**Directions:** Student is assessed using the rating scales below and the appropriate box is marked with the degree of competency. This system is not intended to reflect or equal the traditional school grading system of A, B, C, D or U. Student performance for each of the competencies below reflects the description of each category.

**Course Description:** An instructional program that emphasizes the prevention, assessment and care for injuries and illness to the physically active including the components of exercise science, anatomy and principles of safety under the supervision of an approved licensed athletic trainer. Subject matter also includes legal issues, acute care skills, nutrition, human performance, taping and wrapping, therapeutic modalities and application of sports medicine concepts. This is a 2 part course with up to 1 credit available.

**General Requirements**: This course is recommended for students in grades 12 and may invite students in grade 11. Students should have previous course work in health science to include, but not limited to Medical Terminology, Emergency Procedures, Essentials of Sports Medicine and Health Science Principles (see application/recommendation form for the Moore Sports Medicine Program).Students will identify how key

**Performance Assessment**

3: Skilled- can perform task independently with no assistance

2: Moderate- can perform task completely but with limited assistance

1: Limited- requires close supervision and retraining

0: No exposure- has no experience or knowledge of this task

**Knowledge/Cognitive Assessment**

3: Knowledgeable- can apply the concept to solve problems

2: Moderate- understands the concept with assistance

1: Limited- requires retraining and re-instruction

0: No exposure- has not received instruction

Healthcare worker will know academic subject matter. They use this knowledge as needed within their role. The following should be known by a student in a health science program of study.

3 2 1 0

\_\_ \_\_ \_\_ \_\_ 1.Identify and describe functions of the body systems (cardio, respiratory, nervous, excretory, endocrine, g-i).

\_\_ \_\_ \_\_ \_\_ 2.Investigate therapeutic techniques as they relate to athletic training.

\_\_ \_\_ \_\_ \_\_ 3. Identify major bones of the body.

\_\_ \_\_ \_\_ \_\_ 4. Identify the major muscle groups.

\_\_ \_\_ \_\_ \_\_5. Describe general medical conditions affecting sport participants including assessment and treatment.

\_\_ \_\_ \_\_ \_\_6. Describes tissue’s physiological response to injury.

\_\_ \_\_ \_\_ \_\_7.Explins directional terms, planes, joint movements and body cavities.

\_\_ \_\_ \_\_ \_\_8.Interpret diagrams, charts, tables and graphs to interpret data.

In order to obtain and to give information, healthcare workers will know and practice effective oral and written communication skills.

3 2 1 0

\_\_ \_\_ \_\_ \_\_ 1. Demonstrates the use of presentation techniques for communicating to audiences.

\_\_ \_\_ \_\_ \_\_2.Create an injury report using the SOAP note format.

\_\_ \_\_ \_\_ \_\_3.Design athletic training room forms such as treatment logs, rehabilitation records, and emergency information and consent forms.

Healthcare laws and systems affect services and the quality of care provided and performed by workers. Students will:

3 2 1 0

\_\_ \_\_ \_\_ \_\_ 1. Analyze injury and athletic training room statistics.

\_\_ \_\_ \_\_ \_\_2.Analyze differences between various payments methods for services and for payroll.

Students understand the healthcare workers roles and responsibilities and the individual member’s contribution to healthcare. Effective and sensitive interaction with all members of the healthcare team and with the patient/victim will be demonstrated.

3 2 1 0

\_\_ \_\_ \_\_ \_\_1.Analyze the role(s) of each member of the sports medicine team.

\_\_ \_\_ \_\_ \_\_2.Examine how sports medicine team members interact with each other.

Healthcare students understand the legal responsibilities, limitations and implications of their actions with the sports medicine delivery setting. Students will perform duties according to regulations, policies, laws and legislated rights.

3 2 1 0

\_\_ \_\_ \_\_ \_\_1.Apply legal standards for workplace safety.

\_\_ \_\_ \_\_ \_\_2.Apply standards for HIPPA and FERPA.

\_\_ \_\_ \_\_ \_\_3.Apply legal standards for harassment.

Healthcare students understand that professionals assume accepted ethical practices with respect to culture, social and ethnic differences.

3 2 1 0

\_\_ \_\_ \_\_ \_\_1.Demonstarte an understanding of the ethical issues for various sports medicine professionals.

\_\_ \_\_ \_\_ \_\_2.Demonstarte fairness and equal treatment of all persons.

Healthcare students understand and demonstrate key employability skills and will maintain and upgrade skills.

3 2 1 0

\_\_ \_\_ \_\_ \_\_ 1. Develop a job description of a sports medicine team member.

\_\_ \_\_ \_\_ \_\_2.Develop a performance evaluation of a sports medicine team member.

\_\_ \_\_ \_\_ \_\_3.Demonstrate process for obtaining employment in a sports medicine field.

Healthcare workers understand existing and potential hazards to clients, coworkers and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

3 2 1 0

\_\_ \_\_ \_\_ \_\_1.Demonstrate the ability to determine unsafe environmental conditions using inclement weather detective devices.

\_\_ \_\_ \_\_ \_\_2.Apply principles of personal safety practices to include hygiene, sanitation, body mechanics and ergonomics.

Healthcare students will practice preventive health behaviors among clients and understand the fundamentals of wellness.

3 2 1 0

\_\_ \_\_ \_\_ \_\_1. Demonstrate/discuss the differences between isometric, isotonic and isokinetic strengthening techniques for specific body areas

and/or muscle groups.

\_\_ \_\_ \_\_ \_\_2. Describe the use of therapeutic drugs in sports medicine.

\_\_ \_\_ \_\_ \_\_3. Describe drug and alcohol use, abuse and treatment.

\_\_ \_\_ \_\_ \_\_4.Describe the use and abuse of performance enhancing drugs and ergogenic aids.

Healthcare students demonstrate appropriate use of technology as used in sports medicine applications.

3 2 1 0

\_\_ \_\_ \_\_ \_\_1. Describe/demonstrate use of electronic injury data tracking systems.

\_\_ \_\_ \_\_ \_\_2. Explore and correctly document information via the internet.

\_\_ \_\_ \_\_ \_\_3. Use various computer applications to complete daily tasks.

Healthcare students in applied sports medicine will demonstrate technical skills and knowledge of skills as required for the scope of sports medicine. Students marked with a 3 will be noted as competent in the indicated skill. (a.k.a. Competency Checklist)

3 2 1 0

\_\_ \_\_ \_\_ \_\_1. Demonstrate a first aid certification from an accredited agency.

\_\_ \_\_ \_\_ \_\_2. Demonstrate CPR for an adult, infant and child using skills for professional and hold a certification from an accredited agency.

\_\_ \_\_ \_\_ \_\_3. Demonstrate skills of the use of an AED and hold a certification card from an accredited agency.

Observe, measure, record, evaluate and apply assessment of these vital signs:

\_\_ \_\_ \_\_ \_\_4.temperature

\_\_ \_\_ \_\_ \_\_5. Skin color

\_\_ \_\_ \_\_ \_\_6.pulse

\_\_ \_\_ \_\_ \_\_7.blood pressure

\_\_ \_\_ \_\_ \_\_8.Body weight and Body Fat (body mass index).

\_\_ \_\_ \_\_ \_\_9.Height.

\_\_ \_\_ \_\_ \_\_10.Demonstarte use of Snellen Eye Chart (visual acuity).

3 2 1 0

\_\_ \_\_ \_\_ \_\_23.Demonstrate strength testing of joint structures.

\_\_ \_\_ \_\_ \_\_24.reflex testing

\_\_ \_\_ \_\_ \_\_25.functional testing/special tests for orthopedic

assessment

\_\_ \_\_ \_\_ \_\_26.concussion (TBI) assessment

\_\_ \_\_ \_\_ \_\_27. Perform a medical history and interpret data.

\_\_ \_\_ \_\_ \_\_28.Perform an injury/illness assessment (using HOPRS) and

interpret data.

\_\_ \_\_ \_\_ \_\_29.Discuss a pain rating scale.

Perform taping and wrapping skills for:

\_\_ \_\_ \_\_ \_\_11.foot (arches)

\_\_ \_\_ \_\_ \_\_12.ankle

\_\_ \_\_ \_\_ \_\_13. Hand

\_\_ \_\_ \_\_ \_\_14.wrist

\_\_ \_\_ \_\_ \_\_15.fingers

\_\_ \_\_ \_\_ \_\_16.toe(s)

17. Demonstrate the application of these protective devices:

\_\_ \_\_ \_\_ \_\_a. walking boot

\_\_ \_\_ \_\_ \_\_b. knee brace

\_\_ \_\_ \_\_ \_\_c. shoulder sling

\_\_ \_\_ \_\_ \_\_d. ankle brace

\_\_ \_\_ \_\_ \_\_18.Dexcribe proper fitting of crutches.

\_\_ \_\_ \_\_ \_\_19.Apply the principle of R.I.C.E. Discuss contraindications.

\_\_ \_\_ \_\_ \_\_20.Apply the principles of heat modality. Discuss contraindications.

Discuss/demonstrate these objective assessments:

\_\_ \_\_ \_\_ \_\_21.Palpation of various joint structures.

\_\_ \_\_ \_\_ \_\_22.ROM of various joints

Vision of Jefferson County Public Schools: *All JCPS students graduate prepared to reach their full potential and contribute to our society throughout life.*

Mission of Jefferson County Public Schools: *To provide relevant, comprehensive, quality instruction in order to educate, prepare, and inspire our students to learn.*

Mission of Kentucky’s Allied Health Program of Studies: *The National Health Care Skills Standards Project has identified standards for a core set of skills that serve as a foundation for occupations and functions across health science. This broad approach avoids duplication of efforts and makes a unique and vital contribution to the initial preparation of health care workers*

Kentucky Athletic Trainers’ Society Vision: *KATS serves as a resource for the community, striving for excellence in the delivery of athletic training services.*

Scope of Practice: *A licensed athletic trainer shall practice only in those areas in which he or she is competent by reason of his or her training or experience.*

*\*\*Reflection is not a summary, but is a collection of your thoughts on what you learned, what you enjoyed, what you may not have enjoyed, and what you plan to do better on the next assignment. Learning shall always continue. Be willing to read, have discussion or formulate a potential response to any athletic training issue.*

Reflection on your sports medicine education at Moore. State what you enjoyed doing as part of the program. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Student Signature Date Program Instructor Signature Date

**\*Signatures indicate that this document is complete and to the knowledge of, all information is correct.**

**Coping with and Managing Change**

**Self Assessment**

**Managing change is a skill that we all need in order to survive the changes occurring in healthcare today. Take some time to reflect on the skills you need to deal with change.**

Never

Rarely

Sometimes

Frequently

Always

TOTAL SCORE: \_\_\_\_\_\_\_\_\_\_\_ Total up the numbers you circled for each statement. If your total is between 21 and 30, you are doing great. Keep up the good work. If your score is between 11 and 20, you have made a great start. Keep it up. If your total is between 0 and 10, your honesty is appreciated and you are encouraged to continue reflecting and learning more to manage change.

1. When I am confronted with a new idea, I reflect on the idea before responding.
2. when a system or issue needs changing I feel comfortable collecting information about the problem and possible solutions
3. Most of the time I feel I have enough energy to cope with the fast-paced change occurring around me.
4. I accept responsibility for my personal response to the changes around me.
5. I accept accountability to educate myself in becoming more comfortable with the change process.
6. I accept responsibility for how I share my discomfort with the difficult arts of change. For example, I know when, and how to appropriately share or discuss.

1 2 3 4 5

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