



Everett Public Schools



EPS Sports Med I Framework

Course: Sports Medicine I		Total Framework Hours up to: 180 - 360
CIP Code: 510913	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 4/21/2015
Career Cluster: Health Science		Cluster Pathway: Therapeutic Services

Content Sources: **National Consortium of Health Science Education**

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will recognize common illnesses, injuries and conditions of the human body
Students will discuss injury prevention programs for ACL injuries
Students will explain and demonstrate the appropriate fitting of protective and/or supportive sports equipment
Students will recognize and monitor potential environmental hazards
Students will discuss the role of pre physical examinations in injury prevention and wellness nutrients
Students will design a physical conditioning and nutrition plan for a specific need
Students will research and create resources on a specific medical condition or injury and present findings including the prevention of the medical condition or injury

Leadership Alignment:

Reasoning-2.A.1 In a supervised practicum setting, students will assist in the fitting of protective equipment and make recommendations.
Produce results-10.B.1d Students will work with community and /or school teams to incorporate preventative health techniques as part of a comprehensive health effort.
Technology- 6.A.3 Students will calculate body fat percentages, through skin fold testing, and make recommendations based on minimal % and normal range percentage for an individual.
Self-Directed Learner-8.B.1-Students will create resources and recommendations on a specific medical condition or injury to educate individuals.

Standards and Competencies

Standard/Unit:

Domain 1: Injury/Illness Prevention & Wellness Protection

Foundation Standard 3: Health care professionals will understand how their role fits into their department, their organization and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care

Foundation Standard 7: Healthcare professionals will understand the existing and potential hazards to clients, coworkers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures

Foundation Standard 9: Healthcare professionals will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

Foundation Standard 10: Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

Competencies

Total Learning Hours for Unit: 50

- A. Interpret individual and group pre-participation and other relevant screening information (e.g., verbal, observed, written) in accordance with accepted and applicable guidelines to minimize the risk of injury and illness.
- B. Promote healthy lifestyle behaviors using appropriate education and communication strategies to enhance wellness and minimize the risk of injury and illness.
- C. Identify and educate individuals(s) and groups through appropriate communication methods (e.g., verbal, written) about the appropriate use of personal protective equipment (e.g., clothing, shoes, protective gear, and braces) by following accepted procedures and guidelines.
- D. Maintain or improve physical conditioning for the individual or group by designing and implementing programs (e.g., strength, flexibility, CV fitness) to minimize the risk of injury and illness.
- E. Minimize risk of injury and illness of individuals and groups impacted by or involved in a specific activity through awareness, education and intervention.
- F. Maintain physical activity, clinical treatment and rehabilitation areas by complying with regulatory standards to minimize the risk of injury and illness.
- G. Discuss nutritional concerns of the athlete, such as:
 - Appropriate hydration,
 - Inappropriate and appropriate diets,
 - Nutritional supplements,
 - Pre- and post-game meals, and Weight control
- H. Describe the role of exercise in maintaining a healthy lifestyle and preventing chronic disease
- I. Discuss complementary and alternative health practices as they relate to wellness and disease prevention
- J. Apply Skills to obtain training or certification in cardiopulmonary resuscitation (CPR), automated external Defibrillation (AED), foreign body airway obstruction (FBAO) and first aid.

Aligned Washington State Standards

Arts	
Educational Technology	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. 1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources. 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.
Health and Fitness	1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities. 1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance. 1.4 Understands the components of skill-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance. 1.5 Understands the relationship of nutrition and food nutrients to body composition and physical performance. 3.2 Evaluates health and fitness information. 4.1 Analyzes personal health and fitness information. 4.2 Develops and monitors a health and fitness plan.
Language	L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Math	
Reading	RST.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RST.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Science	9-12.SYSB Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.

	<p>9-12.INQC Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>9-12.INQG Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings.</p> <p>9-12.APPD The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p> <p>9-12.APPF It is important for all citizens to apply science and technology to critical issues that influence.</p>
Social Studies	
Speaking and Listening	<p>SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
Writing	<p>WHST.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>WHST.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>WHST.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>WHST.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation x <input type="checkbox"/> Think Creatively x <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving x <input type="checkbox"/> Reason Effectively x <input type="checkbox"/> Use Systems Thinking x <input type="checkbox"/> Make Judgments and Decisions x <input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration x <input type="checkbox"/> Communicate Clearly x <input type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy x <input type="checkbox"/> Access and /evaluate Information x <input type="checkbox"/> Use and Manage Information</p> <p>Media Literacy <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy) x <input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability x <input type="checkbox"/> Adapt to Change x <input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction x <input type="checkbox"/> Manage Goals and Time x <input type="checkbox"/> Work Independently x <input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural x <input type="checkbox"/> Interact Effectively with Others x <input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability x <input type="checkbox"/> Manage Projects x <input type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility x <input type="checkbox"/> Guide and Lead Others x <input type="checkbox"/> Be Responsible to Others</p>
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will write practice medical reports in a Subjective, Objective, Assessment, and Plan (SOAP) and/or History, Observation, Palpation, Special Tests (HOPS) format.

Students will utilize basic medical terminology, anatomical terms, tissue terminology and ranges of motion in written and oral documentation linked to their practicum.

Students will recognize signs and symptoms of athletic injuries

Students will recognize signs and symptoms of concussion and be aware of its management according to Lystedt's Law.

Students will use the Injury Exam Procedure to evaluate an injury, illness, or health related condition including documentation of findings.

Students will identify all major bones of the human body.

Students will identify primary muscles and tendons involved with athletic movements.

Students will identify primary ligaments of the human body.

Students will research and create resources on a specific medical condition or injury and present findings including the evaluation and diagnosis of the medical condition or injury.

Leadership Alignment:

Self-Directed Learner 8.C.1-During role playing scenarios or supervised practicum; students will discuss assessments and treatment plans of patients using medical terminology.

Access and Evaluate Information 4.A.1-During role playing scenarios or supervised practicum; students will recognize and evaluate the signs and symptoms of concussion while informing the identified school personnel.

Access and Evaluate Information 4. A. 2-During role playing scenarios or supervised practicum, students will review medical charts and notes to recognize, evaluate and assess different types of injuries.

Self-Directed Learner-8.B.1 Students will create resources and recommendations on a specific medical condition or injury to educate individuals.

Standards and Competencies**Standard/Unit:****Domain 2: Clinical Evaluation and Diagnosis**

Foundation Standard 1: Academic Foundations: Healthcare professionals will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in a health science program of study.

Foundation Standard 2: Communication: Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

Competencies**Total Learning Hours for Unit: 50**

- A. Obtain an individual's history through observation, interview and/or review of relevant records to assess injury, illness or health-related condition.
- B. Examine by appropriate visual and palpation techniques the involved area(s) of an individual's body to determine the type and extent of the injury, illness or health-related condition.
- C. Examine by appropriate and specific tests (e.g., ROM, special tests, neurological tests) of an individual's body to determine the type and extent of the injury, illness or health-related condition.
- D. Formulate a clinical diagnosis by interpreting the signs, symptoms and predisposing factors of the injury, illness or health-related condition to determine the appropriate course of action.
- E. Educate the appropriate individual(s) about the clinical evaluation by communicating information about the current or potential injury, illness or health-related condition to encourage compliance with recommended care.
- F. Identify signs and symptoms of infection and disease
 - a. Body temperature
 - b. Skin temperature
 - c. Dizziness
 - d. Blood pressure
 - e. Vomiting

- f. Skin appearance
- g. Pulse
- h. Diarrhea
- i. Headache
- G. Recognize body planes, directional terms, quadrants, and cavities.
- H. Analyze diagrams, charts, graphs, and tables related to healthcare.
- I. Identify and describe signs of closed soft tissue injuries to the upper and lower extremities:
 - a. Muscle
 - b. Tendon
 - c. Ligament
 - d. Joint Capsule
 - e. Nerves
 - f. Cartilage
- J. Identify and describe signs of open soft tissue injuries
 - a. Wounds
- K. Define and identify injuries to bony tissue
 - a. Fractures (open, closed, stress)
 - b. Common fractures to upper and lower extremities
- L. Identify signs and symptoms of head, neck, and spinal injuries
 - a. Facial
 - b. Brain/concussion
 - c. Spinal Cord
- M. Use appropriate oral and written medical terminology within the scope of practice in order to interpret, transcribe, and communicate information, data, and observations
- N. Use roots, prefixes, and suffixes to communicate information.
- O. Use medical abbreviations to communicate information.
- P. Report subjective and objective information.
- Q. Use health record data collection tools (such as input screens, document templates)

Aligned Washington State Standards

Arts	
Educational Technology	1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.
Health and Fitness	1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance. 1.4 Understands the components of skill-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance. 3.2 Evaluates health and fitness information. 4.1 Analyzes personal health and fitness information.
Language	L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning

	or style, and to comprehend more fully when reading or listening. L.5 Demonstrate understanding of word relationships and nuances in word meanings. L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Math			
Reading	R.CCR.7 Integrate and evaluate content presented in diverse formats, and media, including visually and quantitatively, as well as in words.		
Science	9-12.SYSB Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. 9-12.INQB Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data. 9-12.INQC Conclusions must be logical, based on evidence, and consistent with prior established knowledge. 9-12.INQD The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation. 9-12.INQG Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings.		
Social Studies			
Speaking and Listening	SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
Writing	WHST.1 Write arguments to support claims in an analysis of substantive of topics or texts, using valid reasoning and relevant and sufficient evidence. WHST.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WHST.3 Write narratives to develop real or imagined experiences or events using effective technique, well chose details, and well-structured event sequences. WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. WHST.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WHST.9 Draw evidence from literary and information texts to support analysis, reflection, and research.		
21 st CENTURY SKILLS			
Check those that students will demonstrate in this standard/unit:			
LEARNING AND INNOVATION Creativity and Innovation x <input type="checkbox"/> Think Creatively	INFORMATION, MEDIA AND TECHNOLOGY SKILLS Information Literacy x <input type="checkbox"/> Access and /evaluate Information	LIFE AND CAREER SKILLS Flexibility and Adaptability x <input type="checkbox"/> Adapt to Change	

<input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems Communication and Collaboration <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	<input checked="" type="checkbox"/> Use and Manage Information Media Literacy <input checked="" type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products Information, Communications and Technology (ICT Literacy) <input checked="" type="checkbox"/> Apply Technology Effectively	<input checked="" type="checkbox"/> Be Flexible Initiative and Self-Direction <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams Productivity and Accountability <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results Leadership and Responsibility <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will perform first-aid and CPR/AED in emergency situations.

Students will assess vital signs of a patient and identify appropriate ranges.

Students will remove special equipment from athletes in order to perform CPR/AED procedures.

Students will develop emergency action plans.

Students will understand the five components of the infection cycle and blood borne pathogens.

Students will research and create resources on a specific medical condition or injury and present findings including information on immediate and emergency care for the medical condition or injury.

Leadership Alignment:

Self-Directed Learner 8.C.2 Students will learn and use CPR/AED/First-Aid skills in practical and work based learning activities.

Self-Directed Learner-8.B.1 Students will create resources and recommendations on a specific medical condition or injury to educate individuals.

Standards and Competencies

Standard/Unit:

Domain 3: Immediate and Emergency Care

Foundation Standard 2: Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing

Foundation Standard 10: Technical Skills: Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

Competencies

Total Learning Hours for Unit: 25

- A. Coordinate care of individual(s) through appropriate communication (e.g., verbal, written, demonstrative) of assessment findings to pertinent individual(s).
- B. Apply the appropriate immediate and emergency care procedures to prevent the exacerbation of non-life-threatening and life-threatening health conditions to reduce the risk factors for morbidity and mortality.
- C. Implement appropriate referral strategies, which stabilize and/or prevent exacerbation of the condition(s), to facilitate the timely transfer of care for conditions beyond the scope of practice of the Athletic Trainer.
- D. Demonstrate how to implement and direct immediate care strategies (e.g., first aid, Emergency Action Plan) using established communication and administrative practices to provide effective care.
- E. Understand informed consent.
- F. Explain principals of infection control.
- G. Assess methods of controlling the spread and growth of microorganisms
- H. Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers of Disease Control (CDC) regulations.
- I. Apply principles of basic emergency response in natural disasters and other emergencies.

Aligned Washington State Standards

Arts	
Educational Technology	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources. 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.
Health and Fitness	1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance. 1.4 Understands the components of skill-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance. 3.2 Evaluates health and fitness information. 4.1 Analyzes personal health and fitness information.
Language	L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Math	
Reading	RST.CCR.7 Integrate and evaluate content presented in diverse formats, and media, including visually and quantitatively, as well as in words.
Science	9-12.SYSC In complex systems, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible. 9-12.SYSD Systems can be changing or in equilibrium. 9-12.INQD The methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation. 9-12.APPC Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of The final design.
Social Studies	
Speaking and Listening	SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Writing	WHST.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

audience.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgments and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and /evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☐ Analyze Media
- ☐ Create Media Products

Information, Communications and Technology (ICT Literacy)

- ☐ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will perform taping applications and apply these during practicum and/or role playing scenarios.

Students will utilize anatomy and medical terminology in explaining an injury and how to treat it.

Students will administer and explain the correct therapeutic exercise to facilitate recovery, function and/or performance.

Students will administer the correct non-penetrating (ice, heat) modality to enhance healing in the injured person.

Students will research and create resources on a specific medical condition or injury and present findings including information about treatment and rehabilitation of the medical condition or injury.

Leadership Alignment:

Self-Directed Learners-8.C.1 -Students will work under the direct visual supervision of a licensed health care professional to apply taping applications.

Self-Directed Learners-8.B.1 - Students will create resources and recommendations on a specific medical condition or injury to educate individuals.

Standards and Competencies

Standard/Unit:

Domain 4: Treatment and Rehabilitation

Competencies

Total Learning Hours for Unit: 30

- A. Administer therapeutic and conditioning exercise(s) using appropriate techniques and procedures to aid recovery and restoration of function.
- B. Administer therapeutic modalities (e.g., electromagnetic, manual, mechanics) using appropriate techniques and procedures based on the individual's phase of recovery to restore functioning.
- C. Apply braces, splints or other assistive devices according to appropriate practices in order to facilitate injury protection to achieve optimal functioning for the individual.
- D. Administer treatment for injury, illness and/or health-related conditions using appropriate methods to facilitate injury protection, recovery and/or optimal functioning for individual(s).
- E. Reassess the status of injuries, illnesses and/or health-related conditions using appropriate techniques and documentation strategies to determine appropriate treatment, rehabilitation and/or reconditioning and to evaluate readiness to return to a desired level of activity.
- F. Provide guidance and/or referral to specialist for individual(s) and groups through appropriate communication strategies (e.g., oral and education materials) to restore an individual(s) optimal functioning.
- G. Understand roles and responsibilities of team members.
- H. Recognize characteristics of effective teams
- I. Differentiate creative methods of building positive team relationships.
- J. Analyze attributes and attitudes of an effective leader.
- K. Apply effective techniques for managing team conflict.

Aligned Washington State Standards

Arts	
Educational Technology	<p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p>
Health and Fitness	<p>1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance.</p> <p>1.4 Understands the components of skill-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance.</p> <p>3.2 Evaluates health and fitness information.</p> <p>4.1 Analyzes personal health and fitness information.</p> <p>4.2 Develops and monitors a health and fitness plan.</p>
Language	<p>L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Math	
Reading	RST.CCR.7 Integrate and evaluate content presented in diverse formats, and media, including visually and quantitatively, as well as in words.
Science	<p>9-12.SYSA Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p> <p>9-12.SYSB Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.</p> <p>9-12.SYSC In complex systems, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.</p> <p>9-12.SYSD Systems can be changing or in equilibrium.</p>

	<p>9-12.INQB Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.</p> <p>9-12.INQC Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>9-12.INQG Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings.</p> <p>9-12.INQH Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their source of information.</p> <p>9-12.APPB The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.</p> <p>9-12.APPC Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.</p> <p>9-11.LS1C Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement.</p>
Social Studies	
Speaking and Listening	<p>SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Writing	

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation x <input type="checkbox"/> Think Creatively x <input type="checkbox"/> Work Creatively with Others x <input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving x <input type="checkbox"/> Reason Effectively x <input type="checkbox"/> Use Systems Thinking x <input type="checkbox"/> Make Judgments and Decisions x <input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration x <input type="checkbox"/> Communicate Clearly x <input type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy <input type="checkbox"/> Access and /evaluate Information x <input type="checkbox"/> Use and Manage Information</p> <p>Media Literacy <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy) <input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability x <input type="checkbox"/> Adapt to Change x <input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction x <input type="checkbox"/> Manage Goals and Time x <input type="checkbox"/> Work Independently x <input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural x <input type="checkbox"/> Interact Effectively with Others x <input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability x <input type="checkbox"/> Manage Projects x <input type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility x <input type="checkbox"/> Guide and Lead Others x <input type="checkbox"/> Be Responsible to Others</p>
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

Students will perform the duties of record keeping along with the knowledge of compliance of federal and state regulations pertaining to the practice of athletic training. Students will comprehend guidelines of federal and state regulations within the practicum setting delineating their role as a student in comparison to licensed healthcare provider. (eg. NATA recommendations for secondary school sports medicine student & Washington state Athletic Trainers Practice Act.) Students will follow HIPAA & FERPA guidelines in protecting the medical and educational information of patients. Students will coordinate and attend job shadows within the medical health care system. Students will create a professional resume Students will participate in mock interviews Students will research various professions within the medical health care field and articulate the role of that profession as it relate to the overall health of patients.

Leadership Alignment:

Manage Projects 10.A.1 -Students will advocate to their school or community group the roles of individuals in their sports medicine program.
Access and Evaluate Information 4.A.2-Students will perform inventory, budgeting, and make recommendations of necessary supplies within a given budget.

Standards and Competencies

Standard/Unit:

Domain 5: **Organizational and Professional Health and Well-being**

Foundation Standard 2: Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing

Foundation Standard 3: Systems: health care professionals will understand how their role fits into their department, their organization and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care

Foundation Standard 8: Healthcare professionals will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

Competencies

Total Learning Hours for Unit: 25

- A. Maintain records and documentation that comply with organizational, association, and regulatory standards to provide quality of care:
- B. Demonstrate appropriate planning for coordination of resources (e.g., personnel, equipment, liability, scope of service) in event medical management and emergency action plans.
- C. Demonstrate an understanding of statutory and regulatory provisions and professional standards of the practice of Athletic Training in order to provide for the safety and welfare of individual(s) and groups.
- D. Demonstrate the skill necessary for employment through professional resumes and interview skills. .
- E. Describe the responsibilities of consumers within the healthcare system.
- F. Explain the impact of emerging issues such as technology, epidemiology, bioethics, and socioeconomics on healthcare delivery systems.
- G. Classify the personal traits and attitudes desirable in a member of the healthcare team.
- H. Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.
- I. Apply employability skills in healthcare.
- J. Discuss levels of education, credentialing, requirements and employments trends in healthcare.
- K. Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development)
- L. Develop components of a personal portfolio.
- M. Identify strategies for obtaining employment.
- N. Apply standards for privacy and confidentiality of health information. (HIPAA)
- O. Adhere to information systems policies and procedures as required by national, state, local and organizational levels.
- P. Apply the fundamentals of privacy and confidentiality policies and procedures.
- Q. Identify legal and regulatory requirements related to the use of personal health information
- R. Identify and apply policies and procedures for access and disclosure of personal health information.

- S. Describe the consequences of inappropriate use of health data in terms of disciplinary action.
- T. Describe appropriate methods to correct inaccurate information/errors personally entered into an electronic medical record (EMR).

Aligned Washington State Standards

Arts	
Educational Technology	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources. 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.
Health and Fitness	
Language	L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Math	
Reading	RST.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RST.CCR.6 Assess how point of view or purpose shapes the content and style of text. RST.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RST.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Science	
Social Studies	
Speaking and Listening	SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Writing	WHST.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION Creativity and Innovation x <input type="checkbox"/> Think Creatively x <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations	INFORMATION, MEDIA AND TECHNOLOGY SKILLS Information Literacy x <input type="checkbox"/> Access and /evaluate Information x <input type="checkbox"/> Use and Manage Information Media Literacy	LIFE AND CAREER SKILLS Flexibility and Adaptability x <input type="checkbox"/> Adapt to Change x <input type="checkbox"/> Be Flexible Initiative and Self-Direction
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Critical Thinking and Problem Solving x <input type="checkbox"/> Reason Effectively x <input type="checkbox"/> Use Systems Thinking x <input type="checkbox"/> Make Judgments and Decisions x <input type="checkbox"/> Solve Problems Communication and Collaboration x <input type="checkbox"/> Communicate Clearly x <input type="checkbox"/> Collaborate with Others	<input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products Information, Communications and Technology (ICT Literacy) x <input type="checkbox"/> Apply Technology Effectively	x <input type="checkbox"/> Manage Goals and Time x <input type="checkbox"/> Work Independently x <input type="checkbox"/> Be Self-Directed Learners Social and Cross-Cultural x <input type="checkbox"/> Interact Effectively with Others x <input type="checkbox"/> Work Effectively in Diverse Teams Productivity and Accountability x <input type="checkbox"/> Manage Projects x <input type="checkbox"/> Produce Results Leadership and Responsibility x <input type="checkbox"/> Guide and Lead Others x <input type="checkbox"/> Be Responsible to Others
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COMPONENTS AND ASSESSMENTS

Performance Assessments: All Activities Should be Performed and Practiced Under the Direct Supervision of a Certified Athletic Trainer and or Licensed Health Care Professional

Students will perform taping applications and apply these during practicum

Students will utilize anatomy and medical terminology in explaining an injury and how to treat it.

Students will administer and explain the correct therapeutic exercise to facilitate recovery, function and/or performance.

Students will administer the correct non-penetrating (ice, heat) modality to enhance healing in the injured person.

Students will research and create resources on a specific medical condition or injury and present findings including information about treatment and rehabilitation of the medical condition or injury.

Leadership Alignment:

Self-Directed Learners-8.B.1.-Students will work under the direct visual supervision of a licensed health care professional to apply taping applications.

Conduct themselves in a respectable, professional manner -9. A.2 Observe procedures and assist in any of the following areas:

-Athletic training (high school, college, clinical)

-Physical therapy (outpatient, inpatient, sports medicine)

-Medicine (Specialties including: orthopedics, pediatrics, family practice, ophthalmology, otolaryngology, radiology, pathology, and others by request)

-Fitness (fitness centers, health clubs, etc.)

-Emergency medicine (emergency room, ambulance)

-Anatomy (observe autopsies by county coroner)

-Chiropractic

Standards and Competencies

Standard/Unit:

Domain 6: Practicum Experience

Competencies		Total Learning Hours for Unit: 90 - 180
<ul style="list-style-type: none"> A. Administer therapeutic and conditioning exercise(s) using appropriate techniques and procedures to aid recovery and restoration of function. B. Administer therapeutic modalities (e.g., electromagnetic, manual, mechanics) using appropriate techniques and procedures based on the individual's phase of recovery to restore functioning. C. Apply braces, splints or other assistive devices according to appropriate practices in order to facilitate injury protection to achieve optimal functioning for the individual. D. Administer treatment for injury, illness and/or health-related conditions using appropriate methods to facilitate injury protection, recovery and/or optimal functioning for individual(s). E. Reassess the status of injuries, illnesses and/or health-related conditions using appropriate techniques and documentation strategies to determine appropriate treatment, rehabilitation and/or reconditioning and to evaluate readiness to return to a desired level of activity. F. Understand roles and responsibilities of team members. G. Recognize characteristics of effective teams H. Understand and be able to perform basic ace wraps for prevention and treatment techniques I. Understand and be able to perform basic tape jobs to prevent injuries J. Perform a hand/wrist/thumb tape job including all parts necessary to prevent hand/wrist/thumb injuries. K. Explain how to apply a groin, hip flexor, herringbone, shoulder and ankle compression ace wrap L. Know and understand how different tape/tape jobs help prevent injuries. M. Explain the importance of appropriate equipment maintenance such as <ul style="list-style-type: none"> Player equipment Sports medicine facility modalities N. Perform preventative taping and wrapping skills, such as those for foot, ankle, hand, wrist, fingers and toes. O. Understand and be able to perform basic tape jobs to prevent injuries P. Perform a hand/wrist/thumb tape job including all parts necessary to prevent hand/wrist/thumb injuries. Q. Demonstrate empathy for patients and other clients. R. Choose jargon-free language appropriate to the situation. S. Adjust communication to the needs of the patient or other clients T. Demonstrate respectful and empathetic treatment of ALL patients/clients (customer Service) 		
Aligned Washington State Standards		
Arts		
Educational Technology	<ul style="list-style-type: none"> 1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources. 2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning. 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively. 2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies. 	
Health and Fitness	<ul style="list-style-type: none"> 1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance. 1.4 Understands the components of skill-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance. 3.2 Evaluates health and fitness information. 4.1 Analyzes personal health and fitness information. 4.2 Develops and monitors a health and fitness plan. 	
Language	<ul style="list-style-type: none"> L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 	

	when considering a word or phrase important to comprehension or expression.
Math	
Reading	RST.CCR.7 Integrate and evaluate content presented in diverse formats, and media, including visually and quantitatively, as well as in words.
Science	<p>9-12.SYSA Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p> <p>9-12.SYSB Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.</p> <p>9-12.SYSC In complex systems, entirely new and unpredictable properties may emerge. Consequently, modeling a complex system in sufficient detail to make reliable predictions may not be possible.</p> <p>9-12.APPB The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.</p> <p>9-12.APPC Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.</p>
Social Studies	
Speaking and Listening	<p>SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Writing	
21st CENTURY SKILLS	
Check those that students will demonstrate in this standard/unit:	

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation x <input type="checkbox"/> Think Creatively x <input type="checkbox"/> Work Creatively with Others x <input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving x <input type="checkbox"/> Reason Effectively x <input type="checkbox"/> Use Systems Thinking x <input type="checkbox"/> Make Judgments and Decisions x <input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration x <input type="checkbox"/> Communicate Clearly x <input type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy <input type="checkbox"/> Access and /evaluate Information x <input type="checkbox"/> Use and Manage Information</p> <p>Media Literacy <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy) <input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability x <input type="checkbox"/> Adapt to Change x <input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction x <input type="checkbox"/> Manage Goals and Time x <input type="checkbox"/> Work Independently x <input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural x <input type="checkbox"/> Interact Effectively with Others x <input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability x <input type="checkbox"/> Manage Projects x <input type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility x <input type="checkbox"/> Guide and Lead Others x <input type="checkbox"/> Be Responsible to Others</p>
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