



# Everett Public Schools



## EPS Sports Med II Framework

<b>Course:</b> Sports Medicine/Anatomy II		<b>Total Framework Hours up to:</b> 180-360
<b>CIP Code:</b> 510913	<input checked="" type="checkbox"/> <b>Exploratory</b> <b>Preparatory</b>	<b>Date Last Modified:</b> 1/2015
<b>Career Cluster:</b> Health Science		<b>Cluster Pathway:</b> Therapeutic Services

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

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

Students will diagnosis common illnesses, injuries and conditions of the human body  
Students will develop injury prevention programs for ACL injuries  
Students will discuss the importance of pre physical examinations in injury prevention and wellness

#### Leadership Alignment:

8.B.1-Self-Directed Learner--Students will create and apply resources and recommendations on global prevention methods or injury.

### 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.

#### Competencies

**Total Learning Hours for Unit: 30**

- A. Design a fitness program to meet the needs of client/patient based on results of fitness assessments and wellness screening
- B. Describe the principles and procedures of strength and conditioning behavior and techniques
- C. Demonstrate the differences between isometric, isotonic, and isokinetic strengthening techniques for specific body areas and/or muscle groups.
- D. Demonstrate knowledge of exercise physiology:
  - a. Perform and describe various stretching techniques
  - b. Perform and describe proper warm-up and cool-down techniques
  - c. Demonstrate understanding of body's response to exercise
  - d. Perform proper techniques for determining body fat percentages
- E. Design a fitness program to meet the needs of client/patient based on results of fitness assessments and wellness screening
- F. Describe the principles and procedures of strength and conditioning behavior and techniques

- G. Demonstrate the differences between isometric, isotonic, and isokinetic strengthening techniques for specific body areas and/or muscle groups.
- H. Demonstrate knowledge of exercise physiology:
  - a. Perform and describe various stretching techniques
  - b. Perform and describe proper warm-up and cool-down techniques
  - c. Demonstrate understanding of body's response to exercise
  - d. Perform proper techniques for determining body fat percentages
- I. Promote healthy lifestyle behaviors using appropriate education and communication strategies to enhance wellness and minimize the risk of injury and illness.
- J. 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.
- K. Maintain physical activity, clinical treatment and rehabilitation areas by complying with regulatory standards to minimize the risk of injury and illness.
- L. Monitor environmental conditions (e.g., weather, surfaces, client work-setting) using appropriate methods and guidelines to facilitate individual and group safety.
- M. Demonstrate the ability to determine unsafe environmental conditions using a sling psychrometer/wet bulb globe temperature (WBGT) device, lightening detector, heat index, flash-to-bang method, and wind chill factor.
- N. Apply principles of personal safety practices to include hygiene, sanitation, body mechanics, and ergonomics
- O. Explain and apply preventive health practices such as good nutrition and stress management.
- P. Describe the use of therapeutic drugs in sports medicine.
- Q. Describe drug and alcohol use, abuse, and treatment
- R. Describe the use and abuse of performance enhancing drugs and ergogenic aids.

***Aligned Washington State Standards***

<b>Arts</b>	
<b>Educational Technology</b>	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.
<b>Health and Fitness</b>	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.
<b>Language</b>	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.
<b>Math</b>	
<b>Reading</b>	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.
<b>Science</b>	<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.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>
<b>Social Studies</b>	
<b>Speaking and Listening</b>	<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>
<b>Writing</b>	<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>

### 21<sup>st</sup> CENTURY SKILLS

<p><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b>  x<input type="checkbox"/> Think Creatively  x<input type="checkbox"/> Work Creatively with Others  <input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  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><b>Communication and Collaboration</b>  x<input type="checkbox"/> Communicate Clearly  x<input type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  x<input type="checkbox"/> Access and /evaluate Information  x<input type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b>  <input type="checkbox"/> Analyze Media  <input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  x<input type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  x<input type="checkbox"/> Adapt to Change  x<input type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  x<input type="checkbox"/> Manage Goals and Time  x<input type="checkbox"/> Work Independently  x<input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  x<input type="checkbox"/> Interact Effectively with Others  x<input type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  x<input type="checkbox"/> Manage Projects  x<input type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b>  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 use HOPS to understand the evaluation process of an injury, illness, or health related condition including documentation of findings.

### Leadership Alignment:

4.A.1- Assess and Evaluate Information-Students will discuss assessments and treatment plans of patients using medical terminology with the instructor or in peer groups.

8.B.1-Self-Directed Learner- Students will review medical charts, notes and processes to recognize different types of athletic injuries.

## Standards and Competencies

### Standard/Unit:

### Domain 2: **Clinical Evaluation and Diagnosis**

### Competencies

**Total Learning Hours for Unit: 40**

- 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. Explain body planes, directional terms, quadrants, and joint movements.
- G. Describe general medical conditions affecting the athlete including assessment and treatment.
  - a. Describe signs and symptoms of various diseases, and injuries that affect sports participation.
  - b. Demonstrate understanding and treatment
    - i. Diabetes
    - ii. Heart attack
    - iii. Shock
    - iv. Fainting
    - v. Seizure
    - vi. Asthma
    - vii. Poisoning
    - viii. Allergic reactions
    - ix. Internal organs
    - x. Male/female-specific conditions
    - xi. Sickle cell

- H. Describe tissue's physiological response to injury.
- I. Describe the structures and functions of the following body systems:
  - a. Cardiovascular
  - b. Respiratory,
  - c. Muscular,
  - d. Skeletal,
  - e. Nervous,
  - f. Gastrointestinal
  - g. Excretory,
  - h. Reproductive,
  - i. Integumentary (skin).
- J. Demonstrate understanding and treatment of closed soft tissue injuries to the upper and lower extremities:
  - a. Muscle
  - b. Tendon
  - c. Ligament
  - d. Joint Capsule
  - e. Nerves
  - f. Cartilage
- K. Demonstrate understanding and treatment of open soft tissue injuries to upper and lower extremities
- L. Demonstrate understanding and treatment of open soft tissue injuries
  - a. Wounds
- M. Demonstrate understanding and treatment of injuries to bony tissue
  - a. Fractures (open, closed, stress)
  - b. Common fractures to upper and lower extremities
- N. Demonstrate understanding and treatment of head, neck, spinal and facial injuries
  - a. Facial
  - b. Brain/concussion
  - c. Spinal Cord
- O. Demonstrate obtaining pertinent patient information (medical history, injury history, and progress)
- P. Create an injury report using Subjective, Objective Assessment Plan (SOAP) note format.
- Q. Demonstrate evaluation skills, such as:
  - a. History,
  - b. Observation,
  - c. Palpation, and
  - d. Special tests.
- R. Design a rehabilitation program for an injury
  - a. Identify steps of injury evaluation
  - b. Demonstrate History, Observation, Palpation, Special Tests (HOPS)
- S. Record time using the 24 hour clock
- T. Select appropriate resources to implement treatment plan

***Aligned Washington State Standards***

**Arts**

<b>Educational Technology</b>	1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.
<b>Health and Fitness</b>	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.
<b>Language</b>	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.
<b>Math</b>	
<b>Reading</b>	R.CCR.7 Integrate and evaluate content presented in diverse formats, and media, including visually and quantitatively, as well as in words.
<b>Science</b>	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.
<b>Social Studies</b>	
<b>Speaking and Listening</b>	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.
<b>Writing</b>	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<sup>st</sup> CENTURY SKILLS**

#### **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 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.

#### **Leadership Alignment:**

8. C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. -Students will learn and use CPR/AED/First-Aid skills in practical and work based learning activities.

10. B.1h Be accountable for results-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

### **Standards and Competencies**

<b>Standard/Unit:</b> <b>Domain 3: Immediate and Emergency Care</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 40</b>
<ul style="list-style-type: none"> <li>A. Coordinate care of individual(s) through appropriate communication (e.g., verbal, written, demonstrative) of assessment findings to pertinent individual(s).</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>E. Recognize signs and demonstrate skill to control bleeding and care for wounds using universal precautions: <ul style="list-style-type: none"> <li>o Internal bleeding</li> <li>o External bleeding</li> </ul> </li> <li>F. Demonstrate understanding of immobilization techniques and equipment: <ul style="list-style-type: none"> <li>o Spine boarding</li> <li>o Splinting</li> <li>o Cervical collar</li> </ul> </li> <li>G. Demonstrate appropriate methods for applying spine board.</li> <li>H. Demonstrate methods for transporting an injured athlete from the field of play to the sidelines or medical facility.</li> <li>I. Demonstrate the ability to fit crutches</li> <li>J. Instruct the patient with crutches in three-point and four-point gaits</li> <li>K. Identify splinting materials for musculoskeletal injuries.</li> <li>L. Demonstrate appropriate application of splinting devices.</li> <li>M. Describe the process of dealing with catastrophic injury and/or death in the athletic environment.</li> <li>N. Demonstrate knowledge of emergency/catastrophic management plan</li> <li>O. Maintain open lines of communication and referral with sports medicine team members: <ul style="list-style-type: none"> <li>o Athlete,</li> <li>o Family physician</li> <li>o Athletic director</li> <li>o Allied health professionals</li> <li>o Parents</li> <li>o Team physician</li> <li>o Coaches</li> </ul> </li> </ul>	
<b><i>Aligned Washington State Standards</i></b>	
<b>Arts</b>	
<b>Educational Technology</b>	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.
<b>Health and Fitness</b>	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



	<p>order to improve performance.</p> <p>3.2 Evaluates health and fitness information.</p> <p>4.1 Analyzes personal health and fitness information.</p>
<b>Language</b>	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.
<b>Math</b>	
<b>Reading</b>	RST.CCR.7 Integrate and evaluate content presented in diverse formats, and media, including visually and quantitatively, as well as in words.
<b>Science</b>	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.
<b>Social Studies</b>	
<b>Speaking and Listening</b>	<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>
<b>Writing</b>	<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.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<b>21<sup>st</sup> CENTURY SKILLS</b>	

<p><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b>  x<input type="checkbox"/> Think Creatively  x<input type="checkbox"/> Work Creatively with Others  x<input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  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><b>Communication and Collaboration</b>  x<input type="checkbox"/> Communicate Clearly  x<input type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  x<input type="checkbox"/> Access and /evaluate Information  x<input type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b>  x<input type="checkbox"/> Analyze Media  <input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  x<input type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  x<input type="checkbox"/> Adapt to Change  x<input type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  x<input type="checkbox"/> Manage Goals and Time  x<input type="checkbox"/> Work Independently  x<input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  x<input type="checkbox"/> Interact Effectively with Others  x<input type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  x<input type="checkbox"/> Manage Projects  x<input type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b>  x<input type="checkbox"/> Guide and Lead Others  x<input type="checkbox"/> Be Responsible to Others</p>
<p align="center"><b>COMPONENTS AND ASSESSMENTS</b></p>		
<p><b>Performance Assessments:</b>  Students will perform advanced taping applications for specific injuries.  Students will utilize anatomy and medical terminology to educate the injured and their treatment plan.  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.</p>		
<p><b>Leadership Alignment:</b>  9. A.2-Conduct themselves in a respectable, professional manner.-Students will work under the direct visual supervision of a licensed health care professional to apply taping applications as indicated  8. C.2- Demonstrate initiative to advance skill levels towards a professional level -.Students will work under the direct visual supervision of a licensed health care professional to apply the injury treatment and rehabilitation processes using evidence based medicine to improve outcomes.  Students will create resources and recommendations on a specific medical condition or injury to educate individuals.</p>		
<p align="center"><b>Standards and Competencies</b></p>		
<p><b>Standard/Unit:</b>  <b>Domain 4: Treatment and Rehabilitation</b></p>		
<p><b>Competencies</b></p>	<p><b>Total Learning Hours for Unit: 40</b></p>	

- 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. Describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment).
- H. Evaluate patient and client response to administered treatments and procedures.
- I. Analyze and report patient and other client response.
- J. Assess need for follow up and alternative care.
- K. Choose appropriate evaluation tools to assess patient and other client response to treatment plan.
- L. Analyze information gathered.
- M. Revise or create modifications to treatment plan based on information gathered.

***Aligned Washington State Standards***

<b>Arts</b>	
<b>Educational Technology</b>	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. 2.2 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.
<b>Health and Fitness</b>	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.
<b>Language</b>	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.
<b>Math</b>	
<b>Reading</b>	RST.CCR.7 Integrate and evaluate content presented in diverse formats, and media, including visually and quantitatively, as well as in words.
<b>Science</b>	9-12.SYSA Feedback is a process in which the output of a system provides information used to regulate the operation of the system.

	<p>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		
21 <sup>st</sup> CENTURY SKILLS		
<p>LEARNING AND INNOVATION</p> <p><b>Creativity and Innovation</b></p> <p>x<input type="checkbox"/>Think Creatively</p> <p>x<input type="checkbox"/>Work Creatively with Others</p> <p>x<input type="checkbox"/>Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b></p> <p>x<input type="checkbox"/>Reason Effectively</p> <p>x<input type="checkbox"/>Use Systems Thinking</p> <p>x<input type="checkbox"/>Make Judgments and Decisions</p> <p>x<input type="checkbox"/>Solve Problems</p> <p><b>Communication and Collaboration</b></p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p><b>Information Literacy</b></p> <p>x<input type="checkbox"/>Access and /evaluate Information</p> <p>x<input type="checkbox"/>Use and Manage Information</p> <p><b>Media Literacy</b></p> <p>x<input type="checkbox"/>Analyze Media</p> <p><input type="checkbox"/>Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p>x<input type="checkbox"/>Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p><b>Flexibility and Adaptability</b></p> <p>x<input type="checkbox"/>Adapt to Change</p> <p>x<input type="checkbox"/>Be Flexible</p> <p><b>Initiative and Self-Direction</b></p> <p>x<input type="checkbox"/>Manage Goals and Time</p> <p>x<input type="checkbox"/>Work Independently</p> <p>x<input type="checkbox"/>Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b></p> <p>x<input type="checkbox"/>Interact Effectively with Others</p>

<input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others		<input checked="" type="checkbox"/> Work Effectively in Diverse Teams <b>Productivity and Accountability</b> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <b>Leadership and Responsibility</b> <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 design medical facility with: budgetary recommendations/constraints and organization of the hiring and scheduling of personnel.  
 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 information of patients.  
 Students will understand and comply with legal concerns of a licensed medical health provider.  
 Students will be able to understand and use parliamentary procedure for business meetings.

##### Leadership Alignment:

8. C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.-Students will work with community and /or school groups to incorporate preventative health techniques as part of a comprehensive health effort.  
 11. B.1 Act responsibly with the interests of the larger community in mind.-Students will advocate to their school or community group the roles of individuals in their sports medicine program.  
 9. A.1 Know when it is appropriate to listen and when to speak.-Students will use and lead meetings using parliamentary procedure

#### 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: 30**

- A. Apply basic internal/external business functions (eg., business planning, financial operations, staffing, marketing, and public relations) to support individual and organizational growth and development:
- B. Maintain records and documentation that comply with organizational, association, and regulatory standards to provide quality of care:
- C. Demonstrate appropriate planning for coordination of resources (e.g., personnel, equipment, liability, scope of service) in event medical management and emergency action plans.
- D. 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.
- E. Develop a support/referral process for interventions to address unhealthy lifestyle behaviors.
- F. Analyze injury and athletic training room statistics
- G. Analyze the role(s) of each member of the sports medicine team.
- H. Examine how sports medicine team members interact with each other.
- I. Design athletic training room forms such as treatment logs, rehabilitation records, emergency information cards, and consent forms.
- J. Analyze legal responsibilities and limitations
- K. Summarize the essential characteristics of a patient's basic right within a healthcare setting. (Patients' Bill of Rights)
- L. Differentiate between ethical and legal issues impacting health care.
- M. Recognize ethical issues and their implications related to health care.
- N. Select appropriate tools for information to be collected.
- O. Collect and format information using facility protocols and regulatory guidelines.
- P. Document actions according to facility protocol and regulatory guidelines.

## *Aligned Washington State Standards*

<b>Arts</b>	
<b>Educational Technology</b>	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.
<b>Health and Fitness</b>	
<b>Language</b>	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.
<b>Math</b>	
<b>Reading</b>	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.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	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.
<b>Writing</b>	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.

<b>21<sup>st</sup> CENTURY SKILLS</b>		
<b>LEARNING AND INNOVATION</b>  <b>Creativity and Innovation</b> <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations  <b>Critical Thinking and Problem Solving</b> <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgments and Decisions <input type="checkbox"/> Solve Problems  <b>Communication and Collaboration</b> <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others	<b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b>  <b>Information Literacy</b> <input type="checkbox"/> Access and /evaluate Information <input type="checkbox"/> Use and Manage Information  <b>Media Literacy</b> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products  <b>Information, Communications and Technology (ICT Literacy)</b> <input type="checkbox"/> Apply Technology Effectively	<b>LIFE AND CAREER SKILLS</b>  <b>Flexibility and Adaptability</b> <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible  <b>Initiative and Self-Direction</b> <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners  <b>Social and Cross-Cultural</b> <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams  <b>Productivity and Accountability</b> <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results  <b>Leadership and Responsibility</b> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others

<b>COMPONENTS AND ASSESSMENTS</b>
<b>Performance Assessments: All Activities Should be Performed and Practiced Under the Direct Supervision of a Certified Athletic Trainer and or Licensed Health Care Professional</b> Students will develop injury prevention programs for sports teams by observing the preparation and implementation process. Students will instruct each other during labs Students will perform taping applications and apply these during field experience 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 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.

10. B.1e Present oneself professionally and with proper etiquette.-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**

- A. Demonstrate respectful and empathetic treatment of ALL patients/clients (customer Service)
- B. Demonstrate understanding and treatment of heat and cold illness
  - a. Heat cramps
  - b. Heat exhaustion
  - c. Heat stroke
  - d. Hypothermia
  - e. Frostbite
- C. Utilize safety and sanitation procedures in the athletic training room
- D. Organize pre-participation physicals
- E. Know and understand how different tape/tape jobs help to prevent injuries and when to apply them
- F. Demonstrate the appropriate assessment, care, and rehabilitation of the following:
  - a. Ankle, foot, and lower leg
  - b. Knee
  - c. Thigh, hip, and pelvis
  - d. Thorax and abdomen
  - e. Spine
  - f. Head (including ears, eyes, and nose) and neck
  - g. Shoulder and upper arm
  - h. Elbow, forearm, wrist, and hand.
- G. Understand and use ace wraps for injury prevention and treatment techniques
- H. Understand and perform advanced tape jobs to prevent injury
  - a. Perform various lower extremity tape jobs with specialty tapes
  - b. Perform various upper extremity tape jobs with specialty jobs
- I. During practical lab scenarios, students will recognize and discuss the signs and symptoms of athletic injuries.



- J. Administer therapeutic and conditioning exercise(s) using appropriate techniques and procedures to aid recovery and restoration of function.
- K. Administer therapeutic modalities (e.g., electromagnetic, manual, mechanics) using appropriate techniques and procedures based on the individual's phase of recovery to restore functioning.
- L. Apply braces, splints or other assistive devices according to appropriate practices in order to facilitate injury protection to achieve optimal functioning for the individual.
- M. 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).
- N. 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.
- O. Understand and be able to perform advanced ace wraps for prevention and treatment techniques
- P. Understand and be able to perform advanced tape jobs to prevent injuries
- Q. Perform a hand/wrist/thumb tape job including all parts necessary to prevent hand/wrist/thumb injuries.
- R. Demonstrate a groin, hip flexor, herringbone, shoulder and ankle compression ace wrap
- S. Demonstrate different tape/tape jobs help prevent injuries.
- T. Perform preventative taping and wrapping skills, such as those for foot, ankle, hand, wrist, fingers and toes.

***Aligned Washington State Standards***

<b>Arts</b>	
<b>Educational Technology</b>	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.
<b>Health and Fitness</b>	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.
<b>Language</b>	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.
<b>Math</b>	
<b>Reading</b>	RST.CCR.7 Integrate and evaluate content presented in diverse formats, and media, including visually and quantitatively, as well as in words.
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Social Studies			
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Writing			
21 <sup>st</sup> CENTURY SKILLS			
Check those that students will demonstrate in this standard/unit:			
<div>LEARNING AND INNOVATION</div> <div>Creativity and Innovation</div> <div>x<input type="checkbox"/>Think Creatively</div> <div>x<input type="checkbox"/>Work Creatively with Others</div> <div>x<input type="checkbox"/>Implement Innovations</div> <div>Critical Thinking and Problem Solving</div> <div>x<input type="checkbox"/>Reason Effectively</div> <div>x<input type="checkbox"/>Use Systems Thinking</div> <div>x<input type="checkbox"/>Make Judgments and Decisions</div> <div>x<input type="checkbox"/>Solve Problems</div> <div>Communication and Collaboration</div> <div>x<input type="checkbox"/>Communicate Clearly</div> <div>x<input type="checkbox"/>Collaborate with Others</div>	<div>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</div> <div>Information Literacy</div> <div><input type="checkbox"/>Access and /evaluate Information</div> <div>x<input type="checkbox"/>Use and Manage Information</div> <div>Media Literacy</div> <div><input type="checkbox"/>Analyze Media</div> <div><input type="checkbox"/>Create Media Products</div> <div>Information, Communications and Technology (ICT Literacy)</div> <div><input type="checkbox"/>Apply Technology Effectively</div>	<div>LIFE AND CAREER SKILLS</div> <div>Flexibility and Adaptability</div> <div>x<input type="checkbox"/>Adapt to Change</div> <div>x<input type="checkbox"/>Be Flexible</div> <div>Initiative and Self-Direction</div> <div>x<input type="checkbox"/>Manage Goals and Time</div> <div>x<input type="checkbox"/>Work Independently</div> <div>x<input type="checkbox"/>Be Self-Directed Learners</div> <div>Social and Cross-Cultural</div> <div>x<input type="checkbox"/>Interact Effectively with Others</div> <div>x<input type="checkbox"/>Work Effectively in Diverse Teams</div> <div>Productivity and Accountability</div> <div>x<input type="checkbox"/>Manage Projects</div> <div>x<input type="checkbox"/>Produce Results</div> <div>Leadership and Responsibility</div> <div>x<input type="checkbox"/>Guide and Lead Others</div> <div>x<input type="checkbox"/>Be Responsible to Others</div>	