss the mechanical properties of tissues and types of tissue loading. 6. Apply mathematical computations related to sports medicine and healthcare procedures. 7. Utilize diagrams, charts, graphs, and tables related to healthcare.	22 days
Foundation Standard 2: Communications Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing. 1. Recognize appropriate oral and written communication with: a. coaches b. team physicians c. parents d. athletes e. school f. athletic administrators g. other healthcare professionals 2. Demonstrate elements of written and electronic communication (spelling, grammar, formatting, and confidentiality). 3. Demonstrate the use of presentation software and/or presentation techniques for communicating to audiences. 4. Identify athletic training room forms such as: a. treatment logs b. rehabilitation records c. emergency information cards	2 days and throughout the semester

d. consent forms 5. Use appropriate oral and written medical terminology within the scope of practice, to interpret, transcribe, and communicate information, data, and observations. 6. Apply speaking and active listening skills. 7. Interpret and model verbal and non-verbal communication. 8. Recognize and identify common barriers to communication, including: a. physical barriers b. psychological barriers c. interpretation of tone and attitude in written communications 9. Describe strategies and importance of social support for the injured athlete. 10. Describe the healthcare provider's role in dealing with various psychological reactions, including appropriate referrals to specialists.	
Foundation Standard 3: Systems Healthcare professionals will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care. 1. Describe the roles and responsibilities of athletic training student aides (ATSA's) 2. Discuss the general administrative management roles of sports medicine team members. 3. Understand an organizational chart. 4. Identify and comply with principles of the Chain of Command. 5. Identify and describe the components and functionality of a sports medicine facility.	5 days
Foundation Standard 4: Employability Skills Healthcare professionals will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills as needed. 1. Explore potential sports medicine career paths. a. Athletic Training b. Physical Therapy and PT Assistant c. Occupational Therapy and OT Assistant d. Radiology Technician e. Physician Assistant f. Physicians g. Exercise physiologist h. Registered dietitian i. Sports psychologist 2. Explain the educational process: a. levels of education b. credentialing requirements c. employment opportunities d. workplace environments e. professional development	15 days

f. career growth potential for a sports medicine career path 3. Compare and contrast various professional and student organizations related to sports medicine. (NATA, HOSA future health professionals, etc) 4. Identify and discuss religious and cultural values as they impact healthcare, such as: a. ethnicity b. race c. religion d. gender 5. Demonstrate respectful and empathetic interactions and treatment of all patients/clients within a diverse population, such as customer service, patient satisfaction, civility, etc. 6. Demonstrate basic professional standards: a. hygiene b. dress c. language d. confidentiality e. behavior 7. Identify personal traits or attitudes desirable in a member of the career ready healthcare team: a. acceptance of criticism b. competence c. dependability d. discretion e. empathy f. enthusiasm g. honesty h. initiative i. patience j. responsibility k. self-motivation l. tact m. team player n. willingness to learn 8. Locate a job posting and identify its components: a. position description b. employment type c. qualification d. salary & benefits e. application procedures 9. Demonstrate the process of obtaining employment by completing a job application. 10. Identify and apply appropriate strategies and considerations for the interview process. 11. Identify components of a personal portfolio to include: a. resume	
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b. cover letter c. sample projects d. writing sample e. work-based learning documentation f. oral reports g. service learning h. community service i. credentials j. technology skills k. leadership experience l. student and professional organizations' documentation and recognition, etc. m. professional and personal references	
Foundation Standard 5: Legal Responsibilities Healthcare professionals will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients. 1. Identify legal responsibilities of a healthcare professional. 2. Recognize and explain the standards and differences of the Health Insurance Portability and Accountability Act (HIPAA) and the Federal Education Rights and Privacy Act (FERPA), and the importance of maintaining patient confidentiality. 3. Define: a. malpractice b. liability c. negligence d. assumption of risk e. abandonment f. standard of care g. scope of practice h. confidentiality i. harassment j. informed consent 4. Identify behaviors and practices that could result in malpractice, liability, and negligence. 5. Discuss Title IX and how it relates to equity in sports. 6. Describe the "Good Samaritan Law" and how it relates to student aides vs. certified athletic trainers or other licensed medical professionals.	5 days
Foundation Standard 6: Ethics Healthcare professionals will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery. 1. Identify codes of ethics for various sports medicine professionals. 2. Compare personal and professional ethics.	5 days
Foundation Standard 7: Safety Practices	5 days

Healthcare professionals will understand the existing and potential hazards to clients, coworkers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures. 1. Explain the importance of appropriate maintenance and inspection of player protective equipment. 2. Describe environmental risk factors associated with specific activities of the physically active. 3. Describe environmental safety considerations for participants in athletic facilities/venues. 4. Discuss the use of various devices and technologies identified in current research and position statements to determine unsafe environmental conditions. 5. Identify various blood borne pathogens. 6. Practice infection control procedures based on the use of standard precautions as established by the Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control (CDC). 7. Explain personal safety practices: a. hygiene b. sanitation c. body mechanics d. ergonomics 8. Identify and comply with safety signs, symbols, and labels. 9. Identify the components of a venue specific emergency action plan for athletic facilities. 10. Identify fire safety practices related to a sports medicine setting.	
Foundation Standard 8: Teamwork Healthcare professionals will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team. 1. Identify the members and roles of the sports medicine team. 2. Examine how sports medicine team members interact with each other. 3. Discuss attributes and attitudes of an effective leader. 4. Apply effective techniques for managing sports medicine team conflicts.	Included throughout the semester
Foundation Standard 9: Health Maintenance Practices Healthcare professionals will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among their clients. 1. Describe current FDA nutritional recommendations. 2. Identify basic nutrients including: a. carbohydrates b. fats c. proteins d. vitamins e. minerals	10 days

f. water 3. Discuss nutritional concerns of the athlete such as: a. appropriate hydration b. types of diets c. nutritional and performance enhancing supplements d. pre/post-game meal considerations 4. Differentiate between body weight and composition, along with the factors influencing each. 5. Identify methods of calculating percent body fat and considerations associated with each. 6. Discuss how to measure body mass index (BMI) and how it is used to assess health risks. 7. Describe eating disorders, their management, and impact on athletic participation. 8. Describe the significance of health screenings and examinations (preparticipation exams). 9. Describe common medical conditions found during a pre-participation exam which may disqualify an athlete from participation. 10. Identify practices that promote prevention of disease and injury through education. 11. Explain the relationships between poor body mechanics and the potential for injury. 12. Discuss complementary and alternative health practices (ex: acupuncture, massage, chiropractic care, etc.)	
Foundation Standard 10: Technical Skills Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate. 1. Demonstrate basic first aid skills. 2. Demonstrate cardiopulmonary resuscitation (CPR) and automated external defibrillation (AED) skills. 3. Demonstrate the ability to fit crutches. 4. Instruct the proper use of crutches in three-point and four-point gaits. 5. Observe, measure, record, and evaluate vital signs, including normal ranges for: a. temperature b. skin color c. pulse d. respiration e. level of consciousness f. oxygen saturation g. blood pressure. 6. Recognize and identify the signs and symptoms of: a. concussion b. heat illness c. cardiac event d. shock 7. Perform measurement of height and weight.	20 days

8. Demonstrate use of the Snellen Eye Chart. 9. Identify basic terminology and components of: - taping - wrapping - padding 10. Differentiate between different types of adhesive and cohesive tape, wrapping, and padding materials. Determine their appropriate applications. 11. Differentiate between common types of acute and chronic injuries (sprains, strains, fractures, tendinitis, etc.) 12. Differentiate between various types of stretching techniques. 13. Describe principles of physical conditioning. 14. Explain the role of overtraining pertaining to risk of injury. 15. Compare and contrast various splinting materials and devices used in a sports medicine setting. 16. Identify appropriate components of care for the spine-injured athlete.	
Foundation Standard 11: Information Technology Application Healthcare professionals will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications. 1. Understand the use of technology in injury evaluation and tracking. 2. Demonstrate use of basic computer procedures and file organization. 3. Demonstrate appropriate use of email, social, and educational media.	Included throughout the semester
Total	90 days

Make-up Work:

It is **YOUR** responsibility to find out what you missed on the day you were absent.

Make-up and Late Work Policy

Make-up Work Policy

- Make-up work is defined as work not completed or turned in due to a student's absence.
- This policy is set by the district.
- Students may be allowed to make up work due to absences that are excused, unexcused or related to discipline with no penalty within 5 days or a reasonable time according to GCSD board policy.
- If a student misses work due to an absence, it is the student's responsibility to coordinate time with the teacher within 5 days of return to make up the work. Any work not submitted within the 5 day makeup period will turn into "late work."
- Alternative assignments may be given for performance-based tasks that cannot be recreated in a make-up format.
- If a student is present on the day a test, quiz or project due date is announced and then absent on the day of the test, quiz or project deadline, he/she must be prepared to take the test, quiz or turn in the project on the day he/she returns to school.
- Field trips and participation in other extracurricular events (such as athletics) are considered attendance days. Work missed due to such events should be turned in the following attendance day.

- A zero may be put in the gradebook as a placeholder until the assignment is completed, turned in and graded.
- Students are encouraged to utilize the before and after school tutoring programs to complete make-up and late work in a proactive manner.

Late Work Policy

Teachers reserve the right to alter this policy based on extenuating circumstances. Extenuating circumstances should be discussed with the administration.

- Late work is defined as work not completed/turned in on time even though the student attended the class.
- Any assignment which is not turned in on time will be deducted 10 points off of the original grade earned for each school day the assignment is late up to five days.
- After five days, the student will be assigned a 0 for the assignment.
- Late work will not be accepted after the end of a grading period.
- Students who have 504/IEP/ESOL accommodations specifically allowing for extra time may exceed the 5 day window to maintain compliance with their respective educational plan.
- Dual Credit courses may have varying late work policies that are aligned with their parent university.
- A zero may be put in the gradebook as a placeholder until the assignment is completed, turned in and graded.
- Students are encouraged to utilize the before and after school tutoring programs to complete make-up and late work in a proactive manner.

CLASSROOM EXPECTATIONS:

RESPECT:

Time, Yourself, Teacher, Class, Others, Technology, Supplies, Where we are

Classroom expectations help ensure that all students are safe and have a fair opportunity to learn. All EHS rules are enforced in the classroom (see [EHS Code of Conduct](#) for more information).

1. Be appropriate with all actions.
2. No cell phone or earbud use in class per the [GCS Cell Phone Policy](#)

CELL PHONE & EARBUD POLICY:

Due to a legislative action by the South Carolina General Assembly, the South Carolina State Board of Education passed a new cell phone policy for school districts across the state, which goes into effect after winter break. As a result, the Greenville County School Board of Trustees has approved an updated cell phone policy and the Eastside High School cell phone policy has changed. Our cell phone policy is in place to maximize academic instruction and limit electronic device distractions throughout the school day. If you have any questions or concerns regarding the updated cell phone policy at Eastside High School, please contact the front office and speak with your child's administrator.

- This policy will be followed during the instructional day from 8:45 a.m. to 3:45 p.m.
- Before 8:45 a.m. tardy bell and after the dismissal bell, students will not be restricted from using cell phones and other electronic devices.

- Students cannot use cell phones or other personal electronic devices during class time. All personal devices must remain out of sight of others and be silenced during this time. This practice has been in place since the spring semester of the 2023 - 2024 school year.
- Students will be permitted to use their cell phones during non-instructional times to include during class change and lunch as long as devices are being used for the furtherance of educational purposes and other school approved activities.
 - Examples of these purposes/activities include, but are not limited to: reviewing grades, checking student backpack accounts, reviewing class schedules, emailing a teacher or other staff members, paying for items at Eagle Bites, or participating in a school activity.
 - Students will need to put cell phones and other electronic devices away prior to entering the classroom.
- Students should store their cell phones and other electronic devices in their book bags.
- As a result of the updated Board Policy, smartwatches, earbuds, headphones, and other device accessories cannot be worn during the school day except for the following;
 - Students will be permitted to use earbuds or headphones during lunch if it is being used for education purposes or related to a school approved activity.
- Failure to comply with this policy will be treated as a Cell Phone Violation. Consequences will follow these steps:
 - 1st infraction/referral: School level detention
 - 2nd infraction/referral: ISS
 - 3rd and subsequent infraction(s)/referral: OSS
- Exemptions to these restrictions will be permitted for students with health needs if authorized by IEP/504/Health Plan.
- Neither the school nor the district will be responsible for any lost, stolen, or damaged electronic device or cell phone brought onto school property.

3. Be ready to make the most of this class - it is all about you. Bring in: questions, current events, life and we will learn from each other while showing respect for everyone.

CONSEQUENCES / DISCIPLINE POLICY:

See Student Handbook [Discipline Policy](#)

1st Offense: Verbal Warning (applies for reminder of year).

2nd Offense: Contact will be made with parent/guardian and administration.

Responsible Chromebook and Technology Use Policy

[GCS Policy](#)

MagicSchool AI Tools for Students

This year, students will have access to MagicSchool AI, a generative AI platform built for schools that will help them learn to use the technology safely and responsibly.

With tools like ChatGPT and others being used in the professional world, it's important that students learn how to use the technology safely. By using MagicSchool in our classes, your student will be prepared for the future of technology in the workforce.

While students use MagicSchool tools for purposes such as receiving real time feedback, getting their questions answered, generating images, and in other exciting ways, I will have access to their chats to ensure that it's used appropriately. Rest assured, MagicSchool does not collect or train on student data.

Be sure to ask your child about how they're using AI in the classroom and take a look at the engaging ways they've utilized the MagicSchool tools to enhance their learning!

For more information, go to www.magicschool.ai or reach out directly with questions.

List of supplemental materials:

Anatomage Table

Brian Sutterer, MD YouTube

Institute of Human Anatomy YouTube

Crash Course on YouTube

ESPN clips/documentaries

PG and PG13 movies that may or may not be shown in some or all of their entirety:

- Concussion
- Patch Adams
- Inside Out
- Still Alice
- Bend it Like Beckham
- Goal! The Dream Begins
- Gifted Hands: The Ben Carson Story
- Home Alone 1 & 2
- Remember the Titans
- Rudy
- Miracle
- We are Marshall
- Million Dollar Arm
- The Greatest Showman

Student and Parent Agreement Statement

By signing below, I acknowledge that I have read and understand the expectations, policies, and procedures outlined in the course syllabus for:

Course Name: _____

Teacher Name: _____

Semester/Year: _____

I understand the grading policy, classroom expectations, attendance requirements, academic integrity guidelines, and consequences for not meeting expectations. I agree to support a positive and respectful learning environment.

As a **student**, I agree to:

- Take responsibility for my learning and behavior.
- Come to class prepared and ready to participate.
- Follow classroom rules and school policies.

As a **parent/guardian**, I agree to:

- Support my child's academic progress and classroom behavior.
- Communicate with the teacher as needed.
- Stay informed through school communication channels.

I understand that this agreement is in place to help ensure student success.

Student Name (print): _____

Student Signature: _____

Date: _____

Parent/Guardian Name (print): _____

Parent Email: _____

Parent Phone Number: _____

Parent/Guardian Signature: _____

Date: _____

LAB SKILLS:

Fees: \$20.00 paid on MY SCHOOL BUCKS by January 23rd, 2026

Labs could be conducted in PE102 or 218, depending on the lab. Due to the hands-on nature of the class, students will be required to demonstrate the skills they have acquired during the lab portions of the class.