**Health Science Career Cluster**

**Sports Medicine**

**Course Number: 25.44600**

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| **Directions: For Healthcare Science Industry Certification Evaluations *(Extra teacher directions italicized.)***  **Teachers will select three standards from each course taught.**  **Teachers should select the three standards that they feel are most critical for each course and showcase those Georgia Performance Standards (GPSs). Each Element /substandard in the GPS will be addressed as written, showcasing the Planning (Lesson Plan), Teaching (Student activities - as listed in each standard/substandard), and Evaluation (Student evaluations – as listed in each standard/substandard) showing that students were evaluated and have learned the standards as written – at that level.**  **The teacher will provide required documentation, usually in notebooks (one per course taught).**  **The evaluator will identify that the minimal documentation is shown.**  **(1). Lesson Plan with GPS and elements/substandards listed;**  **(2) A sample of a completed Student Work for that/those GPSs; and**  **(3) A sample of a completed Student Evaluation for that/those GPSs**  **for each of the Three standards chosen.**  **Minimally, 9 documents from each course.**    ***Highlight the Standards (total of 3 per course- using the computer highlighting) you have Chosen (at 1st of school year) to showcase and include the documentation needed.***  ***To self-check your notebooks/files and for the Evaluators (Self-Evaluation team and On-Site local healthcare professionals and leadership Evaluation Team), use these forms.***  **Use the 3 boxes at the elements/substandards to note (check-off) that a Lesson Plan, Student Work, and Student Evaluation are found for each element/substandard in the notebook.**  **Then, if all elements/substandards are noted/seen, then use the check off boxes below to show that the GPS and all elements/substandards, as listed, were found on the Lesson Plan(s); all elements / substandards addressed showing teaching with Student Activities; and all elements/substandards addressed with the Student Evaluation(s) showing that the student was evaluated and learned the standards as written.**  **All aligning with the Standards (GPS) and elements/substandards.**  ***The teacher will provide these evaluation check-off forms for the (1) course notebooks, (2) the “Self-Evaluation team” brought in one month before the On-Site evaluation with healthcare professionals to identify any missing items, and (3) for the On-Site Evaluation team.* See below.**  **Lesson Plan (The Standard and all Elements are listed.)**  **Completed Student Work noted (All standards and elements addressed as listed)**  **Completed Student Evaluation forms noted (All standards and elements addressed as listed)**  **Health Science Career Cluster**  **Sports Medicine**  **Course Number: 25.44600**  **Course Description:**  Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare.  Mastery of these standards through project-based learning, technical-skills practice, and leadership-development activities of the career and technical student organization, HOSA – future health professionals (formerly known as Health Occupations Students of America), will provide students with a competitive edge for entry into either the healthcare global marketplace or a post-secondary institution to pursue further education and training. | |
| **Course Standard 1** |
| **HS-SM-1** |
| The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.  **Standard: Demonstrate employability skills required by business and industry.**  The following elements should be integrated throughout the content of this course.   * 1. **Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities**.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Person-to-Person Etiquette** | **Telephone and Email Etiquette** | **Cell Phone and Internet Etiquette** | **Communicating At Work** | **Listening** | | Interacting with Your Boss | Telephone Conversations | Using Blogs | Improving Communication Skills | Reasons, Benefits, and Barriers | | Interacting with Subordinates | Barriers to Phone conversations | Using Social Media | Effective Oral Communication | Listening Strategies | | Interacting with Co-workers | Making and Returning Calls |  | Effective Written Communication | Ways We Filter What We Hear | | Interacting with Suppliers | Making Cold Calls |  | Effective Nonverbal Skills | Developing a Listening Attitude | |  | Handling Conference Calls |  | Effective Word Use | Show You Are Listening | |  | Handling Unsolicited Calls |  | Giving and Receiving Feedback | Asking Questions | |  |  |  |  | Obtaining Feedback | |  |  |  |  | Getting Others to Listen | |
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| |  |  |  |  | | --- | --- | --- | --- | | **Nonverbal Communication** | **Written Communication** | **Speaking** | **Applications and Effective Résumés** | | Communicating Nonverbally | Writing Documents | Using Language Carefully | Completing a Job Application | | Reading Body Language and mixed Messages | Constructive Criticism in Writing | One-on-One Conversations | Writing a Cover Letter | | Matching Verbal and Nonverbal communication |  | Small Group Communication | Things to Include in a Résumé | | Improving Nonverbal Indicators |  | Large Group Communication | Selling Yourself in a Résumé | | Nonverbal Feedback |  | Making Speeches | Terms to Use in a Résumé | | Showing Confidence Nonverbally |  | Involving the Audience | Describing Your Job Strengths | | Showing Assertiveness |  | Answering Questions | Organizing Your Résumé | |  |  | Visual and Media Aids | Writing an Electronic Résumé | |  |  | Errors in Presentation | Dressing Up Your Résumé |   **1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.**   |  |  | | --- | --- | | **Teamwork and Problem Solving** | **Meeting Etiquette** | | Thinking Creatively | Preparation and Participation in Meetings | | Taking Risks | Conducting Two-Person or Large Group Meetings | | Building Team Communication | Inviting and Introducing Speakers | |  | Facilitating Discussions and Closing | |  | Preparing Visual Aids | |  | Virtual Meetings |  * 1. **Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.**  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Problem Solving** | **Customer Service** | **The Application Process** | **Interviewing Skills** | **Finding the Right Job** | | Transferable Job Skills | Gaining Trust and Interacting with Customers | Providing Information, Accuracy and Double Checking | Preparing for an Interview | Locating Jobs and Networking | | Becoming a Problem Solver | Learning and Giving Customers What They Want | Online Application Process | Questions to Ask in an Interview | Job Shopping Online | | Identifying a Problem | Keeping Customers Coming Back | Following Up After Submitting an Application | Things to Include in a Career Portfolio | Job Search Websites | | Becoming a Critical Thinker | Seeing the Customer’s Point | Effective Résumés: | Traits Employers are Seeking | Participation in Job Fairs | | Managing | Selling Yourself and the Company | Matching Your Talents to a Job | Considerations Before Taking a Job | Searching the Classified Ads | |  | Handling Customer Complaints | When a Résumé Should be Used |  | Using Employment Agencies | |  | Strategies for Customer Service |  |  | Landing an Internship | |  |  |  |  | Staying Motivated to Search | |
| **1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Workplace Ethics** | **Personal Characteristics** | **Employer Expectations** | **Business Etiquette** | **Communicating at Work** | | Demonstrating Good Work Ethic | Demonstrating a Good Attitude | Behaviors Employers Expect | Language and Behavior | Handling Anger | | Behaving Appropriately | Gaining and Showing Respect | Objectionable Behaviors | Keeping Information Confidential | Dealing with Difficult Coworkers | | Maintaining Honesty | Demonstrating Responsibility | Establishing Credibility | Avoiding Gossip | Dealing with a Difficult Boss | | Playing Fair | Showing Dependability | Demonstrating Your Skills | Appropriate Work Email | Dealing with Difficult Customers | | Using Ethical Language | Being Courteous | Building Work Relationships | Cell Phone Etiquette | Dealing with Conflict | | Showing Responsibility | Gaining Coworkers’ Trust |  | Appropriate Work Texting |  | | Reducing Harassment | Persevering |  | Understanding Copyright |  | | Respecting Diversity | Handling Criticism |  | Social Networking |  | | Making Truthfulness a Habit | Showing Professionalism |  |  |  | | Leaving a Job Ethically |  |  |  |  |  * 1. **Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.**  |  |  |  | | --- | --- | --- | | **Expected Work Traits** | **Teamwork** | **Time Management** | | Demonstrating Responsibility | Teamwork Skills | Managing Time | | Dealing with Information Overload | Reasons Companies Use Teams | Putting First Things First | | Transferable Job Skills | Decisions Teams Make | Juggling Many Priorities | | Managing Change | Team Responsibilities | Overcoming Procrastination | | Adopting a New Technology | Problems That Affect Teams | Organizing Workspace and Tasks | |  | Expressing Yourself on a Team | Staying Organized | |  | Giving and Receiving Constructive Criticism | Finding More Time | |  |  | Managing Projects | |  |  | Prioritizing Personal and Work Life |  * 1. **Present a professional image through appearance, behavior and language.**  |  |  |  |  | | --- | --- | --- | --- | | **On-the-Job Etiquette** | **Person-to-Person Etiquette** | **Communication Etiquette** | **Presenting Yourself** | | Using Professional Manners | Meeting Business Acquaintances | Creating a Good Impression | Looking Professional | | Introducing People | Meeting People for the First Time | Keeping Phone Calls Professional | Dressing for Success | | Appropriate Dress | Showing Politeness | Proper Use of Work Email | Showing a Professional Attitude | | Business Meal Functions |  | Proper Use of Cell Phone | Using Good Posture | | Behavior at Work Parties |  | Proper Use in Texting | Presenting Yourself to Associates | | Behavior at Conventions |  |  | Accepting Criticism | | International Etiquette |  |  | Demonstrating Leadership | | Cross-Cultural Etiquette |  |  |  | | Working in a Cubicle |  |  |  | |
| **Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards**  **L9-10RST 1-10 and L9-10WHST 1-10:**  Common Core ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Common Core ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below. |

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

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| **Course Standard 2** | | |
| **HS-SM-2**  **Analyze anatomic positions, directional terms, movements, and postures as related to the appendicular skeleton.** | | |
| * 1. Identify the terminology used to describe body part locations, reference positions, anatomical directions, and planes of motion, with their respective axis of rotation in relation to human movement.   2. Describe the various types and characteristics of bones and joints in the human body.   3. Define and demonstrate the joint movement of the skeletal system.   **All Lesson Plans include all standards and elements listed**  **Completed Student Work noted with all standards and elements addressed as listed**  **Completed Student Evaluation forms noted with all standards and elements addressed as listed** | | |
| **Course Standard 3** | | |
| **HS-SM-3**  **Utilize correct terminology, abbreviations, symbols and practices to appropriately communicate oral and written information within the physical medicine setting.** | | |
| * 1. Interpret common terminology, abbreviations, symbols, and acronyms related to physical medicine.      * 1. Explain the importance of reporting and recording information within the physical medicine team.      * 1. Define and demonstrate the Subjective, Objective, Assessment and Plan (SOAP) that is standard note writing in patient documentation.   2. Perform record keeping and administrative duties specific to careers within Physical Medicine and Rehabilitation.   3. Demonstrate the ability to obtain and document client history, observation, palpation, and specific tests (HOPS).   4. Demonstrate a variety of methods for recording patient information and special considerations for electronic information and records.   5. Analyze the legal responsibilities regarding privacy for patient information (HIPAA regulations).   6. Organize thoughts and information to develop clear and accurate reports both verbal and written. | | |
| **All Lesson Plans include all standards and elements listed**  **Completed Student Work noted with all standards and elements addressed as listed**  **Completed Student Evaluation forms noted with all standards and elements addressed as listed**   |  | | --- | | **Course Standard 4** |   **HS-SM-4**  **Demonstrate injury classifications and evaluations.**   * 1. Differentiate between evaluate and diagnose.   2. Distinguish between a sign and a symptom.   3. Identify and demonstrate appropriate anatomical structures to palpate during an injury evaluation.   4. Administer active and passive ROM tests using standard goniometric techniques.   5. Explain the use of proper manual muscle testing techniques.   6. Examine the use of Orthopedic Special tests and the role in injury assessment.   7. Compare and contrast injuries based upon the onset and duration of symptoms.   8. Clarify the various degrees of open and closed tissue injuries.   9. Classify and explain the various injuries to the bone and joint articulations.   10. Categorize nerve injuries according to mechanism, severity, signs and symptoms.   11. Identify signs and symptoms of skin infections and other dermatological conditions, and outline the proper treatment procedures for these conditions.   **All Lesson Plans include all standards and elements listed**  **Completed Student Work noted with all standards and elements addressed as listed**  **Completed Student Evaluation forms noted with all standards and elements addressed as listed**   |  | | --- | | **Course Standard 5** |   **HS-SM-5**  **Analyze and describe the basic principles and concepts of healing.**   * 1. Define the terminology associated with wound healing.   2. Distinguish between primary and secondary healing.   3. Classify and explain the three phases of acute injury healing.   4. Identify the chronology of wound and common growth factors in healing.   5. Describe the healing characteristics of specific tissues.   6. Discuss factors that affect healing.   **All Lesson Plans include all standards and elements listed**  **Completed Student Work noted with all standards and elements addressed as listed**  **Completed Student Evaluation forms noted with all standards and elements addressed as listed** | | |
| **Course Standard 6** |

**HS-SM-6**

**Demonstrate the steps of Basic Life Support (BLS) with Automated External Defibrillator**

**(AED). Assess and manage patients with bleeding, bony injuries, soft tissue as well as musculoskeletal injuries.**

*Completion of this standard will enable students to obtain certifications in the American Heart Association (AHA) Basic Life Support, American Red Cross (ARC) CPR, or American Safety and Health Institute’s (ASHI) CPR, as well as First Aid certification with either the American Red Cross or the American Heart Association.*

* 1. Demonstrate CPR, First Aid, and the AED utilizing current standards.
  2. Successfully complete CPR, AED, and First Aid training according to American Heart Association or American Red Cross, or other nationally recognized certifying agency.
  3. Identify soft tissue injuries.
  4. Demonstrate first aid techniques for managing soft tissue injuries associated within the field of Physical Medicine.
  5. Demonstrate first aid techniques for managing boney tissue injuries associated within the field of Physical Medicine.
  6. Assess a victim requiring first aid, identification of the signs and symptoms, and how to locate the victim’s injuries.
  7. Adapt resources at the scene of injury for the provision of first aid techniques as necessary.
  8. Demonstrate performing basic triage techniques for emergency situations involving multiple victims.

* 1. Assess the treatment needed for environmental injuries including cold and heat related injuries.
  2. Access common medical conditions and disorders, and the potential treatment that might be needed.

* 1. Create an effective emergency action plan.

**All Lesson Plans include all standards and elements listed**

**Completed Student Work noted with all standards and elements addressed as listed**

**Completed Student Evaluation forms noted with all standards and elements addressed as listed**

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| **Course Standard 7** |
| **HS-SM-7**  **Identify and describe pathogens commonly encountered in physical medicine and demonstrate appropriate infection control principles.**   * 1. Demonstrate, through practice, aseptic techniques in the physical medicine setting, including use of hand washing and hand sanitizer.   2. Compare the different levels of septic control and uses in physical medicine.   3. Demonstrate utilizing appropriate PPE whenever there is a risk for contact with bodily fluids.   4. Demonstrate properly disposing of hazardous waste and utilizing standard precautions, as described in the rules and regulations set forth by the Occupation Safety and Health Administration (OSHA).   **All Lesson Plans include all standards and elements listed**  **Completed Student Work noted with all standards and elements addressed as listed**  **Completed Student Evaluation forms noted with all standards and elements addressed as listed** |
| **Course Standard 8** |
| **HS-SM-8**  **Analyze the anatomy, muscular structure, vascular structure, Range of Motion (ROM), Manual Muscle Tests (MMT) and special tests, as well as prevention and treatment, of the upper extremity.** |
| * 1. Identify and locate the bones associated with the joints of the upper extremity on either a human skeleton or subject.   2. Identify and locate the major muscles of the upper extremity on either a human skeleton or subject.   3. Demonstrate muscle actions associated with the joints of the upper extremity.   4. Identify the primary blood vessels and nerves that innervate the joints of the upper extremity.   5. Administer Passive Range of Motion (PROM) and Active Range of Motion (AROM) of the joints of the upper extremity.   6. Describe how to perform and assess MMTs specific to the joints of the upper extremity.   7. Identify specific type of injuries that occur to the joints of the upper extremity.   8. Define the proper evaluation procedures and Orthopedic Special Tests specific to injuries associated with the joints of the upper extremity. (Drop Arm, Apley’s Scratch etc.)   9. Identify and demonstrate proper preventative techniques associated with the joints of the upper extremity.   10. Utilize proper treatment techniques specific to the joints of the upper extremity.   11. Participate in mock examinations and practical simulations.   **All Lesson Plans include all standards and elements listed**  **Completed Student Work noted with all standards and elements addressed as listed**  **Completed Student Evaluation forms noted with all standards and elements addressed as listed** |
| **Course Standard 9** |
| **HS-SM-9**  **Analyze the anatomy, muscular structure, vascular structure, Range of Motion (ROM), Manual Muscle Tests (MMT) and special tests, as well as prevention and treatment, of the lower extremity.**   * 1. Identify and locate the bones associated with the joints of the lower extremity on either a human skeleton or subject.   2. Identify and locate the major muscles of the lower extremity on either a human skeleton or subject.   3. Demonstrate muscle actions associated with the joints of the lower extremity.   4. Identify the primary blood vessels and nerves that innervate the joints of the lower extremity.   5. Administer Passive Range of Motion (PROM) and Active Range of Motion (AROM) tests to the joints of the lower extremity.   6. Describe how to perform and assess MMTs specific to the joints of the lower extremity.   7. Identify specific type of injuries that occur to the joints of the lower extremity.   8. Define the proper evaluation procedures and Orthopedic Special Tests specific to injuries associated with the joints of the lower extremity. (Drop Arm, Apley’s Scratch etc.).   9. Identify and demonstrate proper preventative techniques associated with the joints of the lower extremity.   9.10 Demonstrate utilizing proper treatment techniques specific to the joints of the lower extremity.  9.11 Participate in mock examinations and practical simulations.  **All Lesson Plans include all standards and elements listed**  **Completed Student Work noted with all standards and elements addressed as listed**  **Completed Student Evaluation forms noted with all standards and elements addressed as listed** |
| **Course Standard 10** |
| **HS-SM-10**  **Analyze the anatomy, muscular structure, vascular structure, and describe the mechanisms signs and symptoms and potential complications associated with head and facial injuries.**   * 1. Identify and locate the bones associated with the head and face on either a human skeleton or subject.      * 1. Identify and locate the major muscles of the head and face on either a human skeleton or subject.   2. Demonstrate performing an examination of the cranial nerves.   3. Identify and describe specific type of injuries that occur to the head and face.   10.5 Administer Passive Range of Motion (PROM) and Active Range of Motion (AROM) tests to the joints of the lower extremity.   * 1. Discuss the potential consequences and delayed symptoms of head and facial trauma.   2. Demonstrate utilizing proper treatment specific to head and facial injuries.   3. Describe how to perform an on-site examination of potential head or facial injuries, including special tests for cognition, balance and coordination to include the criteria for medical referral.   4. Research the proper evaluation procedures and Orthopedic Special Tests specific to injuries associated with the joints of the lower extremity. (Lachman’s, Anterior Drawer, etc.).   5. Identify and demonstrate proper preventative techniques associated with the joints.   6. Utilize proper treatment techniques specific to the joints of the lower extremity.   7. Participate in mock examinations and practical simulations.   **All Lesson Plans include all standards and elements listed**  **Completed Student Work noted with all standards and elements addressed as listed**  **Completed Student Evaluation forms noted with all standards and elements addressed as listed** |
| **Course Standard 11** |
| **HS-SM-11**  **Analyze the anatomy, muscular structure, vascular structure, ROM, MMT and special tests, as well as prevention and treatment, of the spine.**   * 1. Identify and locate the bones associated with the spine on either a human skeleton or subject.   2. Identify and locate the major muscle of the spine on either a human skeleton or subject.   3. Demonstrate muscle actions associated with the spine.   4. Demonstrate performing a functional assessment of myotomes, dermatomes, reflexes and vascularity.      * 1. Investigate the causes of neuropathy relative to spinal pathology.   2. Explain how to perform Passive Range of Motion (PROM) and Active Range of Motion (AROM) tests of the spine.   3. Describe Manual Muscle Testing (MMT) specific to the spine.   4. Describe how to perform an on-site examination of potential head or facial injuries, including special tests for cognition, balance and coordination to include the criteria for medical referral.   **All Lesson Plans include all standards and elements listed**  **Completed Student Work noted with all standards and elements addressed as listed**  **Completed Student Evaluation forms noted with all standards and elements addressed as listed** |
| **Course Standard 12** |
| **HS-SM-12**  **Analyze the anatomy, muscular structure, vascular structure, ROM, and special tests, as well as prevention and treatment, of the thoracic and abdominal regions.**   * 1. Identify and locate the bones associated with the thoracic region on either a human skeleton or subject.      * 1. Locate major muscles of the thoracic and abdominal regions on either a human skeleton or subject.   2. Classify all the major organs of the thoracic and abdominal regions.   3. Identify specific type of injuries that occur associated with the thoracic and abdominal regions.   4. Identify the signs and symptoms from direct or indirect trauma to the thoracic or abdominal area.   5. Describe proper treatment specific to chest and abdominal injuries.   6. Explain how to perform an on-site examination of potential chest and abdominal injuries, indicating criteria for medical referral. |

**All Lesson Plans include all standards and elements listed**

**Completed Student Work noted with all standards and elements addressed as listed**

**Completed Student Evaluation forms noted with all standards and elements addressed as listed**

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| **Course Standard 13** |
| **HS-SM-13**  **Evaluate the importance of nutrition in physical medicine**.   * 1. Identify the six classes of nutrients and describe the functions of each.   2. Demonstrate the ability to create a balanced meal plan utilizing the current Dietary Guidelines for Americans (e.g., myPlate).   3. Identify and explain the role of nutritional supplements and ergogenic aids and potential dangers of incorrect usage.   4. Define the term calorie and explain the role in weight maintenance, weight loss, and weight gain.   5. Distinguish between the signs, symptoms, and treatments of various eating disorders.   6. Analyze the importance of water and describe the signs of dehydration.   7. Compare and contrast different methods of fluid replacement for the physically active person.   8. Describe the components of pre- and post-event meals.   **All Lesson Plans include all standards and elements listed**  **Completed Student Work noted with all standards and elements addressed as listed**  **Completed Student Evaluation forms noted with all standards and elements addressed as listed** |

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| **Course Standard 14** |
| **HS-SM-14**  **Demonstrate the process for basic assessment (i.e. vital signs, height, weight, etc.), monitoring, and reporting/recording patient/client’s health status**.   * 1. Demonstrate the ability to measure temperature, pulse, respirations, blood pressure, height and weight and identify normal and abnormal values.   2. Demonstrate the ability to create a balanced meal plan utilizing the current Dietary Guidelines for Americans (e.g., myPlate).   3. Apply mathematical concepts and perform mathematical calculations appropriate to clinical expectations and/or work-based learning site.   **All Lesson Plans include all standards and elements listed**  **Completed Student Work noted with all standards and elements addressed as listed**  **Completed Student Evaluation forms noted with all standards and elements addressed as listed** |
| **Course Standard 15** |
| **HS-SM-15**  **Analyze and describe the basic principles and concepts of rehabilitation**.   * 1. Describe muscle fiber types and the proper use of each during activity.   2. Distinguish between anaerobic and aerobic exercise.   3. Identify and demonstrate types of isotonic, isometric, and isokinetic exercises.   4. Assess the difference between concentric and eccentric muscle contractions.   5. Distinguish between open and closed kinetic chain activity.   6. List the Proprioceptive Neuromuscular Facilitation (PNF) techniques commonly used in rehabilitation.      * 1. Identify the basic guidelines, components, objectives and phases of rehabilitation.   2. Evaluate and outline a patient’s progress in rehabilitation and return-to-competition criteria.   3. Outline and demonstrate a therapeutic exercise program for a specific injury.   **All Lesson Plans include all standards and elements listed**  **Completed Student Work noted with all standards and elements addressed as listed**  **Completed Student Evaluation forms noted with all standards and elements addressed as listed** |
| **Course Standard 16** | |
| |  | | --- | | **HS-SM-16**  **Analyze and describe the principles of pharmacology**. |  * 1. Identify the role that the following types of medications have on the body, including the following: * anti-pyretic * anti-inflammatory * analgesic * anti-fungal * gastrointestinal * antibiotics * asthma medication * other over-the-counter (OTC) medications   1. Explain the legality of using prescription and over the counter medications with minors.   16.3 Identify specific prescription medications commonly used after sustaining an injury. | |

**All Lesson Plans include all standards and elements listed**

**Completed Student Work noted with all standards and elements addressed as listed**

**Completed Student Evaluation forms noted with all standards and elements addressed as listed**

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| **Course Standard 17** |
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**All Lesson Plans include all standards and elements listed**

**Completed Student Work noted with all standards and elements addressed as listed**

**Completed Student Evaluation forms noted with all standards and elements addressed as listed**