

MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM

1. COURSE TITLE: Sports Medicine
2. CBEDS TITLE: Health Fitness & Sports Injury Technology
3. CBEDS NUMBER: 4261
4. JOB TITLES: Chiropractor
Nutritionist
Occupational Therapist
Pharmacist
Physical Therapist
Physicians Assistant
Certified Athletic Trainer
Certified Fitness Instructor
Emergency Medical Technician
5. COURSE DESCRIPTION: This is an entry level vocational course that will provide students with skills, knowledge, and experience in the areas of physical therapy, athletic training, nutrition, and fitness. The course will focus on anatomy and physiology of various muscle groups, the skeletal system, theory of exercise, care and prevention of athletic injuries, rehabilitation, training room organization and administration, basic first-aid safety, and communication skills. Local professionals will guest lecture on specific topics pertaining to their specialties related to the sports medicine field.
6. HOURS: 720
7. PREREQUISITES:
8. REVISION DATE: January 2010
9. CDE RECERTIFICATION: September 24, 2003

COURSE OUTLINE:

a) CONTENT AREA SKILLS

i) EXPECTED STUDENT OUTCOMES

ii) HOURS OF INSTRUCTION

COURSE OUTLINE

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL	CC	CP
Instruction will include:	Student will be able to:			
1. Orientation	<ol style="list-style-type: none"> 1. Course format 2. Core concepts 3. Student goals 4. Requirements/expectations 5. Introduction to the high school training room 6. Introduction to internship opportunities 	8	4	
2. Career opportunities	<ol style="list-style-type: none"> 1. Introduction to athletic training 2. Introduction to physical therapy 3. High school setting 4. College setting 5. Professional sports teams 6. Introduction to soft tissue therapy 7. Occupational therapy 	10		
3. Roles & Responsibilities	<ol style="list-style-type: none"> 1. Job duties 2. Responsibilities of the work setting 3. Scope of practice 4. Organization & administration 5. Confidentiality and liability 	15		
4. Terminology	<ol style="list-style-type: none"> 1. Medical terms 2. Modalities 3. Doctors/professionals 4. Planes of movement 5. S.O.A.P. notes 	15		
5. Immediate & temporary care	<ol style="list-style-type: none"> 1. Survey the scene 2. Primary evaluation 3. Acute vs. Chronic injury 	10		
6. Emergency response	<ol style="list-style-type: none"> 1. Protocol for facilities 2. Management of shock 3. Wound care 4. Assessment of vital signs 5. First aid and CPR 6. Emergency response design 	20		
7. Strength & Flexibility	<ol style="list-style-type: none"> 1. Exercise for fitness 2. Weight training techniques 3. Rehabilitation techniques 	15		

	<ul style="list-style-type: none"> 4. Flexibility technique 5. Manual muscle testing 6. Equipment and facilities 			
8. Nutrition	<ul style="list-style-type: none"> 1. Basic food group 2. Performance enhancement 3. Proper weight gain vs. loss 	12		
9. Basic anatomy, physiology, and the associated musculoskeletal systems	<ul style="list-style-type: none"> 1. Foot and ankle 2. Knee 3. Lower leg hip and thigh 4. Head and face 5. Wrist and hand 6. Elbow 7. Shoulder 8. Back and spine 	40		
10. Care & prevention of athletic injuries to the musculoskeletal system	<ul style="list-style-type: none"> 1. Foot and ankle 2. Knee 3. Lower leg hip and thigh 4. Head and face 5. Wrist and hand 6. Elbow 7. Shoulder 8. Back and spine 	60		
11. Drugs and pharmacology	<ul style="list-style-type: none"> 1. Medications 2. Narcotics 3. Drugs for therapeutic purposes 4. Olympic committee on drugs 	15		
12. Organization and administration	<ul style="list-style-type: none"> 1. Pre-season medical record design 2. Ordering of supplies 3. Insurance 4. Dr. referral forms for return to participation 	20		
13. Heat illness	<ul style="list-style-type: none"> 1. Heat stroke 2. Heat exhaustion 3. Proper clothing 4. Treatment 	10		
14. Eating disorders	<ul style="list-style-type: none"> 1. Anorexia 2. Bulimia 3. Amenoria 	10		
15. Wound care	<ul style="list-style-type: none"> 1. Wound identification 2. Care 3. OSHA standards for infectious material 	10		
16. Modalities	<ul style="list-style-type: none"> 1. Different types 2. When to use in treatment or not 3. Clinical uses 	10	16	
17. Sports psychology	<ul style="list-style-type: none"> 1. Performance enhancement 2. Performance adherence 3. Finding the extra edge 	15		
18. Interpersonal relationships	<ul style="list-style-type: none"> 1. Patient communication 2. Confidentiality with patient status 3. Working with all types of people 4. Communication skills 	10		

19. Employment preparation	<ol style="list-style-type: none"> 1. Job search & networking 2. Resumes 3. Interview techniques 4. Different facility settings 5. College search 	15	40	
20. Theory of exercise	<ol style="list-style-type: none"> 1. Isometric 2. Strength, endurance, and power 3. Isokinetic 	10		
30. Safety Factors	<ol style="list-style-type: none"> 1. How to dress for exercise 2. Proper warm-up preparation 3. Proper cool down 4. Signs of over exercising related to injury 	10		
40. Free weight equipment	<ol style="list-style-type: none"> 1. Proper mechanics 2. Safety factors 3. Benefits to the body 	10		
50. Universal equipment	<ol style="list-style-type: none"> 1. Proper mechanics 2. Safety factors 3. Benefits from use 4. Proper use in rehabilitation 5. Circuit training 	10		
60. Employment settings	<ol style="list-style-type: none"> 1. Fitness centers 2. Personal training 3. Physical therapy clinics 4. Sports medicine clinics 5. Athletic training room 6. Hospital physical therapy department 7. Recreational rooms 8. Soft tissue therapy 9. Athletic playing fields 10. Occupational therapy 7 geriatrics 		300	
		360	360	

9 COURSE OUTLINE:

b) CAREER PERFORMANCE STANDARDS

i) EXPECTED STUDENT OUTCOMES

ii) HOURS OF INSTRUCTION

COURSE OUTLINE

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>1. Personal Skills</p> <ul style="list-style-type: none"> ▪ Classroom policies & procedures ▪ Ethics <ul style="list-style-type: none"> → Work → Business ▪ Sexual harassment laws ▪ Personal skills, including positive attitude, self-confident, honesty, perseverance & self-discipline ▪ Professional appearance ▪ Time management ▪ Lifelong learning 	<p>1. Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, & other positive traits affect employability.</p> <ul style="list-style-type: none"> ▪ Demonstrate and understand classroom policies & procedures ▪ Define work and business ethics & demonstrate the importance of ethical standards & social responsibilities in the business environment. ▪ Discuss the laws applicable to sexual harassment & discuss tactics for handling harassment situations. ▪ Demonstrate personal skills in class and/or business environment: <ul style="list-style-type: none"> → Positive attitude → Self-confidence → Honesty → Perseverance → Self-discipline ▪ Demonstrate and model personal hygiene and acceptable professional attire ▪ Prioritize tasks and meet deadlines ▪ Explain the importance of lifelong learning 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>2. Interpersonal Skills</p> <ul style="list-style-type: none"> ▪ Group dynamics ▪ Conflict resolution and negotiation ▪ Team work ▪ Etiquette across gender and cultural groups 	<p>2. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</p> <ul style="list-style-type: none"> ▪ Identify and explain the key concepts of group dynamics ▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment ▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles ▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups 	<p>Integrated in content area skills</p>
<p>3. Thinking and Problem-Solving Skills</p> <ul style="list-style-type: none"> ▪ Critical and creative thinking skills ▪ Logical reasoning and problem-solving skills ▪ Numerical estimation, measurement, and calculation ▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions 	<p>3. Understand the importance of critical thinking and problem-solving skills in the workplace.</p> <ul style="list-style-type: none"> ▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed ▪ Demonstrate logical reasoning and problem solving skills in a work environment ▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> → Whole number math → Decimals & fractions → Counting & monetary functions → Use of tables & graphs ▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>4. Communication Skills</p> <ul style="list-style-type: none"> ▪ Written communications ▪ Verbal and Nonverbal communications ▪ Active and effective listening ▪ Proper etiquette in business communications ▪ Writing and editing skills ▪ Use of reference material and handbooks ▪ Oral presentations 	<p>4. Understand principles of effective communication.</p> <ul style="list-style-type: none"> ▪ Read and implement written instructions, technical manuals, written communication, and reference books ▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods ▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback ▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones) ▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> → Use correct grammar, punctuation, capitalization, vocabulary and spelling → Write, proofread and edit → Select and use appropriate forms of communication ▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks 	<p>Integrated in content area skills</p>
<p>5. Occupational Safety</p> <ul style="list-style-type: none"> ▪ Good safety practices 	<p>5. Understand occupational safety issues, including avoidance of physical hazards</p> <ul style="list-style-type: none"> ▪ Model and implement good safety practices including: <ul style="list-style-type: none"> → Avoidance and reporting of physical hazards in the work environment → Safe operation of equipment → Proper handling of hazardous materials 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>6. Employment Literacy</p> <ul style="list-style-type: none"> ▪ Expand awareness of career opportunities ▪ Set employment goals and objectives ▪ Aptitudes, personal characteristics and interests ▪ Develop portfolio to C-TAP standards ▪ Develop interviewing techniques 	<p>6. Understand career paths and strategies for obtaining employment.</p> <ul style="list-style-type: none"> ▪ Explore career opportunities and develop a career plan ▪ Identify steps for setting goals and writing personal goals and objectives ▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities ▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> → Letter of Introduction → Cover letter → Resume → Thank you letter → Job application → Licenses, Certificates and Awards → Transcripts → Letters of Recommendation → Work Samples 	<p>Integrated in content area skills</p>
<p>7. Technology Literacy</p> <ul style="list-style-type: none"> ▪ Apply Industry specific technology ▪ Use Industry specific software ▪ Demonstrate Keyboarding ▪ Accessing information ▪ Lifelong enhancement of technology skills 	<p>7. Understand and adapt to changing technology.</p> <ul style="list-style-type: none"> ▪ Identify and demonstrate use of appropriate technology ▪ Identify and use industry specific software ▪ Demonstrate proficiency in alphanumeric keyboarding ▪ Input and retrieve information ▪ Understand the importance of lifelong learning in adapting to changing technology 	<p>Integrated in content area skills</p>

10. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS

- a. ARTICULATION:**

- b. VOCATIONAL CREDIT:**

- c. ACADEMIC CREDIT: 10 high school credits per year.**

- d. INSTRUCTIONAL STRATEGIES: Demonstrations, Lab, Written assignments, Written tests and quizzes.**

- e. INSTRUCTIONAL MATERIALS: Student textbook:.**

- f. CERTIFICATES: Students will receive a Mission Trails ROP course certificate listing their job skill proficiencies.**