

Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; width: 90%;">RCOE Advanced Sports Medicine</div> <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 90%; margin-top: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; height: 20px; width: 90%; margin-top: 5px;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Elective</td> <td style="border: 1px solid black; padding: 2px; width: 100px;">7922</td> </tr> </table>	Elective	7922	<p>Subject Area:</p> <p><input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other</p> <p>Is this classified as a Career Technical Education course?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; padding: 2px; width: 90%;">HSMT</div> <div style="border: 1px solid black; padding: 2px; width: 90%; margin-top: 5px;">CTE CDE Code: Pathway 198</div>	<p>Grade Level(s)</p> <p><input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>
Elective	7922			
<p>Was this course <u>previously approved by UC</u> for PUHSD?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="text-align: center;">(Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; padding: 2px; width: 90%; margin-top: 5px;">G</div>	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-family: cursive;"> <p>CTE: Health Science and Medical Technology</p> </div> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border: 1px solid black; width: 70%; text-align: center;"> Signature </td> <td style="border: 1px solid black; width: 30%; text-align: center;"> <p>11/1/2023</p>Date </td> </tr> </table>		 Signature	<p>11/1/2023</p> Date
 Signature	<p>11/1/2023</p> Date			
<p>Submitted by: Dian Martin Site: Ed. Services Date: 11/01/2023 Email: dian.martin@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p><input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:</p>			
Approvals	Name/Signature	Date		
Director of Curriculum & Instruction		11/13/23		
Asst. Superintendent of Educational Services		11/13/23		
Governing Board				

RCOE ADVANCED SPORTS MEDICINE

DATE:

INDUSTRY SECTOR: Health Science and Medical Technology Sector

PATHWAY: Patient Care

CALPADS TITLE: Advanced Patient Care (Capstone)

CALPADS CODE: 7922

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	85	95

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Medical Assistants	31-9092.00	Athletic Trainers	29-9091.00
Nuclear Medicine Technologists	29-2033.00	Therapists, All Other	29-1129.00
Coaches and Scouts	27-2022.00	Physical Therapist Assistants	31-2021.00

COURSE DESCRIPTION:

In this course, students will receive an overview of health careers and foundational preparation for careers in the physical therapy, athletic training, sports medicine, exercise science, and other careers relating to the medical or paramedical fields. Students will learn everything from medical terminology, human anatomy and physiology, basic life support for healthcare providers, and the causes, symptoms, and management of common athletic injuries. Students will acquire practical hands-on experience in the recognition and assessment, prevention, treatment, and rehabilitation of sports injuries to the head and spine, upper extremities, chest and abdomen, the pelvis, and lower extremities. Students will be able to evaluate their patient and design a treatment and rehabilitation plan including various therapeutic exercises and modalities. There is a high level of rigor in the reading and decoding of the textbooks. Students will be examining and formulating their own conclusion of the real-world medical research. The curriculum for this course includes very important 21st-century skills, such as effective communication, critical thinking, research, and collaboration that have been identified as foundational to success in this field.

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
RCOE Intermediate Sports Medicine
Biology (Recommended) Anatomy & Physiology (Recommended)

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- American Heart Association (Basic Life Support) CPR

RECOMMENDED TEXTS:

- Principles of Athletic Training William E. Prentice McGraw-Hill 15th/2013 www.mhhe.com
- Sports Medicine Essentials, Core Concepts in Athletic Training and Fitness, Jim Clover Cengage Learning, 3rd/2016 www.cengage.com
- Basic Life Support Provider Manual American Heart Assoc. Channing L. Bete Co. Inc. 1st/2016 www.heart.org

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
10, 11, 12				Concentrator	RCOE Intermediate Sports Medicine
10, 11, 12				Capstone	RCOE Advanced Sports Medicine

I.	INTRODUCTION TO SPORTS MEDICINE	CR	Lab/ CC	Standards
	<p>Through the text and the research of current events, students will explore the field of Sports Medicine, acquire extensive foundational data on the personal attributes of allied healthcare providers in the field, and basic medical terminology. Students will apply basic practical skills required for managing the athlete's health, nutrition, and physical performance. Students will comprehend, recognize, and distinguish between the laws and safety practices governing sports medicine from state and federal regulatory agencies, such as the California Occupational Safety and Health Administration (Cal/OSHA) and the Environmental Protection Agency (EPA). Students will research the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of and compliance with the course syllabus, Enrollment, and Authorization form, Use of Technology Agreement form, and No Tolerance Policy form 2. Demonstrate an understanding and compliance of classroom safety protocols. 3. Demonstrate an understanding of sexual harassment in both the classroom and work settings, and comply with county, district, and classroom policies. 4. Identifies the personal qualifications, interests, aptitudes, knowledge, and skills of a successful healthcare provider. 5. Demonstrate an understanding of personal, professional and educational requirements of the field of sports medicine. 6. Demonstrate knowledge of policies, procedures, and regulations related to workplace health and safety. <p>Unit Assignment(s):</p> <p>Students will research and synthesize online sources pertaining to the holistic, healthy benefits of Sports Medicine while simultaneously showcasing their ability to evaluate content validity. Students will deliver a class presentation teaching the five major health/holistic benefits of Sports Medicine, utilizing oral and listening communication skills and incorporating industry standard language and appropriate use of medical terms.</p> <p>Students will research health science-based Internet sites to extract pertinent information on the evolution of Sports Medicine. Through the process of summarizing their findings in a 500-word essay in MLA or APA format, on the historical impact of Sports Medicine, students will facilitate a broader understanding of the vast opportunities and trends encompassing Sports Medicine today.</p> <p>Assessment:</p> <p>Written exams, quizzes, writing rubrics, presentation of rubrics.</p> <p>Anchor Standards: 6.2</p> <p>Pathway Standards: B12.1</p> <p>Academic Standards: LS11-12.3, RSIT 11-12.1</p>	7	8	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6 RSIT: 11-12.4, 11-12.7, 11-12.8 WS: 11-12.2, 11-12.4, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 Career Planning and Management: 3.2, 3.4, 3.6 Technology: 4.1 Responsibility and Flexibility: 7.3, 7.6 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Technical Knowledge and Skills: 10.2</p> <p>CTE Pathway: B12.1, B12.2</p>
II.	ACADEMIC PROFICIENCY (WRITING, SPEAKING, MATHEMATICS, AND MEDICAL TERMINOLOGY)	CR	Lab/ CC	Standards
	<p>Students will analyze and apply problem-solving, critical thinking, and academic proficiency skills required in a medical forum. Students will learn the origins and taxonomy of relevant medical terminology as it is related to the medical field. Students will demonstrate the importance of effective reading, writing, speaking, and computational skills in the healthcare profession. Students will accumulate a robust vocabulary of medical terminology. Students will apply mathematical formulas to sports medicine problems and subsequently propose and test hypotheses based on their work. Students will apply appropriate interviewing techniques that demonstrate knowledge of the subject or organization.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates basic math, written and verbal language skills appropriate to the workplace. 2. Demonstrates competency in the 21st century soft and interpersonal skills. 3. Demonstrates the ability to problem solve and think critically. 4. Ability to carry out instructions in written, oral and diagrammatic form. 5. Ability to deal with problems involving several concrete variables in or from standardized situations. 	7	8	<p>Academic: RSIT: 11-12.8</p> <p>CTE Anchor: Health and Safety: 6.3, 6.4, 6.5, 6.6, 6.7, 6.8</p> <p>CTE Pathway: B8.1, B8.4, B8.5, B9.1, B9.3, B11.4</p>

	<p>6. Ability to perform basic arithmetic operations.</p> <p>7. Knowledge of standard units of measure.</p> <p>8. Ability to utilize, comprehend, speak and write medical terminology.</p> <p>Assessment Methods and/or Tools:</p> <p>Essays will be graded utilizing a formulated rubric</p> <p>Skills will be graded utilizing a formulated rubric</p> <p>Unit Assignment(s):</p> <p>Students will compose a mock-report describing a client's medical complaints, initially writing the sentences with the use of common words. The student will then convert the information into an accurate medical report using proper medical terminology.</p> <ul style="list-style-type: none"> • Students will deduce information from a medication for pain and acquire dosage in metric and imperial units after reading the prescription drug information sheet. The students will create a mathematical problem that includes conversion to the metric system. • Students will compose a 500-word essay in MLA or APA format, describing a recent event in which the student or someone else did not use good listening skills. The student will evaluate the situation and explain what could have been done differently to illustrate good listening skills and highlight the necessary skills in being a good listener. <p>Lab:</p> <p>Students will explore and evaluate a fitness claim from a fitness magazine or Internet article. The student will test the validity of the claim by researching facts and fallacies of the claim. The student will compile and analyze all of his/her experiment results and share with classroom peers.</p> <p>Assessment:</p> <p>Essays will be graded utilizing a formulated rubric. Skills will be graded utilizing a formulated skills rubric.</p> <p>Anchor Standards: 6.3, 6.4, 6.5, 6.6, 6.7, 6.8</p> <p>Pathway Standards: B8.1, B8.4, B8.5, B9.1, B9.3, B11.4</p> <p>Academic Standards: RSIT 11-12.8</p>			
III.	BASIC LIFE SUPPORT FOR HEALTHCARE PROVIDERS	CR	Lab/CC	Standards
	<p>Students will use their extensive knowledge base in human anatomy and physiology to comprehend and apply life-saving first-aid and CPR procedures. Students will explore the ethical and legal considerations for rendering life-saving aid. Students will become proficient in assessing and administering the use of CPR and in operating an automated external defibrillator (AED) utilizing standard guidelines by the American Heart Association (AHA).</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Ability to explain the importance of knowing cardiopulmonary resuscitation and how to manage an obstructed airway. 2. Demonstrate the proper steps that are involved in Cardio Pulmonary Resuscitation and the use of an Automated External Defibrillation. 3. Demonstrate when and how to activate the Emergency Medical Services 4. Describe the links in the Chain of Survival 5. Demonstrate the proper equipment utilized for Personal Protective Equipment (PPE). 6. Pass the Skills portion of the CPR assessment component <p>Assessment Methods and/or Tools:</p> <ul style="list-style-type: none"> •Essays will be graded utilizing a formulated rubric. •Skills will be graded utilizing a formulated skills rubric <p>Unit Assignment(s):</p> <p>Students will identify and label each component of the circulatory pathway for the cardiac and pulmonary system. Students will compose a 500-word (MLA/APA format) essay describing the chain of survival and the importance of performing Cardiopulmonary Resuscitation (CPR) and operating an</p>	8	7	<p>Academic:</p> <p>LS: 11-12.1, 11-12.2, 11-12.3</p> <p>WS: 11-12.2, 11-12.7, 11-12.8, 11-12.9</p> <p>CTE Anchor:</p> <p>Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8</p> <p>Leadership and Teamwork: 9.7</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.2</p> <p>CTE Pathway:</p> <p>B1.1, B1.2, B1.3, B1.4, B1.5, B2.1, B2.2, B2.3, B2.4, B4.1, B4.2, B4.3, B4.4, B4.5</p>

<p>Automated External Defibrillator (AED) when needed during an emergency situation both on and off the field of competition.</p> <p>Lab:</p> <p>Students will demonstrate CPR and AED skills on the manikin to simulate real-life emergencies. Students will successfully demonstrate strict protocol as they demonstrate CPR and AED skills on an adult, child, and infant manikins</p> <p>Students will demonstrate comprehension of the obstructed airway maneuver by demonstrating the skills necessary to help a choking victim. Students will compose a 150-word reflection essay on the procedures and outcomes</p> <p>Students will use the Internet to research local CPR classes. Students will design a poster illustrating the importance of CPR and include sign-up information for three locations they obtained during their Internet research.</p> <p>Assessment:</p> <p>Essays will be graded utilizing a formulated rubric. Skills will be graded utilizing a formulated skills rubric.</p> <p>Anchor Standards: 2.0-11.2</p> <p>Pathway Standards: B.I.O-B12.3</p> <p>Academic Standards: LS 11-12.1-.3, RLST 1-12.1, WS 11-12.2, .7, .8, .9</p>			
<p>IV. TAPING, WRAPPING AND BRACING</p>	<p>CR</p>	<p>Lab/ CC</p>	<p>Standards</p>
<p>Students will identify and demonstrate the importance of taping, wrapping, and bracing to prevent and/or treat sports-related injuries and how it affects the biopsychosocial model. Students will analyze the anatomy and principles of body mechanics to determine the mechanism of injury and effective taping, wrapping, and bracing techniques. Students will understand proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury while providing care. Students will use critical thinking skills to make informed decisions and solve problems in Sports Medicine to address the needs of the patient.</p> <p>Assessment Methods and/or Tools:</p> <ul style="list-style-type: none"> • Essays will be graded utilizing a formulated rubric. • Skills will be graded utilizing a formulated skills rubric. <p>Unit Assignment(s):</p> <p>Students will compose a 350-word essay in MLA or APA format, on the advantages/disadvantages when comparing prophylactic to Kinesio-taping techniques. Students will then create a poster identifying, analyzing and connecting the different athletic scenarios of where and when the tape is commonly used.</p> <p>Lab:</p> <p>Students will evaluate simulated injured athletes and demonstrate prophylactic taping techniques for upper and lower extremity joints or muscle. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes</p> <p>Students will evaluate simulated injured athletes and demonstrate Kinesio-taping techniques for upper and lower extremity joints and muscles. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcome</p> <p>Students will research and formulate data regarding the different types of preventative wrapping and taping supplies. Students will design and create a chart of these supplies and the budgetary needs to adequately stock for a full sports team.</p> <p>Assessment:</p> <p>Essays will be graded utilizing a formulated rubric. Skills will be graded utilizing a formulated skills rubric.</p> <p>Anchor Standards: 2.0-11.2</p> <p>Pathway Standards: B.I.O-B12.3</p> <p>Academic Standards: LS 11-12.1-.3, RLST 11-12.1, WS 11-12.2, .7, .8, .9</p>	<p>7</p>	<p>8</p>	<p>Academic:</p> <p>LS: 11-12.1, 11-12.2, 11-12.3</p> <p>RSIT: 11-12.1</p> <p>WS: 11-12.2, 11-12.7, 11-12.8, 11-12.9</p> <p>CTE Anchor:</p> <p>Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8</p> <p>Career Planning and Management: 3.1, 3.2</p> <p>Technology: 4.2, 4.3, 4.6</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.5</p> <p>Health and Safety: 6.1, 6.3, 6.6, 6.7, 6.8</p> <p>Responsibility and Flexibility: 7.1, 7.3, 7.6, 7.7, 7.8</p> <p>Ethics and Legal Responsibilities: 8.2, 8.3</p> <p>Leadership and Teamwork: 9.3, 9.4, 9.5, 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5</p> <p>Demonstration and Application:</p>

				11.1, 11.2 CTE Pathway: B1.1, B1.4, B1.5, B1.2, B1.3, B2.1, B2.2, B2.4, B3.1, B3.2, B3.3, B4.4, B4.5, B5.2, B5.5, B5.7, B6.4, B6.6, B7.1, B7.2, B7.3, B8.5, B8.3, B9.2, B9.3, B9.4, B9.5, B9.1, B10.1, B10.3, B10.5, B10.6, B10.7, B11.1, B11.2
V.	INJURIES TO THE HEAD AND SPINE	CR	Lab/ CC	Standards
	<p>Students will examine the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the head and spine. Students will analyze the emerging trends in sports rules, regulations and equipment in terms to reduce concussion rates in the United States. Students will be able to recognize, treat, and prevent the three grades of concussions. Students will use appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine.</p> <p>Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will use critical thinking skills to make informed decisions to treat and manage injuries to head and spine. Students will explain how these types of injuries can affect the nervous and musculoskeletal systems, and synthesize this information to be able to provide life- saving techniques.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Understand how the nerve roots from the spinal cord combine to form specific peripheral nerves. 2. Explain how to evaluate and identify various postural deformities. 3. Categorize specific injuries that can occur in the various regions of the spine in terms of their etiology, symptoms and signs, and management. 4. Plan rehabilitation techniques for the injured neck. Create the rehabilitation goals for managing low back injuries. 5. Establish a systematic process for evaluating concussions and mild head injuries. 6. Discuss the value of neurocognitive tests in determining the state of recovery following concussion. 7. Be able to correctly identify the various injuries that can occur in the face, eyes, ears, nose, and throat. <p>Assessment Methods and/or Tools:</p> <ul style="list-style-type: none"> • Essays will be graded utilizing a formulated rubric. • Skills will be graded utilizing a formulated skills rubric. <p>Key Assignments / Capstone Projects</p> <ul style="list-style-type: none"> • After researching and reading articles on concussions, students will compose a 500-word essay in MLA or APA format, demonstrating how concussion rates have affected contact sports in the United States, especially the National Football League (NFL). Students will introduce statistical data on injury rates and cost to the healthcare budget. • After analyzing data on skull function, students will compose a 250-word essay in MLA or APA format, demonstrating the importance of skull function and how raccoon and battle signs are related to Sports Medicine injuries. <p>Lab:</p> <ul style="list-style-type: none"> • Students will identify the different types of concussions and evaluate each other utilizing various concussion testing techniques including the SCAT-3, BESS, Impact, and the SAC test. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes. • Students will identify, describe, and demonstrate treatments for injuries to the eyes, ears, and nose. Students will compile and create a list for the treatment for each type of injury. <p>Anchor Standards: 5.0, 5.1, 5.2, 5.4, 11.2</p>	7	8	<p>Academic: WS: 11-12.7</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Demonstration and Application: 11.2</p> <p>CTE Pathway: B1.2, B2.1, B4.4, B7.1, B12.3, B12.4</p>

	Pathway Standards: BI.O, BI.2, B2.0, B2.1 B2.4, B4.4, B7.1, B12.3, B12.4 Academic Standards: WS 11-12.7			
VI.	INJURIES TO THE UPPER EXTREMITIES	CR	Lab/CC	Standards
	<p>Students will study and examine the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the upper extremity. Students will compose appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will explore critical thinking skills to make informed decisions to treat and manage injuries to the pelvis or lower extremity.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Perform an in-depth evaluation of the shoulder complex 2. Summarize the anatomical and functional relationship between shoulder stability and shoulder impingement. 3. Formulate a general plan that may be effectively incorporated into a rehabilitation program for treating a variety of injuries in the shoulder complex. 4. Demonstrate proper immediate and follow-up management of elbow injuries. 5. Devise appropriate rehabilitation techniques that can be used following an injury to the elbow. 6. Implement the appropriate rehabilitation techniques for dealing with injuries to the forearm, wrist, hands, and fingers. 7. Identify the etiology and recognize the symptoms and signs of specific injuries that occur around the forearm, wrist, hands, and fingers, and discuss plans for management. 8. Formulate a general plan that may be effectively incorporated into a rehabilitation program for treating a variety of injuries in the forearm, wrist, hands, and fingers. <p>Assessment Methods and/or Tools:</p> <ul style="list-style-type: none"> • Essays will be graded utilizing a formulated rubric. • Skills will be graded utilizing a formulated skills rubric <p>Unit Assignment(s):</p> <p>Students will relate anatomy, common injuries, mechanism of injury, signs, and symptoms, and management of injuries to the upper extremity such as the shoulder, elbow, wrist, and hand.</p> <p>After researching and reading, students will compose a 250-word essay in MLA or APA format, and make a graph that illustrates the rise of Ulnar Cruciate Ligament (UCL) tears in the United States over the last decade and its contributing factors.</p> <p>Students will compose a 250-word essay in MLA or APA format, comparing and contrasting Ulnar Neuropathy and Carpal Tunnel Syndrome and list holistic measures to prevent surgery.</p> <p>Lab:</p> <p>Students will diagram the different types of Rotator Cuff injuries and demonstrate Kinesio and prophylactic taping techniques in sports medicine</p> <p>Students will identify and evaluate for Little League's Elbow in a simulated athlete. In small groups, student's will illustrate ways to prevent injuries in the preadolescent populations by creating a magazine or newspaper advertisement.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Essays will be graded utilizing a formulated rubric. • Skills will be graded utilizing a formulated skills rubric. <p>Anchor Standards: 5.0, 5.1, 5.2, 5.4, 11.2</p> <p>Pathway Standards: BI.O, BI.2, B2.0, B2.1 B2.4, B4.4, B7.1, B12.3, B12.4</p> <p>Academic Standards: LS 11-12.1-.4, RLST 11-12.1, .4</p>	7	8	<p>Academic:</p> <p>LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4</p> <p>RLST: 11-12.1, 11-12.2, 11-12.3, 11-12.4</p> <p>CTE Anchor:</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.4</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway:</p> <p>B1.2, B2.4, B2.1, B4.4, B7.1, B12.4, B12.3</p>
VII.	INJURIES TO THE CHEST AND ABDOMEN	CR	Lab/CC	Standards

<p>Through reading and analyzing the text, students will identify the anatomy, most common injuries, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the chest and abdomen. Students will use appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will implement critical thinking skills to make informed decisions to treat and manage injuries to the chest and abdomen.</p> <p>Students will add to their robust medical knowledge base of physiology and anatomy by fully comprehending the cardiovascular system, respiratory system, and digestive system and synthesize this information to be able to predict injuries and provide life-saving stabilization techniques.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Be aware of the location and function of the abdominal viscera related to the urinary system, the digestive system, the reproductive system, and the lymphatic system 2. Be familiar with techniques for assessing thoracic and abdominal injuries. 3. Recognize various injuries to the structures of the thorax. 4. Review various injuries and conditions in the structures of the abdomen. <p>Assessment Methods and/or Tools:</p> <ul style="list-style-type: none"> • Essays will be graded utilizing a formulated rubric. • Skills will be graded utilizing a formulated skills rubric. <p>Unit Assignment(s):</p> <p>Students will compose a 250-word essay in MLA or APA format, demonstrating the mechanism of injury, treatment, and management plan for a sports hernia. Students will implement and explain proper lifting techniques in which to prevent back or abdominal injuries.</p> <p>Students will compose a 250-word essay in MLA or APA format, demonstrating the importance of observing a sporting activity with regards to Commotio Cordis injury. Students will elaborate on preventive measures to reduce death rates in the United States.</p> <p>Lab:</p> <p>Students will perform a patient assessment and recommend treatment for hyperventilation. Students will illustrate their comprehension by composing a 500-word essay in MLA or APA format, on how the ventilation is regulated during exercise and explain the effect of exercise training on the respiratory system.</p> <p>Students will perform an assessment and create a treatment plan for pneumothorax and hemothorax injuries. Students will compose a medical document describing the assessment and treatment plan to be placed in the patient's chart.</p> <p>Students will perform a patient assessment and create a treatment plan for a flail chest injury. Students will compose a medical document describing the assessment and treatment plan to be placed in the patient's chart.</p> <p>Students will perform an assessment and create a treatment plan for a shock. Students will compose a medical document describing the assessment and treatment plan to be placed in the patient's chart.</p> <p>Students will perform an assessment and create a treatment plan for a hernia. Students will compose a medical document describing the assessment and treatment plan to be placed in the patient's chart</p> <p>Assessment:</p> <p>Essays will be graded utilizing a formulated rubric. Skills will be graded utilizing a formulated skills rubric.</p> <p>Anchor Standards: 5.0, 5.1, 5.2, 5.4, 11.2</p> <p>Pathway Standards: BI.0, BI.2, B2.0, B2.1, B2.4, B4.4, B7.1, B12.3, B12.4</p> <p>Academic Standards: WS 11-12.7</p>	7	8	<p>Academic: WHSST: 11-12.7</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2 Demonstration and Application: 11.2</p> <p>CTE Pathway: B1.2, B2.4, B2.1, B4.4, B7.1, B12.4, B12.3</p>
VIII. INJURIES TO THE PELVIS AND LOWER EXTREMITY	CR	Lab/CC	Standards

<p>Students will examine the anatomy, most common injuries in Sports Medicine, mechanisms of injury, signs and symptoms, evaluation, and management of injuries to the pelvis and lower extremity. Students will use appropriate protocols for stabilizing patients with common traumatic and non-traumatic injuries in Sports Medicine. Students will use medical terminology appropriate to diagnostic services to interpret, transcribe, and communication information and observations. Students will use critical thinking skills to make informed decisions to treat and manage injuries to the pelvis or lower extremity.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Identify specific foot injuries, and discuss plans for management. 2. Design rehabilitation techniques for the injured foot. 3. Discuss the etiology, symptoms, and signs, and management of injuries occurring to the ankle and lower leg. 4. Discuss etiological factors, symptoms and signs, and management procedures for the injuries to the ligaments and menisci. 5. Identify the various etiological factors, symptoms and signs, and management procedures for injuries that occur in the patellofemoral joint and in the extensor mechanism. 6. Design appropriate rehabilitation protocols for the injured knee <p>Assessment Methods and/or Tools:</p> <ul style="list-style-type: none"> • Essays will be graded utilizing a formulated rubric. • Skills will be graded utilizing a formulated skills rubric. <p>Unit Assignment(s):</p> <p>Students will compose a 250-word essay in MLA or APA format, and make a graph that illustrates the rise of Anterior Cruciate Ligament (ACL) tears in the United States over the last decade and its contributing internal and external factors utilizing evidence-based research.</p> <p>Students will compose a 250-word essay in MLA or APA format, on the evaluation, management, and preventative measures for Osgood-Schlatter's Disease. Students will create a management plan utilizing evidence-based research for the pre-adolescent population.</p> <p>Lab:</p> <p>Students will evaluate peers for pelvic injuries and demonstrate exercises to prevent injuries in the pre-adolescent populations in a class presentation. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes and present their findings to the class.</p> <p>Students will identify and construct research risk for ACL tears utilizing the Drop-Jump Screening Test. Students will collect data from the test and provide statistics to the class.</p> <p>Students will demonstrate proper ankle taping techniques on peers and compose a medical document by performing an assessment, management, and treatment plan for a simulated ankle sprain.</p> <p>Assessment:</p> <p>Essays will be graded utilizing a formulated rubric. Skills will be graded utilizing a formulated skills rubric.</p> <p>Standards Supported:</p> <p>Anchor Standards: 5.0, 5.1, 5.2, 5.4, 11.2</p> <p>Pathway Standards: BI.O, BI.2, B2.0, B2.1 B2.4, B4.4, B7.1, B12.3, B12.4</p> <p>Academic Standards: LS 11-12.1-4, RLST 11-12.1, .4</p>	7	8	<p>Academic:</p> <p>LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4</p> <p>RLST: 11-12.1, 11-12.2, 11-12.3, 11-12.4</p> <p>CTE Anchor:</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.4</p> <p>Demonstration and Application: 11.2</p> <p>CTE Pathway:</p> <p>B1.2, B2.1, B2.4, B7.1, B12.3, B12.4</p>
IX. SPORTS AND THERAPEUTIC EQUIPMENT	CR	Lab/CC	Standards
<p>Students will explore and apply the effective use of sports and therapeutic equipment available in the industry today. Students will synthesize an aggregate of information to identify the types and purposes of sports and therapeutic equipment. Students will predict and demonstrate the prevention of injury when properly utilizing sports and therapeutic equipment and discuss the possible injuries related to their use. Students will recognize the importance of safety and effectively communicate the proper use of equipment to their client.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Know when to implement the different types of modalities and explain how they are used for healing. 2. Describe the physiological response to inflammation and tissue healing. 3. Compare and contrast contemporary theories of pain, perception, and pain modulation 	7	8	<p>Academic:</p> <p>RSIT: 11-12.6, 11-12.7</p> <p>WS: 11-12.6, 11-12.7</p> <p>CTE Anchor:</p> <p>Communications: 2.8</p> <p>Technology: 4.3, 4.6</p> <p>Problem Solving and Critical</p>

	<p>4. Fabricate and apply taping, wrapping, supportive and protective devices to facilitate a return to function</p> <p>5. Design therapeutic intervention to meet treatment goals.</p> <p>Assessment Methods and/or Tools:</p> <ul style="list-style-type: none"> • Essays will be graded utilizing a formulated rubric. • Skills will be graded utilizing a formulated skills rubric. <p>Unit Assignment(s):</p> <p>Students will create a poster for athletes showing measures used to prevent injuries when utilizing sports and therapeutic equipment.</p> <p>Students will evaluate and illustrate through demonstration the proper use of canes, crutches, and mobility aids. Students will compose a 500-word essay in MLA or APA format, explaining the proper use of canes, crutches, and mobility aids, and describe the types of injuries that would benefit from the use of these devices.</p> <p>Lab:</p> <p>Students will evaluate and illustrate through demonstration the proper use of protective pads, helmets, and equipment accessories for contact and non-contact sports. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes.</p> <p>Students will evaluate and illustrate through demonstration the proper use of rehabilitative, functional, sleeve, and prophylactic braces commonly used in sports. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes.</p> <p>Students will evaluate and illustrate through demonstration the proper use of sports equipment commonly used at high schools. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes.</p> <p>Students will evaluate and illustrate through demonstration the proper cleaning and storage of sports equipment commonly used at high schools. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes.</p> <p>Assessment:</p> <p>Essays will be graded utilizing a formulated rubric. Skills will be graded utilizing a formulated skills rubric.</p> <p>Standards Supported:</p> <p>Anchor Standards: 2.8, 4.0, 4.3, 4.6, 5.0, 5.2, 8.0, 10.0, 10.3</p> <p>Pathway Standards: BI.O, BI.2, B2.0, B2.4, B. 4.1, B4.5</p> <p>Academic Standards: WS 11-12.6 WS 11-12.7 SLS 11-12.1b; WS 11-12.6</p>		<p>Thinking: 5.2 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.2, 10.3 Demonstration and Application: 11.5 CTE Pathway: B1.2, B4.5, B4.1</p>
X.	THERAPEUTIC MODALITIES AND PHYSICAL REHABILITATION	CR	Lab/CC Standards
	<p>Students will identify and comprehend therapeutic exercises and physical therapy agents. Students will analyze and comprehend the goals of rehabilitation and proper patient care skills. Students will assess and understand the health advantages and disadvantages of physical rehabilitation prior and post-surgical procedures. Students will use effective communication skills in explaining the process and therapy and the expectations of the treatment.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Contrast therapeutic exercise and conditioning exercise. 2. Describe the consequences of sudden inactivity and injury immobilization. 3. Discuss the concept of open versus closed kinetic chain exercises 4. Explain the importance of incorporating core stabilization training into a rehabilitation program. 5. Evaluate the value of aquatic exercise in rehabilitation. 6. Identify the techniques and principles of proprioceptive neuromuscular facilitation. <p>Assessment Methods and/or Tools:</p> <ul style="list-style-type: none"> • Essays will be graded utilizing a formulated rubric. • Skills will be graded utilizing a formulated skills rubric. <p>Unit Assignment(s):</p>	7	8 Academic: LS: 11-12.6 WS: 11-12.6 CTE Anchor: Communications: 2.4 Problem Solving and Critical Thinking: 5.6 Technical Knowledge and Skills: 10.1 CTE Pathway: B1.2, B2.4, B4.5, B12.4

	<p>Students will read, compare, and contrast the types of therapeutic modalities, such as cryotherapy, thermotherapy, electrical, mechanical, and pharmacological. Students will design and develop a chart that illustrates the therapeutic indications, contraindications, and physiological effects of each modality.</p> <p>Students will compose a 450-word essay in MLA or APA format, articulating the importance of patient education on physical rehabilitation. Students will discuss the challenges a patient may face during the process from rehabilitation to performance.</p> <p>Lab:</p> <p>Students will evaluate and illustrate through demonstration, the proper use of electrical stimulation on simulated sports injuries.</p> <p>Students will compose a 150-word reflection essay in MLA or APA format on the procedures, process, and outcomes.</p> <p>Students will evaluate and illustrate through demonstration the proper use of ultrasound on simulated sports- injuries. Students will compose a 150-word reflection essay in MLA or APA format on the procedures and outcomes.</p> <p>Students will evaluate and illustrate through demonstration the proper use of the hydrocollator and ice packs on simulated sports injuries. Students will compose a 150-word reflection essay in MLA or APA format, on the procedures and outcomes.</p> <p>Assessment:</p> <p>Essays will be graded utilizing a formulated rubric. Skills will be graded utilizing a formulated skills rubric.</p> <p>Anchor Standards: 2.4, 5.6, 10.0, 10.1</p> <p>Pathway Standards: BI.2, B2.0, B2.4, B4.0, B4.5, BI2.4</p> <p>Academic Standards: LS 9-10, 11-12.6; WS 11-12.6; WS 11-12.6; LS 11-12.1-.3, RLST</p>			
XI.	PHARMACOLOGY	CR	Lab/ CC	Standards
	<p>Students will differentiate the roles and administration of therapeutic medications in the United States and illustrate the methods and rights of medication storage, dispensing, and administration. Students will utilize advanced mathematical skills to solve sports medicine related problems in computing the necessary amount of medication to be considered as part of the treatment therapy. Students will learn all components of human physiology and biology and their functions in sports medicine, including the nervous, cardiovascular, respiratory, digestive, and lymphatic systems.</p> <p>Student Learning Objectives/Performance Indicators:</p> <ol style="list-style-type: none"> 1. Define the term drug 2. Identify the various methods by which drugs can be administered. 3. Explain the difference between administering and dispensing medications 4. Express legal concerns for administering medications to the athletic population. 5. Apply the various protocols that the athletic trainer should follow for administering over-the-counter medications to patients. 6. Categorize the various drugs that can be used to treat infection, reduce pain and inflammation, relax muscles, treat gastrointestinal disorders, treat symptoms of colds and congestion, and control bleeding. 7. Recognize the problem of substance abuse in the athletic population 8. Describe the ergogenic aids used by athletes to improve performance. 9. Discuss the abuse of alcohol, drugs, and tobacco by athletes. 10. Evaluate drug-testing policies and procedures, and list the types of banned drugs. <p>Unit Assignment(s):</p> <p>Students will interview an Ayurvedic Medicine or Naturopath practitioner and compose a 450-word essay in MLA or APA format, articulating the importance of complementary alternative medicine in healthcare. Students will compare and contrast Eastern and Western medicine's pharmaceutical approach to healthcare.</p> <p>Students will use the Internet to prepare and display the steps necessary in preparing a new drug for</p>	7	8	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6 RLST: 11-12.4</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.8 Technology: 4.3, 4.4, 4.5</p> <p>CTE Pathway: B1.2, B1.1, B1.3, B1.4, B2.3, B2.4, B2.1, B2.2</p>

	<p>marketing. Students will include the top five pharmaceutical companies as well as their global revenue in a graph.</p> <p>Students will create and solve a math problem that converts the amount of medication given in milligrams (mg) into kilograms (kg) and pounds (lbs).</p> <p>Labs:</p> <p>Students will apply prior knowledge in anatomy and physiology and demonstrate the various routes of drug administration on a manikin. Students will explain the function of the nervous, cardiovascular, respiratory, digestive, and lymphatic systems and their effects on the human body as a result of drug intake.</p> <p>Anchor Standards: 2.0, 4.0</p> <p>Pathway Standards: BI.O, B2.0, B4.0, B5.0, B6.0, B7.0, BIO.O, BI 1.0 B12.0</p> <p>Academic Standards: LS 11-12.1-6, RLST 11-12.4</p>			
XII.	RCOE COLLEGE AND CAREER TRANSITION PLAN (CCTP)	CR	Lab/ CC	Standards
	<p>This unit of instruction links student interests to potential careers through exploration and research. Students will develop a post-secondary career plan that identifies and maps out a course of action which incorporates college and career opportunities. Within the twelve (12) topics, students will complete interest surveys, career related documents (i.e., applications, resumes, letters of introduction, letters of recommendation), and mock interviews with the express goal of preparing students to graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. Additionally, students will analyze the importance of financial literacy through topics such as credit, creating a budget, and saving and investing.</p> <p>Lessons:</p> <ul style="list-style-type: none"> • Work, Job, and Career • The Career Plan • Job Applications (Portfolios – Part 1) • The Letter of Introduction (Portfolios – Part 2) • Resume (Portfolios – Part 3) • Letters of Recommendation (Portfolios – Part 4) • Interviewing • Career Research and Reflection • Financial Literacy (Part 1 – The Basics) • Financial Literacy (Part 2 – Credit) • Financial Literacy (Part 3 – Creating a Budget) • Financial Literacy (Part 4 – Saving and Investing) <p>Key Assignments:</p> <ol style="list-style-type: none"> 1. RCOE College and Career Transition Guide: This project will incorporate the development of a 5-10 year career plan, preparing a portfolio (letter of introduction, resume, and letters of recommendation), and practicing job applications and mock interviews. 2. Financial Literacy: This project will include identifying elements and deduction on a paycheck, research loan options based on credit worthiness, creating a budget, and planning for retirement. 	15	0	<p>Academic: LS: 11-12.1 RSIT: 11-12.4</p> <p>CTE Anchor: Communications: 2.3, 2.4 Career Planning and Management: 3.1, 3.2, 3.4, 3.8, 3.9 Technology: 4.1 Problem Solving and Critical Thinking: 5.4 Responsibility and Flexibility: 7.6</p> <p>CTE Pathway: B1.1</p>
XIII.	NOTES	CR	Lab/ CC	Standards
	<p>Previous Course Title: RCOE Sports Medicine & Therapeutic Services, Level 2</p> <p>Course Code/Transcript Abbreviation: HLT-198-02-03</p> <p>5/2018: Updated from Sports Medicine PLC-Julie Christine</p> <p>5/2018: Added to SCOE site</p> <p>5/2018: Permanent and Working Folders Started</p> <p>5/2018: Standards need to be gone through and updated.</p> <p>12/14/18: Changed standards from Common Core to Academic as per/Lori Fry.</p> <p>12/5/19: Changed program of study and course level to match for Hemet USD per Sara.</p>	0	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Career Planning and Management: 3.4</p> <p>CTE Pathway: B1.4</p>

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