

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; margin-bottom: 5px;">RCOE Intermediate Kinesiology</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: 100%; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">CREDIT TYPE EARNED:</td> <td style="width: 50%;">CALPADS CODE:</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Elective</td> <td style="border: 1px solid black; padding: 2px;">7921</td> </tr> </table>	CREDIT TYPE EARNED:	CALPADS CODE:	Elective	7921	<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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, which pathway does this course align to? Pathway Name: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">HSMT</div> CTE CDE Code: Pathway 198</p>	<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>
CREDIT TYPE EARNED:	CALPADS CODE:					
Elective	7921					
<p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (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; margin-bottom: 5px;">G</div>	<p style="text-align: center;">Credential Required to teach this course: To be completed by Human Resources only.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-family: cursive;"> CTE: Health science and Medical Technology </div> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 70%; border: 1px solid black; padding: 5px; text-align: center;"> </td> <td style="width: 30%; border: 1px solid black; padding: 5px; text-align: center;"> 11/1/2023 </td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>			11/1/2023	Signature	Date
	11/1/2023					
Signature	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						

Riverside County Office of Education – Career Technical Education

RCOE INTERMEDIATE KINESIOLOGY

DATE:

INDUSTRY SECTOR: Health Science and Medical Technology Sector

PATHWAY: Patient Care

CALPADS TITLE: Intermediate Patient Care (Concentrator)

CALPADS CODE: 7921

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	80	100

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Preventive Medicine Physicians	29-1069.09	Sports Medicine Physicians	29-1069.11
Exercise Physiologists	29-1128.00	Athletic Trainers	29-9091.00

COURSE DESCRIPTION:

This course is designed to provide students with an overall introduction to allied health professions including vital signs, medical terminology, medical abbreviations, health and safety in healthcare, professionalism in healthcare, legal and ethical responsibilities of a medical professional, measurements and mathematics applied in healthcare careers, body systems along with anatomy and physiology, and will assist students in developing a career plan. Emphasis is placed on the skills necessary to enter the health-care field and exploration of the many different employment areas within healthcare.

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
None

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:

- No

RECOMMENDED TEXTS:

- Supplementary: Sports Medicine Essentials 3rd Edition Author: Jim Clover Edition Year: 2016
- Primary: Principles of Athletic Training, 15th Edition Author: William E. Prentice Edition Year: 2014
- Primary: Introduction to Medical Terminology Author: Ann Ehrlich and Carol L. Schroeder Edition Year: 2002

PROGRAM OF STUDY

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

I.	INTRODUCTION TO SPORTS MEDICINE CAREERS	CR	Lab/ CC	Standards
	<p>Description: This unit provides students the ability to research interested health careers and understand the requirements needed to enter the desired field. Students will research and collect information on the importance of compliance with federal laws concerning patient rights and confidentiality through the Patient's Bill of Rights and the Health Information Portability and Accountability Act of 1996 (HIPPA). Students will get an overview of the health careers pathway.</p> <p>Key Assignment: Students will create a presentation; either using poster board or a software program, on one of their desired sports medicine careers that will be presented to the class. Students will need to include the salary, education, experience needed/recommended, job outlook, work settings and opportunities, and any other pertinent information relative to their chosen career.</p>	5	5	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
II.	INTRODUCTION TO MEDICAL TERMINOLOGY	CR	Lab/ CC	Standards
	<p>Description: This unit provides basic knowledge of the language of medical terminology. Students will understand the importance of accuracy in medical records, orders, and treatment. Students will know basic medical abbreviations and the importance of using military time in healthcare. Students will be able to define prefixes, suffixes, and word roots that form many medical terms and have the ability to define basic medical acronyms, eponyms, and appropriate anatomical and physiological terms associated with the human body.</p> <p>Key Assignment: 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 and medical abbreviations.</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
III.	CARDIOVASCULAR, RESPIRATORY, AND INTEGUMENTARY SYSTEMS	CR	Lab/ CC	Standards
	<p>Description: In this unit, students will identify structures and functions related to the cardiovascular, respiratory, and integumentary systems and its role in the body. Students will also have an understanding and ability to recognize system specific medical terminology, common injuries and diseases, and common diagnostic tests and procedures.</p> <p>Wound Care and Introduction to Basic Life Support</p> <ul style="list-style-type: none"> • Basic care of wounds • Emergency Preparedness and Assessment – EAP's • Introduction to Basic Life Support <p>Vital Signs Assessment</p> <ul style="list-style-type: none"> • Blood Pressure • Heart Rate • Respiration Rate <p>Key Assignment: Students will research and identify the importance of vital signs to medical conditions and athletic Students will demonstrate standard skills to perform vital signs (Blood Pressure, Temperature, Pulse, and Breathing) in the clinic and in emergency situations.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
IV.	INFECTION CONTROL AND BLOOD-BORNE	CR	Lab/ CC	Standards
	<p>Description: Students will explain the different types of micro-organisms and disease for each one. They will know six links in the chain of infection, examples of each, and how to break the chain of infection at each link. Students will differentiate between antiseptics, disinfection, and sterilization. Students will be able to identify the rationale of standard precautions as well as understand the purpose, elements, and practices of patient isolation. Students will be instructed in the proper use of personal protective equipment.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

	<p>Key Assignments:</p> <ol style="list-style-type: none"> 1. Students will recall and demonstrate infection control procedures by practicing the removal of blood-stained gloves and 2. Students will demonstrate the evaluation of potential causes and methods of transmitting the infection and how to apply standard precautionary guidelines by creating a presentation on either poster board or computer software. 			
V.	MUSCULOSKELETAL SYSTEM	CR	Lab/ CC	Standards
	<p>Description: In this unit, students will identify structures and functions related to the musculoskeletal system and its role in the body. Students will also have an understanding and ability to recognize system specific medical terminology, common injuries and diseases, and common diagnostic tests and procedures.</p> <p>Key Assignment: In groups, students will research an assigned fracture and create a poster that includes a visual, definition, any specific population, treatment protocols, and any interesting facts relative to the fracture. Students will then present and educate their fellow classmates on the various fracture classifications.</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
VI.	DIGESTIVE SYSTEM AND HEALTHY LIFESTYLE	CR	Lab/ CC	Standards
	<p>Description: In this unit, students will identify structures and functions related to the digestive system and its role in the body. Students will also have an understanding and ability to recognize system specific medical terminology, common injuries and diseases, and common diagnostic tests and procedures. Students will investigate the importance of sleep, nutrition, exercise, and mental/emotional health.</p> <p>Key Assignment: Students will conduct a two-part experiment. First, students will measure the number of calories they consume in one day and predict their weekly intake. Students will then document and measure their food consumption for a week and calculate the total amount of calories consumed. The students will design and compose a chart based on their calculations. Students will use the chart to compare and contrast the estimated calories from the first part of the experiment to the actual calculated calories from the second part of the experiment.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
VII.	URINARY AND REPRODUCTIVE SYSTEMS	CR	Lab/ CC	Standards
	<p>Description: In this unit, students will identify structures and functions related to the urinary and reproductive systems and their role in the body. Students will also have an understanding and ability to recognize system specific medical terminology, common injuries and diseases, and common diagnostic tests and procedures.</p> <p>Key Assignment: Students will make a poster to hang in the locker room bathrooms that includes facts and tips on hydration and urine color.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
VIII.	NERVOUS SYSTEM AND SENSE ORGANS	CR	Lab/ CC	Standards
	<p>Description: In this unit, students will identify structures and functions related to the nervous system and its role in the body. Students will also have an understanding and ability to recognize system specific medical terminology, common injuries and diseases, and common diagnostic tests and procedures.</p> <p>Key Assignment: Students will create a YouTube or recorded video of their chose injury or illness related to the nervous system. The video should include definition and mechanism of injury, specific medical terminology, treatment and prevention, and any other related facts.</p>	10	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
IX.	MEDICAL CONDITIONS	CR	Lab/ CC	Standards

	<p>Description: Students will identify, comprehend, and analyze various genetic and non-genetic medical conditions most commonly affecting athletes in sports medicine, such as diabetes mellitus, hypoglycemia and insulin shock, asthma, seizure disorders (epilepsy), appendicitis, genetic heart conditions, and common bacterial and viral infections. Students will argue the importance of evaluation and standard protocols for medical conditions in Sports Medicine.</p> <p>Key Assignment: Students will work in small groups to research/develop and demonstrate a standard patient assessment, treatment, and management plan for an athlete with a specific assigned medical condition given by the instructor. Students will then compose a medical document describing the assessment and management plan to be placed in the patient's chart. Groups will create a PowerPoint of the formulated information that will be presented to the class. In doing so, students have the opportunity to teach and learn how to manage all of the common disorders and ailments mentioned within this unit.</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
X.	ENVIRONMENTAL CONDITIONS	CR	Lab/ CC	Standards
	<p>Description: Students will identify, analyze, and determine how extreme environmental conditions can affect athletes in the sports medicine profession. Students will apply anatomy and physiology knowledge to predict the health effects of the human body under various degrees of environmental stressors such as cold and heat. Students will analyze homeostasis under different environmental conditions, and infer the physical and cognitive effects these conditions could have on the human body. Students will use critical thinking skills to make informed decisions and solve problems.</p> <p>Key Assignment: Students will work in small groups to research their assigned environmental condition. Students will then develop an emergency action plan for an athlete experiencing their given environmental condition and then present their findings and protocol to the class.</p>	5	10	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>
XI.	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> <p>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</p>	15	0	<p>Academic: LS: 11-12.1</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>

	<p>applications and mock interviews.</p> <p>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.</p>			
XII.	COURSE NOTES	CR	Lab/ CC	Standards
	<p>Previous Course Title: RCOE Sports Medicine Fundamentals</p> <p>Course Code/Transcript Abbreviation: HLT-198-03-02</p> <p>Primary:</p> <p>1. <i>Introduction to Medical Terminology</i> <i>Author: Ann Ehrlich and Carol L. Schroeder</i> <i>Edition Year: 2002</i></p> <p>2. <i>Principles of Athletic Training, 15th Edition</i> <i>Author: William E. Prentice</i> <i>Edition Year: 2014</i></p> <p>Supplementary:</p> <p>1. <i>Sports Medicine Essentials 3rd Edition</i> <i>Author: Jim Clover</i> <i>Edition Year: 2016</i></p> <p>2. <i>Sports Medicine Essentials Workbook</i> <i>Author Jim Clover</i></p>	0	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

Entered by:

District: Riverside County Office of Education
Contact: Abel Gonzalez, CTE TOSA
Phone: 951-826-6801
Email: rcoecte@rcoe.us