

SPORT FIRST AID HIGHER EDUCATION INSTRUCTOR GUIDE

Fifth Edition

**American Sport
Education Program**



HUMAN KINETICS

Copyright © 2014, 2008, 2004, 1997, 1992 by Human Kinetics, Inc.

All rights reserved. Except for use in a review, the reproduction or utilization of this work in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including xerography, photocopying, and recording, and in any information storage and retrieval system, is forbidden without the written permission of the publisher.

Printed in the United States of America 10 9 8 7 6 5 4 3 2 1

Human Kinetics

Website: www.HumanKinetics.com

United States: Human Kinetics
P.O. Box 5076
Champaign, IL 61825-5076
800-747-4457
e-mail: humank@hkusa.com

Canada: Human Kinetics
475 Devonshire Road Unit 100
Windsor, ON N8Y 2L5
800-465-7301 (in Canada only)
e-mail: info@hkcanada.com

Europe: Human Kinetics
107 Bradford Road
Stanningley
Leeds LS28 6AT, United Kingdom
+44 (0) 113 255 5665
e-mail: hk@hkeurope.com

Australia: Human Kinetics
57A Price Avenue
Lower Mitcham, South Australia 5062
08 8372 0999
e-mail: info@hkaustralia.com

New Zealand: Human Kinetics
P.O. Box 80
Torrens Park, South Australia 5062
0800 222 062
e-mail: info@hknewzealand.com

E6288

Contents

Preface v

Section 1 ASEP and Coaching Education 1

Section 2 Sport First Aid Classroom Course Overview 5

Section 3 Presenting the Course: Preparation, Conduct, and Follow-Up 9

Section 4 Instructor’s Classroom Guide 21

Unit 1	Introduction to Sport First Aid.	23
Unit 2	Your Role on the Athletic Health Care Team	35
Unit 3	Types of Injuries	41
Unit 4	Emergency Action Steps	49
Unit 5	Physical Assessment and Providing Immediate First Aid	65
Unit 6	Moving Injured or Sick Athletes	85
Unit 7	Head, Spine, and Nerve Injuries	91
Unit 8	Musculoskeletal Injuries.	101
Unit 9	Sport First Aid Wrap-Up	111

Preface

As our society begins to realize that coaches must be trained to provide safe, enjoyable learning experiences for their athletes, leaders like you are taking the initiative by providing coaching education throughout the United States. In addition, legislators and community leaders in many states are mandating that their coaches be trained.

Moreover, coaches themselves are searching for ways to reduce the ever-present threat of lawsuits stemming from their athletes' injuries. Many coaches and sport directors realize that the best way to protect themselves and their athletes is to become knowledgeable about their duties and to learn effective injury prevention and first aid measures.

The question is no longer "Should coaches be trained?" but "How should coaches be trained?" The American Sport Education Program (ASEP) has been offering the solution to this question since 1981 through the development and implementation of coaching education courses and resources. In that time, ASEP has also helped create an awareness of the need for a nationwide coaching education program. For a more in-depth explanation of the curriculum, please read section 1 of this instructor guide.

As a Sport First Aid instructor, you'll be providing a key element of the most comprehensive coaching education curriculum ever developed in the United States. You will play a direct role not only in improving the quality and safety of athletes' sport experiences but also in enhancing the quality and professionalism of coaching.

WHY LEARN SPORT FIRST AID?

School administrators, directors of sport organizations, parents, and athletes all have high expectations of today's coaches.

In addition to teaching the techniques and tactics of their sports effectively, today's coaches must also have a sound coaching philosophy and be able to motivate athletes through positive reinforcement. Today's coaches must plan for the season and for each practice, and they must manage their time, their resources, and their athletes. Finally, modern coaches must train athletes properly for their sports, prevent injury whenever possible, and respond quickly and correctly to athletes' injuries.

The Sport First Aid classroom course is designed to help you bring students the latest information available about responding to athletes' injuries. Through the Sport First Aid course materials and your own valuable experience, you can help students learn their role as first responders and teach them the basics so they can fulfill that role.

SPORT FIRST AID VERSUS FIRST AID

Unlike generic first aid courses, the information provided in the Sport First Aid classroom course is directly applicable to the types of injuries coaches see.

This course does not ask students to learn highly technical terminology, detailed diagnostic procedures, or sophisticated medical treatments. Rather, it helps students become capable first responders by

- giving them hands-on experience in many crucial sport first aid procedures;
- informing them of the health professionals they should send their athletes to for various sport-related injuries;
- helping them establish an emergency care plan;
- explaining relevant but difficult medical terms and procedures in nontechnical language;
- highlighting the most common injuries their athletes are likely to encounter and how to respond positively when those injuries occur; and
- teaching them to distinguish between acute and chronic athletic injuries and the differences in treatments for these two types of injuries.

The course does not cover all of the emergency care procedures coaches should know. We've narrowed the scope of information to include practical first aid information specific to sport injuries. ASEP also strongly encourages students in your Sport First Aid classroom course to obtain CPR training and certification and to remain current according to CPR guidelines.

ONGOING COMMITMENT

We have made every effort to make this *Sport First Aid Instructor Guide* and the instructional materials as useful and complete as possible. And we are committed to updating our instructional materials to ensure that you have the most current and accurate information available. It's all part of our ongoing mission to provide the highest quality of instruction to coaches in order to help them succeed with their athletes and in their profession.

ASEP and Coaching Education

ASEP, the American Sport Education Program, is the leading provider of classroom and online educational courses, books and e-books, videos, DVDs, and software for coaches, officials, and athletic administrators. Since its inception in 1981, ASEP has developed high-quality coach education resources and courses that have been used to educate more than 1.5 million coaches, officials, parents, and athletic administrators. The fifth edition of *Sport First Aid* and this Sport First Aid course exemplify ASEP's ongoing commitment to provide up-to-date, high-quality instructional materials for athletic administrators and coaches. Through partnerships with state high school associations, ASEP provides coaching education to more than 25,000 high school coaches each year. ASEP also provides customized education programs for a number of national youth sport organizations and Olympic sport national governing bodies. Additionally, national, state, and local sport organizations and more than 200 colleges and universities use existing ASEP courses and resources to educate coaches.

ASEP'S BEGINNINGS

In the early 1970s, Dr. Rainer Martens, sport psychologist and physical education professor at the University of Illinois at Urbana-Champaign, was studying the psychological aspects of youth sport. Through his research, Dr. Martens determined that the best way to enhance athletes' sport experiences was to increase the preparedness of their coaches. As a result of his research, he founded the American Coaching Effectiveness Program in 1981, which later expanded into ASEP. ASEP is part of Human Kinetics, an international publisher of sport and fitness resources.

In 1981, Martens produced and released the first ASEP course, which focused on coaching philosophy and the basics of sport science, sports medicine, and sport management. By 1986, ASEP had 1,400 certified instructors who had trained more than 50,000 scholastic and club sport coaches.

In 1994, ASEP added educational programs and resources for volunteer coaches, officials, parents, and sport administrators of community youth sport programs, national youth sport organizations, and military and religious sport organizations.

ASEP EXPANDS ITS VISION OF SPORT EDUCATION

ASEP has become increasingly aware of the specific needs of coaches, officials, administrators, parents, and organizations at various levels of sport. In response to these needs, ASEP has developed the Volunteer and Professional Coaches Education Programs (see the table below).

The Volunteer Coaches Education Program provides beginning and intermediate education for coaches of athletes 13 years of age and younger who participate in youth sport programs. This program also offers resources for parents, officials, and sport administrators working with this age group.

The Professional Coaches Education Program provides advanced education for coaches of athletes age 14 and older who participate in scholastic, collegiate, and Olympic national governing body sport programs.

Both the Volunteer and Professional Coaches Education Programs use online learning and traditional, instructor-led classroom courses to provide the most affordable and convenient sport education opportunities.

For more in-depth information on ASEP's educational programs and resources, please visit www.ASEP.com.

Bronze-Level Certification recognizes coaches who have dedicated themselves to extensive education by completing Coaching Principles, Sport First Aid, and at least one advanced

ASEP's Coaching Curriculum at a Glance

Volunteer Coaches Education Program	Professional Coaches Education Program
Coaching Youth [Sport] courses	Coaching Principles
Coaching Essentials	Sport First Aid
Organization-specific customized courses	Advanced sport-specific courses in select sports
	Bronze-Level Coach Certification designation: A designation that coaches can achieve by completing Coaching Principles, Sport First Aid, and an advanced sport-specific course and by holding a valid CPR certification (not offered by ASEP)

sport-specific course offered by ASEP. Online courses are also available to provide coaches with additional flexibility in achieving their educational requirements and professional education goals.

- Coaching Principles online and classroom courses provide a foundation in coaching philosophy, communication and motivation principles, effective sport skills instruction, and player, team, and self-management.
- Sport First Aid online and classroom courses provide coaches and students with clear guidelines on what's expected of them as first responders as well as action steps for the care and prevention of more than 110 athletic injuries and illnesses.
- Sport-specific coaching courses provide content and guidance from sport-specific experts to enhance each coach's ability to
 - teach sport-specific techniques and tactics,
 - develop quality season plans and effective practice plans,
 - prepare athletes to compete at their optimal level, and
 - better manage the program.

ENSURING QUALITY

ASEP strives to develop and deliver the very best in sport education programs. To ensure the quality of our programs, we adhere to the following quality standards:

- ASEP's curriculum design team contracts and consults coaching education specialists and experts in the appropriate field of study for contributions, suggestions, reviews, and final approvals before releasing ASEP courses or course materials.
- The ASEP classroom and online course formats are highly structured to standardize the information presented and how it is communicated.
- Classroom course evaluations are designed to elicit feedback that will help ASEP evaluate the quality of the course content and how it's delivered.

As an instructor, you can help us ensure the quality of the Sport First Aid course by adhering to these guidelines:

- Share your passion, enthusiasm, and professionalism for developing young athletes in the way you lead the Sport First Aid course.

- Take advantage of the expertise that went into building the course by teaching the course as designed, and adhere to the procedures outlined in the *Sport First Aid Higher Education Instructor Guide*.
- Provide completed course paperwork to ASEP in a timely manner.
- Maintain a professional and pleasant appearance and demeanor whenever you serve as a Sport First Aid classroom course instructor.

ASEP SERVICE AND SUPPORT

ASEP realizes that you may have questions about the information in this instructor guide and about the responsibilities involved in implementing and administering the Sport First Aid classroom course. If you have any questions, please call us at 800-747-5698 or e-mail us at asep@hkusa.com, and we'll assist you in any way possible.

The ASEP staff is structured in a manner that maximizes both the quality of the curriculum and our ability to meet your specific needs. For questions on preparing for and leading your Sport First Aid classroom course and associated course paperwork, please contact the ASEP program services team. Our sales-implementation team can assist you in implementing the ASEP Professional Coaches Education Program courses or any other ASEP educational program in your school, district, or organization. For questions or suggestions with regard to course content and delivery, our curriculum design team can assist you. We'd like to hear from you!

American Sport Education Program

P.O. Box 5076

Champaign, IL 61825-5076

800-747-5698 or 217-351-5076

Fax for ordering courses: 217-351-1549

Fax for submitting course report forms: 217-351-2674

E-mail: asep@hkusa.com

Sport First Aid Classroom Course Overview

To provide repeated and varied learning experiences that are both interesting and challenging, this course includes these three parts:

1. Classroom instruction
2. Test preparation
3. Testing

CLASSROOM INSTRUCTION

Because ASEP understands that presenting Sport First Aid as a semester-long classroom course is different than presenting it in a one- or two-day seminar format, we have edited this guide to make it more user friendly for instructors like you, who will be using it to present the course using a semester-long classroom format.

Make sure that your students have all the available resources and are able to use them effectively. Each student should have a copy of the course text, *Sport First Aid, Fifth Edition*, the *Sport First Aid Workbook*, and the test package. Please make students aware of the online resources that can be accessed using instructions found in the test package. The two primary resources are the *Sport First Aid Online Component* and the e-book version of *Sport First Aid, Fifth Edition*, which students will access via the online component. Remember, the online component provides the same online content that coaches get when taking Sport First Aid online, so your students will gain access to additional resources.

After completing the class, students will use these resources to study in order to successfully complete the course test and as practical reference materials to assist them in becoming successful first responders to athletic injuries.

TEST PREPARATION

After the classroom instruction, students complete the test preparation part of the course. To help students prepare for the course test, we have provided students with the *Sport First*

Aid Online Component. This online resource provides additional activities that will enhance the classroom portion of the course. The time required to complete this phase will vary based on the individual student's reading speed and study habits.

TESTING

After completing the test preparation activities, students complete a 75-question test, which is open book. The test is available in paper and online formats. The time required to complete the test phase will vary based on the individual student's preparation—how well the student attended to the classroom instruction and how thoroughly the student completed the test preparation phase, especially reading the course text.

The test enables the students to review what they've learned. A score of 80 percent or better is required to pass the test and the course. The purpose of the test is to

- require students to work with the material and concepts presented in the classroom and test preparation phases of the course,
- allow students to demonstrate what they learned through the course, and
- ensure that students have a good understanding of the course principles and concepts that will make them effective first aid responders.

The test should be presented as a positive step for students, one that enables them to affirm their grasp of the course concepts related to sport first aid. Students should view the test as a challenge and additional learning tool, not an obstacle.

SPORT FIRST AID CLASSROOM COURSE CONTENT

You *must* emphasize to the students that the Sport First Aid classroom course is not just the classroom phase; it also includes the test preparation phase. Completing both parts is integral to learning how to provide sport first aid.

The topics covered in the classroom phase include the basics of sport first aid. Information that is best presented in the classroom setting is included for each topic. The following topics are included:

Unit 1 Introduction to Sport First Aid

Unit 2 Your Role on the Athletic Health Care Team

Unit 3 Types of Injuries

Unit 4 Emergency Action Steps

Unit 5 Physical Assessment and Providing Immediate First Aid

Unit 6 Moving Injured or Sick Athletes

Unit 7 Head, Spine, and Nerve Injuries

Unit 8 Musculoskeletal Injuries

Unit 9 Sport First Aid Wrap-Up

The test preparation phase covers information and activities that are best completed by each student individually. As you prepare to teach the course, we expect you to draw on your experience and expertise in providing students with an exceptional learning experience. This approach should enable you to effectively engage the students as you facilitate the classroom learning activities, which are the most important parts of the classroom experience.

SPORT FIRST AID CLASSROOM RESOURCES

Painstaking effort has been applied to ensure that the course materials are effective instructional tools and accurate informational resources. Here is a brief synopsis of the role each resource plays in the Sport First Aid classroom course.

Sport First Aid Higher Education Instructor Guide, Fifth Edition

The *Sport First Aid Higher Education Instructor Guide* is your guide to conducting the classroom course. It includes the preface and these four sections:

Section 1 ASEP and Coaching Education

Section 2 Sport First Aid Classroom Course Overview

Section 3 Presenting the Course: Preparation, Conduct, and Follow-Up

Section 4 Instructor's Classroom Guide

The instructor guide is the “cookbook” for planning, conducting, and overseeing successful learning experiences for students.

Sport First Aid Workbook, Fifth Edition, and Sport First Aid Online Component

The *Sport First Aid Workbook* is the students' printed guide for completing the classroom and test preparation phases of the course. The workbook also includes sample solutions for the learning activities completed in class. You should have received a copy of the workbook with your instructor materials.

While students complete the test preparation phase of the classroom course, they will have access to and may complete activities in *Sport First Aid Online Component*. The online component covers the same topics as the classroom course and incorporates instructional approaches that provide students with complementary learning experiences for studying topics related to sport first aid.

Sport First Aid Classroom Instructor DVD

The Sport First Aid Classroom Instructor DVD includes footage that was developed to enhance students' learning of the classroom content. The DVD provides important content overviews and includes "how-to" segments that demonstrate procedures students will use during the class and afterward as sport first aid responders. The DVD provides much of the explanation and demonstration of the course content. This approach should enable you to focus on facilitating the classroom learning activities, which are the most important parts of the classroom experience.

Sport First Aid Test and Test Package

The Sport First Aid classroom course includes a 75-question test. Students are encouraged to take the test online but may opt to take a paper-pencil version if they wish. This is explained in section 3. In accordance with the low-pressure evaluative approach, a student who fails the test (less than 80 percent correct) is allowed one year from the date of the course to retake until he or she achieves a passing score. However, you should encourage students to study the text and the online component sufficiently before completing the test, because a fee is charged for the processing of each retake.

The test is included in the Sport First Aid classroom test package that you will hand out and is described in unit 1 in the course. The package includes the following:

1. Sport First Aid classroom test
2. ASEP Test Answer Form A to record test answers
3. Sport First Aid test instructions
4. Preaddressed ASEP mailing envelope for the student to mail the completed ASEP Test Answer Form A
5. Cardboard insert to ensure that the test form is not damaged in the mail
6. Key code letter with the key code to access *Sport First Aid Online Component*

Presenting the Course: Preparation, Conduct, and Follow-Up

After you have determined when you will conduct your first course, you'll need to follow the steps outlined in this section to prepare for, conduct, and complete follow-up activities for the course. If you have problems in setting up the course or ordering materials, contact ASEP for help.

BEFORE THE CLASS BEGINS: PREPARATION

In this section, you will find helpful suggestions for handling tasks that should be completed prior to the class. How well you attend to these details will significantly affect the ease and success of your instruction. Among the more important items to address are the following

- Instructor and course preparation: several weeks before you teach
- Instructor and course preparation: prior to each class presentation

Instructor and Course Preparation: Several Weeks Before You Teach

Several weeks before you teach the course, you need to complete a variety of instructor and course preparation steps. Use the following checklist to make sure that you are fully prepared when the course begins.

- Read or review *Sport First Aid, Fifth Edition*.
- Review the Instructor's Classroom Guide in section 4 to determine and prepare teaching resources required to present the unit information.

Instructor and Course Preparation: Prior to Each Class Presentation

Use the following checklist to make sure that you are fully prepared when the course begins.

Preparing to Teach

- Review the Instructor's Classroom Guide in section 4.
- Review the *Sport First Aid Workbook*. The Instructor's Classroom Guide (section 4) includes all of the relevant workbook pages you'll need to conduct the class, so you don't need the workbook to conduct the class. However, you should take it with you to class and be prepared to answer students' questions about its contents.
- Preview the Sport First Aid Classroom Instructor DVD to familiarize yourself with the material and its presentation and to familiarize yourself with how the DVD player works.
- Review the test answer form and the test instructions included in the Sport First Aid classroom test package.
- Determine how you will provide students the instructor information and the affiliation, organization, and course codes required to complete the course test. See Course Test on page 17 for a list of the specific information you will provide. If you decide to use handouts for this purpose, remember to prepare them.

Course Packages and ASEP ID Numbers

- Make sure that each of your students has a Sport First Aid classroom course package.
- Check that each student's package contains these items:
 - The course text, *Sport First Aid, Fifth Edition**
 - A *Sport First Aid Workbook*
 - A Sport First Aid classroom test package that includes the following:
 - Sport First Aid classroom test
 - ASEP Test Answer Form A to record test answers
 - Sport First Aid test instructions
 - Preaddressed ASEP mailing envelope for the student to mail the completed ASEP Test Answer Form A
 - Cardboard insert to ensure that the test form is not damaged in the mail
 - Key code letter with the key code to access *Sport First Aid Online Component*

*Instructors and students who order the eBook version will not receive a physical copy of the course text, *Sport First Aid*.

- Create random ASEP ID numbers for the students who will be attending your class. Students have two options for obtaining an ASEP ID number. They may use their Social Security number or use one of the random ID numbers you will generate from the ASEP website before the class. ASEP strongly recommends that students use the randomly generated ID numbers rather than their Social Security numbers. Please do not allow students to create an ID number on their own because this will delay test processing. To create random ASEP ID numbers, go to the For Instructors tab on www.ASEP.com. There you can generate a maximum of 50 ASEP ID numbers. The numbers are automatically created for you and can be exported to a Word document or Excel spreadsheet. These ID numbers do not expire and remain valid until used by a student. When you export the numbers and print the Word document or Excel spreadsheet, you'll have a document you can use as the course sign-up sheet. For more details, see the Course Report form discussion in the After the Class Ends: Follow-Up section on page 12.

Classroom Materials and Equipment

- Acquire these materials for the practice activities:
 - Disposable gloves—one pair for each coach (for controlling bleeding activity)
 - Gauze pads—three for each coach (for controlling bleeding activity)
 - Elastic wrap or roller gauze—one for each coach (for controlling bleeding activity)
 - Rigid padded splints—enough for half the class (for splinting the forearm)
 - Ties or elastic wrap to secure a splint—enough for half the class (for splinting the forearm; used to hold the splint itself together)
 - Additional elastic wrap—enough for half the class (to secure a splint to the body and to use for a compression wrap)
 - Pillows, sweatshirts, or towels—enough for half the class (for elevation and splinting)
 - Exercise mats—enough for half the class if possible (supplying mats is optional; they may be used for any activity done on the floor)
- Obtain a whiteboard or flipchart and markers.
- Arrange for a well-functioning TV monitor and DVD player with appropriate connection equipment. We suggest that you use a screen that's at least 21 inches wide because a smaller screen will be difficult to see and could possibly

cut off some of the DVD's graphics. The TV monitor should be set at a comfortable height above table level to maximize visibility. For groups of 20 or more, consider using a large-screen TV, multiple monitors, or a video projector and screen. Students will begin to lose interest if they can't see the DVD clearly. Confirm that all equipment is working correctly.

- Ensure that the room is of sufficient size to set up practice areas.

TEACHING THE CLASS: CONDUCT

A complete and detailed description of Sport First Aid classroom course procedures is provided in section 5. As you will see, our intent is to make the course an active learning experience for participants. Hands-on practice of emergency care procedures under your direction is a great way for students to grasp these important techniques. The material that they can learn just as easily in the self-study phase (e.g., writing an emergency plan) is not emphasized in the classroom session.

Using the DVD

The Sport First Aid Classroom Instructor DVD will serve as the takeoff point for many of the activities. At the end of each segment, the DVD will stop automatically on a red background screen. You do not have to manually stop the DVD between segments. The red background screen includes a button with the notation "Play Segment #." The "#" is the number of the segment you will play next. When you're ready to play this next segment, press "Enter" or "Play" on your DVD remote control, and the next segment will begin.

In preparing to teach the course, you should test the DVD and TV monitor setup and practice using the DVD. When you start the DVD, you'll see a welcome screen that will remain on the monitor for 30 seconds. Use this time to adjust the volume level. After 30 seconds, a screen with four buttons will appear. These buttons enable you to play segment 1 of the DVD, review any of the individual DVD segments, replay the 30 second welcome screen, or review the DVD credits. Once you've started playing the segments of the DVD, you can return to this screen by pushing the menu button on your DVD remote control.

AFTER THE CLASS ENDS: FOLLOW-UP

When the class ends, you'll have some follow-up activities. You'll complete the ASEP Course Report form and send it to ASEP. You'll advise students during the test preparation and

testing portions of the course. In the first and last units of the classroom course, you'll also need to provide students with some test-related information that they will use after the class ends. Your responsibilities for these activities are described in the following sections.

Completing the Course Report Form

After each course, take a few moments to complete the ASEP Course Report form in one of four ways. You can submit it online (www.ASEP.com), mail it (ASEP, P.O. Box 5076, Champaign, IL 61825), e-mail a scanned completed form (asep@hkusa.com), or fax it to ASEP (217-351-2674). Submitting the Course Report form electronically is preferred and will greatly reduce the time you spend completing this task. Details for completing the form online are provided in the next section and can also be found on the ASEP website (www.asep.com/instructors/submit-CRF.cfm). Your ASEP Course Report form should be submitted within two days of course completion. We recommend that you keep for your own records a list of the names and addresses of the students who attended the course. The ASEP Course Report form is included on pages 15 to 16. If you are submitting the form via e-mail, regular mail, or fax, you may want to remove the form and refer to it while reading the explanation that follows. If you mail or fax your report, you should make a copy of this form and use the copy for your report.

Because of the scope of ASEP activities, we have many test forms to process. By completing and sending your ASEP Course Report form in a timely manner, you can help us estimate the number of tests we will receive for processing during a given period.

NOTE: The students in your course will *not* receive their test results until you submit your ASEP Course Report form, so it is imperative that you adhere to the two-day request for submitting your ASEP Course Report form.

Instructions for Completing Your ASEP Course Report Form

Lead Instructor's Name and ID

Mailing and Contact Information

Please be sure to indicate if this is a new address so that we can update your record.

Additional Instructor Information

Enter the names and ID numbers of all other instructors who assisted in conducting the course.

Last Date of Course

Enter the last date that the course met.

Number of Students Attending

Course Code

Enter BB for Sport First Aid.

Send Test Results To

Please choose whom you would like the test results sent to: you or the students. The results cannot be sent to both, but they are available on the ASEP website.

Organization Code

Enter your school's "organization" code here. If you don't know the organization code, refer to your instructor agreement and getting started checklist. If you have misplaced this information or have any related questions, contact ASEP services at support@asep.com.

Name of Organization

Enter the name of your school in the space provided.

Lead Instructor Signature and Date

Please read the verification statement and sign your name to indicate that you have read the statement.

Course Roster

Consider using the course roster as a way for students to register when they arrive at the course. That's the easiest way to obtain the information needed for your Course Report form. You can duplicate this form as needed to add more students' names.

Students have the option to use their Social Security number as their ASEP ID number on the form, but ASEP strongly encourages instructors to use the randomly assigned ID number. To generate random ID numbers for students, go to the For Instructors tab on www.ASEP.com. Please do not allow your students to select a number on their own. They must use the numbers you generated or their Social Security number.

Students' names must be on the roster regardless of whether they will take the online or paper-pencil test.

Before submitting your ASEP Course Report form, please check that you have completed the form in its entirety. Missing or incorrect information on the ASEP Course Report form will delay test processing.

ASEP Course Report Form

Course Report forms can be completed and submitted online at www.ASEP.com or can be mailed to ASEP, Attn: Program Services, P.O. Box 5076, Champaign, IL 61825-5076. Instructions for completing your Course Report form can be found online at www.ASEP.com and in your ASEP course instructor guide. **Make sure that the course roster is submitted along with this form.**

Please print all information.

Instructor Information

Lead instructor's name: _____

ID#:

Mailing address: _____

City: _____ State: _____ Zip: _____

Address is: Work Home New Address? Yes No

Phone:

Work: (____) _____ Ext: _____

Home: (____) _____ Fax: (____) _____

E-mail address: _____

Additional Course Instructors (if any):

1. Co-instructor's name: _____

ID#:

2. Co-instructor's name: _____

ID#:

3. Co-instructor's name: _____

ID#:

Course Information Course roster MUST be submitted along with this form.

Course date: _____ **Number of coaches attending:** _____

(If conducting course over multiple days, use date on last day of course)

Course code: _____ **Send test results to:** Coaches Instructor

Organization code: _____

Name of organization: _____

I verify that the information provided is accurate, all course participants have completed the ASEP Bronze Level course requirements, and the course was instructed in accordance with ASEP Bronze Level policies and procedures.

Lead Instructor Signature: _____ **Date:** _____

(NOTE: Signature is required before the Course Report form becomes valid and test answer forms can be processed.)

> *continued*

Advising Students During the Test Preparation Phase

After the classroom portion is finished, your responsibilities as an instructor simply shift rather than end. Students may have questions about the information they read about in *Sport First Aid*, the *Sport First Aid Online Component*, or the testing procedures.

An instructor who conducts a Sport First Aid classroom course and then disappears is abandoning a great teaching opportunity. It's a fact that students will not retain all of the information covered in the classroom session, no matter how terrific a job you do. Therefore, the test preparation and testing phases of the course are critical if students are going to learn the material.

You can help. Give students your phone number and the days and times you can be consulted. Tell them that you will address any questions concerning the material in *Sport First Aid* and the *Sport First Aid Workbook*.

When a student does call you for direction, offer enough information to help him or her discover the solution or resolve the confusion—cite a chapter or particular passage in the text, remind the student of a specific component of the course, or suggest a specific learning activity in the online component. You might ask the student to explain his or her understanding of the subject, then clarify or extend what the coach has comprehended.

Course Evaluation

After the course, students complete the course evaluation online. See page 114 in section 4 for information about completing the online evaluation.

Course Test

After reading *Sport First Aid* and completing the other test preparation activities, the last thing students do is complete the course test. The course test can be completed with paper and pencil, using the Sport First Aid classroom test and scan form included in the Sport First Aid classroom test package, or it can be completed online using the Sport First Aid online test. **Students who do not pass the Sport First Aid test must retest in the same format (either paper–pencil or online) as the original test.** Students have 12 months from the last date of the course to pass the test. If you have students in your class who intend to meet the state high school association certification standards, be sure to check the deadlines for completing the course, which may require a coach to pass the test in less than 12 months from the last date of the course.

Your instructor responsibilities include answering students' questions about the test. To prepare for these responsibilities, you should thoroughly review the Sport First Aid test instructions included in the Sport First Aid test package and be prepared to answer questions about them. If you want to review the three forms of the classroom test, request copies from ASEP by calling 800-747-5698 or 217-351-5076 or by e-mailing ASEP at asep@hkusa.com.

You will review the test instructions information with students in the first and last units of the classroom course. You'll also need to provide the following information to students because they will have to enter it on their test scan forms or when they complete the online test:

- Instructor's ID number
- Instructor's last name
- Organization code
- Last date of course

For students' procedural questions about taking the test, refer them to the Sport First Aid test instructions included in their test packages. While the course reviews and is consistent with the content in *Sport First Aid*, **all of the test questions are based on content in *Sport First Aid*.**

When a student contacts you about the test, provide guidance, not solutions, for any of the test questions. Encourage the students to see how many questions they can answer confidently without referring to the text. For the multiple-choice items they are uncertain about, ask them to try to narrow their choices to two before consulting the book. For troublesome true-false questions, have them jot down on scratch paper the answer they think is correct before checking the book. By testing themselves in this manner, students will have to think through the concept behind each item, not simply spew out or copy responses to the questions.

It is crucial that you know, explain, and follow the testing procedures so that your students receive recognition for successfully completing the course. You want them to be rewarded for their efforts to learn. Plus, you deserve to see the positive results of a teaching job well done.

INSTRUCTOR TOOLS AVAILABLE THROUGH ASEP WEBSITE

Each of these key functions can be accessed online at www.ASEP.com by clicking on the For Instructors tab.

Find a Coach

This function allows you to search for individuals in the registry who have completed the course. You will be prompted to enter a first or last name to search for an individual. To find all individuals in a particular area, enter a city, state, or zip code. Instructors typically use this tool to search quickly for an individual.

Submit Course Report Form

After you've conducted a Sport First Aid course, you're required to submit a Course Report form to the ASEP Services Department within 48 hours of the completion of your course. The Course Report form lists the students who attended your course and their corresponding ID numbers (that you assigned during the course). We highly recommend that you use the quickest and easiest way for you to submit your Course Report form, which is to do it online. From this page, you can complete and submit Course Report forms electronically to ensure that your students' tests are processed as quickly as possible.

Run Verification Reports Form

This function allows you to run a verification report that produces a summary of students who attended a course and submitted their test. For those who submitted their test, the report includes their ID number, name, and score. Instructors can cross-reference this report with the Course Report form to identify students who haven't submitted their test.

Generate ASEP IDs

Anyone who takes an ASEP course is required to have a nine-digit ID number for tracking and documenting course completion in our database. (Note: The ID number is not the same as the key code).

From this page, you can generate ID numbers that you'll assign to the students who attend your classroom courses. We recommend you generate your ID numbers in advance because you'll assign them on the first day of your course. Your students will enter on their test form the number assigned to them regardless of whether they are taking the paper-pencil test or the online version.

Instructor's Classroom Guide

Unit 1	Introduction to Sport First Aid.	23
Unit 2	Your Role on the Athletic Health Care Team	35
Unit 3	Types of Injuries	41
Unit 4	Emergency Action Steps	49
Unit 5	Physical Assessment and Providing Immediate First Aid	65
Unit 6	Moving Injured or Sick Athletes	85
Unit 7	Head, Spine, and Nerve Injuries	91
Unit 8	Musculoskeletal Injuries.	101
Unit 9	Sport First Aid Wrap-Up	111

Introduction to Sport First Aid

PURPOSE: To introduce students to the Sport First Aid course, including the course purpose, learning objectives, agenda, and resources.

LEARNING OBJECTIVES

In this unit, students will learn about

- the course resources;
- the purpose, learning objectives, and agenda for the Sport First Aid course; and
- the procedures for completing the test preparation and test phases of the course.

MATERIALS NEEDED

- Whiteboard or flipchart
- Dry-erase or flipchart markers

Unit Overview

Topic	Activities
A. Welcome and Introductions	Instructor presentation: Course welcome Review of course resources
B. Overview of the Sport First Aid Course	Instructor presentation: Tell students the purpose, objectives, and agenda for the course.
C. Completing the Course	Instructor presentation: Section introduction Procedures for completing the test preparation and test phases of the course Unit summary

UNIT CONTENT

A Welcome and Introductions



INSTRUCTOR NOTE: As students enter the classroom, they need to obtain their ASEP ID numbers from you. You need to complete the paper version of the course roster, which will become part of the ASEP Course Report form discussed in section 3 of the *Sport First Aid Instructor Guide*. Here's how to complete these two steps:

- For details about generating random ASEP ID numbers and your course roster, and for completing the Course Report Form, see section 3 in the *Sport First Aid Higher Education Instructor Guide*.
- As students enter the classroom, **TELL** them to enter their last and first names next to an ID number on the course roster. **TELL** them to write down their ID numbers and **NOT** to lose them.
- Students' names must be on the roster regardless of whether they will take the online or paper-pencil test.



WELCOME students to the Sport First Aid course.



INTRODUCE yourself in a warm, professional, enthusiastic manner, covering

- your name, position, and experience with sport first aid; and
- your experience as a Sport First Aid course instructor.



POINT OUT the contents of the course packages and **TELL** students to check that they have all of the contents of the course packages, including the following:

- The course text, *Sport First Aid, Fifth Edition*, or, alternatively, a key code letter (included in the test package) with the key code to access the *Sport First Aid* e-book
- A *Sport First Aid Workbook*
- A Sport First Aid classroom test package, which includes the following:
 - Sport First Aid classroom test
 - ASEP Test Answer Form A to record test answers
 - Sport First Aid test instructions
 - Preaddressed ASEP mailing envelope for the student to mail the completed ASEP Test Answer Form A
 - Cardboard insert to ensure that the test form is not damaged in the mail
 - Key code letter with the key code to access the *Sport First Aid Online Component*



TELL students to turn to page 1 of the *Sport First Aid Workbook*.



DISCUSS the following points:

- The workbook is your guide for completing the course.
- For each unit, the workbook includes the unit's purpose, learning objectives, overview, and sections (A, B, and so forth); and a summary of my unit introduction comments.
- For every activity, the workbook includes an introduction; instructions that describe the resources to use, steps to complete, and the outcome of your work; and activity worksheets for you to write on to complete the activity.
- The workbook also includes space for you to write notes at the end of each unit. This space is denoted with the word “notes” in parentheses.
- We can't cover everything in this classroom portion of the course, so to help you prepare for

the course test we have provided you with the *Sport First Aid Online Component*. This resource provides additional activities that will enhance the classroom portion of the course. We'll discuss these activities as the course progresses.

- Use the workbook in whatever way makes it easier for you to learn. Take notes, make check marks, underline things—do whatever you need to do to make it a worthwhile resource.



REFER students to the table of contents in *Sport First Aid*.



DISCUSS the book, *Sport First Aid*.

- One of the test preparation activities you'll complete is to read the course text, *Sport First Aid*.
- The first few chapters contain general information for you as a coach and as a first responder in injury and illness situations.
- Chapters 4 and 5 cover the emergency action steps and physical assessment, which we'll be spending a lot of time on during this course.
- Chapter 6 describes how to move an injured or ill athlete.
- Chapters 7 through 15 list injuries and illnesses that you might encounter as a coach, with corresponding symptoms and signs for easier recognition and appropriate first aid steps for you to take.



ASK for questions about the *Sport First Aid* book, *Sport First Aid Workbook*, and the *Sport First Aid Online Component* or any other topic in this unit.



TELL students to put away for now all of these items **EXCEPT** for *Sport First Aid* (the book) and the *Sport First Aid Workbook*.



INTRODUCE the test options.

- After we've completed this class and you've read the text and completed the activities included in the online component, you'll take the course test.
- You can complete the course test using a paper–pencil form, or you can complete it online.
- Everything you'll need to do for either test is described in the Sport First Aid test instructions booklet.
- We'll discuss the testing details in a few minutes. Now, though, I'm going to tell you the test information you'll need to enter to complete the test.
- If you take the paper–pencil test, you'll enter this information on the answer form.
- If you take the online test, you'll enter this information online.



REFER students to page 72 in the *Sport First Aid Workbook*, and **TELL** students to write the test information on the Test Information form as you describe it.



TELL students to open the test package and **TAKE OUT** the Sport First Aid test instructions booklet. As you explain the key code, **HOLD UP** the test instructions and **POINT** to the key code on the top of page 1.

EXPLAIN the test information students will need to enter to complete their tests. **ALLOW** students enough time to write this information in their workbooks. **ASK** for questions about this information.

To complete the test, you'll need to enter

- your ID number, which you got from the course roster and should have written down, and
- the key code, which is located on the top right of page 1 of the Sport First Aid test instructions.



INSTRUCTOR NOTE: As described in section 3 in the *Sport First Aid Higher Education Instructor Guide*, you should have determined how you will tell students your ID number, your last name, the organization code, and the last day of this course.

- If you decided to hand out this information, **HAND OUT** the page you created with your ID number, your last name, the organization code, and the last day of this course; **OTHERWISE**
- **WRITE** your ID number, your last name, the organization code, and the last day of this course on the whiteboard or flipchart.



CONTINUE explaining the test information students will need to enter to complete their tests. **ALLOW** students enough time to write this information in their workbooks. **ASK** for questions about this information.

- The instructor's ID number [SAY what it is]
- The instructor's last name [SAY what it is]
- The organization code [SAY what it is]
- The last date of the course [SAY what it is]

If you're taking the paper-pencil test and not the online test, you'll also enter the course code. The course code is located at the bottom right of the last page of the test. It begins with the letters "BB" followed by two numbers (for example, "BB10," "BB11," or "BB12").



INSTRUCTOR NOTE: Your copy of the Test Information form appears on page 29.

B Overview of the Sport First Aid Course



DISCUSS the purpose, objectives, and agenda of the course.

The purpose of the Sport First Aid course is to help you learn the skills you need to be a competent first responder to players' injuries and illnesses. This course has been designed to help you

- develop a basic knowledge of sport injuries and illnesses,

Test Information

Write the test information in the second column.

Required information	Write information below
Your ID number (from the course roster)	
Key code (on the top of page 1 of the Sport First Aid test instructions)	
Instructor's ID number	
Instructor's last name	
Organization code	
Last date of the course	
Course code (If you're taking the paper-pencil test, you'll need this code. The course code is located at the bottom right of the last page of the test. It begins with the letters BB followed by two numbers, for example, BB10, BB11, or BB12.)	
Date you need to complete the test by (If the instructor tells you a completion date, write it in the next column. Otherwise you should complete the test by one year from today's date; write that date in the next column.)	

- recognize signs and symptoms of common sport injuries and illnesses,
- administer appropriate sport first aid, and
- learn to use the *Sport First Aid* book as a reference tool.



REFER students to the Sport First Aid Classroom Course Agenda on page 4 in the *Sport First Aid Workbook*.



INSTRUCTOR NOTE: Your copy of the agenda follows this note.

Sport First Aid Classroom Course Agenda

Unit number	Unit title
1	Introduction to Sport First Aid
2	Your Role on the Athletic Health Care Team
3	Types of Injuries
4	Emergency Action Steps
5	Physical Assessment and Providing Immediate First Aid
6	Moving Injured or Sick Athletes
7	Head, Spine, and Nerve Injuries
8	Musculoskeletal Injuries
9	Sport First Aid Wrap-Up

C Completing the Course



INTRODUCE the section, Completing the Course.

As you've already learned, you'll complete the first phase of Sport First Aid in the classroom, and you'll complete the other phases of Sport First Aid by reading the course text, *Sport First Aid*, and by completing the activities contained in the *Sport First Aid Online Component*. Let's discuss what that means.



DISCUSS the topics you will cover in the course.

- Your role on the athletic health care team
- Types of injuries and illnesses and how to conduct emergency action steps
- How to conduct a physical assessment
- How to control bleeding and minimize shock
- How to apply splints and compression wraps
- How to move an injured or ill athlete
- How to provide first aid care for head and spine injuries
- How to handle musculoskeletal injuries

During today's class, we'll discuss how you can use the book, the workbook, and the online component to prepare for the Sport First Aid classroom test.



ASK for questions about the course agenda and topics.



INSTRUCTOR NOTE: If you want students to complete the test preparation and test sooner than one year from today, be prepared to give them a completion date. Also, be prepared to give them your contact information so that they can contact you with questions while they complete the test preparation and test.



INTRODUCE the discussion of the test preparation and test procedures.

- The steps for completing the test are described in the Sport First Aid test instructions included in your test package.
- You should plan to complete these activities by [instructor-provided date, or one year from today's date].
- If you do not successfully pass your Sport First Aid test within one year of the last date of your course (today), you will have to take the entire course over again and pay all of the course fees again.



DISCUSS the test preparation activities.

- Before you take the test, you should read *Sport First Aid* and complete the related activities included in the *Sport First Aid Online Component*.
- Instructions for accessing the *Sport First Aid Online Component* are included on the key code letter in your course package.
- All of the activities we complete in the classroom and all of the activities you complete during the test preparation phase will help you become a confident first responder to athletic injury and will help you pass the test. However, **do not fail to carefully read** every chapter in *Sport First Aid* because all of the test questions are based on content in the book.



ASK for questions about the Sport First Aid test preparation phase of the course.



HOLD UP the Sport First Aid classroom test package.



DISCUSS the Sport First Aid test procedures.

- The last thing you'll do to complete the course is complete the course test.
- You can complete the paper–pencil test, or you can complete the test online.
- The instructions and forms you'll need to complete the course test are included in this Sport First Aid classroom test package.
- The package contains the Sport First Aid test instructions, which provide a detailed description of what you need to do to complete the course test. After reading *Sport First Aid* and completing the related online activities, you really have only three things to do:

1. Decide whether you'll complete the paper–pencil test or the online test.
 2. Complete the test.
 3. Get your test scored.
- Whichever test you take, it's important to remember the following:
 - If you do not pass the test the first time, you can take it again. The procedures for taking a retest are described in the test instructions.
 - If you complete your first test paper–pencil, you must complete retests in the paper–pencil format. If you complete your first test online, you must complete retests in the online format.



ASK for questions about the test preparation and course test procedures.



SUMMARIZE unit 1.

- The Sport First Aid course is designed to help you provide a safe and enjoyable sport experience for your athletes and become a competent first responder to an athletic injury.
- The key to making this course a success is for you to be an active learner. This means that you should remember the following:
 - Feel free to ask questions at any time. There are no dumb questions. Be assertive about what you need in order to understand sport first aid better.
 - Relax. Enjoy yourself. Be open. Participate. We're all here to learn together.



ASK for questions about the unit.

Your Role on the Athletic Health Care Team

PURPOSE: To introduce students to their role in working on the athletic health care team and teach them how to prepare a sport first aid game plan.

LEARNING OBJECTIVES

In this unit, students will learn

- about the athletic health care team and their role on it and
- how to develop a sport first aid game plan.

MATERIALS NEEDED

- Sport First Aid Classroom Instructor DVD
- DVD player and monitor

Unit Overview

Topic	Activities
A. Unit Introduction	Introduce the unit's purpose, objectives, and agenda.
B. Coach's Role on the Athletic Health Care Team and How to Develop a Sport First Aid Game Plan	Play DVD segment 1, "Your Role on the Athletic Health Care Team."
C. Evaluating Your Sport First Aid Game Plan	Students fill out Chapter 2 Replay on page 9 of the workbook.
D. Unit Summary	Summarize key unit points and answer students' questions.

UNIT CONTENT

A Unit Introduction



REFER students to the Unit 2 Learning Objectives and Unit Overview, page 7, in the *Sport First Aid Workbook*.



INTRODUCE unit 2.

In unit 2, we'll discuss your role on the athletic health care team and how to prepare a sport first aid game plan.

- We'll watch a DVD segment that covers
 - legal definitions of your role as a coach,
 - parental expectations,
 - other members of the athletic health care team,
 - playing it safe with return to play, including the importance of treatment and rehabilitation, and
 - how to develop a sport first aid game plan.
- Then we'll take some time for you to evaluate what you need to do to complete a sport first aid game plan for your particular situation.

B Coach's Role on the Athletic Health Care Team and How to Develop a Sport First Aid Game Plan



INTRODUCE the DVD segment, “Your Role on the Athletic Health Care Team.”

Because you are a coach, you are considered part of the athletic health care team. This DVD segment will explain your duties on that team.



PLAY DVD segment 1, “Your Role on the Athletic Health Care Team.”



INSTRUCTOR NOTE: For this and all other DVD segments, make certain that all students are in position to see the screen and that the volume is appropriate for those in the front and the back of the room.



INSTRUCTOR NOTE: The DVD will stop automatically at the end of the segment.



ASK for questions about the DVD segment.

C Evaluating Your Sport First Aid Game Plan

Activity 2.1 Evaluating Your Sport First Aid Game Plan



REFER students to Activity 2.1 Evaluating Your Sport First Aid Game Plan, page 8, in the *Sport First Aid Workbook*.



INTRODUCE the activity.

You heard on the DVD segment that to be prepared for emergencies, you need to develop a sport first aid game plan. This involves collecting health records of your athletes, creating a weather emergency plan, preparing a medical emergency plan, and so forth.

- For the next few minutes, you'll evaluate what you need to do in your particular coaching situation to complete your sport first aid game plan.
- When you complete the self-study portion of this course, you'll actually complete your own sport first aid game plan.



REVIEW the activity resources.

You'll use the Chapter 2 Replay from the *Sport First Aid* book that is included on page 9 in the workbook.



EXPLAIN the activity instructions.

1. Work in pairs.
2. Talk through the checklist together.
3. Check off the items that you've already accomplished in your particular coaching situation and note the steps that you need to complete in the margin of your workbook.
4. Complete the checklist for your situation only, but discuss each item with your partner. You may gain insights from each other about how to efficiently complete certain parts of the sport first aid game plan.
5. You probably won't get through the entire checklist in the time allotted, and that is all right. Complete as much of the checklist as you can now, and then you can finish it on your own later.
6. Take 7 minutes to complete your work.



EXPLAIN the activity outcome.

When you're done, you should have completed as much of the checklist as possible. The items that you have already completed in your coaching situation should have a check mark next to them, and you should have a good sense of which steps you still need to take care of.



ASK for questions about the activity.



TELL students to begin the activity.

After 7 minutes, **CONDUCT** the activity debriefing as follows:

1. **ASK** students to comment on what they learned from this activity.
2. **EXPLAIN** that the purpose of this activity is to point out the need to prepare for emergencies. Some of the coaches have likely completed very few of these steps. Now they know what needs to be done and can be proactive in preparing for emergencies.
3. If students didn't get through the checklist in the time allotted, encourage them to complete the checklist on their own.



ASK for questions about creating a sport first aid game plan.

D Unit Summary



REVIEW the key points of unit 2.

- Along with many other legal duties, you have a legal obligation to provide emergency medical assistance. You must learn sport first aid and CPR. You must take action when needed, providing emergency first aid care if no medical personnel are present. You must use only the skills that you are qualified to administer and provide the standard of care taught in this Sport First Aid course, CPR, and other sports medicine courses.
- Parents expect you to provide a safe environment for their children. They will look to you for direction when their child is injured. They expect you to have some knowledge of sport first aid and to know where to refer them for more information.
- You should develop good working relationships with other members of the athletic health care team and support their decisions regarding treatment and rehabilitation.

- Players who are injured or sick can return to play only after all symptoms and signs have subsided or after examination and release by a physician.
- A sport first aid game plan includes gathering health records for each athlete, developing a weather emergency plan, checking facilities for hazards, checking equipment for proper fit and usage, stocking a first aid kit, arranging for preseason physicals and fitness screenings, incorporating conditioning into your program, and developing a medical emergency plan.
- Now that you know what it takes to develop a sport first aid game plan, you can use the forms provided in chapter 2 of *Sport First Aid* to guide you in preparing for emergencies.



ASK for questions about the coach's role on the athletic health care team and developing a sport first aid game plan or any other topic in this unit.

Types of Injuries

PURPOSE: To help students learn how to recognize the main types of acute and chronic injuries.

LEARNING OBJECTIVES

In this unit, students will learn

- how most injuries occur,
- what distinguishes acute and chronic injuries, and
- how to recognize the main types of acute and chronic injuries.

MATERIALS NEEDED

- Sport First Aid Classroom Instructor DVD
- DVD player and monitor

Unit Overview

Topic	Activities
A. Unit Introduction	Introduce the unit's purpose, objectives, and agenda.
B. Types of Injuries and How They Occur	Play DVD segment 2, "Types of Injuries and How They Occur." Students fill out a table while watching the DVD segment.
C. Injury Causes	In teams, students complete mechanisms (injury causes) columns in a table. Award points for correct answers.
D. Unit Summary	Summarize key unit points and answer students' questions.

UNIT CONTENT

A Unit Introduction



REFER students to the Unit 3 Learning Objectives and Unit Overview, page 13, in the *Sport First Aid Workbook*.



INTRODUCE unit 3.

In unit 3, we'll discuss how to recognize the main types of acute and chronic injuries.

- We'll watch a DVD segment that covers
 - causes of injury,
 - acute injuries, and
 - chronic injuries.
- We'll do an activity in which you learn to identify causes of injury.

B Types of Injuries and How They Occur

Activity 3.1 Types of Injuries



REFER students to Activity 3.1 Types of Injuries, page 14, in the *Sport First Aid Workbook*.



INTRODUCE the activity.

Knowing how an injury occurred and whether it occurred suddenly or over time may help you to correctly identify an injury and respond with appropriate first aid care. In this activity, you'll fill out a table as we watch a DVD segment.



REVIEW the activity resources.

You'll use the table, *Examples of Injuries That Affect Specific Body Tissues*, that follows the activity instructions in the workbook.



EXPLAIN the activity instructions.

1. Work individually.
2. As you watch the DVD segment, listen for
 - a. what types of injuries affect different body tissues and
 - b. whether an injury is acute or chronic.
3. Fill in the table as you watch the DVD segment.
 - a. In the second column, write the types of injuries that can affect each body tissue. For example, you'll hear on the DVD segment that bones can sustain closed fractures, so you would write *Closed fracture* in the second column.
 - b. In the third column,
 - write *Acute* if the injury occurs suddenly and is the result of a specific injury mechanism,
 - write *Chronic* if the injury develops over a period of several weeks and is typically caused by repeated injury, or
 - write *Acute or Chronic* if both could be the case.

For example, bones can sustain closed fractures. Closed fractures occur suddenly, so you would

write *Acute* in the third column. As you can see, the answers for this injury have been provided in the table as an example.



EXPLAIN the activity outcome.

When you're done, you should have completed the "Injury" and "Type of injury" columns in the table. We'll review the activity outcome after watching the DVD segment.



ASK for questions about the activity.



PLAY DVD segment 2, "Types of Injuries and How They Occur."



INSTRUCTOR NOTE: The DVD will stop automatically at the end of the segment.



INSTRUCTOR NOTE: Your copy of the activity outcome follows on page 45. Students might not list the injuries in the same order as shown in your instructor guide. It is more important that they have listed the correct injuries and corresponding type of injury (acute versus chronic) for each tissue in the table.



After pausing the DVD, **CONDUCT** the activity debriefing as follows:

1. **TELL** students to correct their answers during the debriefing so that they end up with the correct activity outcome in their workbook.
2. **ASK** one student for the answers to bone tissue injuries and types of injuries.
3. **ASK** other students if they agree or not, and if not, why.
4. **LEAD** the discussion to the activity outcome.
5. **CONTINUE** debriefing the other tissue injuries and types of injuries.



INSTRUCTOR NOTE: If you are running short on time, simply tell students the correct answers, which are given in the activity outcome.



ASK for questions about types of injuries.

Examples of Injuries That Affect Specific Body Tissues—Activity 3.1 Outcome

Tissue	Injury	Type of injury
Bone	Closed fracture Open fracture Avulsion fracture Osteoarthritis Stress fracture	Acute Acute Acute or chronic Chronic Chronic
Cartilage	Tear Contusion	Acute or chronic Acute
Ligament	Sprain	Acute
Muscle	Strain	Acute or chronic
Tendon	Strain Tenosynovitis Tendinosis Paratendinitis	Acute Chronic Chronic Chronic
Bursa	Bursitis Contusion	Chronic Acute
Skin	Laceration Incision Abrasion Puncture Avulsion (example: ear lobe)	Acute Acute Acute Acute Acute
Eye	Puncture Abrasion (corneal)	Acute Acute
Other organs (heart, kidney, and so forth)	Puncture Contusion	Acute Acute

C Injury Causes**Activity 3.2 Injury Causes**

REFER students to Activity 3.2 Injury Causes, page 16, in the *Sport First Aid Workbook*.



INTRODUCE the activity.

As explained on the DVD segment, injuries are usually caused by one of three mechanisms: compression, tension, or shearing. In this activity, you'll learn what mechanisms often cause which injuries.



REVIEW the activity resources.

You'll use the table, *Injuries and Their Mechanisms*, that follows the activity instructions and activity outcome in the workbook.



EXPLAIN the activity instructions.

1. Work in teams of four if possible.



INSTRUCTOR NOTE: You may need to divide the students differently, depending on the size of your class. Even with a small class, be sure you have at least two teams so that they can compete against each other. Teams of two to four will work best, with four being optimal.

2. Work with your team to decide which mechanisms can cause each injury listed in the table.

3. Place an *X* in the column if that mechanism can cause the injury. For instance, if compression can cause a contusion, place an *X* under *Compression* and across from *Contusion*.

4. You may place more than one *X* in a row. That is, some injuries can be caused by several different mechanisms, and you should place an *X* under each of those. Other injuries may be caused by only one mechanism.

5. You will have 6 minutes to complete the table. You'll need to work quickly.

6. At the end, we will award points for correct answers and see which team won the challenge.



EXPLAIN the activity outcome.

When you're done, you should have completed the table with Xs in the columns that match the injuries with their mechanisms.



ASK for questions about the activity.



TELL students to begin the activity.



INSTRUCTOR NOTE: Your copy of the activity outcome follows on page 48.



After students have started the activity, **CIRCULATE** among them, and **COACH** (listen, comment, and answer questions). Be sure to not give away any answers, because this is a team competition.



After 6 minutes, **CONDUCT** the activity debriefing as follows:

1. **ASK** each team to choose a recorder.

The recorder should keep track of how many correct or incorrect answers the team gets.

Each correct answer—a column correctly left blank or correctly marked with an X—equals 1 point.

There are 39 possible correct answers (blanks and Xs).

2. **REFER** the teams to Injuries and Their Mechanisms—Activity 3.2 Outcome in the Unit 3 Activity Outcomes section of the *Sport First Aid Workbook*.
3. **TELL** the teams to use the activity outcome to score their activities.
4. **ASK** recorders to tally their total scores.

They may choose to subtract the number they got wrong from 39.
5. Find out which team got the highest score. **ASK** “Did any team get over 25 correct?” “Over 30?” “Over 35?” Keep going as needed, as high as 39, to find out which team won the challenge.
6. **CONGRATULATE** all teams, including the winning team.



ASK for questions about injury causes.

Injuries and Their Mechanisms—Activity 3.2 Outcome

Acute injuries	Compression	Tension	Shearing
Contusions	X		
Abrasions			X
Lacerations	X		X
Incisions	X		
Sprains		X	X
Acute strains		X	
Cartilage tears	X		X
Dislocations and subluxations	X	X	
Bone fractures	X		
Epiphyseal fractures	X	X	
Chronic injuries			
Bursitis	X	X	X
Tendinosis, tenosynovitis, and paratendinitis		X	
Stress fractures	X		

D Unit Summary

REVIEW the key points of unit 3.

- Injuries are often caused by one of three mechanisms: compression, tension, or shearing.
- Injuries can be distinguished by the time it takes for them to develop.
 - Acute injuries occur suddenly as a result of a specific injury mechanism.
 - Chronic injuries develop over a period of several weeks and are typically caused by repeated injury.
- Knowing which mechanism caused an injury and knowing whether the injury occurred suddenly or over time may help you to correctly identify an injury and respond with appropriate first aid care.



ASK for questions about types of injuries or any other topic in this unit.

Emergency Action Steps

PURPOSE: To help students learn how to perform the emergency action steps and the Heimlich maneuver.

LEARNING OBJECTIVES

In this unit, students will learn

- what to do first when an athlete goes down due to an injury or illness,
- how to perform the emergency action steps,
- how to recognize and respond to an airway obstruction,
- what to do if an athlete stops breathing, and
- why learning CPR and AED is critical for a coach.

MATERIALS NEEDED

- Sport First Aid Classroom Instructor DVD
- DVD player and monitor

Unit Overview

Topic	Activities
A. Unit Introduction	Introduce the unit's purpose, objectives, and agenda.
B. Emergency Action Steps for a Responsive Athlete	Play DVD segment 3, "Performing the Emergency Action Steps." In groups of three, students practice the emergency action steps for a responsive athlete.
C. Emergency Action Steps for an Unresponsive Athlete	In pairs, students practice checking the emergency action steps for an unresponsive athlete.
D. Airway Blockage	Play DVD segment 4, "Airway Blockage." In teams, students practice first aid for airway obstructions in responsive athletes, including the Heimlich maneuver.
E. Unit Summary	Summarize key unit points and answer students' questions.

UNIT CONTENT

A Unit Introduction



REFER students to the Unit 4 Learning Objectives and Unit Overview, page 21, in the *Sport First Aid Workbook*.



INTRODUCE Unit 4.

In unit 4, we'll discuss how to perform emergency action steps and the Heimlich maneuver.

- We'll watch DVD segments that cover
 - how to perform the emergency action steps for a responsive and unresponsive athlete and
 - how to recognize and respond to an airway obstruction.
- You'll get to practice
 - performing the emergency action steps for a responsive athlete,

- performing the emergency action steps for an unresponsive athlete, and
- doing the Heimlich maneuver.

B Emergency Action Steps for a Responsive Athlete



INTRODUCE the DVD segment “Performing the Emergency Action Steps.”

When an athlete goes down due to an injury or illness, the first thing you should do is quickly assess the scene and the athlete. You should then alert EMS if necessary and attend to breathing.



PLAY DVD segment 3, “Performing the Emergency Action Steps.”



INSTRUCTOR NOTE: The DVD will stop automatically at the end of the segment.



ASK for questions about the DVD segment.

Activity 4.1 Emergency Action Steps for a Responsive Athlete



REFER students to Activity 4.1, Emergency Action Steps for a Responsive Athlete, page 20, in the *Sport First Aid Workbook*.



INTRODUCE the activity.

You heard on the DVD segment what the emergency action steps are. In this activity you’ll practice following those steps for a responsive athlete. To complete the activity, you’ll need to know a little about first aid for a lower leg fracture. This and other illnesses and injuries are covered in the *Sport First Aid* book.



REFER students to Lower Leg Fracture in chapter 13, pages 211 to 212, in *Sport First Aid*.



EXPLAIN the introductory sections included for injuries and illnesses in *Sport First Aid*.

The *Sport First Aid* book includes a reference guide for over 110 sport injuries and illnesses. The description of most of these injuries and illnesses begins with four sections that will help you identify the injury or illness. These sections are as follows:

- Definition
- Causes
- Ask if Experiencing Symptoms
- Check for Signs



TELL students to review these four sections for Lower Leg Fracture now.



ASK for questions about the review.



REFER students to the Sport First Aid Emergency Action Steps located on page 28 in the workbook.



EXPLAIN the setup of the Sport First Aid Emergency Action Steps located on page 28 in the *Sport First Aid Workbook*.

The Sport First Aid Emergency Action Steps figure is a one-stop guide to performing the steps, whether the athlete is responsive or unresponsive. It includes steps you should follow to

- determine if the athlete is responsive,
- check breathing, and
- follow up with appropriate first aid care.



REVIEW the activity resources.

Let's start the activity. You'll use

- the Athlete, Coach, and Observer Scenarios that follow the activity instructions and activity outcome in the workbook;
- chapter 13 in *Sport First Aid*; and
- the Sport First Aid Emergency Action Steps located on page 28.



EXPLAIN the activity instructions.

1. Work in groups of three. One person will be the athlete, one person will be the coach, and one person will be an observer.
2. When the activity starts:
 - a. Select which role each of you will play.
 - b. Spend a minute preparing for your roles.
 - If you're the athlete, read through the Athlete Scenario and be prepared to respond appropriately.
 - If you're the coach, read through the Coach Scenario. You should also have chapter 13 of *Sport First Aid* open to refer to, as well as the Emergency Action Steps.
 - If you're the observer, read through the Observer Scenario, which you will use to evaluate the role play.
3. Start the role play.
4. After completing the role play, discuss with your group the emergency action steps that you would take.
5. You'll have 8 minutes to complete this activity.



EXPLAIN the activity outcome.

When you're done, your group should have completed one role play. You will have practiced performing the emergency action steps for a responsive athlete.



ASK for questions about the activity.



TELL students to begin the activity.



After students have started the activity, **CIRCULATE** among them, and **COACH** (listen, comment, and answer questions).



INSTRUCTOR NOTE: Your copy of the scenario for each role follows this note. The activity debriefing begins after these scenarios.

► Athlete Scenario - - - - -

You're a gymnast who's fallen off a balance beam and broken your leg. Your leg hurts, and you heard a "pop" when you landed. There is swelling in the leg, and the leg's skin color is somewhat bluish. You try to move a bit when the coach arrives.

INSTRUCTOR NOTE: Either have a phone available for the coach to use to pretend to call 9-1-1, or have an assistant to the coach in the role play who can be sent to pretend to call. You may also want to have a blanket available.

► Coach Scenario - - - - -

You're supervising a gymnastics workout when you see one of your athletes fall off the balance beam with a "thud." She is lying on the floor and grimacing in pain, and you see her teammates gathering around her.

To perform the emergency action steps, do the following:

1. Assess the scene.
2. Assess the athlete.
3. Alert EMS or your emergency action plan.
4. Attend to the athlete.

Say out loud what you're doing as you do it.

► Observer Scenario - - - - -

Your role is to evaluate if the coach took the correct actions for each step. Use the following checklist to check off items the coach completes.

ASSESS THE SCENE

- Move all other players and bystanders away.
- Consider if the environment is safe. Do you need to move the ill or injured athlete because conditions are dangerous?
- Calm the athlete and keep him or her from moving.
- Consider if you need to roll the athlete over or remove equipment in order to evaluate his or her condition or provide first aid.

ASSESS THE ATHLETE

- Review in your mind how the injury or illness occurred.
- Review in your mind the athlete's medical history, if you know it.
- Check the responsiveness of the athlete by gently tapping or squeezing his or her shoulder and by asking "Are you all right, (athlete's name)?"

ALERT EMS

- If your assessment indicates a condition that requires medical attention, have someone call 9-1-1 or activate your emergency action plan.

ATTEND TO THE ATHLETE

- Identify yourself (if the athlete doesn't know you) and ask the athlete's permission to help.
- Make sure the athlete is fully responsive and is breathing normally (if not, begin CPR).
- Look for and control any severe bleeding with direct pressure.
- Look for normal tissue color and body temperature.
- While waiting for medical assistance, continue to attend to breathing, control bleeding, and monitor tissue color and body temperature.
- Continue to control bleeding, monitor tissue color and temperature, and help maintain the athlete's normal body temperature.



After 8 minutes, **CONDUCT** the activity debriefing as follows:

1. **ASK** each group if they think the coach performed all the proper emergency action steps.
2. **ASK** all groups which of the steps were most difficult to remember or to carry out.
3. **LEAD** the discussion so they review all the steps (see the activity outcome described immediately below).

► **Emergency Action Steps for a Responsive Athlete—Activity 4.1 Outcome - -**

ASSESS THE SCENE

1. The coach moves all the teammates away.
2. The coach considers if the environment is safe and whether to move the athlete.
3. The coach calms the athlete and keeps her from moving.
4. The coach considers whether there's a need to move or roll the athlete over.

ASSESS THE ATHLETE

1. The coach reviews in his or her mind how the injury occurred.
2. The coach reviews in his or her mind the athlete's medical history.
3. The coach checks the athlete's responsiveness by asking "Are you all right, (athlete's name)?"

(Tapping the shoulder isn't necessary, since the athlete is obviously moving.)

ALERT EMS

It appears that the athlete's leg is badly hurt, so the coach either calls EMS (9-1-1) or sends an assistant to do so.

ATTEND TO THE ATHLETE

1. The coach asks the athlete's permission to help.
2. The coach checks to make sure the athlete is fully responsive and is breathing normally.
3. The coach looks for any severe bleeding.
4. The coach looks at the athlete's tissue color and body temperature.
5. While waiting for medical assistance, the coach continues to attend to the athlete's breathing and monitors her tissue color and body temperature (in case of shock).
6. The coach helps the athlete maintain normal body temperature by covering her with a blanket.



ASK for questions about the emergency action steps for a responsive athlete.

C Emergency Action Steps for an Unresponsive Athlete

Activity 4.2 Emergency Action Steps for an Unresponsive Athlete



REFER students to Activity 4.2 Emergency Action Steps for an Unresponsive Athlete, page 25, in the *Sport First Aid Workbook*.



INTRODUCE the activity.

As you just practiced, once you've established it is safe to treat the athlete, you should check the athlete's breathing. In this activity, you'll practice attending to an *unresponsive* athlete's breathing and practice CPR/AED procedures.

To complete the activity, you'll use the Sport First Aid Emergency Action Steps located on page 28 in your workbook.

One of the actions you'll need to take with an unresponsive athlete is to check breathing. When checking for breathing, do so for no more than 10 seconds.



REVIEW the activity resources.

Let's start the activity. You'll use

- the Emergency Action Steps for an Unresponsive Athlete Scenario that follows the activity instructions and activity outcome in the workbook and
- the Sport First Aid Emergency Action Steps located on page 28 in your workbook.



EXPLAIN the activity instructions.

1. Work in pairs.
2. First review the Emergency Action Steps for an Unresponsive Athlete Scenario, and then follow the steps in the scenario, using the Sport First Aid Emergency Action Steps to guide what you do.
 - a. One partner plays the role of a softball player who has collapsed on the field. The athlete is unresponsive. This person should lie on his or her back and breathe normally.
 - b. The other partner plays the role of the coach and performs the emergency action steps.
3. When the coach has completed the emergency action steps, reverse roles and repeat the entire scenario so that both partners have a chance to practice all skills.
4. You'll have 10 minutes to complete this activity, with each person in the coach's role for 5 minutes.



EXPLAIN the activity outcome.

When you're done, you should have practiced performing the emergency action steps for an unresponsive athlete.



ASK for questions about the activity.



TELL students to begin the activity.



After students have started the activity, **CIRCULATE** among them, and **COACH** (listen, comment, and answer questions).



INSTRUCTOR NOTE: Your copy of the scenario for the role play follows this note. The activity debriefing begins after this scenario.

► Emergency Action Steps for an Unresponsive Athlete Scenario - - - - -

In the second inning, your softball team has just made a play, but you now notice that several players are standing around one of your team members, who's lying face up on the ground. You run out to check if she's responsive, but she is not. None of the players knows exactly what happened.

1. Take initial first aid steps.
 - a. Check for response.
 - Coach: Tap the athlete on the shoulder and ask "Are you all right, (athlete's name)?"
Athlete: Do not respond.
 - b. Send helper to call 911 and get the AED.
 - Since no helper is present in this role play, pretend to send someone.
 - Tell the helper to provide information regarding the location and address, type of injury, and the first aid being administered.
2. Check the athlete's breathing for no more than 10 seconds.
3. Assume you are unable to detect the athlete breathing. Pretend to practice CPR/AED procedures.
4. Reverse roles and repeat the entire activity so that both partners have a chance to practice all skills.



After 10 minutes, **CONDUCT** the activity debriefing as follows:

1. **REFER** students to the Sport First Aid Emergency Action Steps located on page 28 in the workbook.
2. **EXPLAIN** that these are the steps they just practiced, and that they can use this information as a quick reference when they need to perform the emergency action steps.



ASK for questions about performing the emergency action steps for an unresponsive athlete.

D Airway Blockage



INTRODUCE the DVD segment, “Airway Blockage.”

Maintaining breathing and circulation is the top priority because

- when breathing stops, the heart and brain are affected; and
- when the heart and brain stop functioning, life ends.

The DVD segment we are about to watch will show us how to provide first aid care for airway blockage.



PLAY DVD segment 4, “Airway Blockage.”



INSTRUCTOR NOTE: The DVD will stop automatically at the end of the segment.



ASK for questions about the DVD segment.

Activity 4.3 Airway Blockage in a Responsive Athlete



REFER students to Activity 4.3 Airway Blockage in a Responsive Athlete, page 29, in the *Sport First Aid Workbook*.



INTRODUCE the activity.

During this activity, you’ll practice providing first aid care for severe airway blockage in a responsive athlete.



REVIEW the activity resources.

You’ll use the Airway Blockage Scenario that follows the activity instructions and activity outcome in the workbook.



EXPLAIN the activity instructions.

1. Work in pairs.
2. Read the introduction to the Airway Blockage Scenario, and then follow the numbered instructions.
3. One person will play the role of the athlete; the other person will play the role of the coach who is responding to the situation.
4. When the coach has responded to the severe airway blockage, reverse roles and repeat the entire scenario so that both partners have a chance to practice all skills.
5. You'll have 8 minutes to complete this activity, with each person in the coach's role for 4 minutes.



EXPLAIN the activity outcome.

When you're done, you should have practiced providing first aid care, including the Heimlich maneuver, for severe airway blockage in a responsive athlete.



ASK for questions about the activity.



TELL students to begin the activity.



After students have started the activity, **CIRCULATE** among them, and **COACH** (listen, comment, and answer questions).



INSTRUCTOR NOTE: Your copy of the scenario for the role play follows this note. The activity debriefing begins after this scenario.

► Airway Blockage Scenario - - - - -

A basketball player (your partner) is grasping his or her throat, giving the universal choking sign. The athlete is coughing and gasping. The athlete had been chewing gum. You provide first aid care for this athlete, who has a *mild airway blockage*, and this is what happens:

- You ask, “Are you okay?” The athlete says “yes” but has trouble breathing and gives the universal choking sign.
- You encourage the athlete to cough.
- You monitor the athlete, hoping the object will be dislodged and the athlete will begin to breathe normally.

Unfortunately, the basketball player’s situation gets worse. The athlete still exhibits the universal choking sign, but the airway becomes severely blocked, and the athlete is unable to cough or speak. Provide first aid care for this athlete, who now has a *severe airway blockage*.

1. Coach: Ask, “Are you choking?”
Athlete: Shake your head “yes,” or give the universal choking signal.
2. Coach: Ask, “Can I help?”
Athlete: Shake your head “yes.”
3. Coach: Begin the Heimlich maneuver. Practice the correct hand position and placement, *but only simulate the thrusts rather than actually performing them fully*.
 - a. Stand behind the athlete if an adult, and kneel if a child.
 - b. Make a fist. Place the thumb side against the athlete’s abdomen, just above the navel (see figure 4.4 on page 56 of *Sport First Aid*).
 - c. Give quick inward and upward thrusts.
 - d. Continue the compressions until
 1. the object is expelled; or
 2. the athlete loses responsiveness from lack of air, then do CPR.
4. Reverse roles and repeat the entire scenario so that both partners have a chance to practice all skills.



After 8 minutes, **CONDUCT** the activity debriefing as follows:

1. **REFER** students to the Sport First Aid Emergency Action Steps located on page 28 in the workbook.
2. **DISCUSS** these additional points about the Heimlich maneuver.

- As discussed in the *Sport First Aid* book, it's very important to use the correct hand position and placement for the Heimlich maneuver.
- The Heimlich maneuver should not be performed on infants under age one.
- Only health care providers should perform the Heimlich maneuver on unresponsive victims.
- If the athlete is choking but shakes his or her head "no" when you ask if you can help, you would send for emergency medical assistance and assess for other causes of the breathing difficulties. These are discussed in chapter 7 of *Sport First Aid*.



ASK for questions about airway blockages.

E Unit Summary



REVIEW the key points of unit 4.

- When an athlete goes down due to an injury or illness, the first thing you should do is quickly assess the scene and the athlete.
- After quickly assessing the scene and the athlete, and alerting EMS if necessary, attend to the athlete's breathing. Attending to breathing is done differently depending on whether the athlete is responsive or unresponsive.
- Maintaining breathing and circulation is the top priority because
 - when breathing stops, the heart and brain are affected; and
 - when the heart and brain stop functioning, life ends.
- The first aid care that you provide will differ if the airway is mildly blocked versus severely blocked and if the athlete is responsive or unresponsive.

- If an athlete is not breathing, begin CPR.
- All coaches should become CPR and AED certified. Become certified by attending certification classes offered by the following agencies: American Red Cross, American Heart Association, or National Safety Council.



ASK for questions about performing the emergency action steps and the Heimlich maneuver or any other topic in this unit.

Physical Assessment and Providing Immediate First Aid

PURPOSE: To help students learn how to conduct a physical assessment, control bleeding, minimize shock, splint unstable injuries, and respond to heat-related illnesses.

LEARNING OBJECTIVES

In this unit, students will learn

- how to conduct a physical assessment of an injured or ill athlete,
- how to control arterial and venous (profuse) bleeding and capillary (slow, steady) bleeding,
- what methods to use in minimizing shock,
- how to splint unstable injuries,
- how to use the PRICE method to minimize local tissue damage, and
- how to respond to heat-related illnesses.

MATERIALS NEEDED

- Sport First Aid Classroom Instructor DVD
- DVD player and monitor

(continued)

- Disposable gloves (one pair for each student) for the controlling bleeding activity
- Gauze pads (three for each student) for the controlling bleeding activity
- Elastic wrap or roller gauze (one for each student) for the controlling bleeding activity
- Rigid, padded splints for a broken arm (enough for half the class)
- Pillows, sweatshirts, or towels for the splinting activity (enough for half the class)
- Ties or elastic wrap to secure a splint (enough for half the class)
- Elastic wrap to secure a splint to the body and to use for a compression wrap (enough for half the class)

Unit Overview

Topic	Activities
A. Unit Introduction	Introduce the unit's purpose, objectives, and agenda.
B. Physical Assessment	Play DVD segment 5, "Physical Assessment: History, Inspection, and Touch."
C. Controlling Bleeding and Protecting Against Blood-Borne Pathogens	Play DVD segment 6, "Controlling Bleeding." Students practice three methods of controlling bleeding.
D. Controlling Tissue Damage (Shock), Applying Splints, and Applying Compression Wraps	Play DVD segment 7, "Shock, Splints, and Compression Wraps." Students practice positioning an ill or injured athlete. Students practice splinting and applying compression wraps.
E. Exertional Heat-Related Illnesses	Play DVD segment 8, "Responding to Heat-Related Illnesses."
F. Unit Summary	Summarize key unit points and answer students' questions.

UNIT CONTENT

A Unit Introduction



REFER students to the Unit 5 Learning Objectives and Unit Overview, pages 35 to 36, in the *Sport First Aid Workbook*.

**INTRODUCE** unit 5.

Once you have established that an athlete is breathing, you can conduct the physical assessment and treat immediate injuries.

- We'll watch DVD segments that cover
 - conducting the physical assessment,
 - types of bleeding and how to control bleeding,
 - treating shock,
 - splinting, and
 - using PRICE—protection, rest, ice, compression, and elevation—to minimize local tissue damage.
- You'll get to practice
 - conducting a physical assessment,
 - controlling bleeding,
 - positioning an ill or injured athlete,
 - splinting, and
 - applying a compression wrap.
- Finally, we'll watch a DVD segment that explains first aid steps you should take for heat-related illnesses.

B Physical Assessment

INTRODUCE the DVD segment, “Physical Assessment: History, Inspection, and Touch.”

After you've established that the athlete is breathing, you should conduct the physical assessment. The purpose of the physical assessment is to determine the nature, site, and severity of an injury or illness.



EXPLAIN that the Physical Assessment Steps are located on page 38 in the *Sport First Aid Workbook*.

The Sport First Aid Physical Assessment Steps figure on page 38 provides a quick reminder of how to conduct a physical assessment. It includes steps you should follow to

- determine the history of the injury or illness,
- inspect the athlete for symptoms and signs of injury or illness, and
- use the sense of touch to feel for additional symptoms and signs of injury or illness.

As we watch the DVD segment, refer to the Sport First Aid Physical Assessment Steps.



PLAY DVD segment 5, “Physical Assessment: History, Inspection, and Touch.”



INSTRUCTOR NOTE: The DVD will stop automatically at the end of the segment.



LEAD a discussion about what was learned from the DVD segment. **ASK** the following questions, and **LEAD** the discussion to the answers. **ENCOURAGE** as many students as possible to offer their opinions about the questions you ask.

QUESTION 1: As you heard on the DVD segment, you can use the HIT acronym to help you remember what to do in the physical assessment. What does HIT stand for?

ANSWER:

- HIT stands for history, inspection, and touch.

QUESTION 2: How can you determine the history of the injury?

ANSWER:

- Recall where you saw and heard the injury.
- Ask the injured athlete if the athlete heard a pop, crack, or other noise when the injury occurred; where it hurts; if the athlete felt any unusual symptoms when the injury happened; if the athlete has suffered this injury before; and what caused the injury.

- Talk to other athletes, coaches, officials, or bystanders (if they witnessed the injury and if the athlete can't recall what happened).
- Check the athlete's medical history card.
- Ask the injured athlete what symptoms (e.g., headache or numbness) are present.

QUESTION 3: When you inspect the injury, what should you look for?

ANSWER:

- Bleeding
- Skin appearance
- Pupil size and reaction
- Deformities
- Signs of sudden illness, such as vomiting or coughing
- Swelling
- Discoloration
- Ability to walk
- Position of an upper extremity
- Pulse

QUESTION 4: When you perform the touch part of HIT, what are you checking for?

ANSWER:

- Skin temperature
- Sensation or numbness
- Deformity



DISCUSS these additional points about the physical assessment:

- Do not begin the physical assessment until breathing has been established.
- As you conduct the physical assessment, continue to monitor breathing. Even if the athlete's breathing is initially normal, this could change and needs to be continually monitored.



ASK for questions about conducting a physical assessment.

C Controlling Bleeding and Protecting Against Blood-Borne Pathogens



INTRODUCE the DVD segment, “Controlling Bleeding.”

Upon completing the physical assessment, you may find that you have to control external bleeding, minimize shock, splint injuries, and minimize local tissue damage.

- The first priority is to control profuse bleeding.
- Later, after you’ve minimized shock and splinted any injuries, you’ll control slow, steady bleeding.

In this DVD segment, you’ll learn how to control both kinds of bleeding and how to prevent the transmission of blood-borne pathogens.



PLAY DVD segment 6, “Controlling Bleeding.”



INSTRUCTOR NOTE: The DVD will stop automatically at the end of the segment.

Activity 5.1 Controlling Bleeding



REFER students to Activity 5.1 Controlling Bleeding, page 39, in the *Sport First Aid Workbook*.



INTRODUCE the activity.

As you heard on the DVD segment, there are three main ways to control bleeding:

- Cover the wound with sterile gauze pads.
- Apply direct pressure.
- Apply elastic roller gauze or elastic bandage over the gauze pads.

In this activity, you’ll practice these methods of controlling bleeding.



REVIEW the activity resources.

You'll use

- the Controlling Bleeding Scenario that follows the activity instructions and activity outcome in the workbook,
- disposable gloves (one pair for each student),
- gauze pads (three for each student), and
- elastic wrap or roller gauze (one for each student).



EXPLAIN the activity instructions.

1. Work in pairs. One person will be the athlete, and one person will be the coach.
2. First review the Controlling Bleeding Scenario, and then follow the steps in the scenario.
3. When the coach has completed the scenario, reverse roles and repeat the entire scenario so that both partners have a chance to practice all skills.
4. You'll have 7 minutes to complete this activity, with each person in the coach's role for a little under 4 minutes.



EXPLAIN the activity outcome.

When you're done, you should have completed the Controlling Bleeding Scenario two times—with each person having played the role of the coach.



ASK for questions about the activity.



TELL students to begin the activity.



After students have started the activity, **CIRCULATE** among them, and **COACH** (listen, comment, and answer questions).



INSTRUCTOR NOTE: Your copy of the Controlling Bleeding Scenario follows this note. The activity debriefing begins after the scenario.

► Controlling Bleeding Scenario - - - - -

The athlete (your partner) has a bleeding injury suffered while diving to save a volleyball. The athlete's wrist hit the volleyball standard, leaving a deep gash below the palm. You've completed the physical assessment and identified one injury requiring immediate attention: the bleeding wrist. After sending for medical assistance and putting a pair of disposable gloves on your hands, administer first aid for profuse bleeding.

1. Cover the wound with sterile gauze pads.
2. Apply firm, direct pressure over the wound with your hand. (The bleeding does not stop.)
3. Apply elastic roller gauze or elastic bandage over the gauze pads. Make sure it's not so tight that a finger can't be slipped under the bandage. (The bleeding stops.)
4. Leave the gauze in place, add more gauze if necessary, and cover with roller gauze or elastic wrap.
5. Monitor breathing until medical assistance arrives.



After 7 minutes, **DISCUSS** these additional points about controlling bleeding:

- Profuse, rapid, or spurting bleeding should be handled first, right after doing the physical assessment (HIT).
- Slow, steady bleeding can be controlled later, after you've minimized shock and splinted any unstable injuries.
- Once slow, steady bleeding has stopped, you should do the following:
 1. Gently clean the wound.
 2. Cover the wound with sterile gauze or bandage.
 3. If you are unable to clean all debris from the wound, or if the wound edges gape open and do not touch (which means the athlete may need stitches), send the athlete to a physician.



ASK for questions about controlling bleeding.

D Controlling Tissue Damage (Shock), Applying Splints, and Applying Compression Wraps



INTRODUCE the DVD segment, “Shock, Splints, and Compression Wraps.”

Once profuse bleeding is controlled, you need to minimize shock, splint any unstable injuries, and minimize local tissue damage. The DVD segment will show us what steps to take.



PLAY DVD segment 7, “Shock, Splints, and Compression Wraps.”



INSTRUCTOR NOTE: The DVD will stop automatically at the end of the segment.

Activity 5.2 Positioning an Ill or Injured Athlete



INSTRUCTOR NOTE: See the table, Positions for Ill or Injured Athletes, and figure 5.5 in *Sport First Aid*.



REFER students to Activity 5.2 Positioning an Ill or Injured Athlete, page 41, in the *Sport First Aid Workbook*.



INTRODUCE the activity.

As you heard on the DVD segment, if the athlete is in shock, you may need to position the athlete properly. This also holds for other types of injuries and medical conditions.

- Proper positioning of an injured athlete depends on whether the athlete is injured or not, has a head or spine injury, is responsive or unresponsive, is breathing, or is in shock.
- In this activity, we’ll decide as a class how to position an ill or injured athlete.



REVIEW the activity resources.

You'll use

- the Positioning an Ill or Injured Athlete Scenarios on page 42 in the workbook and
- the table, Positions for Ill or Injured Athletes, on page 43 in the workbook.



EXPLAIN the activity instructions.

1. We'll work together as a class.
2. We'll have two volunteers who will play the role of injured athletes.
3. We'll use the Positioning an Ill or Injured Athlete Scenarios and the table, Positions for Ill or Injured Athletes, on pages 42 and 43 in the workbook to decide how to position each of our volunteer athletes.
4. We have about 8 minutes for this activity.



EXPLAIN the activity outcome.

When we're done, we will have positioned two ill or injured athletes in the correct position for their conditions.



ASK for questions about the activity.



INSTRUCTOR NOTE

- If there are men and women in the class, select a male volunteer for the first scenario and a female volunteer for the second.
- As you lead the discussion of how to position the athlete in each scenario, be sure to encourage as many students as possible to offer their opinions on what position the athlete should be placed in and why.



LEAD the Positioning an Ill or Injured Athlete Scenario 1 as follows:

1. **SELECT** one volunteer to play the role of the athlete.
2. **TELL** the volunteer to come to the front of the class.
3. **REFER** students to the Positioning an Ill or Injured Athlete Scenario 1 on page 42 of the workbook.
4. **READ** the following injury scenario, or **ASK** one of the students to read it to the class.

► Positioning an Ill or Injured Athlete Scenario I - - - - -

A football player is lying flat on his back on the ground. You did not see the injury occur. He is responsive. You check the athlete's breathing and find that the athlete is breathing normally.

You begin the physical assessment by asking the athlete what caused the injury. In a groggy voice, the athlete answers that he had run into a lineman head first. You ask the athlete if he heard a pop, crack, or other noise. The athlete tells you that he only heard his helmet as he hit the ground. The athlete doesn't have a clear idea of where he hurts, but he does tell you that his head snapped and his fingers are tingly. His head hurts, his ears are ringing, and he feels nauseated. He also says he's having trouble seeing, that everything's blurry.

5. **REFER** students to the table, Positions for Ill or Injured Athletes, on page 43 of the workbook.



INSTRUCTOR NOTE: Your copy of the table, Positions for Ill or Injured Athletes, follows this note.

Positions for Ill or Injured Athletes

Condition	Position	Rationale
Responsive athlete with suspected spinal injury	Manually stabilize the head so that the head, neck, and spine do not move and are kept in line (see figure 5.5).	Pain and loss of function usually accompany a spinal injury, but the absence of pain does not mean that the athlete has not been significantly injured. If you suspect an athlete could possibly have a spinal injury, assume he or she does.
Unresponsive, uninjured athlete who is breathing, but having difficulty with secretions or vomiting	Recovery position	Protects airway by allowing fluid to drain easily from the mouth.
Unresponsive, injured athlete who is breathing, but having difficulty with secretions or vomiting OR who you must leave unattended to get help	Modified recovery position (HAINES)	Protects airway by allowing fluid to drain easily from the mouth. Using the HAINES position, there is less neck movement and less risk of spinal-cord damage.
Unresponsive athlete who is not breathing (or you are unsure)	Flat on the back for CPR	Occasional gasps are not normal and are not capable of supplying the athlete with enough oxygen to sustain life.
Responsive or unresponsive athlete with signs and symptoms of shock from severe bleeding	Flat on the back	It is best to leave the athlete lying flat. If athlete is having difficulty with secretions or vomiting, place in the recovery position. If spinal injury is suspected, use the HAINES position.

6. **ASK** students, In what position should you place the athlete? Why?
7. **LEAD** the discussion to the following answer:
Because he has a potential head or spine injury, this athlete's head and neck should be immobilized with the athlete lying face up and flat on the ground.
8. **ASK** a student volunteer to correctly position the athlete (volunteer student), and have him or her do so.
9. **ASK** other students if they agree with the positioning and, if not, why.
10. **ASK** for questions about the first scenario.



LEAD the Positioning an Ill or Injured Athlete Scenario 2 as follows:

1. **SELECT** one volunteer to play the role of the athlete.
2. **TELL** the volunteer to come to the front of the class.
3. **REFER** students to the Positioning an Ill or Injured Athlete Scenario 2 on page 42 of the workbook.
4. **READ** the following injury scenario, or **ASK** one of the students to read it to the class.

► Positioning an Ill or Injured Athlete Scenario 2 - - - - -

A rowing crew team member slips on the dock and falls, grazing his leg on a sharp post that deeply lacerates his leg. The cut is bleeding rapidly, and the blood looks dark red. The athlete is lying flat on his back on the dock. You have put on goggles and gloves and have covered the wound with gauze pads. While you hold the pads down with firm, direct pressure, you examine the athlete and notice that he's breathing more slowly than usual, his pupils are dilated, and he's sweating. You ask him how he's feeling, and he says he feels weak and thirsty and would like a drink.

5. **REFER** students to the table, Positions for Ill or Injured Athletes, on page 43 of the workbook.



INSTRUCTOR NOTE: Your copy of the table, Positions for Ill or Injured Athletes, follows this note.

Positions for Ill or Injured Athletes

Condition	Position	Rationale
Responsive athlete with suspected spinal injury	Manually stabilize the head so that the head, neck, and spine do not move and are kept in line (see figure 5.5).	Pain and loss of function usually accompany a spinal injury, but the absence of pain does not mean that the athlete has not been significantly injured. If you suspect an athlete could possibly have a spinal injury, assume he or she does.
Unresponsive, uninjured athlete who is breathing, but having difficulty with secretions or vomiting	Recovery position	Protects airway by allowing fluid to drain easily from the mouth.
Unresponsive, injured athlete who is breathing, but having difficulty with secretions or vomiting OR who you must leave unattended to get help	Modified recovery position (HAINES)	Protects airway by allowing fluid to drain easily from the mouth. Using the HAINES position, there is less neck movement and less risk of spinal-cord damage.
Unresponsive athlete who is not breathing (or you are unsure)	Flat on the back for CPR	Occasional gasps are not normal and are not capable of supplying the athlete with enough oxygen to sustain life.
Responsive or unresponsive athlete with signs and symptoms of shock from severe bleeding	Flat on the back	It is best to leave the athlete lying flat. If athlete is having difficulty with secretions or vomiting, place in the recovery position. If spinal injury is suspected, use the HAINES position.

6. **ASK** students, Is it necessary to reposition the athlete? Why?
7. **LEAD** the discussion to the following answer:

This athlete should remain flat on his back, as he seems to be going into shock from severe bleeding. (Do not raise his legs; this was once advocated, but current evidence does not support this practice.) However, if you think he may be about to vomit, you may want to move him into the recovery position. If you reposition the athlete, you'll need to maintain direct pressure on the wound to continue controlling the bleeding.
8. **ASK** a student to volunteer to correctly position the athlete, and have him or her do so.
9. **ASK** other students if they agree with the positioning and, if not, why.
10. **ASK** students, Should you give the athlete something to drink? Why or why not?

11. **LEAD** the discussion to the following answer:

This athlete should not be given anything to drink. You should not give fluids to an athlete who is suffering from shock. Doing so can cause vomiting or choking.

12. **ASK** for questions about the second scenario and **THANK** all students for their participation.

Activity 5.3 Splinting and Compression Wraps



REFER students to Activity 5.3 Splinting and Compression Wraps, page 43, in the *Sport First Aid Workbook*.



INTRODUCE the activity.

Now let's practice applying splints and compression wraps.



REVIEW the activity resources.

You'll use

- the Splinting Scenario and Compression Wrap Scenario that follow the activity instructions and activity outcome in the *Sport First Aid Workbook*,
- chapter 5 of *Sport First Aid*,
- rigid, padded splints for a broken arm (enough for half the class),
- pillows, sweatshirts, or towels for the splinting activity (enough for half the class),
- ties or elastic wrap to secure a splint (enough for half the class), and
- elastic wrap to secure a splint to the body and to use for a compression wrap (enough for half the class).



EXPLAIN the activity instructions.

- I. Work in pairs. One person will be the athlete, and one person will be the coach. You'll complete two scenarios.

2. First review the Splinting Scenario, and then follow the steps in the scenario.
3. When the coach has completed the Splinting Scenario, reverse roles and repeat the scenario so that both partners have a chance to practice all skills.
4. Then review the Compression Wrap Scenario, and follow the steps in the scenario.
5. When the coach has completed the Compression Wrap Scenario, reverse roles and repeat the scenario so that both partners have a chance to practice all skills.
6. You'll have 15 minutes to do this activity. You should spend about 10 minutes splinting (5 minutes for each person) and 5 minutes applying the compression wrap (2 and a half minutes for each person).



EXPLAIN the activity outcome.

When you're done, both of you should have practiced splinting a broken arm and applying a compression wrap to a sprained ankle.



ASK for questions about the activity.



TELL students to begin the activity.



After students have started the activity, **CIRCULATE** among them, and **COACH** (listen, comment, and answer questions).

► **Splinting Scenario** - - - - -

Your partner is a gymnast who has suffered a possible fractured forearm, just below the elbow. The injured arm is straight and held near the athlete's side. You have already completed a physical assessment. Apply a splint to the area.

1. Leave the arm in the position that you found it.
2. Place a pillow, sweatshirt, or towel between the arm and the body to help support the arm.

3. Immobilize the arm from the hand to above the elbow joint using a rigid, padded splint.
4. Secure the splint with ties or an elastic wrap. Place ties above and below the injury, but not directly over it. Apply light, even pressure with the wrap, so as not to press directly upon the injury.
5. Immobilize the entire arm, securing it to the body with an elastic wrap.
6. Check the radial pulse.
7. Compare your splint with the one shown in figure 5.8, page 72, of *Sport First Aid*.
8. Reverse roles and repeat the entire scenario so that both partners have a chance to practice all skills.

► **Compression Wrap Scenario-** - - - - -

Your partner is a softball player who twisted her ankle running to first base. You have already completed a physical assessment and have begun the PRICE sequence. You have protected the athlete from further movement, helped her to the bench where she can rest, removed her shoe, and applied an ice bag for 15 minutes. Now apply a compression wrap.

1. Start the wrap just above the toes.
2. Wrap upward (toward the heart), in an overlapping spiral, starting with even and somewhat snug pressure, then gradually wrapping looser once above the injury.
3. Periodically check the skin color, temperature, and sensation of the injured area to make sure that the wrap isn't compressing any nerves or arteries. Wraps that are too tight can reduce blood flow to the area and cause tissue damage.
4. Compare your compression wrap with the one shown in figure 5.17, page 78, of *Sport First Aid*.
5. Reverse roles and repeat the entire scenario so that both partners have a chance to practice all skills.



After 15 minutes, **DISCUSS** these additional points about splinting:

- Do not move the athlete until all unstable injuries are splinted, unless the athlete is in danger of further injury or requires repositioning for CPR or control of profuse bleeding or shock.

- Contact emergency medical personnel and let them splint:
 - Large joint dislocations
 - Compound fractures
 - Fractures of the spine, pelvis, hip, thigh, shoulder girdle, upper arm, kneecap, or shin
 - Displaced rib fractures or displaced clavicle
 - Any musculoskeletal injuries that result in loss of circulation or nerve damage, signified by numbness, blue or grayish skin, cold skin, inability to move fingers or toes of the affected limb, or significant weakness of the affected limb
 - Any musculoskeletal injuries in which the athlete is also suffering from shock
- Do not attempt to reposition fractured or dislocated bones.
- Do not attempt to push exposed bones back under the skin.



ASK for questions about splinting and compression wraps.

E Exertional Heat-Related Illnesses



INTRODUCE the DVD segment, “Responding to Heat-Related Illnesses.”

Conducting the emergency action steps and physical assessment can help you identify serious illnesses related to heat. Without sufficient hydration, athletes can develop dangerous heat-related illnesses. Before concluding this unit, let's spend a few minutes on this topic, because it's an important one. Surely you've read about the effects of heat on athletes, including some recent athlete deaths. The DVD segment we're

going to watch will explain signs and symptoms and the first aid response you should take for

- heat cramps,
- heat exhaustion, and
- heatstroke.



PLAY DVD segment 8, “Responding to Heat-Related Illnesses.”



INSTRUCTOR NOTE: The DVD will stop automatically at the end of the segment.



ASK for questions about the DVD segment.

F Unit Summary



REVIEW the key points of unit 5.

- After you’ve established that the athlete is breathing, you should conduct the physical assessment to determine the nature, site, and severity of an injury or illness.
- Remember the acronym HIT—which stands for history, inspection, and touch. This will help you complete a thorough physical assessment.
- After completing the physical assessment, you should attend to these issues, in this order of priority:
 1. Control profuse external bleeding.
 2. Minimize shock.
 3. Splint unstable injuries.
 4. Use the PRICE method to minimize local tissue damage.
- PRICE stands for protection, rest, ice, compression, and elevation.

- When an athlete suffers a heat-related illness, prompt action is key. If the athlete shows signs of possible heatstroke, send for emergency medical assistance and immediately cool the athlete in a wading pool or tub filled with ice water.



ASK for questions about the physical assessment and providing immediate first aid or any other topic in this unit.

Moving Injured or Sick Athletes

PURPOSE: To help students learn how to determine whether and how an injured or sick athlete should be moved.

LEARNING OBJECTIVES

In this unit, students will learn

- how to determine whether an athlete should be moved;
- how to decide who should move an athlete and how the athlete should be moved; and
- how to do the four- or five-person rescue, the one-person drag, the one-person walking assist, the two-person walking assist, the four-handed carrying assist, and the two-handed carrying assist.

MATERIALS NEEDED

- Sport First Aid Classroom Instructor DVD
- DVD player and monitor

Unit Overview

Topic	Activities
A. Unit Introduction	Introduce the unit's purpose, objectives, and agenda.
B. Moving an Athlete	Play DVD segment 9, "Moving Injured or Sick Athletes." Students practice techniques for moving athletes.
C. Unit Summary	Summarize key unit points and answer students' questions.

UNIT CONTENT**A Unit Introduction**

REFER students to the Unit 6 Learning Objectives and Unit Overview, page 49, in the *Sport First Aid Workbook*.



INTRODUCE unit 6.

One of the most difficult decisions in giving first aid care is deciding when and how to move an athlete. As with all first aid procedures, the basic rule for moving injured athletes is to err on the side of caution. In this unit, we'll learn the basics of moving athletes.

- We'll watch a DVD segment that covers
 - whether to move an athlete,
 - playing it safe when moving athletes, and
 - techniques for moving critically injured and noncritically injured athletes.
- You'll get to practice performing several moving techniques.

B Moving an Athlete

INTRODUCE the DVD segment, "Moving Injured or Sick Athletes."

Before you move an athlete, you'll want to be sure it's safe to do so. Then you'll need to determine the most appropriate method to use. Finally, you'll need to know how to do each technique.



PLAY DVD segment 9, "Moving Injured or Sick Athletes."



INSTRUCTOR NOTE: The DVD will stop automatically at the end of the segment.

Activity 6.1 Moving an Athlete



REFER students to Activity 6.1 Moving an Athlete, page 50, in the *Sport First Aid Workbook*.



INTRODUCE the activity.

To move an athlete safely, you need to know how to correctly perform each technique. In this activity, you'll get to practice three techniques for moving athletes.



REVIEW the activity resources.

You'll use

- the Two-Person Walking Assist Scenario and Two-Handed Carrying Assist Scenario beginning on page 51 of the workbook and
- pages 85 and 86 in the *Sport First Aid* book, which show photos of each technique.



EXPLAIN the activity instructions.

1. Work in groups of three to four.
2. First review the Two-Person Walking Assist Scenario and Two-Handed Carrying Assist Scenario, and then follow the steps in each scenario.

3. All members of your group should practice the techniques.

4. Take 4 to 5 minutes to complete this activity.



EXPLAIN the activity outcome.

When you're done, you should have practiced both the two-person walking assist and the two-handed carrying assist.



ASK for questions about the activity.



TELL students to begin the activity.



After students have started the activity, **CIRCULATE** among them, and **COACH** (listen, comment, and answer questions).



INSTRUCTOR NOTE: Your copy of the scenarios follows this note.

► **Two-Person Walking Assist Scenario** - - - - -

An athlete is sitting down on the field, but otherwise shows no sign of injury. He complains of being slightly dazed from contact with an opposing player. The technique you should use to move the athlete to the sideline is the **TWO-PERSON WALKING ASSIST**.

1. Kneel on one knee on opposite sides of the athlete.
2. Place the athlete's arms around you (and your partner) and instruct the athlete to hold onto your shoulders.
3. Hold the athlete around the waist.
4. On the count of three, bring the athlete to a standing position.
5. Slowly walk to the sidelines, supporting the athlete with your arms and shoulders.

► **Two-Handed Carrying Assist Scenario** - - - - -

An athlete has a badly strained calf muscle and is unable to walk or help support her weight. The technique you should use to move the athlete is the **TWO-HANDED CARRYING ASSIST**, which requires two people.

1. Stand behind the injured athlete, facing your partner.
2. Grasp each other's forearms nearest the athlete.
3. Instruct the athlete to sit on your and your partner's arms and to put his or her arms around your shoulders.
4. Support the athlete's back with your free arms.
5. Slowly lift the athlete by straightening your legs.



After 4 or 5 minutes, **DISCUSS** these additional points about moving an athlete:

- If at all possible, do not move critically injured athletes.
- Only move a critically injured athlete if the athlete is in danger of further harm or if you need to move the athlete to provide first aid for a life-threatening condition.
- It is acceptable to move noncritically injured athletes who have minor or moderate injuries.



ASK for questions about moving athletes.

C Unit Summary



REVIEW the key points of unit 6.

- Before moving an athlete, determine if it is necessary and safe to do so.
- If an athlete must be moved, carefully decide which method should be used to move the athlete.
- For critically injured athletes, consider the four- or five-person rescue or the one-person drag.
- For noncritically injured athletes, consider the one-person walking assist, two-person walking assist, four-handed carrying assist, and two-handed carrying assist.



ASK for questions about moving an athlete or any other topic in this unit.

Head, Spine, and Nerve Injuries

PURPOSE: To help students learn how to identify and provide first aid care for head, spine, and nerve injuries.

LEARNING OBJECTIVES

In this unit, students will learn

- how to recognize the signs and symptoms of head, spine, and nerve injuries,
- what type of first aid to provide for head, spine, or nerve injuries, and
- strategies to use in their sport first aid game plan to prevent head, spine, and nerve injuries.

MATERIALS NEEDED

- Sport First Aid Classroom Instructor DVD
- DVD player and monitor

Unit Overview

Topic	Activities
A. Unit Introduction	Introduce the unit's purpose, objectives, and agenda.
B. First Aid for Head and Spine Injuries	Play DVD segment 10, "Responding to Head and Spine Injuries." Students practice identifying head and spine injuries and determining the first aid steps needed.
C. Unit Summary	Summarize key unit points and answer students' questions.

UNIT CONTENT**A Unit Introduction**

REFER students to the Unit 7 Learning Objectives and Unit Overview, page 53, in the *Sport First Aid Workbook*.



INTRODUCE unit 7.

There is no such thing as a minor brain or spine injury. Even minor blows can injure the brain and should not be taken lightly. To minimize the possibility of long-term disabilities and fatalities, appropriate first aid response is critical for head and spine injuries.

- We'll watch a DVD segment that covers
 - how to recognize and respond to head and spine injuries and
 - steps you can take to help prevent head and spine injuries.
- You'll get to practice
 - identifying head and spine injuries and
 - determining what first aid steps to take.

B First Aid for Head and Spine Injuries

INTRODUCE the DVD segment, "Responding to Head and Spine Injuries."

This DVD segment will

- explain how to recognize and care for head and spine injuries.



PLAY DVD segment 10, “Responding to Head and Spine Injuries.”



INSTRUCTOR NOTE: The DVD will stop automatically at the end of the segment.



REFER students to page 89 in *Sport First Aid*, and **TELL** them to take a few minutes to read about part III of the book.



INSTRUCTOR NOTE: Your copy of this reading follows this note. This reading does not appear in the *Sport First Aid Workbook*. After a few minutes, **ASK** students for questions about the organization of part III in *Sport First Aid*.

PART III OF SPORT FIRST AID

Sport First Aid for Specific Injuries

“I won’t accept anything less than the best a player’s capable of doing . . . and he has the right to expect the best that I can do for him and the team.”

—Lou Holtz

Being the best at sport first aid involves appropriately applying the basics of sport first aid to specific injuries and illnesses. So before proceeding to the next chapters, you may want to review what you learned about your athletic health care teammates, your first aid responsibilities, basic anatomy, and evaluation and first aid procedures. After all, you wouldn’t expect your athletes to run a play during a game without reviewing it in practice.

Once you’re confident about your comprehension of the material, you are ready to learn how to apply it to specific injury and illness situations. Part III covers more than 110 different conditions. The chapters are ordered according to priority, from life-threatening conditions to serious then minor problems. Chapters 7 through 11 will familiarize you with potential life-threatening

problems such as respiratory conditions, head and spine injuries, internal organ injuries, sudden illnesses, and temperature-related illnesses. Although you may never face these life-threatening situations during your coaching career, it's vital that you are prepared—an athlete's life may depend on it. Upper body and lower body musculoskeletal injuries, face and scalp injuries, and skin conditions are covered in chapters 12 through 15.

In each chapter, specifics of each condition are outlined including the

- name of the condition,
- definition,
- possible causes,
- symptoms (sensations that the athlete felt or is experiencing), and
- signs (actual physical manifestations that you can directly observe).

Plus, each condition includes strategies for the following:

- **First Aid:** How to care for the condition
- **Playing Status:** Determining when it is safe to allow an athlete to resume participation
- **Prevention:** How to best avoid future occurrences of an injury or illness

By no means will these chapters teach you all you need to know about evaluating and caring for all sport injuries and illnesses. However, they will give you basic guidance on how to act in the event of certain injuries and illnesses and can serve as a resource that you can refer to when needed.

As a coach, you are often the initial caregiver, so you owe it to your athletes to be prepared to help them when they need it.

Activity 7.1 Head and Spine Injuries



INTRODUCE the activity.

The key with head and spine injuries is to recognize that an athlete may have such an injury. Once you have determined that an athlete may have a head or spine injury, the first aid care you provide will be quite similar for either type.



REVIEW the activity resources.

You'll use

- the Head and Spine Injury Scenarios that follow the activity instructions and activity outcome in the workbook and
- chapter 8 of *Sport First Aid*.



EXPLAIN the activity instructions.

1. Work in teams of two to four.
2. Read the Head and Spine Injury Scenarios, and answer the questions posed.
3. This is a team competition; teams will be awarded points for correct answers.
4. Take 8 minutes to complete your work.



EXPLAIN the activity outcome.

When you're done, you should have identified the possible injury in each scenario and the first aid steps you would take to care for the injury.



ASK for questions about the activity.



TELL students to begin the activity.



After students have started the activity, **CIRCULATE** among them, and **COACH** (listen, comment, and answer questions). Be sure not to give away any answers, because this is a team competition.



INSTRUCTOR NOTE: Your copy of the scenarios follows this note. The activity debriefing begins after these scenarios.

► **Head and Spine Injury Scenario 1** - - - - -

Two soccer players collide with their heads while going for a ball. One athlete falls to the ground and is not moving. When you reach the athlete, you find she is breathing, but she is unresponsive.

1. What injury do you believe this athlete has? Use chapter 8 of *Sport First Aid*, pages 101 to 110, to help make your decision.

2. What first aid steps would you take to care for this injury?
Record the steps in the space below.

► **Head and Spine Injury Scenario 2** - - - - -

You observe one of your football players getting his neck twisted after an opposing player grabs his face mask. He falls to the ground and is not moving. When you reach the athlete, he is breathing and responsive, but he is unable to move his extremities.

1. What injury do you believe this athlete has? Use chapter 8 of *Sport First Aid*, pages 101 to 110, to help make your decision.
 2. What first aid steps would you take to care for this injury?
Record the steps in the space below.
-



INSTRUCTOR NOTE: The goal of this activity is for students to see that regardless of the head or spine injury, the first aid response is very similar. If coaches suspect that one of their athletes has a head or spine injury, they should concentrate more on providing first aid care than on accurately determining the type of head or spine injury.



INSTRUCTOR NOTE: During the debriefing, **AWARD** 2 points to each group for each correct first aid step. There are 12 total points possible in each scenario, for a total of 24 points. First aid steps for both scenarios are identical. You can use the table on page 114 to record team scores.



After 8 minutes, **CONDUCT** the activity debriefing as follows:

1. **ASK** each team to name the injury it identified in the first scenario.



INSTRUCTOR NOTE: For the first scenario, any head or spine injury is possible, but the athlete most likely has a head injury.

2. **ASK** each team to list the first aid steps for the injury.
3. **AWARD** team points earned (2 points for each correct first aid step).
4. **CONTINUE** debriefing the second scenario as above.



INSTRUCTOR NOTE: For the second scenario, any head or spine injury is possible, but the athlete most likely has a spine injury.

5. **ANNOUNCE** the winning team, and **CONGRATULATE** all teams for playing so hard.



SUMMARIZE the activity.

- Regardless of the head or spine injury, the first aid response is very similar.
- Follow the first aid steps explained in the DVD segment and on pages 104 to 110 of *Sport First Aid*.
- If you suspect a head or spine injury in a football player, do not remove the helmet.



ASK for questions about first aid care for head and spine injuries.

Activity 7.1 Scoresheet

	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7	Team 8
1. Send for emergency medical assistance.	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1
	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2
2. Immobilize the athlete's head and spine.	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1
	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2
3. Monitor breathing and provide CPR if needed.	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1
	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2
4. Control profuse bleeding.	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1
	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2
5. Treat for shock as needed.	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1
	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2
6. Stabilize or let EMS stabilize any fractures or unstable injuries.	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1
	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2
Subtotals:	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1	Scenario 1
Subtotals:	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2	Scenario 2
	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL

C Unit Summary



REVIEW the key points of unit 7.

- There is no such thing as a minor brain or spine injury. Even minor blows can injure the brain and should not be taken lightly.
- Regardless of the head or spine injury, the first aid response is very similar: Contact emergency personnel immediately, stabilize the athlete's head and neck, monitor breathing and provide CPR if needed, control profuse bleeding, monitor and treat for shock if needed, and immobilize any other fractures or unstable injuries.
- If an athlete is responsive but exhibits any signs or symptoms of a head injury, remove the athlete from play. Assign someone to monitor the athlete and send for emergency medical assistance if signs and symptoms worsen. For suspected mild concussion, notify the parents. Ask them to monitor the athlete, and give them a checklist of head injury signs and symptoms. Instruct them to take the athlete to a physician.
- If you suspect a head or spine injury in a football player, do not attempt to remove the athlete's helmet.



ASK for questions about head and spine injuries or any other topic in this unit.

Musculoskeletal Injuries

PURPOSE: To help students learn how to identify and provide first aid care for the most common sprains, strains, fractures, and dislocations.

LEARNING OBJECTIVES

In this unit, students will learn

- how to recognize common musculoskeletal injuries and
- how to provide first aid care for sprains, strains, fractures, and dislocations.

MATERIALS NEEDED

- Sport First Aid Classroom Instructor DVD
- DVD player and monitor

Unit Overview

Topic	Activities
A. Unit Introduction	Introduce the unit's purpose, objectives, and agenda.
B. Recognizing and Caring for Common Musculoskeletal Injuries	Play DVD segment 11, "Musculoskeletal Injuries." Students practice identifying common musculoskeletal injuries and taking the first aid steps needed.
C. Unit Summary	Summarize key unit points and answer students' questions.

UNIT CONTENT

A Unit Introduction



REFER students to the Unit 8 Learning Objectives and Unit Overview, page 59, in the *Sport First Aid Workbook*.



INTRODUCE unit 8.

Musculoskeletal injuries—injuries such as strains, sprains, and fractures—are very common in sport. This unit will help you recognize these injuries and provide first aid care for them.

- We'll watch a DVD segment that covers
 - the main types of musculoskeletal injuries and
 - first aid care for these injuries.
- You'll get to practice
 - identifying musculoskeletal injuries to various body parts and
 - determining what first aid steps to take.

B Recognizing and Caring for Common Musculoskeletal Injuries



INTRODUCE the DVD segment, "Musculoskeletal Injuries."

This DVD segment will

- discuss commonly occurring musculoskeletal injuries,
- describe the main types of musculoskeletal injuries, and
- explain in general terms how you should respond to these injuries.



PLAY DVD segment 11, "Musculoskeletal Injuries."



INSTRUCTOR NOTE: The DVD will stop automatically at the end of the segment.

Activity 8.1 Musculoskeletal Injuries



INTRODUCE the activity.

Musculoskeletal injuries are the most frequent first aid problem you will face. In this activity, you'll practice identifying injuries, and you'll write a list of first aid steps you would take for each injury.



REVIEW the activity resources.

You'll use

- the Musculoskeletal Injury Scenarios that follow the activity instructions and activity outcome in the workbook and
- chapters 12 and 13 of *Sport First Aid*.



EXPLAIN the activity instructions.

1. Work in teams of two to four.
2. Read the Musculoskeletal Injury Scenarios, and answer the questions posed.
3. This is another team competition. Points will be awarded for correct answers: 2 points for correctly identifying the injury, 1 point for correctly identifying the severity or Grade (if there is one), and 3 points for including all first aid steps. Your team will receive 0 points for the first aid section unless *all* steps are included. There are 34 possible points.
4. You'll have 24 minutes to complete this activity.



INSTRUCTOR NOTE: If you are running short on time, tell students to complete scenarios 1, 4, 5, and 6. Students will have 16 minutes to complete the activity, and there will be a total of 24 points. *You should shorten this activity only if absolutely necessary due to time constraints. If you shorten the activity, students will miss out on important first aid information.*



EXPLAIN the activity outcome.

When you're done, you should have identified the injury in each scenario and the first aid steps you would take to care for each injury. Points will be awarded for correct injury identification and first aid steps.



ASK for questions about the activity.



TELL students to begin the activity.



After students have started the activity, **CIRCULATE** among them, and **COACH** (listen, comment, and answer questions). Be sure not to give away any answers, because this is a team competition.



INSTRUCTOR NOTE: Your copy of the scenarios follows this note. The activity debriefing begins after these scenarios.

► **Musculoskeletal Injury Scenario I** - - - - -

One of your swimmers comes to you after practice complaining of a sore shoulder. You ask a few questions and find that the swimmer's shoulder hurts when he lifts his arm overhead. In your physical assessment, you examine his shoulder by touching it with your fingers and find that he has mild tenderness over the front of his shoulder. He has been swimming with the sore shoulder for a week and has just now mentioned the problem. You had not noticed any change in his swimming performance.

1. What injury do you believe this athlete has? Use chapter 12 of *Sport First Aid*, pages 147 to 160, to help make your decision.
2. Is this injury a Grade I, II, or III injury?
3. What first aid steps would you take to care for this injury? Record the steps in the space below.

► Musculoskeletal Injury Scenario 2 - - - - -

Your softball pitcher is hit hard in the upper trunk by the ball. She crumples in pain. Her breathing is normal, but she has pain when she breathes deeply or laughs. The athlete experiences pain when you gently compress the rib cage.

1. What injury do you believe this athlete has? Use chapter 12 of *Sport First Aid*, pages 160 to 161, to help make your decision.
2. What first aid steps would you take to care for this injury? Record the steps in the space below.

► Musculoskeletal Injury Scenario 3 - - - - -

Your star wrestler seems to have hurt his middle finger while catching himself during a fall. The wrestler says he felt a pop and that his finger feels “loose.” He is unable to fully bend his finger. You can see that the finger is swollen and deformed, and when you touch the joint, the wrestler grimaces in pain.

1. What injury do you believe this athlete has? Use chapter 12 of *Sport First Aid*, pages 175 to 182, to help make your decision.
2. What first aid steps would you take to care for this injury? Record the steps in the space below.

► Musculoskeletal Injury Scenario 4 - - - - -

When the kicker on your football team pulls up short after a punt, you know something is wrong. You and your assistant jog out on the field and help the player walk to the sidelines. The athlete has moderate pain when trying to extend his thigh backward or bend his knee. The back of his thigh is tender, and you can feel a slight indentation there.

1. What injury do you believe this athlete has? Use chapter 13 of *Sport First Aid*, pages 190 to 201, to help make your decision.
2. Is this injury a Grade I, II, or III injury?
3. What first aid steps would you take to care for this injury? Record the steps in the space below.

► Musculoskeletal Injury Scenario 5 - - - - -

The guard on your girls' basketball team lost her footing and twisted her knee as she scrambled to reposition for a play. You quickly substituted another player so that she could come off the court. The athlete says she didn't hear or feel a pop, but she has mild pain when she tries to straighten her knee. There is no swelling.

1. What injury do you believe this athlete has? Use chapter 13 of *Sport First Aid*, pages 201 to 209, to help make your decision.
2. Is this injury a Grade I, II, or III injury?
3. What first aid steps would you take to care for this injury? Record the steps in the space below.

► Musculoskeletal Injury Scenario 6 - - - - -

One of your volleyball players landed wrong coming down from a spike. Her foot rolled inward, and she is writhing in pain. Her breathing is normal, but her ankle is swelling rapidly and she cannot walk on it. Her ankle has no obvious deformity, and she experiences no pain when you squeeze above or below the injury. She has no tingling or numbness, and her toes and toenails are normal in color. Her point tenderness seems isolated to just below the ankle bones, but the pain there is severe.

1. What injury do you believe this athlete has? Use chapter 13 of *Sport First Aid*, pages 209 to 223, to help make your decision.
2. Is this injury a Grade I, II, or III injury?
3. What first aid steps would you take to care for this injury? Record the steps in the space below.



INSTRUCTOR NOTE: During the debriefing, **AWARD** 2 points for correctly identifying the injury, 1 point for correctly identifying the severity or Grade (if there is one), and 3 points for including all first aid steps (0 points if not all steps are included). There are 34 possible points. You can use the table on page 124 to record team scores.



After 24 minutes, **CONDUCT** the activity debriefing as follows:

1. **ASK** each team to name the injury it identified in the first scenario, and **AWARD** points earned.
2. **ASK** each team to identify the severity of the injury, and **AWARD** points earned.
3. **ASK** each team to list the first aid steps for the injury, and **AWARD** points earned.
4. **CONTINUE** debriefing the other scenarios as above. (The severity of the injury is only applicable to scenarios 1, 4, 5, and 6.)
5. **DETERMINE** the total points earned by each team for all scenarios.
6. **ANNOUNCE** the winning team, and **CONGRATULATE** all teams for playing so hard.



ASK for questions about identifying and providing first aid care for musculoskeletal injuries.

Activity 8.1 Scoresheet

Team	1	2	3	4	5	6	7	8
SCENARIO 1 • Injury: Rotator cuff strain. 2 PTS • Severity: Grade I. 1 PT • First aid steps: 1. Rest from painful activities; 2. Apply ice; 3. Refer to a physician if symptoms and signs worsen or do not subside within a few days. 3 PTS								
SCENARIO 2 • Injury: Rib fracture. 2 PTS • First aid steps: 1. Rest from all activities; 2. If the athlete has breathing difficulties, an open chest wound, or a backward displaced (toward internal organs) rib, or the athlete is suffering from shock, call for emergency medical assistance; 3. If none of the above apply, send the athlete to a physician. 3 PTS								
SCENARIO 3 • Injury: Finger dislocation. 2 PTS • First aid steps: 1. Send for emergency medical assistance if the athlete is suffering from shock or there are signs of nerve damage or disrupted circulation; 2. If none of the above, immobilize the hand and finger in the position in which you found them; 3. Monitor and treat for shock as needed; 4. Apply ice; 5. Send to a physician. 3 PTS								
SCENARIO 4 • Injury: Hamstring strain. 2 PTS • Severity: Grade II—the key word is moderate. 1 PT • First aid steps: 1. Rest from all activities; 2. Monitor and treat for shock as needed and send for emergency medical assistance if it occurs; 3. Send for emergency medical assistance if the muscle is completely torn (rolled up); 4. Prevent the athlete from walking on the injured leg; 5. Apply ice to the injury and send the athlete to a physician (if emergency medical assistance is not sent for). 3 PTS								
SCENARIO 5 • Injury: Knee sprain. 2 PTS • Severity: Grade I. 1 PT • First aid steps: 1. Rest the athlete from painful activities; 2. Apply ice; 3. Refer the athlete to a physician if symptoms and signs worsen or do not subside within a few days. 3 PTS								
SCENARIO 6 • Injury: Ankle sprain. 2 PTS • Severity: Grade II or III—either answer is acceptable for this scenario. 1 PT • First aid steps: 1. Rest the athlete from all activities that require use of the leg; 2. Prevent the athlete from walking on the injured leg; 3. Monitor and treat for shock as needed and send for emergency medical assistance if it occurs; 4. Send for emergency medical assistance if any of the following are present: (a) signs of fracture—obvious deformity or pain at the site of the injury when tibia and fibula are gently squeezed above or below the injury, or pain along the midline of the lower third of the tibia or fibula; (b) symptoms and signs of nerve compression (tingling and numbness); (c) symptoms and signs of disrupted blood supply (bluish toes and toenails); 5. Apply ice to the injury and send the athlete to a physician (if emergency medical assistance is not sent for). 3 PTS								
Total points (possible 34)								

C Unit Summary



REVIEW the key points of unit 8.

- You will likely deal with musculoskeletal injuries more than any other type of injury.
- Chapters 12 and 13 of *Sport First Aid* can be used for guidance in identifying and providing first aid care for musculoskeletal injuries.
- Once the injury is identified, the first aid steps are similar regardless of the type and severity of injury:
 - For Grade I sprains and strains, rest the athlete from painful activities, apply ice, and refer the athlete to a physician if symptoms and signs worsen or do not subside within a few days.
 - For Grade II and III sprains and strains, rest the athlete from all activities, prevent the athlete from using the injured part (if a Grade III sprain or strain, be sure to immobilize the injured part with a splint and possibly a sling), monitor and treat for shock if needed and send for emergency medical assistance if it occurs, and apply ice and send to a physician if shock does not occur.
 - For fractures, immobilize the injured part, apply ice, and send for emergency medical assistance if bones are grossly displaced or protruding.



ASK for questions about musculoskeletal injuries or any other topic in this unit.

Sport First Aid Wrap-Up

PURPOSE: To help students review what has been learned in the class and understand the process and procedures for completing the rest of the Sport First Aid course.

LEARNING OBJECTIVES

In this unit, students will learn

- answers to any of their remaining questions and
- the next steps for completing the Sport First Aid course.

MATERIALS NEEDED

- Whiteboard or flipchart
- Dry-erase or flipchart markers
- Sport First Aid classroom test package, which includes the following:
 - Sport First Aid classroom test
 - ASEP Test Answer Form A to record test answers
 - Sport First Aid test instructions
 - Preaddressed ASEP mailing envelope for the student to mail the completed ASEP Test Answer Form A
 - Cardboard insert to ensure that the test form is not damaged in the mail
 - Key code letter with the key code to access the *Sport First Aid Online Component*

Unit Overview

Topic	Activities
A. Unit Introduction	Introduce the unit's purpose, objectives, and agenda.
B. Sport First Aid Classroom Course Summary	Instructor presentation: Summarize the course. Ask students if they have any remaining questions about the course content.
C. Next Steps	Instructor presentation: Test preparation Test procedures
D. Thanks and Good Luck!	Instructor presentation: Field final questions and comments. Thanks and good luck!

UNIT CONTENT

A Unit Introduction



REFER students to the Unit 9 Learning Objectives and Unit Overview, page 69, in the *Sport First Aid Workbook*.



INTRODUCE unit 9.

This unit will help us wrap things up. You will

- get a chance to ask any remaining questions, and
- explain your next steps for completing the Sport First Aid course.

B Sport First Aid Classroom Course Summary



SUMMARIZE the course.

We have covered the following topics:

- Your role on the athletic health care team
- Types of injuries and illnesses and how to conduct emergency action steps

- How to conduct a physical assessment
- How to control bleeding and minimize shock
- How to apply splints and compression wraps
- How to move an injured or ill athlete
- How to provide first aid care for head and spine injuries
- How to handle musculoskeletal injuries.



ASK for any remaining questions about any of the topics you covered in the course.



INSTRUCTOR NOTE: Field questions as best you can. Refer students to the *Sport First Aid* book and the *Sport First Aid Online Component*.

C Next Steps



REFER students to pages 70-71 in the *Sport First Aid Workbook*.



INSTRUCTOR NOTE: Be prepared to **REMIND** students what you told them in unit 1 regarding the following: the completion date for the test; your ID number, last name, organization code, and last date of the course, which they'll need to enter to take the test; and your contact information.



INTRODUCE the discussion of the test preparation and testing phases of the course.

As we've discussed previously, there are two steps you must do next.

To **prepare to take the test**, you should do the following:

1. Read all chapters in *Sport First Aid*, and read them **carefully**, because all of the test questions are based on content in the book.

2. Complete all units in the *Sport First Aid Online Component*. Your key code to access the online component is on the key code letter included in the Sport First Aid classroom test package. **While you're in the online component, please also complete the course evaluation** because your opinions are very important in helping to improve the course.

To **complete the test**, you should do the following:

1. Review pages 1 and 2 of the Sport First Aid test instructions and determine whether you'll take the online test or the paper-pencil test.
2. Refer to page 72 in the workbook for the information you'll need to enter to start the test.
3. When you're ready to take the test, follow the instructions in the Sport First Aid test instructions:
 - a. **If** you're taking the online test, follow the instructions in part B;
 - b. **If** you're taking the paper-pencil test, follow the instructions in part C.

You should plan to complete these two steps by [instructor-provided date, or one year from today's date].

If you do not successfully pass your Sport First Aid test within one year of the last date of your course (today), you will have to take the entire course over again and pay all of the course fees again.



ASK students for questions about the test procedures; about your ID number, last name, organization code, and the last date of the course; and about your contact information.

D Thanks and Good Luck!



ASK students for final questions about the course.



THANK students for attending the course and for their commitment to coaching and **WISH** them good luck in their coaching careers.



INSTRUCTOR NOTE: In the next two days, please complete the ASEP Course Report form, including the course roster with students' names and ID numbers. Transmit this form to ASEP. Please see specific instructions for completing the ASEP Course Report form in section 3 of this instructor guide.

