



# School District of Marshfield Course Syllabus

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**Course Name: Sports Medicine Internship**  
**Length of Course: Semester**  
**Credit: 1/2 Credit**

## **Program Goal:**

Empower learners to be college and career ready through standards-based experiences in the classroom and through career-based learning experiences with business and industry partners.

## **Course Description:**

Sports Medicine Internship (Volunteer hours and online) – Complete Canvas modules and volunteer as an Athletic Training Student Aide for 5 hours at athletic games and practices. During your volunteer hours, you will be assisting the Licensed Athletic Trainer (LAT) in caring for injured athletes, monitoring rehabilitation exercises as directed by the LAT, preparing medical kits, and reviewing/maintaining medical records.

<b>Wisconsin Standards for Family &amp; Consumer Sciences (FACS)</b>	
<b>Consumer and Family Resources (CFR)</b>	
<b>CFR1:</b> Students will evaluate management practices related to the human, economic and environmental resources.	
<b>Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time and human capital.</b> CFR1.a	1.a.16.h Evaluate the types of skills necessary for organizing and utilizing resources in homes, families and the workplace.
<b>Evaluate the effects of technology on individual and family resources.</b> CFR1.d	1.d.6.h Analyze how media and technological advances affect family and consumer decisions.
<b>Consumer Services (CS)</b>	
<b>CS1:</b> Students will integrate knowledge, skills and practices needed for a career in consumer services.	
<b>Analyze career paths within consumer service industries.</b> CS1.a	1.a.12.h Explain roles and functions of individuals engaged in consumer service careers. 1.a.13.h Analyze opportunities for employment and entrepreneurial endeavors. 1.a.14.h Summarize education and training requirements and opportunities for career paths in consumer services.
<b>Analyze factors in developing a long-term financial management plan.</b> CS1.c	1.c.17.h Explain the effects of the economy on personal income, individual and family security and consumer decisions.
<b>Human Development (HD)</b>	
<b>HD1:</b> Students will analyze factors that influence human growth and development.	
<b>Analyze principles of human growth and development across the life span.</b> HD1.a	1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development.
<b>Analyze conditions that influence human growth and development.</b> HD1.b	1.b.3.e: List life events on individual's physical, intellectual, social, moral and emotional development. 1.b.8.m: Compare and contrast the effects of life events on individual's physical, intellectual, social, moral and emotional development.
<b>Analyze strategies that promote growth and development across the life span.</b> HD1.c	1.c.6.m: Give examples of family and social services support systems in meeting human growth and development needs.
<b>Interpersonal Relationships (IR)</b>	
<b>IR1:</b> Students will demonstrate respectful and caring relationships in the family, workplace and community.	
<b>Analyze functions and expectations of various types of relationships.</b> IR1.a	1.a.18.h: Demonstrate stress management strategies for family, work and community settings.

<b>Analyze personal needs and characteristics and their effects on interpersonal relationships.</b> IR1.b	1.b.15.h: Establish personal standards and qualities that impact interpersonal relationships.
<b>Demonstrate communication skills that contribute to positive relationships.</b> IR1.c	1.c.16.h: Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. 1.c.18.h: Analyze strategies to overcome communication barriers in family, community and work settings. 1.c.19.h: Apply ethical principles of communication in family, community and work settings.
<b>Demonstrate teamwork and leadership skills in the family, workplace and community.</b> IR1.e	1.e.15.h: Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. 1.e.21.h: Demonstrate processes for cooperating, compromising and collaborating.
<b>Demonstrate standards that guide behavior in interpersonal relationships.</b> IR1.f	1.f.12.h: Apply critical thinking and ethical standards when making judgments and taking action. 1.f.13.h: Demonstrate ethical behavior in family, workplace and community settings.
<b>Wisconsin Common Career Technical Standards (WCCTS)</b>	
<b>Career Development (CD)</b>	
<b>CD1:</b> Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents.	
<b>Identify person strengths, aptitudes and passions.</b> CD1.a	1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.
<b>Demonstrate effective decision making, problem solving and goal setting.</b> CD1.b	1.b.3.m: Develop effective coping skills for dealing with problems 1.b.5.h: Use a decision-making and problem-solving model.
<b>Interact effectively with others in similar and diverse teams.</b> CD1.c	1.c.5.m: Distinguish between appropriate and inappropriate behavior in a team setting. 1.c.6.m: Conduct oneself in a respectable manner which acknowledges the personal boundaries, rights and privacy of others. 1.c.7.m: Display cooperative behavior and identify personal strengths and assets in groups. 1.c.8.m: Show respect and appreciation for individual and cultural differences in groups. 1.c.9.h: Assess cultural differences and work effectively with people from a range of social and cultural backgrounds. 1.c.10.h: Critique different ideas and values while leveraging social and cultural differences to increase innovation, new ideas and quality of work. 1.c.11.h: Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere.

	1.c.12.h: Assess how respect and appreciation for individual and cultural differences impacts group processes.
<b>CD2:</b> Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.	
<b>Apply academic experiences to the world of work, inter-relationships and the community.</b> CD2.a	2.a.1.m: Practice balancing school, studies, co-curricular activities, leisure time and family life 2.a.2.m: Describe a diverse range of opportunities available beyond high school. 2.a.3.h: Evaluate how performance and connections within the learning community enhance future opportunities. 2.a.4.h: Determine those opportunities that best support attainment of a specific career goal.
<b>Assess attitudes and skills that contribute to successful learning in school and across the life span.</b> CD2.b	2.b.4.m: Assess changes due to influences and shifts in regional, national and global economies related to career opportunities. 2.b.5.m: Apply academic information from a variety of sources to enhance career preparedness and lifelong learning. 2.b.6.m: Research local and regional labor market and job growth information to analyze career opportunities. 2.b.7.h: Interpret and analyze the impact of current education, training and work trends on life, learning and career plans. 2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement. 2.b.9.h: Analyze local and regional labor market and job growth information to select a career pathway for potential advancement.
<b>CD3:</b> Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.	
<b>Investigate the world of work in order to gain knowledge of self in order to make informed career decisions.</b> CD3.a	3.a.5.m: Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement. 3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway. 3.a.7.m: Develop an individual learning plan to enhance educational achievement and attain career goals based on a career pathway. 3.a.8.m: Choose career opportunities that appeal to personal career goals. 3.a.9.m: Use assessment results in educational planning including career awareness. 3.a.10.h: Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations.

	<p>3.a.11.h: Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.</p> <p>3.a.12.h: Evaluate changes in local, national and global employment trends, societal needs and economic conditions related to career planning.</p> <p>3.a.13.h: Recognize how chance opportunities integrate with learning and career goals.</p> <p>3.a.14.h: Implement an individual learning plan to maximize academic ability and achievement.</p>
<p><b>Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.</b> CD3.b</p>	<p>3.b.2.m: Describe educational levels (e.g., work-based learning, certificate, two-year, four-year and professional degrees) and performance skills needed to attain personal and career goals.</p> <p>3.b.3.m: Demonstrate openness to exploring a wide range of occupations and career pathways.</p> <p>3.b.4.h: Implement strategies for responding to transition and change with flexibility and adaptability.</p> <p>3.b.5.h: Evaluate the relationship between educational achievement and career development.</p>
<p><b>Employ career management strategies to achieve future career success and satisfaction.</b> CD3.c</p>	<p>3.c.3.m: Identify work values and needs.</p> <p>3.c.4.m: Define adaptability and flexibility in the world of work.</p> <p>3.c.5.h: Determine how principles of equal opportunity, equity, respect, inclusiveness and fairness, affect career planning and management.</p> <p>3.c.6.h: Discuss how adaptability and flexibility, especially when initiating or responding to change, contributes to career success.</p>
<p><b>CD4: Students will identify and apply employability skills.</b></p>	
<p><b>Identify and demonstrate positive work behaviors and personal qualities needed to be employable.</b> CD4.a</p>	<p>4.a.3.m: Demonstrate self-discipline, self-worth, positive attitude and integrity.</p> <p>4.a.4.m: Demonstrate flexibility and willingness to learn new knowledge and skills.</p> <p>4.a.5.m: Identify positive work qualities typically desired in each of the career cluster's pathways.</p> <p>4.a.6.h: Evaluate how self-discipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.</p> <p>4.a.7.h: Assess how flexibility and willingness to learn new knowledge and skills affect employment status.</p> <p>4.a.8.h: Apply communication strategies when adapting to a culturally diverse environment.</p> <p>4.a.9.h: Use positive work qualities typically desired in each of the career cluster's pathways.</p> <p>4.a.10.h: Manage work roles and responsibilities to balance them with other life roles and responsibilities.</p>

<p><b>Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.</b> CD4.b</p>	<p>4.b.3.m: Use technology to assist in career exploration and job seeking activities. 4.b.5.h: Use multiple resources to locate job opportunities. 4.b.7.h: Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.</p>
<p><b>Identify and exhibit traits for retaining employment.</b> CD4.c</p>	<p>4.c.2.m: Demonstrate the behavior and etiquette appropriate to interactions with adults. 4.c.3.m: Distinguish between appropriate behaviors in a social vs. professional setting. 4.c.4.h: Model behaviors that demonstrate reliability and dependability. 4.c.5.h: Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite. 4.c.6.h: Complete required employment forms and documentation. 4.c.7.h: Summarize key activities necessary to retain a job in an industry.</p>
<p><b>Develop positive relationships with others.</b> CD4.d</p>	<p>4.d.5.h: Participate in cocurricular and community activities to enhance the school experience. 4.d.6.h: Evaluate the best method to assist co-workers in accomplishing goals and tasks. 4.d.7.h: Examine the skills required to enable students to successfully transition to postsecondary opportunities.</p>
<p><b>Environment, Health and Safety (EHS)</b></p>	
<p><b>EHS1:</b> Students will identify the importance and interrelationships of health, safety and environmental systems and evaluate the impacts of these systems on organizational performance for continuous improvement.</p>	
<p><b>Implement personal and jobsite safety rules and regulations to maintain and improve safe and healthful working conditions and environments.</b> ESH1.d</p>	<p>1.d.7.h: Assess workplace conditions with regard to personal and environmental health and safety. 1.d.9.h: Describe employee rights and responsibilities to maintain workplace health and safety, including compliance with rules and laws.</p>
<p><b>Global and Cultural Awareness (GCA)</b></p>	
<p><b>GCA2:</b> Students will assess the benefits and challenges of working in diverse settings and on diverse teams.</p>	
<p><b>Work effectively with diverse individuals in a variety of settings and contexts.</b> GCA2.a</p>	<p>2.a.7.h: Collaborate with diverse individuals to accomplish tasks in personal, school, work and community contexts.</p>
<p><b>Information, Media and Technology Skills (IMT)</b></p>	
<p><b>IMT2:</b> Students will apply information literacy skills to access and evaluate media to design and produce media products.</p>	
<p><b>Prepare media products in order to communicate a specific message.</b> IMT2.b</p>	<p>2.b.5.h: Compare and contrast the elements of media products and how each helps deliver a desired message.</p>

<b>IMT3:</b> Students will use available information and communication technology to improve productivity, solve problems and create opportunities.	
<b>Adopt new technological tools to increase personal and organizational productivity.</b> IMT3.a	3.a.12.h: Manage use of technology to reduce negative impacts on productivity.
<b>Leadership (LE)</b>	
<b>LE1:</b> Students will apply leadership skills in real-world, family, community and business and industry applications.	
<b>Implement leadership skills to accomplish team goals and objectives.</b> LE1.a	1.a.10.h: Exhibit skills such as compassion, service, listening, coaching, developing others, team development. 1.a.11.h: Demonstrate skills such as enthusiasm, creativity, conviction, mission, courage, concept, focus, principle-centered living and change when interacting with others in general. 1.a.12.h: Exhibit skills such as innovation, intuition, adaptation, life-long learning and coach-ability to develop leadership potential over time. 1.a.13.h: Create a sense of trust, positive attitude, integrity, willingness and commitment in order to accept key responsibilities in a group project.
<b>Employ teamwork skills to achieve collective goals and use team members/ talents effectively.</b> LE1.b	1.b.8.h: Apply conflict management skills to help facilitate solutions. 1.b.9.h: Evaluate and apply teamwork processes that provide team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability and conflict resolution. 1.b.10.h: Demonstrate the ability to negotiate and adapt effectively to changes in projects and work activities to meet timelines.
<b>Identify the role of community service and service learning in family, community and business and industry.</b> LE1.c	1.c.6.h: Assess the roles and responsibilities of citizenship and formulate an activity or event to showcase community service.

<b>Key Vocabulary:</b>			
Emergency Action Plan	Activities of Daily Living	Licensed Athletic Trainer	Supination
Diagnosis	Plan of Care	OSHA	RICE
Prevention	Modality	Concussion	Evaluation Process
Safe Return to Play	Circle of Care	Dorsiflexion	Acute
Confidentiality	Rehabilitation	Pronation	Inflammation

## **Topics/Content Outline- Units and Themes:**

### **Units:**

- I can explain the expectations and procedures in the foods lab.
- I can explain proper handwashing procedures.
- I can explain proper dishwashing procedures.
- I can explain proper measuring techniques.
- I can read & follow a recipe.
- I can identify equipment used in a kitchen setting.
- I can use an oven safely.
- I can identify the nutrients in the food I eat.
- I can identify the functions of vitamins and minerals.
- I can compare & contrast whole and processed foods.

### **Primary Resource(s):**

**Sports Medicine Essentials: Core Concepts in Athletic Training & Fitness  
Instruction, 3<sup>rd</sup> Edition**  
Cengage Learning  
ISBN: 978-1-133281-24-5  
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