

WGSD Curriculum  
Physical Education

**Course: Introduction to 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.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>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"><li>● Explaining the concepts of injury/illness prevention techniques.</li><li>● Applying knowledge of basic taping and wrapping techniques on various lower extremity injuries.</li><li>● Determining risks associated with environmental conditions to ensure safe athletic participation.</li><li>● Differentiating between proper and inappropriate medications for use by athletes.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>● Recognizing and recalling specific vocabulary, such as: sprain, strain, dislocation, subluxation, tendinitis, valgus, varus, and contusion.</li><li>● Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying the appropriate training and conditioning methods and equipment used for various sports.</li></ul></li></ul>

WGSD Curriculum  
Physical Education

- 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 lower extremity injuries.

WGSD Curriculum  
Physical Education

**Course: Introduction to Athletic Training**

**Grade Level: 10-12**

**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.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
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"><li>● Explaining the specific mechanical forces that cause skin, internal soft-tissue, synovial joint, and bone injuries.</li><li>● Applying medical terminology and anatomy.</li><li>● Determining the biomechanics and kinesiology of specific lower extremity injuries.</li><li>● Differentiating signs/symptoms, causes/complications, and treatments for commonly encountered athletic related injuries/illnesses.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>● 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)</li></ul>

WGSD Curriculum  
Physical Education

rotation, dorsiflexion, plantarflexion, inversion, eversion, pronation, supination, and circumduction.

- 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:**

- Identify basic medical terminology and apply it to commonly encountered athletic related injuries and illnesses
- Identify the mechanism of injury for various lower extremity injuries.
- Develop clinical evaluation skills to diagnosis athletic injuries.
- Describe the grading system for severity of injury.
- Define the signs/symptoms, causes/complications, and treatments for the compendium terms.
- Perform a field exam and take vital signs on an injured athlete.

WGSD Curriculum  
Physical Education

**Course: Introduction to Athletic Training**

**Grade Level: 10-12**

**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.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
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"><li>● Applying immediate emergency care techniques.</li><li>● Performing an initial assessment of the athlete and basic CPR/First Aid.</li><li>● Performing a secondary assessment and using the appropriate management strategies for various injuries/illnesses.</li><li>● Assisting the certified athletic trainer at athletic events with practical application of immediate and emergency care.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>● 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, cervical</li></ul>

WGSD Curriculum  
Physical Education

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.

WGSD Curriculum  
Physical Education

**Course: Introduction to Athletic Training**

**Grade Level: 10-12**

**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.

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

WGSD Curriculum  
Physical Education

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 foot, ankle, lower leg, knee, and thigh.
  - 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.



WGSD Curriculum  
Physical Education

**Course: Introduction to Athletic Training**

**Grade Level: 10-12**

**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.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand fundamental organizational, administrative, and professional aspects of professional practice.</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"><li>● Explaining the role of the certified athletic trainer (ATC) within the sports medicine team.</li><li>● Applying best evidence and the needs of the athlete to guide interactions with injured or ill athletes.</li><li>● Determine the process for becoming an ATC including applying to an accredited college athletic training education program and certification/licensure requirements.</li><li>● Differentiate between the various employment settings for an ATC and other allied health professions.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>● 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,</li></ul>

WGSD Curriculum  
Physical Education

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.