

Name: _____ Today's Date: ____/____/____

Class: ____ Essentials of Sports Medicine ____ Applied Sports Medicine

This is a reflection of the material discussed on Medical Conditions.

A reflection is not a summary.

What do you not want to forget about this topic:

Have you known someone in your life that has a medical condition and participated in sport?

YES NO

If so, which condition: _____ were they open about it? YES NO

On a scale 1 to 5 (1 not likely, 5 most likely),

... you research this topic more on your own? 1 2 3 4 5 Which one? _____

... will you help educate others about this topic? 1 2 3 4 5 Which one? _____

...will you take a poster from this document and hang it somewhere for others to see? 1 2 3 4 5

WRAP UP: Turn to page 60, Read the Summary of the chapter. Rewrite 2 sentences from this section.

Moore Sports Medicine

A leader in Allied Health Education

___Essentials ___Applied

Points: ____/____

Student Name: _____ Date Issued: _____ Date Due: _____

Training: Medical Conditions, Chapter 3

Description: Coverage of medical conditions that affect athletic related activities frequently.

By the end of this class/lesson, participants will be able to:

- 1) Recognize and describe methods to prevent medical conditions that affect an active person
- 2) Identify signs and symptoms of medical conditions that require immediate treatment
- 3) Prepare an emergency action plan

Materials: evidence based practice, article, thinking it through, glossary, exit slip

Procedure: complete each attached assignment in order as led by instructor, submit working document upon direction of instructor, complete assessment, seek score, place in binder

Topics: 1) diabetes, 2) hypoglycemia, 3) asthma, 4) seizure disorders, 5) appendicitis, 6) insect stings and bites, 7) genetic heart conditions, 8) sickle cell anemia, 9) common virus'

Resources: Essentials of Sp Med by Clover; Chapter 3, NetFlix

Strands: inquiry, Perspectives, Life Science

Core ideas: Structure and Function, Information Processing, Skill Acquisition

Practices: obtaining, evaluating, practicing and communicating information

Crosscutting concepts: cause and effect, structure and function, stability and change

Terms: sickle cell anemia, asthma, appendicitis, diabetes, epilepsy

Student Activities: 1) EBP, 2) executive skills questionnaire, 3) career search, 4) umbrella sheet, 5) guest speaker(s), 6) chapter questions 2 & 3 and the additional questions in the working document, 7) Thinking It Through, 8) article, 9) assessment, 10) exit slip

BEFORE ANSWERS

DATE: __/__/__

ANSWER either YES/No or TRUE/FALSE or choose a letter.

Accurate and up to date health records allow athletes, coaches, and the sports medicine team to prepare in advance for emergencies that may affect their athletes.

Treatment for diabetes requires a physician's care.

Dry, cold air triggers asthma attacks known as exercise induced asthma.

In a school setting, medications must be kept and administered according to

- a. school policy.
- b. Athletics policies
- c. Federal government
- d. most likely all of the above

Sickle cell anemia poses a threat to life if not managed.

Good hygiene practice is best way to prevent spread of virus'.

BEFORE ANSWERS

DATE: __/__/__

Name: _____

Ess Sp Med Sept. 20, 2016

Hey guys. Thank you for being patient while I am out today. Please complete this task list. Stay busy once you are finished; be respectful of the sub today. Say thank you to the sub.

Everyone stays inside the room (no resource library or training room).

- 1) Attached article. Complete the article and questions on the article. I will issue a certificate for 1 hour of service towards the monthly 4 hours if your point total is 80 or more of the 100 total.
- 2) Tape tearing. Remember this is a 1 inch length tear. Create a stack or a ball type. I will collect on Wednesday. This should not distract you from anything or should not distract any other class or person. The goal is to be able to tear tape as we move into lab sessions.
- 3) Book: read pages 52-54 on diabetes also read pages 58-59 on sickle cell. In the space below describe the medical treatment for both cases.

Diabetes

Sickle Cell

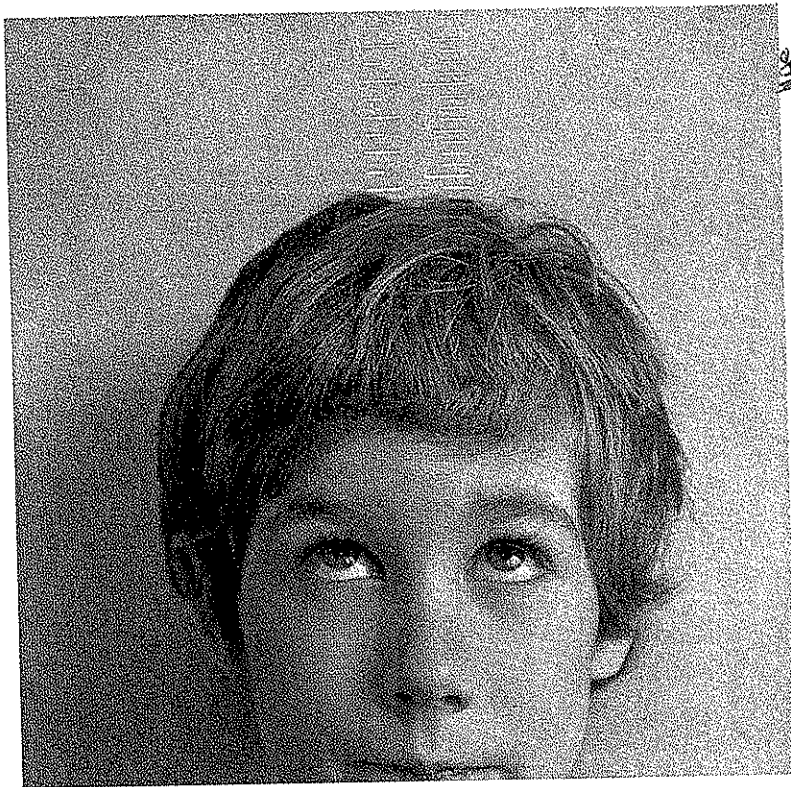
Name: _____

Date: _____

Facing Changes

By Linda A. DiMeglio, MD, MPH | Associate Editor

#7 What to do when transition does not work.



So important
↳ let them live

Second, practice really can make perfect. Before you send older children with diabetes on an overnight trip, have them spend a day out with friends (and adult supervisors you trust). Make sure they consider what they will need to do throughout the day and ensure they have a plan in place. When they get home, take the time to sit down with them and review their meters and log books. Discuss where the plan succeeded or failed. Praise what went well and use any struggle as teachable moments.

Third, don't be afraid to acknowledge emotions related to change—whether you're the caregiver or the person with diabetes. For example, when transitions are unanticipated or unplanned, they can feel overwhelming, and you might be angry or upset. If you feel like crying, go ahead! After a good cry, you can feel more relaxed and more positive.

It is also important to reflect on other changes in your life. Remember that you made it through those times and that the stress you are feeling is temporary. Connecting with and leaning upon others who have been through similar transition can also be of benefit. Of course, if after trying all of these things you still find yourself mad or sad, seeing a counselor might be helpful.

Changes are unavoidable. It is important however, to recognize that they offer prospects and even benefits. Use transition as an opportunity to grow whenever possible.

In life, change is inevitable. Children with diabetes and their caregivers experience several distinct transitions related to coping with the diagnosis and disease. The first transition usually involves adapting to the daunting news that diabetes is part of the family. For many, the next, more gradual progression is from the parents providing nearly all aspects of care to the children doing more and more themselves. There is often a third, later-childhood transition: when adolescents and young adults find themselves responsible for all aspects of self-care and move from a pediatric to an adult medical care team.

* Life transitions around management of a chronic disease often provoke anxiety. Fortunately, there are several ways to lessen the stress.

First, make sure that, when possible, changes are anticipated and planned. For example, if a transition in your care provider team is necessary, whether because of a move, change in insurance, or "aging out" of a clinic setting, start doing research as soon as you are aware of the need for change. Your current health care team may have recommendations for whom you might want to see. And if the new team isn't a good fit, don't be afraid to ask your prior team for another recommendation.

Life has many challenges

① I know someone w/ diabetes. Yes No

② They are my _____

③ Were they diagnosed as a child? Yes No

④ Internet Search: What is youngest someone been diagnosed w/ diabetes? _____

38 DECEMBER 2014 Diabetes Forecast
⑥ 3 stages of transition ~~what to do~~
~~in transition due to~~ w/ diabetes?