

Burlington County Institute of Technology

Medford Campus

Westampton Campus

CAREER MAJOR PROGRAMS

Course Title: Sports Medicine

Curriculum Area: CTE

Credits: 5

Board Approved: March 2020

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I. Course of Study (Proposed):

A. Introduction to Sports Medicine	(9th)	S1 B4
B. Medical Terminology	(9th)	S2 B4
C. Pathology of Sports Injuries and Orthopedic Assessment I	(10th or 11th)	S1/2 B1
D. Pathology of Sports Injuries and Orthopedic Assessment II	(10th or 11th)	S1 B1
E. General Medical Conditions in the Athlete	(10th or 11th)	S2 B1
F. Prescriptive Fitness	(10th)	S1 B2
G. Emergency Preparedness	(11th)	S2 B1 or 2
H. Therapeutic Modalities and Rehabilitative Techniques	(12th)	S1 B3
I. Personal Training	(12th)	S2 B3
J. Athletic Training Apprenticeship (optional)	(12th)	S1/2 B4
K. Sports Medicine School to Work (optional)	(12th)	S1/2 B3/4

All courses are semester length courses except C is a yearlong course.

II. Program Descriptor:

Sports Medicine is a multi-level program designed for students interested in pursuing careers in the fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, and kinesiology, as well as other related fields. The course includes theory and practical applications in the following areas: prevention, treatment, and rehabilitation of sports related injuries, taping and wrapping, first aid, CPR, emergency procedures, nutrition, sports psychology, anatomy and physiology, fitness, designing strength and conditioning programs, and sports medicine careers. This program will also offer practical experiences with local sports medicine specialists.

III. Program Outcome:

Graduates of the Sports Medicine program will possess the skills and competencies required for entry level employment as well as a foundation for pursuing post-secondary education. Upon completion of the course, students can receive certification as nationally certified Personal Trainer through the AFPA. In addition students can receive certification in CPR, AED, and first-aid.

IV. Course Descriptions:

A. Introduction to Sports Medicine (9th)

This course is designed to introduce the profession and the historical foundations of the field of sports medicine. This course will delineate the responsibilities of the Sports Medicine Team. Various career opportunities that are in the field of sports medicine will be discussed as well as legal and ethical considerations that sports medicine professionals may be faced with.

B. Medical Terminology (9th)

This course explores the root words, suffixes, and prefixes of the vocabulary used in medical offices, hospitals, and other health settings. Students review the nervous, skeletal, cardiovascular, muscle, and other major systems of the human body, and discuss terms related to physiology, anatomy, and pathological conditions. Students learn to spell, define, and pronounce common medical terms.

C. Pathology of Sports Injuries and Orthopedic Assessment I (10th/11th)

An introduction to mechanisms of injury, injury pathology, signs and symptoms, and management procedures for common sport/activity related trauma to the upper torso, extremities, spine, and head. Basic evaluative techniques, special testing techniques, protective pad construction, and taping/wrapping techniques for the upper quarter will be presented.

D. Pathology of Sports Injuries and Orthopedic Assessment I (10th/11th)

An introduction to mechanisms of injury, injury pathology, signs and symptoms, and management procedures for common sport/activity related trauma to the upper torso, extremities, spine, and head. Basic evaluative techniques, special testing techniques, protective pad construction, and taping/wrapping techniques for the upper quarter will be presented.

E. General Medical Conditions in the Athlete (10th/11th)

Students learn basic athletic training skills in the areas of risk management and acute care of injury and illness.

F. Prescriptive Fitness (10th)

A basic study of selected systems of the human body and their response to exercise, with emphasis on personal nutrition and its relationship to fitness, and the development of personal fitness programs. Lecture and participation. Completed medical history and informed consent form must be on file.

G. Emergency Preparedness (11th)

This course covers the rationale and methods related to a comprehensive approach to emergency planning. The student will be introduced to emergency and immediate care of athletic injuries. Medical emergencies, physical trauma, various disease pathologies, bleeding, respiratory and cardiac emergencies, and transportation of the injured will be explored. The student will also experience emergency bandaging for open wounds, splinting for fractures and sprains, crutch fitting, and the use of a stethoscope and sphygmomanometer in a practical setting. Upon completion students should be able to design and implement an emergency action plan.

H. Therapeutic Modalities and Rehabilitative Techniques of Athletic Injuries (12th)

This course explores the theory and application of the physiological regulation of pain, inflammation, and healing of the human body to include basic physics, application of modalities, the basic rehabilitation concepts and modalities of the treatment and care of the physically active. The student will develop rehabilitative protocols for various orthopedic injuries.

I. Personal Training (12th)

This course is designed to effectively prepare students for the nationally recognized personal training certification exam. The American Fitness Professionals and Associates Personal Trainer Certification program will provide students with personal training techniques and the tools needed to achieve success in the personal training industry.

J. Athletic Training Apprenticeship (optional) (12th)

This optional course is a directed field experience designed to help students gain initial or continuing clinical experience in their chosen specialty area. Students will work under the direct supervision of the certified athletic trainer with preparation for in season sport activities as well as prevention, treatment, and rehabilitation of injuries sustained to our students-athletes.

K. Sports Medicine School to Work (optional) (12th)

This experience is available to qualified students that have the ability to demonstrate their skills and proficiencies in a clinical setting. Students will earn credit and income during their school to work experiences in their field of study. Students must provide their own transportation to avail themselves for this opportunity. This experience is coordinated by the school to work coordinator and have the recommendation of the sports medicine instructor.

Course: Introduction to Sports Medicine

S1 Grade 9

Unit: Character Education

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.2.12.C.1 Review career goals and determine the steps necessary for attainment.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>How does a good character translate into the workforce as a Sports Medicine professional?</p> <p>What is the importance of good character?</p>	<p>Character Education</p> <p>Six Pillars of Character</p> <p>Team Building</p> <p>Caring</p> <p>Fairness</p> <p>Honesty</p> <p>Citizenship</p> <p>Responsibility</p>	<p>Students will work cooperatively during team building activities.</p> <p>Students will demonstrate critical thinking and problem solving skills when participating in team building activities.</p> <p>Students will analyze how character influences work performance.</p>	<p>Journal writing</p> <p>Group writing/discussion assignments</p> <p>Self/Peer assessments</p>

<p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>		<p>Respect</p>	<p>Students will apply a professional code of ethics to a workplace, problem or issue.</p> <p>Students will analyze the impact of physical development, social norms, expectations, self-esteem and vulnerability on adolescent social and emotional growth and behavior.</p>	
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Course: Introduction to Sports Medicine

S1 Grade 9

Unit: Careers in Sports Medicine

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>	<p>Why is Sports Medicine such a dominating field in the healthcare industry?</p> <p>What is the longevity of a career in sports medicine?</p> <p>Why are multiple certifications important when dealing with the healthcare industry?</p>	<p>Careers in Sports Medicine</p> <p>Sports Medicine: The Circle of Care</p> <p>Personal Attributes Required for a Career in Sports Medicine</p>	<p>Students will define and correctly spell each of the key terms.</p> <p>Students will discuss the educational paths and employment opportunities for athletic trainers, physical therapists, and strength and conditioning specialists.</p>	<p>Sports Medicine career project that includes salary, education, and job outlook.</p> <p>Written Tests/Quizzes Determine the central ideas or conclusions</p>

<p>9.2.12.C.1 Review career goals and determine the steps necessary for attainment.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p>			<p>Students will assess business opportunities in healthcare and other fields related to sports medicine and training.</p> <p>Students will understand the personal characteristics, time involved, and education required for careers in sports medicine.</p> <p>Students will describe the outcomes needed in each of these careers to become successful.</p>	
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Course: Introduction to Sports Medicine

S1 Grade 9

Unit: Athletic Training

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>CRP10. Plan education and career paths aligned to personal goals.</p>	<p>What are the ramifications of the improper documentation of athletic injuries?</p> <p>What is the longevity of</p>	<p>Athletic Training</p> <p>Roles and Responsibilities</p> <p>The Sports Medicine</p>	<p>Define and correctly spell each of the key terms.</p> <p>List the members of the sports medicine team</p>	<p>Written/Oral Tests and Quizzes</p> <p>Athletic Training Debate: Should the athletic training</p>

<p>9.2.12.C.1 Review career goals and determine the steps necessary for attainment.</p> <p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p>	<p>an athletic training career?</p> <p>Why are multiple certifications important when dealing with the healthcare industry?</p> <p>Why is it critical to understand who makes up the sports medicine team and their responsibilities?</p>	<p>Team</p> <p>Characteristics</p> <p>Athletic Training Practice Domains</p>	<p>and describe duties. Describe the duties of a student athletic trainer and a certified athletic trainer.</p> <p>List the legal responsibilities of an athletic trainer.</p> <p>Describe the record keeping requirements involved in athletic training.</p>	<p>profession institute a name change?</p>
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Course: Introduction to Sports Medicine

S1 Grade 9

Unit: Strength and Conditioning Specialist

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
	<p>What type of personality would be ideal for this career choice?</p>	<p>Strength and Conditioning Specialist</p>	<p>Define and correctly spell each of the key terms.</p>	<p>Written/Oral and Quizzes Determine the central</p>

<p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>9.2.12.C.1 Review career goals and determine the steps necessary for attainment.</p> <p>9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</p>	<p>What do you consider to be an “effective” working relationship?</p> <p>Why is motivation important in this particular field?</p>	<p>Educational Requirements</p> <p>Working With Your Client</p> <p>Evaluating Physical Fitness</p> <p>Motivating Clients</p>	<p>Describe the duties of a strength and conditioning specialist.</p> <p>List the characteristics required of a strength and conditioning specialist.</p> <p>List the educational requirements for a strength and conditioning specialist.</p> <p>Describe effective methods of working with clients to establish an effective working relationship.</p> <p>Explain the difference between a subjective and objective evaluation.</p> <p>List the factors to consider when developing a fitness program.</p> <p>Discuss ways of motivating clients in their pursuit of fitness and well-being.</p>	<p>ideas or conclusions</p>
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CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HU- PC.1 Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.</p> <p>9.3.HU- PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.</p> <p>9.3.HU- PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.</p>	<p>What do you do with a difficult client with limitations?</p> <p>What are the parameters and safety precautions when applying the overload principle?</p>	<p>Physical Fitness and Assessment</p> <p>Muscular Endurance Evaluations</p> <p>Flexibility Evaluations</p> <p>Evaluating Cardiovascular Endurance</p> <p>Body Composition</p> <p>Special Considerations</p>	<p>Define and correctly spell each of the key terms.</p> <p>Students will assess resting heart rate and target heart rate.</p> <p>Assess upper body, abdominals and lower body strength.</p> <p>Assess the capacity for extension and flexibility of the lower back and hamstrings.</p> <p>Analyze the above assessments with respect to established fitness standards.</p> <p>Measure body fat and make recommendations based on those measurements, regarding weight ranges, according to individual needs and</p>	<p>Written/Oral Tests and quizzes.</p> <p>Students will have a “client” take that “client” through a physical fitness assessment and upon completion provide them a detailed report explaining their fitness level and suggestions to improve their level of optimal health.</p> <p>Determine the central ideas or conclusions</p>

			goals. Students will explain and demonstrate all physical fitness testing.	
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Course: Introduction to Medical Terminology

S2 Grade 9

Unit: Legal and Ethical Considerations

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p> <p>9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.</p>	<p>Why is it imperative to pay attention to detail?</p> <p>What does being an ethical health care provider mean to you?</p>	<p>Ethical and Legal Considerations</p> <p>How to Follow Proper Protocol and Procedures</p> <p>Sports Medicine Team Ethics</p> <p>Expected Conduct for Sports Medicine Professionals and Athletes Breaches of Ethical Codes</p> <p>Patients' Rights</p> <p>Risk Management in Sports</p>	<p>Describe team ethics as they apply to different members of the sports medicine team.</p> <p>Discuss the appropriate responses to failure to uphold ethical conduct and regulatory codes.</p> <p>Understand the legal responsibilities and associated with athletic training and fitness instructions.</p> <p>List the elements of the Patient's Bill of Rights and explain their importance in sports medicine.</p>	<p>Written/Oral Tests and Quizzes</p> <p>Peer discussion pertaining to legal case studies.</p> <p>Identifying unethical situations involving sports.</p> <p>Identifying and discussing appropriate/inappropriate behavior by watching vignettes.</p> <p>Legal Case Study Project</p> <p>Determine the meaning of symbols, key terms,</p>

<p>9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.</p> <p>9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.</p>			<p>Discuss risk management in an athletic setting.</p> <p>Establish a safety committee to protect the best interest of both the athlete and the team.</p>	<p>and other domain-specific words</p>
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Course: Introduction to Medical Terminology

S2 Grade 9

Unit: Medical Terminology

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words</p>	<p>Why do health-care providers utilize medical terminology?</p>	<p>Medical Terminology</p> <p>Systems of the Body</p> <p>Special Senses: The</p>	<p>Identify and define the combining forms, prefixes, and suffixes for each body system.</p>	<p>Medical Terminology Project: Students will choose 25 medical terms per body system and create a google doc</p>

<p>and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p>	<p>What is the importance of understanding medical terminology?</p> <p>Why is medical terminology a universal language amongst medical professionals?</p>	<p>Ear</p> <p>Special Senses: The Eye</p> <p>Obstetrics</p> <p>Oncology</p> <p>Radiology and Nuclear Medicine</p> <p>Mental Health</p>	<p>Correctly spell and pronounce medical terms and major anatomical structures related to each body system.</p> <p>Identify and define vocabulary terms for each body system.</p> <p>Identify and define pathology terms for each body system.</p> <p>Identify and define diagnostic procedures for each body system.</p> <p>Identify and define therapeutic procedures for each body system.</p> <p>Identify and define selected medications relating to each body system.</p> <p>Define selected abbreviations associated with each body system.</p>	<p>slide that includes the definition, a sentence that utilizes the medical term, and a picture.</p> <p>Self-Assessment Quizzes through Quizlet.com</p> <p>Vocabulary Quizzes</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p>
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CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HL- THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.</p> <p>9.3.HL- THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.</p>	<p>Is there a set treatment protocol/time limit when dealing with bites and stings?</p> <p>Is the type of joint a factor in the treatment plan?</p> <p>Explain what is meant by "ice is nice, hot is not?"</p>	<p>Injuries to Tissues</p> <p>Control Bleeding</p> <p>Principles of Wound Care</p> <p>Bites and Stings</p> <p>Skin Infections</p> <p>Types of Muscle Tissue</p> <p>Types of Joints</p> <p>Injuries to the Joints</p> <p>Skeletal System</p>	<p>Define and correctly spell each of the key terms.</p> <p>Name and explain the function of at least four cellular components.</p> <p>Name and describe the four different types of tissue groups.</p> <p>List the main components of a body system.</p> <p>Describe several types of joints in the body and their category.</p> <p>Identify and discuss soft tissue injuries.</p> <p>Discuss the different symptoms of sprains, strains, dislocations and fractures.</p>	<p>Written Test/Quizzes</p> <p>Practical Test Label Skeleton</p> <p>Project 3D: The parts of the bone</p> <p>Project: Parts of the Human Cell</p> <p>Oral Competency Exams</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words</p>

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HL- DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</p> <p>9.3.HL- DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.</p> <p>9.3.HL- DIA.3 Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.</p> <p>9.3.HL- DIA.4 Explain procedures and goals to</p>	<p>When dealing with a concussion the athlete needs to rest what does that mean specifically?</p> <p>Explain how someone has an abundance of strength at a significant moment?</p> <p>"What you do now affects the rest of your life" Explain</p>	<p>Injuries to Head and Spine</p> <p>Anatomy of the Head</p> <p>The Nervous System</p> <p>The Central Nervous System</p> <p>The Peripheral Nervous System</p> <p>Treating a Downed Athlete</p> <p>Injuries to the Brain</p> <p>Injuries to the Ear, Eyes, Nose, Mouth and Jaw</p>	<p>Define and correctly spell each of the key terms.</p> <p>List and explain the major parts and functions of the brain.</p> <p>Explain some common injuries to the head and describe their initial treatment guidelines.</p> <p>Describe the symptoms of three common facial injuries and explain their treatment.</p> <p>Briefly describe the composition of the spine.</p> <p>Explain the purpose of the nervous system.</p> <p>Discuss how to treat injuries to the head and spine.</p>	<p>Written Tests/Quizzes</p> <p>Projects:</p> <ol style="list-style-type: none"> 1. Components of the Nervous System. 2. Students will pick a specific injury to Head/Face/Spine and present to class with visual and written components. <p>Oral Competency Exam on Conscious/Unconscious Athlete</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words</p>

<p>the patient/client accurately and effectively, using strategies to respond to questions and concerns.</p> <p>9.3.HL- DIA.5 Select, demonstrate and interpret diagnostic procedures.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>				
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CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HL- DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</p> <p>9.3.HL- DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.</p> <p>9.3.HL- DIA.3 Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.</p> <p>9.3.HL- DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using</p>	<p>How does an athlete compensate when it comes to an injury?</p> <p>When is enough, enough?</p> <p>What justifies the decisions you make as the health care provider?</p>	<p>Injuries to Upper Extremities</p> <p>Muscle, Origin, Insertion and Nerves</p> <p>The Shoulder Complex</p> <p>The Elbow and Forearm</p> <p>The Wrist and Hand</p>	<p>Define and correctly spell each of the key terms.</p> <p>Identify major bones, muscles, veins and arteries frequently involved in upper-extremity injuries.</p> <p>Identify commonly injured upper-extremity injuries.</p> <p>Understand and describe common upper-extremity injuries</p> <p>Recognize the signs and symptoms of shoulder, arm and hand injuries.</p> <p>Name and describe, with respect to individual sports, disorders of the upper extremities to which athletes are most susceptible</p>	<p>Written Tests/Quizzes.</p> <p>Practical Exam labeling muscle origin and insertion on skeleton.</p> <p>Practical Exam Label bony anatomy on skeleton</p> <p>Shoulder Assessment for Range of Motion and Strength.</p> <p>Oral Competency Exam on Shoulder.</p> <p>Elbow Assessment For Range of Motion and Strength.</p> <p>Oral Competency Exam on Elbow.</p> <p>Wrist and Hand Assessment for Range of Motion and Strength.</p> <p>Oral Competency Exam on Wrist and Hand.</p> <p>Research Paper on Upper Extremity Injury. Determine the meaning</p>

<p>strategies to respond to questions and concerns.</p> <p>9.3.HL- DIA.5 Select, demonstrate and interpret diagnostic procedures.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>				<p>of symbols, key terms, and other domain-specific words</p>
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Course: Pathology of Sport Injuries & Orthopaedic Assessment I S2 Grade 10/11 Unit: Chest and Abdomen

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
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<p>9.3.HL- DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</p> <p>9.3.HL- DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.</p> <p>9.3.HL- DIA.3 Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.</p> <p>9.3.HL- DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.</p>	<p>How do other outside factors influence diseases and illnesses?</p> <p>Hereditary or Environment, What could be the cause of the problem?</p>	<p>Injuries to Chest and Abdomen</p> <p>The Circulatory System</p> <p>The Respiratory System</p> <p>The Abdomen</p> <p>Treatment for Shock</p>	<p>Define and correctly spell each of the key terms.</p> <p>Identify organs of the chest and abdomen and their respective injuries.</p> <p>Name and define the three types of blood vessels and the three types of blood cells.</p> <p>Identify the structure and function of the major parts of the heart.</p> <p>Describe the path of a drop of blood as it flows through the heart.</p> <p>Identify and describe the major parts of the respiratory system.</p> <p>Describe the process of gas exchange.</p>	<p>Written Test/Quizzes</p> <p>Oral Competency on Abdominal/Thoracic Region.</p> <p>Project: Heart Gas Exchange Determine the central ideas</p>
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<p>9.3.HL- DIA.5 Select, demonstrate and interpret diagnostic procedures.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>				
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Course: Pathology of Sport Injuries & Orthopaedic Assessment II S2 Grade 10/11 Unit: Injuries to the Pelvis and Lower Extremities

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
9.3.HL- DIA.1 Communicate key	How do injuries affect the health	Injuries to the Pelvis and Lower	Name the major bones of the pelvis and lower	Written Tests/Quizzes

<p>diagnostic information to healthcare workers and patients in an accurate and timely manner.</p> <p>9.3.HL- DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.</p> <p>9.3.HL- DIA.3 Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.</p> <p>9.3.HL- DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.</p> <p>9.3.HL- DIA.5 Select,</p>	<p>triangle?</p> <p>What is the importance of muscle origin and insertion when evaluating an injury?</p> <p>Explain how an ankle injury can affect the knee?</p> <p>How do you know what treatment to apply for a specific injury?</p>	<p>Extremities.</p> <p>Treatment and Assessment of specific lower extremity injuries.</p> <p>The Pelvis</p> <p>The Hip and Thigh</p> <p>The Knee and Lower Leg</p> <p>The Ankle and Foot</p>	<p>extremities.</p> <p>Describe the different types of lower extremity joints and their functions.</p> <p>Briefly describe common injuries to the pelvis and lower extremities.</p> <p>Discuss treatment of pelvic and lower extremity injuries.</p> <p>Explain potential emergencies that may result from an injury to the pelvis and lower extremities.</p>	<p>Practical Assessment of range of motion (ROM) and strength of the hip.</p> <p>Oral practical exam of the Hip.</p> <p>Practical Assessment of ROM and strength of the knee.</p> <p>Oral practical exam of the Knee.</p> <p>Practical Assessment of ROM and Strength of the Ankle/Foot.</p> <p>Oral practical exam of the Ankle/Foot.</p> <p>Practical Exam labeling muscle origin and insertion on skeleton.</p> <p>Practical Exam label bony anatomy on skeleton.</p> <p>Research Paper on Lower Extremity Injury.</p>
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demonstrate and interpret diagnostic procedures. CRP11. Use technology to enhance productivity.				
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Course: Prescriptive Fitness

S1 Grade 10

Unit: Nutrition

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
9.3.HT- RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HU- PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. 9.3.HU- PC.3 Utilize	Are disease and illness connected to the food we eat? Is it appropriate for all athletes to eat the same foods?	Nutrition and Weight Management Healthy Diet Carbohydrates Protein Fat Fiber Vitamins Minerals Water Cholesterol Dietary Reference	Define and correctly spell each of the key terms. Explain energy balance; how calories relate to weight maintenance, weight loss and weight gain. Define the six classes of nutrients and explain their importance. Identify the five food groups and list several	Written/Oral tests and Quizzes Food Journal Food Guide Pyramid Project Team Nutrition Project Determine the meaning of symbols, key terms, and other domain-specific words

<p>data and information to maintain electronic records of client services and make recommendations for personal care services.</p> <p>9.3.HU- PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.</p> <p>9.3.HU- PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high- quality service to a diverse set of clients and families.</p>		<p>Intake</p> <p>Food labels</p> <p>Popular Dietary Fads</p> <p>Pre-exercise/Post Exercise food choices</p> <p>Eating Disorders</p> <p>Supplements</p> <p>Weight Control/ Energy Balance</p>	<p>food sources in each group.</p> <p>Identify the leader nutrients that are supplied by each food group.</p> <p>List five different physical activities, and discuss how they affect caloric expenditures.</p>	
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CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HU- PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.</p> <p>9.3.HU- PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.</p> <p>9.3.HU- PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.</p> <p>9.3.HU- PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities,</p>	<p>When do you use Overload Principle, Variation Principle and Specificity Principle?</p> <p>Can you use more than one principle at a time and still have an effective program?</p> <p>What are you trying to accomplish with this program?</p> <p>What influences will you pull from in creating an exercise program?</p>	<p>Physical Conditioning</p> <p>Basic Principles of Weight Training</p> <p>Exercising muscles correctly</p> <p>Flexibility Exercises</p> <p>Strengthening Exercises</p> <p>Cardiovascular Exercises</p> <p>Taking a client through an exercises program start to finish</p>	<p>Define and correctly spell each of the key terms.</p> <p>List and explain the 14 Rules of Conditioning.</p> <p>Set up a flexibility program for a client.</p> <p>Discuss three major factors in weight training.</p> <p>List the eight safety guidelines integral to any weight training program.</p> <p>Explain the difference between isometric, isotonic, and isokinetic exercises.</p> <p>Describe how repetition, sets and resistance work together to increase strength.</p> <p>Explain how exercises work specific muscles or muscle groups. Explain the concerns and benefits of</p>	<p>Written/Oral Testing and quizzes.</p> <p>14 Rules of Conditioning Project</p> <p>Student/Teacher Critique on individual conditioning programs.</p> <p>Students will prepare an exercise program and take the class through the program like they are in a gym setting. Determine the meaning of symbols, key terms, and other domain-specific words</p>

<p>accomplish the mission, and provide high-quality service to a diverse set of clients and families.</p>			<p>cardiorespiratory conditioning.</p>	
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Course: Prescriptive Fitness

S1

Grade 10

Unit: Designing a Conditioning Program

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>CRP6. Demonstrate creativity and innovation.</p> <p>9.3.HU- PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.</p>	<p>Why are some exercises used in a variety of sports?</p> <p>Why do you need to have accountability for time in your workout sessions?</p> <p>What do you focus on more in your workout design, mode, intensity, duration or frequency?</p>	<p>Designing a Conditioning Program</p> <p>Sports specific programs</p> <p>Motivational factors</p> <p>Know your client</p> <p>Program: Mode,</p>	<p>Explain why it is important to keep each client's physical condition and medical history in mind at all times during the training program.</p> <p>List the foundational elements of fitness program design.</p> <p>List the structural</p>	<p>Oral/Practical Testing on a sport specific program. Start to finish (warm-up to cool-down).</p> <p>Listing the equipment involved.</p> <p>Floor plan design.</p> <p>45 minutes a session is accountable for every minute.</p>

<p>9.3.HU- PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.</p> <p>9.3.HU- PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.</p> <p>9.3.HU- PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.</p>	<p>Why?</p> <p>How do you incorporate progression in a team session?</p>	<p>Intensity and Capacity, Duration, Frequency, and Special Considerations</p> <p>Safety</p> <p>Walking/Jogging Programs</p>	<p>elements of a fitness program.</p> <p>Explain how duration, intensity and frequency work together in a fitness program.</p> <p>Discuss how to intensify a conditioning program using gradual steps.</p> <p>Explain why it is important for a client to take responsibility for their health.</p>	<p>Teacher/Peer Critiques</p> <p>Written Test</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words</p>
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Course: Emergency Preparedness

S2 Grade 11

Unit: Emergency Preparedness and Assessment

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HL- SUP.1 Describe, differentiate and safely perform the responsibilities of healthcare support services roles.</p> <p>9.3.HL- DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</p>	<p>How do you delineate the roles in the Emergency Action Plan?</p> <p>What is the correlation of body planes and kinesthetic awareness when designing a rehabilitation plan or conditioning program?</p> <p>Do we train athletes in more than one plane at a time?</p>	<p>Emergency Preparedness and Assessment</p> <p>Emergency Action Plan</p> <p>Importance of Good Observational Skills</p> <p>Implementing Emergency Procedure</p> <p>Primary Survey</p> <p>Secondary Survey</p>	<p>Define and correctly spell each of the key terms.</p> <p>Prepare and Establish an Emergency Action Plan for different venues.</p> <p>Identify the three body planes and movements.</p> <p>Describe the proper procedure for treatment of an unconscious athlete.</p> <p>Explain and Demonstrate proper technique for fitting an athlete for crutches.</p>	<p>Emergency Action Plan Project: Flow Chart step by step procedures for contacting EMS with two different venues.</p> <p>Oral Practical Assessment of unconscious athlete.</p> <p>Practical Assessment for crutch fitting.</p> <p>Written Tests/Quizzes Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used</p>

		Movement of the Athlete	Performing a Primary Survey and Secondary Survey of Injuries.	
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Course: Emergency Preparedness

S2 Grade 11

Unit: Assembling First Aid Kits and Equipment Bags

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HL- SUP.1 Describe, differentiate and safely perform the responsibilities of healthcare support services roles.</p> <p>9.3.HL- DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</p>	<p>What is the correlation of the Sport to the First Aid Kit?</p> <p>When purchasing items for your inventory, what is your main concern?</p>	<p>Assembling the First Aid Kits and Equipment Bags</p> <p>Budgets/Inventory</p> <p>The Basic First Aid Kit</p> <p>The Forms</p> <p>The Personal Kit</p> <p>First Aid Kits for the Transport Vehicles</p> <p>Enhancing the Basic Kit</p> <p>Carrying Over the Counter Medications</p>	<p>Define and correctly spell each of the key terms.</p> <p>Identify and describe the contents of each of the first aid kits described in the text.</p> <p>List the forms that are a necessary part of your first aid kit.</p> <p>Identify the items that are required in each of the first aid kits.</p>	<p>Practical Exam: Assemble a First Aid Kit for a specific sport and explain what each item is and how you would use it.</p> <p>Budget Project: Students are given their employment scenario and amount of budget able to spend. They will design a budget using excel and must be able to explain why they purchased the items and how it will benefit the athletes.</p> <p>Written Tests/Quizzes Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are</p>

		Athlete- Specific Kit		used
		Sport Specific Kit		

Course: Emergency Preparedness

S2 Grade 11

Unit: Infection Control

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>9.3.HL- SUP.1 Describe, differentiate and safely perform the responsibilities of healthcare support services roles.</p> <p>9.3.HL- SUP.2 Demonstrate work practices that maintain a</p>	<p>Describe the magnitude of washing your hands.</p> <p>How will you emphasize the importance of personal hygiene to your clients/athletes?</p>	<p>Infection Control</p> <p>OSHA Regulations</p> <p>Personal Protective Equipment</p> <p>Chain of Infection</p> <p>Breaking the Chain of Infection</p> <p>Clean Techniques and Sterile Techniques</p> <p>Handwashing</p> <p>Removing</p>	<p>Define and correctly spell each of the key terms.</p> <p>Describe the six components of the infection cycle and methods of interrupting the cycle.</p> <p>List the precautions for preventing puncture wounds from needles and other sharp objects.</p> <p>Explain and demonstrate the proper procedure for putting on and taking off sterile gloves.</p> <p>Name two serious illnesses clinical health personnel may contract from patients and explain how to prevent this from happening.</p>	<p>Written Test/Quizzes</p> <p>PowerPoint Project: Infection Cycle at work with specific illnesses/diseases and injuries.</p> <p>Practical Assessment: Hand washing Techniques</p> <p>Applying and Removing Gloves</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words</p>

clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.		Bloodstained Clothing The Risks!	Demonstrate procedure for proper hand washing. Identify body secretions for which Standard Precautions must be used.	
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Course: Emergency Preparedness

S2 Grade 11

Unit: Vital Signs Assessment

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HL- DIA.5 Select, demonstrate and interpret diagnostic procedures.</p> <p>9.3.HL- DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</p> <p>9.3.HL- DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.</p>	<p>What is the significance between the systolic and diastolic numbers when assessing blood pressure?</p> <p>Is there a correlation between the vital signs when assessing a person?</p> <p>How do you know if you accurately assessed the vital signs?</p>	<p>Vital Signs Assessment</p> <p>Pulse</p> <p>Respiration</p> <p>Blood Pressure</p> <p>Temperature</p> <p>Weight</p> <p>Height</p>	<p>Students Will Accurately measure and record the four vital signs.</p> <p>Students will accurately measure and record a person's height and weight.</p> <p>Identify several abnormal respiratory patterns.</p>	<p>Written Tests/Quizzes</p> <p>Oral Practical Tests assessing vital signs.</p>

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Course: General Medical Conditions in the Athlete S2 Grade 10/11 Unit: Environmental Issues and Medical Conditions

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HL- THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.</p> <p>9.3.12.TD- HSE.1 Describe the health, safety and environmental rules and regulations in transportation, distribution and logistics workplaces.</p> <p>9.3.12.TD- HSE.2</p>	<p>How important is hydration is weather extremes?</p> <p>What is the ideal weather situation to practice?</p> <p>What do you consider to be a life-threatening emergency when discussing environmental issues?</p>	<p>Environmental Issues and Medical Conditions</p> <p>Sunburn, heat cramps, heat exhaustion, heat stroke.</p> <p>Hypothermia and frostbite.</p> <p>Diabetes, hypoglycemia and insulin shock.</p> <p>Asthma and seizure disorders.</p>	<p>Define and correctly spell each of the key terms.</p> <p>Identify the signs and symptoms of conditions caused by exposure to extreme environments.</p> <p>Describe methods to prevent or minimize the effects of environmental conditions.</p> <p>Identify the signs and symptoms of medical conditions that require immediate treatment.</p>	<p>Written Tests/ Quizzes</p> <p>PowerPoint project: each student will be given a condition or illness. They will explain cause/effect signs/symptoms and treatment protocol.</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used</p>

Develop solutions to improve performance of health, safety and environmental management services.			Describe methods of handling emergencies associated with extreme environmental conditions and pre-existing medical conditions.	
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Course: General Medical Conditions in the Athlete S2 Grade 10/11

Unit: Taping and Wrapping

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HL- THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.</p> <p>9.3.HL- DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using</p>	<p>What happens when you tape an injury?</p> <p>Brace or Tape, Why?</p> <p>Is there a placebo effect with taping?</p>	<p>Taping and Wrapping</p> <p>Taping Guidelines</p> <p>The Purpose of Taping</p> <p>Taping Pitfalls To Avoid</p>	<p>Define and correctly spell each of the key terms.</p> <p>Understand the proper use and storage of athletic tape.</p> <p>Discuss the importance of taping techniques in the prevention and treatment of athletic injuries.</p> <p>Describe potential pitfalls of taping</p>	<p>Written Tests</p> <p>Practical Tests:</p> <ol style="list-style-type: none"> 1) Light Ankle 2) Full Ankle 3) Shin Splints 4) Turf Toe 5) Arch Taping 6) Basic Knee 7) Achilles Tendon taping 8) Elbow Taping 9) Wrist Taping 10) Thumb Taping 11) Wrist and

strategies to respond to questions and concerns.			<p>techniques.</p> <p>Discuss the purpose of several different taping techniques.</p>	<p>Thumb Combo 12) Louisiana Wrap 13) Hip Wrap</p>
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Course: Therapeutic Modalities and Rehabilitative Techniques S1 Grade 12 Unit: Therapeutic Modalities

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HL- THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.</p> <p>9.3.HL- THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.</p>	<p>Describe the significance of the variety of treatment protocols for using Electrical Muscle Stimulation?</p> <p>How do you determine the best mode of treatment with each injury?</p> <p>When would you use a whirlpool verses a Cryo Cuff, what are the determining factors?</p>	<p>Therapeutic Modalities:</p> <p>Legal implications</p> <p>Choosing a modality</p> <p>Methods of heat and cold transfer</p> <p>Cryotherapy</p> <p>Thermotherapy</p>	<p>Define and correctly spell each of the key terms.</p> <p>Discuss the purpose of therapeutic modalities.</p> <p>Explain the legal implications associated with the use of therapeutic modalities.</p> <p>List the different types of modalities and explain how they are used.</p>	<p>Written Test/Quizzes</p> <p>Practical Assessments:</p> <p>Explain and demonstrate proper use of each therapeutic modality with a given scenario. Also taking into consideration the implications and contraindications for equipment. Explaining the type of heat/cold transfer method that is applied to each modality.</p>

		Electrical Modalities Mechanical Modalities	Discuss safety considerations involved with the use of therapeutic modalities.	
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Course: Therapeutic Modalities and Rehabilitative Techniques

S1

Grade: 12

Unit: Physical Rehabilitation

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HL- THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</p> <p>9.3.HL- THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.</p> <p>9.3.HL- THR.3 Utilize processes for assessing, monitoring and reporting</p>	<p>What are distinguishing factor to you when deciding to progress to the next stage of rehabilitation?</p> <p>What do you consider to be aggressive treatment protocol versus conservative treatment protocol?</p> <p>How do you distinguish what is the best protocol for the patient?</p>	<p>Physical Rehabilitation</p> <p>The Goals of Rehabilitation</p> <p>The Rehabilitation Team</p> <p>The Rehabilitation Environment</p> <p>The First Session</p> <p>Posture and Joint Assessment</p> <p>SOAP Notes in Documentation</p>	<p>Define and correctly spell each of the key terms.</p> <p>Compare different phases of the rehabilitation process.</p> <p>Describe at least five ways to make rehabilitation an enjoyable and productive experience.</p> <p>Explain what "SOAP" notes are and how they are used.</p> <p>Discuss the effects of proper and improper posture as they relate to physical therapy.</p>	<p>Written Test/Quizzes</p> <p>Practical Testing: Students will be given an injury scenario. They will develop a rehabilitation plan according to the signs and symptoms of the injury.</p>

<p>patient's/clients' health status to the treatment team within protocol and scope of practice.</p> <p>9.3.HL- THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.</p> <p>CRP6. Demonstrate creativity and innovation.</p>		<p>The Three Phases of Rehabilitation</p>	<p>Demonstrate how to use a goniometer to measure Range of Motion.</p>	
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Course: Personal Training S2 Grade 12 Unit: The Selling Point - Promoting Fitness Products and Services

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HU- PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.</p> <p>9.3.HU- PC.3 Utilize data and information to</p>	<p>How can you make yourself stand out in the personal training industry?</p> <p>What sets you apart from everyone else?</p> <p>Explain what the employer wants in an employee.</p>	<p>The Selling Point: Promoting Fitness Products and Services.</p> <p>The Health Professional as a Salesperson</p> <p>Types of Sales Presentations</p>	<p>Define and correctly spell each of the key terms.</p> <p>List five types of sales presentations.</p> <p>Describe techniques for creating a good impression over the telephone, in person, and in written</p>	<p>Written Test/Quizzes</p> <p>Prepare resume`</p> <p>Practical Application: Mock Interview with sample promotional package.</p> <p>Telephone interview</p>

<p>maintain electronic records of client services and make recommendations for personal care services.</p> <p>9.3.HU- PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.</p> <p>9.3.HU- PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.</p> <p>CRP6. Demonstrate creativity and innovation.</p>		<p>Educational Materials For Handouts, Trade Shows and Direct Mail</p> <p>Mass Media Promotions</p> <p>Making a Good First Impression</p> <p>Creating Effective Written Introductions</p> <p>Techniques for Interviews</p> <p>Plan for Success</p> <p>Continuing Education</p>	<p>correspondence.</p> <p>Develop an effective resume` And cover letter.</p> <p>List the key elements of a business plan.</p> <p>Name three sources of information about continuing education and related opportunities in the field of sports medicine.</p>	
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CRP3. Attend to personal health and financial well-being.				
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Course: Personal Training

S2 Grade 12

Unit: Basic Life Support

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HL- SUP.1 Describe, differentiate and safely perform the responsibilities of healthcare support services roles.</p> <p>9.3.HL- DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.</p>	<p>In your opinion, in an emergency situation, what is the most important thing?</p> <p>How do you maintain your professionalism in an emergency situation?</p>	<p>Basic Life Support</p> <p>Adult/Child/Infant CPR</p> <p>Rescue Breathing</p> <p>Conscious/Unconscious Choking</p> <p>AED</p>	<p>Students will perform a primary survey</p> <p>Students will perform a secondary survey.</p> <p>Demonstrate recovery position.</p> <p>Explain and demonstrate all of the steps in adult/child and infant CPR</p> <p>Explain and demonstrate all of the steps in rescue breathing.</p> <p>Explain and demonstrate proper use of AED</p> <p>Recognize</p>	<p>Written/Oral Tests and quizzes.</p> <p>Students will be given scenarios and according to the signs/symptoms they need to act accordingly to the treatment plan.</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used</p>

			signs/symptoms of seizure, stroke, heart attack, heat and cold illnesses, poison, diabetes, and asthma attacks.	
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Course: Personal Training

S2

Grade 12

Unit: National Personal Training Certification

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.HU- PC.2 Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.</p> <p>9.3.HU- PC.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.</p> <p>9.3.HU- PC.4 Demonstrate policies and procedures to</p>	<p>What are the requirements to pass the personal training certification exam?</p> <p>What study techniques will you incorporate to help you pass this exam?</p>	<p>Senior Exit Exam:</p> <p>National Certified Personal Trainer</p>	<p>Students will become nationally Certified Personal Trainers upon passing the Exam.</p>	<p>Written Test</p> <p>Practical Test</p> <p>Essays Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used</p>

<p>achieve a safe and healthy environment for personal care services.</p> <p>9.3.HU- PC.5 Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>				
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Another Day in the Frontal Lobe: A Brain Surgeon Exposes Life on the Inside (Paperback) by [Katrina Firlik](#), Reprint June 12, 2007
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