**Course Description**

**The information provided in this syllabus is directly supplied by the overseeing Texas Athletic Trainers’ Association sports medicine course syllabus.**

**Description of the specific student needs to be met in this course:**

**A regular health class or clinical rotation cannot address the many facets of careers in medicine. 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*** **acknowledges student interest in medicinal professions and sports related fields of study. The course provides exposure to:**

* **anatomy/physiology;**
* **psychology of sport and injury;**
* **injury recognition and evaluation;**
* **injury prevention;**
* **injury care;**
* **career opportunities;**
* **professional liability and responsibilities**
* **budget and facility design.**

***Sports Medicine* bridges the gap between health class and clinical rotation for students interested in medical related careers, including but not limited to sports medicine, athletic training, orthopedics, and physical therapy.**

**The extensive knowledge acquired in anatomy/physiology, injury prevention, recognition and care of injuries provides students necessary tools to deal with the management of their own personal medical care. An informed society is greatly needed to make decisions in health care and health management.**

**Course Topics:**

**1. CONCEPTS OF SPORTS INJURY. The student analyzes the concept of sports injury and applies the many areas of concern for sports participants. The student is expected to:**

**A. define and understand the criteria of a sports injury**

**B. explain what constitutes a catastrophic sports injury**

**C. list the injury classifications D. define the severity of the injury as it relates to sprains and strains**

**E. list the types of fractures and dislocations F. describe the types of fractures and dislocations;**

**G. identify the epidemiology of common injuries;**

**H. describe the risks associated with the most common sports**

**I. explain the classification of sports;**

**J. identify the incidence rate of injuries common to sports.**

**2. THE ATHLETIC HEALTH CARE TEAM. The student identifies and describes the responsibilities of the sports medicine team. The student is expected to:**

**A. Define the term sports medicine, and list the key members of the sports medicine team**

**B. Identify the basic first responder training all coaches should receive in the secondary schools**

**C. List the specific services that should be provided to the athlete by the team physician**

**D. Identify the six areas that comprise the role and the curriculum requirements of the BOC-certified athletic trainer**

**E. Research the professional medical organizations that promote the study of sports medicine**

**F. List and describe seven different employment options for a BOC-certified athletic trainer in the secondary school setting**

**3. THE LAW OF SPORTS INJURY. The student investigates and evaluates the important legal considerations in the management of sports injuries. The student is expected to:**

**A. Define the terms tort and negligence, and describe the two types of negligence.**

**B. List the four elements that must be present in order to prove negligence.**

**C. Explain how Good Samaritan laws affect school personnel, such as coaches, from litigation.**

**D. List the steps that can reduce a coach’s chances of being sued.**

**E. Explain the acronym HIPAA.**

**F. List and describe the steps one should take if being sued.**

**G. Discuss the ethics of sports-injury care.**

**H. Describe the role of the states in the regulation of athletic training.**

**4. SPORTS-INJURY PREVENTION. The student differentiates and analyzes the important elements of preventing of sports injuries. The student is expected to:**

**A. Differentiate between intrinsic and extrinsic types of causative factors leading to sports injury.**

**B. Identify the four types of intrinsic factors related to sports injury that a medical doctor might find during a pre-participation physical examination.**

**C. Explain the advantages of the “coordinated team approach” have over the personal physician pre-participation physical examination.**

**D. List and describe the seven components of fitness that can aid in sports injury prevention.**

**E. Analyze the relationship between volume, intensity, and frequency of training as they relate to periodization.**

**F. Define the meaning of the acronym ROM.**

**G. Explain the advantages and disadvantages of the four categories of stretching exercises.**

**H. Discuss why athletes in high-risk sports should be informed of the potential hazards and prevention strategies of their sports.**

**I. Explain the profound influence of dietary habits of any athlete, regardless of sport; have on overall performance and on recovery from injury.**

**H. Describe why it is important for coaches, administrators, and athletic trainers to monitor extrinsic risk factors for sports injury.**

**I. Identify the role of protective equipment in the prevention of injuries.**

**J. Explain the steps in fitting protective equipment for football and hockey.**

**K. Identify the types of protective equipment used in sports other than football and hockey.**

**5. THE PSYCHOLOGY OF INJURY. The student recognizes the psychological effects of sports injuries on the athlete. The student is expected to:**

**A. Describe the variables of personality.**

**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. Assess the harmful effects of pathogenic eating disorders.**

**G. List the common forms of pathogenic eating behaviors practiced by athletes.**

**H. Identify the common signs or behaviors that may indicate the development of an eating disorder.**

**I. Evaluate the factors relating to the increase of eating disorders in athletes.**

**J. Identify the most common sports that eating disorders occur in males and females.**

**K. Describe how coaches can assist in the prevention of eating disorders, and discuss the treatment.**

**6. NUTRITIONAL CONSIDERATIONS. The student comprehends the importance of good nutritional practices for athletic performance. The student is expected to:**

**A. Describe the basic molecular structure of carbohydrates, fats, and proteins, and the importance of vitamins and minerals in the body.**

**B. Describe the recommended level 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 three goals of any sports nutrition program.**

**E. Explain the five guidelines in 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 on injury recovery.**

**I. Identify the training benefit potentially gained by an athlete using creatine.**

**J. Investigate the 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. List the components of an emergency plan.**

**B. Analyze the considerations to be addressed when coaches are given the charge of 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. List the steps in performing CPR.**

**F. Identify the early symptoms of internal bleeding.**

**G. Define shock and list the four common conditions that may lead to shock.**

**H. Identify the essential components of a physical exam (survey).**

**I. Describe the four functions of the emergency team with respect to the emergency plan.**

**J. Summarize the medical training all personnel involved with organized sports programs should receive.**

**K. Analyze the issues pertaining to return to play decision made by a coach.**

**8. CPR. The student understands and summarizes the steps of cardiopulmonary resuscitation. The student is expected to:**

**A. Understand the general principles of CPR.**

**B. Identify and explain the steps in one-rescuer CPR**

**C. Identify and explain the steps in two rescuer CPR.**

**D. Explain the importance of early defibrillation by first responders.**

**E. Explain the steps in treating an airway obstruction.**

**9. THE INJURY PROCESS. The student analyzes the effects of the injury process on body tissues .The student is expected to:**

**A. Describe the different types of mechanical forces of an injury.**

**B. Analyze the physiological effects and the time frame of the healing process for sports injuries.**

**C. Evaluate how the injury process affects soft tissue and bone.**

**D. Identify the types of pain, pain control, and assessment of pain.**

**E. Explain the different types of pharmacologic agents use in the healing process.**

**F. Differentiate between cryotherapy and thermortherapy.**

**G. Describe the importance of the role of exercise in the healing process.**

**H. Discuss the science of rehabilitation**

**I. Discuss the 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, face, and cervical spine.**

**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 incidence of cervical spine injuries.**

**I. Differentiate between the different mechanisms of cervical spine injury.**

**J. Identify the etiology, signs, and symptoms of cervical spine injuries.**

**K. Describe the causes, symptoms, and care for brachial plexus injuries.**

**L. Identify the symptoms and care of sprains, strains, fractures, and dislocations of the cervical spine.**

**M. Describe the guidelines for the initial treatment of suspected cervical spine injuries.**

**N. Discuss the emergency procedures for head and/or neck injuries.**

**I. Identify the causes, symptoms, and treatment of dental injuries.**

**P. List and describe the symptoms and treatment of eye, ear and nasal injuries.**

**Q. Summarize the care of facial wounds.**

**11. INJURIES TO THE THORACIC AND COCCYGEAL SPINE. The student understands the anatomy, mechanisms of injury, symptoms, emergency procedures, and treatment of injuries to the thoracic and coccygeal spine. The student is expected to:**

**A. Describe and identify the anatomy of the thoracic spine.**

**B. Identify the etiology, signs and symptoms, and first aid care for the common sports injuries to the thoracic spine.**

**C. Describe and identify the anatomy of the lumber, sacral, and coccygeal spine.**

**D. Identify the etiology, signs and symptoms, and first aid care for the common 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.**

**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 types of fractures of 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.**

**G. Describe the etiology, signs, symptoms, and first aid care for fractures, sprains, 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 common sports external injuries of the thorax and abdomen, and their etiology, signs, symptoms, and first aid care.**

**C. Identify common 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.**

**F. List and 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 their etiology, signs, symptoms, and first aid care.**

**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 patellofemoral joint injuries.**

**G. Describe the etiology, signs, symptoms, and first aid care for patellofemoral joint injuries.**

**H. Identify specific patellofemoral conditions.**

**I. Describe the etiology, signs, symptoms, and first aid care of patellofemoral conditions.**

**J. Identify specific menisci injuries.**

**K. Describe the etiology, signs, symptoms, and first aid care of menisci injuries.**

**L. Identify the types of knee ligament injuries.**

**M. Describe the etiology, signs, symptoms, and first aid care for knee ligament injuries.**

**N. Research the prevention of knee injuries.**

**O. Evaluate the types 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.**

**G. Summarize the steps in preventative ankle taping.**

**18. SKIN CONDITIONS IN SPORTS. The student recognizes the dangers skin conditions that occur as the result of sports participation. The student is expected to:**

**A. Recognize the different types of skin wounds and their guidelines for cleaning and treatment.**

**B. Explain the importance of universal precautions.**

**C. Discuss the prevention, etiology, signs and symptoms and treatment of ultraviolet light related skin problems.**

**D. Explain the prevention, etiology, signs and symptoms and treatment of fungal, bacterial and viral skin conditions.**

**E. Research the risk factors of skin infections in the sport of wrestling.**

**F. Describe the etiology and treatment for allergic skin reactions.**

**19. BLOODBORNE PATHOGENS. The student understands the importance of preventing exposure to blood borne pathogens. The student is expected to**

**A. Identify universal precautions as mandated by the Occupational Safety and Health Administration (OSHA) and how such precautions apply to athletic personnel.**

**B. Analyze the factors in preventing the spread of blood borne 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, 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 frostnip.**

**G. Describe the effects of cold urticaria.**

**H. Interpret and summarize the elements of the NATA Position Statement on Exertional Heat Illnesses**

**21. OTHER MEDICAL CONCERNSTHAT AFFECTS 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 common to viral and bacterial illnesses.**

**B. Compare the participation guidelines for the more common types of infections such as respiratory, gastrointestinal and HBV/HIV.**

**C. List and describe the signs, symptoms, treatments and participation guidelines for athletes with exercise induced asthma, diabetes, and epilepsy conditions.**

**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 (ligaments, tendons, growth plates, and cartilage).**

**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.**

**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**

**Methods for evaluating student outcomes:**

1. **Written exams**
2. **Class participation**
3. **First Aid/CPR/AED information and skills**
4. **Demonstration of precautions for blood borne pathogens**
5. **Demonstration of the application of various modalities (ice, heat, ultrasound, electric stimulation, whirlpool, etc)**
6. **Demonstration of stretching techniques**
7. **Demonstration of therapeutic exercises including isometric, isotonic, and isokinetic**
8. **Research projects on sports medicine topics**

**Grading:**

**Quizzes (40%)……………………………………………............... 20 points each**

**Exams (20%) ……………………………………………………… 50 points each**

**Homework/Participation (40%) ………………………………... 10 points each**

**Quizzes will occur at the conclusion of each chapter. This is done to help you prepare for Unit exams.**

**Exams will take place at the mid-term and final portion of each nine weeks. This midterm and end-of-term exam will count 20% of your final grade average. Your final grade average will be the sum of each nine-week grade and the final exam, and then it will be divided by five.**

**Homework will be identified as certain topics are covered in class. Examples include but are not limited to presentations, research, and papers.**

**\*\*The instructor reserves the right to edit any of the above mentioned policies.**

**Course 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.**

**Clover, Jim. *Sports Medicine Essentials: Core Concepts in Athletic Training & Fitness Instruction*. 2nd Ed. Thompson Delmar Learning. 2007.**

**Clover, Jim. *Workbook to Accompany Sports Medicine Essentials: Core Concepts in Athletic Training & Fitness Instruction****.* **2nd Ed. Thompson Delmar Learning. 2007.**

**France, Robert, C. *Introduction to Sports Medicine & Athletic Training*. 1st Ed. Thompson Delmar Learning. 2004.**

**Additional Resources:**

**Textbook Link:**

**http://health.jbpub.com/book/concepts/6**

**Teacher Resources:**

**University Interscholastic League – UIL**

[**http://www.uil.utexas.edu/athletics/health**](http://www.uil.utexas.edu/athletics/health)

**Texas Dept. of State Health Services –Advisory Board of Athletic Trainers**

[**http://www.dshs.state.tx.us/at/default.shtm**](http://www.dshs.state.tx.us/at/default.shtm)

**National Athletic Trainers’ Association**

[**http://www.nata.org/statements/index.htm**](http://www.nata.org/statements/index.htm)

**Board of Certification, Inc**

[**http://www.bocatc.org/**](http://www.bocatc.org/)

**Links: Evidence-Based!!**

<http://www.dshs.state.tx.us/at/at_rlist.doc>

<http://www.bocatc.org/index.php?option=com_content&task=view&id=106&Itemid=114>

**Taping Manual**

Brad Abell’s “Taping and Wrapping Made Simple”, Wolters Kluwer/LWW

<http://thepoint.lww.com/Product/Isbn/9780781769945>

**Injury evaluations and associated therapeutic exercises**

<http://www.humankinetics.com/>

<http://www.sportsmedicineconcepts.com/index.asp>

<http://www.clinicalsportsmedicine.com/dvd.htm>

<http://www.youtube.com/watch?v=NMi2RsAohSw&feature=relatedYoutube>

**Internet Site – Multiple**

[http://www.anatomy.wisc.edu/courses/gross/](http://anatomy.med.umich.edu/courseinfo/video_index.html)

<http://anatomy.med.umich.edu/courseinfo/video_index.html>

**WEB SITES:**

Advisory Board of Athletic Trainers (Texas)

[www.dshs.state.tx.us/at](http://www.dshs.state.tx.us/at)

National Athletic Trainers’ Association

[www.nata.org](http://www.nata.org)

National Federation of High Schools’ Associations

[www.nfhs.org](http://www.nfhs.org)

Texas State Athletic Trainers’ Association

[www.tsata.com](http://www.tsata.com)

University Interscholastic League (Texas)

[www.uil.org](http://www.uil.org)

**Internet Sites:**

**General**

American Academy of Kinesiology and Physical Education

[www.aakpe](http://www.aakpe)

American Academy of Orthopedic Surgeons

<http://orthoinfo.aaos.org>

American Academy of Physician Assistants

[www.aapa.org](http://www.aapa.org)

American Academy of Podiatric Sports Medicine

[www.aapsm.org](http://www.aapsm.org)

American Alliance for Health, Physical Education, Recreation, and Dance

[www.aahperd.org](http://www.aahperd.org)

American College of Sports Medicine

[www.acsm.org](http://www.acsm.org)

American Medical Association

[www.ama-assn.org](http://www.ama-assn.org)

American Occupational Therapy Association

[www.aota.org](http://www.aota.org)

American Orthopedic Society for Sports Medicine

[www.sportsmed.org/about/default.htm](http://www.sportsmed.org/about/default.htm)

American Physical Therapy Association

[www.apta.org](http://www.apta.org)

American Red Cross

[www.redcross.org](http://www.redcross.org)

American Society of Exercise Physiologists

[www.asep.org](http://www.asep.org)

Association of American Medical Colleges

[www.aamc.org](http://www.aamc.org)

Canadian Athletic Therapists Association

[www.athletictherapy.org](http://www.athletictherapy.org)

College Athletic Trainers’ Society (CATS)

[www.collegeatc.org](http://www.collegeatc.org)

International Federation of Sports Medicine

[www.fims.org](http://www.fims.org)

International Society of Biomechanics

[www.isbweb.org](http://www.isbweb.org)

Japanese Athletic Trainers’ Organization

[www.jato-trainer.org](http://www.jato-trainer.org)

National Athletic Trainers’ Association (NATA)

[www.nata.org](http://www.nata.org)

NATA Board of Certification

[www.nataboc.org](http://www.nataboc.org)

NATA Education Council

[www.cewl.com](http://www.cewl.com)

National Association of Emergency Medical Technicians

[www.naemt.org](http://www.naemt.org)

National Collegiate Athletic Association

www.ncaa.org

National Operating Committee on Standards for Athletic Equipment

[www.nocsae.org](http://www.nocsae.org)

National Registry of Emergency Medical Technicians

[www.nremt.org](http://www.nremt.org)

National Safety Council

[www.nsc.org](http://www.nsc.org)

National Strength & Conditioning Association

[www.nsca-lift.org](http://www.nsca-lift.org)

Professional Baseball Athletic Trainers Society

[www.pbats.com/malt/rangers.htm](http://www.pbats.com/malt/rangers.htm)

Professional Football Athletic Trainers Society

[www.edblock.com/content/c\_pfats.html](http://www.edblock.com/content/c_pfats.html)

United States Olympic Committee

[www.usoc.org](http://www.usoc.org)

World Federation of Athletic Training & Therapy

[www.wfatt.org](http://www.wfatt.org)

**Publications**

Athletic Therapy Today

[www.mylitsearch.org/pub/100673337](http://www.mylitsearch.org/pub/100673337)

BioMechanics

[www.biomech.com/links/researchlinks.shtml](http://www.biomech.com/links/researchlinks.shtml)

First Aider

[www.cramersportsmed.com/first\_aider.jsp](http://www.cramersportsmed.com/first_aider.jsp)

Gatorade Sports Science Exchange

[www.gssiweb.com/sportssciencecenter/topic.cfm?id=96](http://www.gssiweb.com/sportssciencecenter/topic.cfm?id=96)

Hughston Health Alert (newsletter)

[www.hughston.com/hha/hha.htm](http://www.hughston.com/hha/hha.htm)

Journal of Applied Biomechanics

<http://omni.library.nottingham.ac.uk/whatsnew/detail/1013070.html>

Journal of Athletic Training

[www.journalofathletictraining.org](http://www.journalofathletictraining.org)

Journal of the American Medical Association

<http://jama.ama-assn.org>

Medicine & Science in Sports & Exercise

[www.msse.org](http://www.msse.org)

Orthopedics Today

[www.slackinc.com/bone/ortoday/otbull.htm](http://www.slackinc.com/bone/ortoday/otbull.htm)

Penn State Sports Medicine Newsletter

[www.psu.edu/ur/news.html](http://www.psu.edu/ur/news.html)

**Educational/Classroom Resources**

American Medical Association: Careers in Healthcare

<http://www.ama-assn.org/ama/pub/education-careers/careers-health-care.shtml>

America’s Career InfoNet

<http://www.acinet.org/>

American College of Sports Medicine

<http://www.acsm.org//AM/Template.cfm?Section=Home_Page>

American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=1200000>

American Red Cross

<http://www.redcross.org/>

Annals of Internal Medicine

<http://www.annals.org/>

Anatomy in Clay

<http://www.anatomyinclay.com/>

Body Works: A toolkit for healthy teens and strong families <http://www.womenshealth.gov/bodyworks/>

CNN Health

<http://www.cnn.com/HEALTH/>

CollegeNet

<http://www.collegenet.com/elect/app/app>

CreativEd Services

<http://www.creativedservices.com/>

Explore Health Careers

<http://www.explorehealthcareers.org/en/Index.aspx>

Health Central

<http://www.healthcentral.com/>

Health Scout

<http://www.healthscout.com/>

JAMA: The Journal of the American Medical Association

<http://jama.ama-assn.org/>

Medline Plus: Medical Encyclopedia

<http://www.nlm.nih.gov/medlineplus/encyclopedia.html>

Medical Mysteries on the Web

<http://medmyst.rice.edu/>

MedicineNet: We Bring Doctors’ Knowledge to You (Medical Dictionary)

<http://www.medterms.com/script/main/hp.asp>

MedlinePlus: Trusted Health Information for You

<http://medlineplus.gov/>

Medscape from WebMD

<http://www.medscape.com/>

Merck: A Global Research-Driven Pharmaceutical Company

<http://www.merck.com/home.html>

MT Desk: Complete Online Resource Center for Medical Transcription Professionals

<http://www.mtdesk.com/>

National Consortium for Health Science Education

[www.healthscienceconsortium.org](http://www.healthscienceconsortium.org)

New England Journal of Medicine

<http://content.nejm.org/>

Physicians’ Desk Reference <http://www.pdr.net/login/Login.aspx>

PubMed: A service of the US National Library of Medicine and the National Institutes of Health

<http://www.ncbi.nlm.nih.gov/PubMed>

Reuters Health: The premier supplier of health and medical news

<http://www.reutershealth.com/en/index.html>

RxList: The Internet Drug Index

<http://www.rxlist.com/script/main/hp.asp>

Starla’s Creative Teaching Tips

<http://www.starlasteachtips.com/>

The Educator’s Reference Desk

<http://ericir.syr.edu/>

The Riley Guide: Employment Opportunities and Job Resources on the Internet

<http://www.rileyguide.com/>

U.S. Public Health Service

<http://www.usphs.gov/>

Web MD

<http://www.webmd.com/>

Weil (Andrew Weil, MD) Your Trusted Health Advisor

<http://www.drweil.com/>

Wellness Web

<http://www.wellweb.com/>

World Health Online

<http://www.healthy.net/>