

WGSD Curriculum
Physical Education

Course: Advanced Athletic Training

Grade Level: 10-12

LG 1 Injury/Illness Prevention

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 2: Prevention

The Athletic Trainer understands and uses preventative measures to ensure the highest quality of care for every patient.

Learning Goal	Proficiency Scale
<p style="text-align: center;">Students will understand fundamental injury/illness prevention.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> ● Explaining the concepts of injury/illness prevention techniques. ● Applying knowledge of basic taping and wrapping techniques on various upper extremity injuries. ● Determine risks associated with environmental conditions to ensure safe athletic participation. ● Differentiate between proper and inappropriate medications for use by athletes. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> ● Recognizing and recalling specific vocabulary, such as: sprain, strain, dislocation, subluxation, tendinitis, valgus, varus, contusion, origin, insertion, bursitis, hematoma, avulsion, tendinitis, apophysitis, fracture, myositis ossificans, tenosynovitis, concussion, second impact syndrome, post-concussion syndrome, epicondylitis, epiphyseal plate injury, , hyphema, and spondylolysis.

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- Performing processes such as:
 - Identifying the appropriate training and conditioning methods and equipment used for various sports.
 - Identifying the basic concepts of taping, wrapping, and injury/illness prevention techniques.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Develop injury/illness prevention techniques to minimize the risk of athletic injury
- Investigate appropriate training and conditioning methods and equipment used for various sports
- Identify risks associated with environmental conditions to ensure safe participation
- Differentiate proper and inappropriate medications for use by athletes
- Apply basic taping and wrapping techniques commonly used in the care of upper extremity injuries

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LG 2 Clinical Evaluation and Diagnosis

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 4: Clinical Evaluation and Diagnosis

Prior to treatment, the Athletic Trainer assesses the patient's level of function. The patient's input is considered an integral part of the initial assessment. The Athletic Trainer follows standardized clinical practice in the area of diagnostic reasoning and medical decision making.

Learning Goal	Proficiency Scale
Students will understand fundamental clinical evaluation and diagnosis.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Explaining the specific mechanical forces that cause skin, internal soft-tissue, synovial joint, and bone injuries.● Applying advanced medical terminology and anatomy.● Determining the biomechanics and kinesiology of specific upper extremity injuries.● Differentiating signs/symptoms, causes/complications, and treatments for commonly encountered athletic related injuries/illnesses. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: dorsal, posterior, ventral, anterior, medial, lateral, proximal, distal, dorsum, volar, palmar, plantar, flexion, extension, abduction, adduction, internal (medial) rotation, external (lateral) rotation, dorsiflexion, plantarflexion, inversion, eversion, pronation, supination,

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circumducion, subjective, objective, assessment, plan, inclinometer, manual muscle test, dermatomes, myotomes, reflexes, goniometry, lordosis, kyphosis, scoliosis and cranial nerves.

- Performing processes such as:
 - Identifying subjective, objective, assessment, and plan aspects of injury diagnosis.
 - Identifying the basic concepts involved in taking a clinical evaluation.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Use basic medical terminology and apply it to commonly encountered athletic related injuries and illnesses
- Identify the mechanism of injury for various upper extremity injuries.
- Develop an appropriate medical history and conduct a physical examination of various athletic injuries and illnesses.
- Establish a systematic process for evaluating concussions.
- Evaluate postural deformities of the spine.
- Demonstrate the proper test for each cranial nerve, dermatome, myotome, and reflex.
- Administer passive, active, and resistive range of motion tests including use of a goniometer, tape measure, and inclinometer.

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LG 3 Immediate and Emergency Care

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 3: Immediate Care

The Athletic Trainer provides standard immediate care procedures used in emergency situations, independent of setting.

Learning Goal	Proficiency Scale
Students will understand fundamental immediate and emergency care.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Applying immediate and emergency care techniques.● Performing an initial assessment of the athlete and basic CPR/First Aid.● Performing a secondary assessment and using the appropriate management strategies for various injuries/illnesses.● Assisting the certified athletic trainer at athletic events with practical application of immediate and emergency care. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: open/closed wound, seizure, asthma, shock, head trauma, environmental illness, diabetic shock, drug overdose, spinal cord injury, peripheral nerve injury, musculoskeletal injury, allergic reaction, thoracic injury, respiratory illness, internal organ injury,

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cervical spine stabilization, automated external defibrillator, splint, sling, unconscious, and spine board.

- Performing processes such as:
 - Identifying appropriate emergency management strategies such as splinting, RICE, controlling bleeding, spine boarding, wound management, and environmental illness protocol.
 - Accumulating at least 10 hours of practical experience with certified athletic trainer.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Recognize an emergency and take the appropriate action through check, call, care.
- Determine if the patient is unconscious, choking, or is not breathing and perform immediate emergency care.
- Prepare the AED for use by turning it on, applying the pads, and allowing it to deliver a shock safely.
- Review the emergency action plan for each athletic location at Webster Groves High School.
- Perform basic first aid techniques to increase the chance of survival and prevent further injury.

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LG 4 Treatment, Rehabilitation and Reconditioning

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 5: Treatment, Rehabilitation and Reconditioning

In development of a treatment program, the Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies.

Treatment program objectives include long- and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Assessment measures to determine effectiveness of the program are incorporated into the program.

Learning Goal	Proficiency Scale
Students will understand fundamental treatment, rehabilitation, and reconditioning of injuries.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Explaining the physiological events that must take place during each phase of healing for all body tissue.● Identify the role appropriate therapeutic techniques play in returning an ill/injured athlete to full functional ability.● Determine the physiological basis and therapeutic uses of various types of modalities.● Differentiate the indications and contraindications for various therapeutic exercises. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: mechanical injury, agonist, antagonist, open kinetic chain, closed kinetic chain, isometric, isotonic,

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isokinetic, proprioception, proprioceptive neuromuscular facilitation, effusion, edema, ecchymosis, pain, passive range of motion, active range of motion, resistive range of motion, goniometer, modality, chronic, acute, repair, remodeling, atrophy, hypertrophy, hypoxia, arthrokinematics, and hydrocollator,

- Performing processes such as:
 - Identifying the rehabilitation and conditioning of the most common athletic musculoskeletal conditions affecting the hand, wrist, forearm, elbow, shoulder, neck, head, thorax, abdomen and hip.
 - Identifying the factors that may impede the healing process.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Develop a rehabilitation and reconditioning protocol for an injured athlete.
- Investigate appropriate therapeutic techniques for decreasing pain and swelling.
- Identify appropriate therapeutic techniques for increasing range of motion, strength, proprioception, and functional abilities.
- Differentiate proper and improper techniques for rehabilitation exercises.
- Develop suitable short and long term rehabilitation goals.

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LG 5 Organization, Administration and Professional Development

High Priority Standards

BOC Standards of Professional Practice

Practice Standards - Standard 7: Organization and Administration

All services are documented in writing by the Athletic Trainer and are part of the patient's permanent records. The Athletic Trainer accepts responsibility for recording details of the patient's health status.

Learning Goal	Proficiency Scale
Students will understand fundamental organizational, administrative, and professional aspects of professional practice.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">● Explaining the role of the certified athletic trainer (ATC) within the sports medicine team.● Applying best evidence and the needs of the athlete to guide interactions with injured or ill athletes.● Determine the process for becoming an ATC including applying to an accredited college athletic training education program and certification/licensure requirements.● Differentiate between the various employment settings for an ATC and other allied health professions. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: treatment, electrotherapy, hydrotherapy, exercise rehabilitation, taping, physician exam room, records, facility coverage, pre-participation physicals, SOAP note, NATA, CAATE, BOC, ATC,

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CEU, budget, inventory, expendable, non-expendable, fixed, non-fixed, medical history, liability, negligence, tort, act of omission, act of commission, assumption of risk, and statute of limitation.

- Performing processes such as:
 - Identifying the appropriate sections that are included in designing an athletic training room.
 - Identifying the basic concepts of a SOAP note.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Design a functional model to scale of an athletic training room.
- Investigate the roles and responsibilities of the athletic trainer, team physician, and coach.
- Identify various ATC employment settings such as high school, college, professional, and clinical.
- Differentiate between the athletic training domains and the educational competencies.
- Identify how to search for accredited athletic training programs and future employment.
- Implement inventory considerations and concerns for ordering athletic training supplies and equipment using a budget.
- Examine NATA position statements and their implication in the profession.
- Create a SOAP note for an injured athlete.
- Use documentation to appropriately learn about infection controls, equipment safety, environmental hazards, athletic training room safety procedures, emergency action plans, and injury tracking.