

Sports Medicine & Exercise Science

2025-2026

June 18, 2025

Course Description: Sports Medicine & Exercise Science is a two-year College in the High School (CiHS) program. Each course is a yearlong course designed for students who are interested in the healthcare career fields such as athletic training, physical therapy, occupational therapy, medicine, fitness, exercise physiology, kinesiology, and nutrition. This class is **NOT** a pathway into the Pre-Nursing program at PSSC.

The main purpose of this course is to develop health-literate students who gain knowledge and skills needed to engage in the healthcare system as either a patient, advocate and/or member of the care team. This course focuses on the basic information and skills important in the recognition of, care, prevention, and preliminary rehabilitation of athletic and industrial injuries. Students will also be introduced to strength and conditioning principles, nutrition concepts, fitting and selection of protective equipment, emergency care and basic anatomy and physiology. This course includes class work and hands-on skills applications to include scientific inquiry.

This course is part of a **college and professional preparatory program**. As such, the expectations reflect the level of independence, responsibility, and critical thinking required in higher education and real-world professional settings.

Coursework is intentionally rigorous. Students will be regularly challenged to step beyond their comfort zones and into the *growth zone*, where meaningful learning, skill development, and personal growth take place. This is by design.

Success in this course requires more than just participation during class hours. Students must be **willing and prepared** to engage in:

- Independent time management
- Pre-reading and advance preparation
- Ongoing study and review of material
- Use of the APA format for citations in research projects
- Collaboration in both small groups and whole-class discussions

This is a space where initiative, effort, and persistence are expected and supported. We are committed to helping students rise to these challenges, and we appreciate the partnership of families in supporting that commitment.

Culture of Learning: This class re-enforces PSSC's school wide agreements: Be Present, Be Engaged, Be Respectful and Be Professional. Each PSSC Classroom is responsible for re-enforcing the School Wide Agreements as well as developing Classroom Behavior Agreements. These agreements will be upheld through a positive, progressive support system including individual check-ins with students, positive reinforcement strategies, contact with families, interventions from Dean/Counselor, etc.

Equity, Identity, and Professionalism in Healthcare: In this course, we operate from the fundamental truth that we treat all patients—everyone. As future healthcare providers, students must be prepared to engage respectfully and thoughtfully with people from all backgrounds, identities, and lived experiences.

This means that discussions involving sensitive topics related to identity, including race, gender, sexuality, culture, ability, and more are a necessary and intentional part of our learning. These conversations are approached with professionalism, compassion, and care. This course is designed to encourage personal reflection and growth, helping students understand

how their own identity, beliefs, and experiences shape their worldview and influence their interactions with others, especially in healthcare settings.

Developing this awareness is not only essential to becoming an empathetic and effective provider, but also a key step toward building a more equitable and inclusive healthcare system.

Student Learning Outcomes:

1. Students will learn fundamentals of athletic training, sports medicine, rehabilitation and the healthcare field.
2. Students will learn to analyze professionalism in the workplace and the characteristics of a healthcare professional as well as have the opportunity to apply them in clinical scenarios or settings during the school year
3. Provide students a way to Integrate learning – both knowledge and abilities into practical experience. Practical experience may occur as observation in approved clinical settings with the total number of hours subject to instructor approval.
4. Provide students with an interest in healthcare careers and pathways for the future they choose.
5. Bring awareness to exercise related injuries, appropriate treatments and training routines.
6. Students will develop confidence and skills to handle emergency medical situations as a lay responder until more help can arrive.
7. Students will be able to have a working knowledge of health and injuries so they can care for themselves on a basic level and actively participate in their own care or the care of their loved ones in the future
8. To have a larger population of Stop the Bleed and First Aid/CPR/AED trained people in the community.

Course Technology: This course utilizes Google classroom, Microsoft Teams, Canva, NASM (2nd year only), and Z Space

Required Materials: Students are provided with a composition notebook for reflection activities and a planner for time management. It is recommended that students come prepared with a three-ring binder, for various handouts and classwork. Students will also need to have a folder in which to keep other materials, an ink pen, a pencil, and a highlighter. Appropriate clothing will be important for lab days and clinical observations in the field. Please make note of uniform guidelines and lab clothing suggestions listed deeper in the syllabus.

Program Costs: There will no longer be any classroom fees and uniforms will be provided. If you want your uniform customized or extras, then that will need to be paid for by the student.

Professional Attire & Uniform Requirements: Students must wear a lanyard with their student ID and PSSC provided attire and/or program-specific uniform daily. Second-year students must also be prepared to wear their uniform during off-site clinical observations. For safety reasons, closed-toe athletic shoes are mandatory—Crocs, slides, open-toed shoes, Uggs, or similar footwear are not permitted. In addition, clothing with holes, ripped jeans, and any attire that exposes the midriff is inappropriate.

Students are expected to present themselves professionally, as if they were already working in industry. Those who arrive without the required attire or footwear will not be allowed to participate in clinical observation or lab activities and will not receive full credit for the day. This guideline is in place to ensure students' safety and maintain a professional learning environment.

Nail Hygiene Guidelines: To maintain the highest standards of patient safety, hygiene, and professionalism, students are required to follow proper nail grooming guidelines during all labs, clinical experiences, and hands-on training activities. This policy aligns with recommendations from the Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO), which advise healthcare providers to avoid artificial nails and maintain short, natural nails to reduce the risk of infection.

Requirements:

- Artificial nails are not permitted. This includes acrylics, gels, dip powder, or any nail extensions.

- Nails must be short and clean. Recommend that fingernails not extend more than ¼ inch beyond the fingertip.
- If worn, nail polish should not be chipped as it may harbor bacteria.

Students may be asked to trim their nails or remove enhancements if they are considered unsafe, unsanitary, or unprofessional. Students in these programs regularly perform hands-on clinical skills such as:

- Taping and palpation
- Manual therapy techniques
- Orthopedic Assessment
- First aid and wound care
- Stop the Bleed training, including wound packing

These tasks require close contact with others, the use of gloves, and sometimes sterile technique. Long or artificial nails can harbor bacteria, tear gloves, and interfere with safe patient care. Maintaining proper nail hygiene mirrors the expectations of real-world healthcare settings and protects both students and patients.

Students who do not meet these industry standards may:

- Be asked to trim or remove artificial nails
- Be restricted from participating in labs or clinical activities
- Lose participation credit for the day due to safety violations

This policy supports our mission to ensure a safe, clean, and professional learning environment that prepares students for success in healthcare-related careers.

Instructor Contact Information:

Instructor Name: Jenn Mackenzie
 Room Number: Health Science Building 2310
 Office Hours: 7:25 AM – 7:55 AM
 1:45 PM – 2:15 PM

Phone: (206) 631-7378
 Google Voice: (360) 865-4690
 Email: jennifer.mackenzie@highlineschools.org
 Website: <https://pssc.highlineschools.org/>

I welcome contact via phone or email. For the quickest response, please use email or text my Google Voice number. Class and lab work can often be busy, and loud, I may miss your initial call. Life can quickly become challenging. Hard and unexpected events occur. When this happens, and you find yourself/your student needing extra support or care, I am here. No disclosure required, simply send me a message to let me know that you need to be handled with care that day.

Credits Offered:

Credits per Semester: 1.5

Equivalency Credits: 1.0 CTE, 1.0 non-Lab Science, 1.0 Health

Central Washington University College Credits:

- **1st year students** – SHM 102 Occupational Health (5 credits), PEF 128 Glute & Abdominal Conditioning (1 credit)
- **2nd year students** – PEF 110 Conditioning Exercises (1 credit), PEF 113 Weight Training (1 credit)

CWU Course Policies:

Policy on Academic Dishonesty:

Students are on their honor to follow the student conduct code as outlined in the Washington Administrative Code. Violations of this section will result in a failing grade in the course in addition to further possible university sanctions.

(See <http://apps.leg.wa.gov/WAC/default.aspx?cite=106-125>.)

Use of Generative Artificial Intelligence:

This course requires you to complete various assignments that assess your understanding and application of the course content. You are expected to do your own work and cite any sources you use properly (APA format). You are not allowed to use any artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to complete any part of your assignments. Using AI tools is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes acceptable use of AI tools, please consult with the instructor before submitting your work.

Policy on Diversity:

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. The participants in this class are encouraged to bring their own life experiences and viewpoints to bear on classroom discussions and assignments. Along with the freedom to express one's own views comes the responsibility to respect the views of others. No student will be discriminated against based on race, ethnicity, age, creed, religion, gender, sexual orientation, marital status, or political ideology.

Disability Services:

Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any obstacles to learning, contact Disability Services to discuss a range of available options. Student Disability Services is located in Hogue 126. Call (509) 963-2214 or email ds@cwu.edu for more information.

Sexual Misconduct:

- Central Washington University is committed to providing all community members with a learning and work environment that is free from sexual misconduct and discrimination.
- Students have rights and options for getting help if they have experienced sexual misconduct or discrimination. Information can be found at the Office for Civil Rights Compliance website or by contacting the Title IX Coordinator.
- As Responsible Employees, all faculty and staff are required to report information regarding sexual misconduct or related incidents and disclosures regarding sexual misconduct and discrimination to the Title IX Coordinator, unless they are designated as a confidential resource.
- Students may receive confidential support by contacting CWU PATH, 509-963-3213 or PATH@cwu.edu, or CWU Student Counseling Services, 509-963-1391.

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Religious Holiday

University Policy, CWUP 5-90-040(39), provides for reasonable accommodation of student absences for religious holidays in accordance with RCW 28B.137.010. Students seeking reasonable accommodations under this policy must provide written notice to their instructors within the first two weeks of class specifying the dates for which religious accommodations are requested. Contact the Vice President of Student Engagement and Success at (509) 963-1515 for further information

Netiquette:

- Check the discussion frequently and respond appropriately, and on subject.

- Capitalize words only to highlight a point or for titles. Capitalizing otherwise is considered SHOUTING!
- Be professional and careful with your online interactions, including with me!
- Wait 24 hours before responding to something that angers you.
- All postings should be free of language that would constitute harassment, discrimination, or be considered profane.

HPS Grading Policies: In this course, we use Standards-Based Grading as outlined by Highline Public Schools to assess student learning. This approach allows us to focus on *what students know and can do*, rather than just the accumulation of points. Our goal is to measure growth, mastery, and readiness for college-level and professional expectations.

Students are expected to set a goal to consistently operate in the “Meeting” (3) zone for summative assessments—the work that reflects what a student has learned and is able to demonstrate after instruction and practice. This level of performance reflects that a student is doing what is expected of a College in the High School (CiHS) participant. It signals readiness, responsibility, and a solid grasp of the material.

A 4 indicates that a student is not only meeting expectations but exceeding them by going above and beyond; demonstrating the ability to reproduce and apply skills at a university or professional level. This student shows a deep physiological understanding of systems and process connections, reads and writes with clarity in technical, discipline-specific language, and consistently provides evidence of effective coaching, mentoring, or teaching of peers, reinforcing both their own mastery and the success of those around them.

Formative assessments—those given during the learning process—are designed for growth. This is where it’s entirely appropriate for students to be in the “Approaching” (2) or even “Beginning” (1) zones as they develop skills and understanding. Formative work is about learning, adjusting, and improving—not perfection.

Please note that Standards-Based Grading is not the same as the traditional A-F system. Rather than penalizing students for early attempts, this model values learning over time. Final grades reflect the most consistent level of performance on key standards. Students are encouraged to review and self-assess using the grading rubrics before turning in an assignment.

The grading scale is as follows:

- 4 (A; 3.2 - 4.0): MEETING most standards and may be EXCEEDING on some.
- 3 (B; 2.4 - 3.19): MEETING most standards and may be APPROACHING or EXCEEDING on some.
- 2 (C; 1.6 - 2.39): APPROACHING on most standards and may be BEGINNING or MEETING on some.
- 1 (D; 1.2 - 1.59): BEGINNING on most standards and may be APPROACHING on some.
- NC (NC; 0 - 1.19): NO EVIDENCE on most standards and may be BEGINNING in some. NC stands for No Credit. In high school, the NC does not earn credit for a course.

Reassessment Opportunities: Reassessment opportunities will be determined by the instructor and clearly published. Not all assignments and evaluations are eligible for reassessment, especially those done in a lab setting.

Reassessment is an opportunity for students to show new mastery of a skill or content, honoring that students learn at different rates. Students may earn the ability to reassess an exam or skill by demonstrating they are well prepared to do better on the next attempt. This may occur by receiving additional instruction during office hours, completing missing work, completing a review sheet, showing updated notes or corrections on the exam, etc. When possible, the reassessment may specifically target the missed skill or standard, rather than a complete re-test.

Process for reassessment: Students will contact the instructor and complete a reassessment reflection form via Google classroom. Please complete the request within 48 hours of the assessment date. Reassessment will occur within 2 weeks of the date of the initial assignment or exam. Reassessments will take place on Fridays or by scheduled appointment with the instructor. After the 2-week period expires, reassessment for that particular unit will be **closed and not eligible** for any further reassessment. The current grade will stand.

*****Reassessments for standardized materials within IRCs will be conducted in accordance with the guidelines of the issuing organization. There will be no makeup opportunities for work missed on those days. Those who miss class and are desiring certifications will need to go through classes offered in the community. *****

Assessment Methods:

- Formative quizzes and summative exams
- Peer and self-assessment
- Class discussions and team dynamics participation (no reassessment)
- Skills demonstrations
- Research projects and presentations
- Case studies and real-world scenarios
- Drop the Body Drills (no reassessment)
- Industry recognized certifications (no reassessment)
- Lab (Science Inquiry, Skills, Exercise, Ortho, etc.) participation and write-ups (no reassessment)
- Teaching and Coaching Peers, both familiar and unfamiliar (no reassessment)
- Portfolio project/interview (no reassessment)
- Quarterly Time Management Projects
- Positive Provider Qualities (no reassessment)

Positive Provider Qualities & Professional Expectations: As part of this college and professional preparatory program, we hold all students to high standards of personal and professional conduct. These expectations are not arbitrary; they are foundational to success in both higher education and healthcare professions.

Throughout the course, students will be assessed on their Positive Provider Qualities (PPQ) during each unit. These qualities reflect the mindset, behaviors, and interpersonal skills that are essential to effective, compassionate healthcare and professional environments.

We are specifically looking for the following demonstrated behaviors:

- Professionalism in the classroom includes respectful and appropriate conduct, personal accountability, and adherence to all class and school policies.
- Responsibility and independence in time management, attendance, pre-class preparation, critical thinking, and meeting deadlines.
- Proper use of technology, including phones, earbuds/headphones and tablets with an emphasis on focus and minimizing distractions.
- Full participation in lab and clinical work, including appropriate dress, safety protocols, and hands-on engagement.
- Compassion and empathy, demonstrated through respectful communication and a service-minded approach: key traits of healthcare providers.
- Team collaboration, including working respectfully with diverse peers, showing positive body language, active listening, sharing ideas, being inclusive, setting group goals, and holding oneself accountable for the success of the team.

To be clear: *choices have consequences.* These qualities are not optional; they are expected. By promoting and holding students accountable to the PPQ, we are not only supporting their academic growth, we are also preparing them with the real-world professional skills required in both college and career pathways.

We appreciate your support in reinforcing these values at home and ensuring your student is ready to meet the expectations of this learning environment with integrity and purpose.

Quarterly Time Management Assessments: In the world of medicine, *time is not just a tool, it's a critical resource.* The ability to manage time effectively can directly impact outcomes, whether in a clinic, hospital, or classroom. Throughout the

semester, your student will be assessed quarterly on their growth and performance in time management, which includes their self-analysis of attendance, punctuality, work completion, and overall academic progress.

This is more than just an organizational task, it's professional preparation. Students will develop habits that mirror those required in healthcare: planning ahead, meeting deadlines, reflecting on performance, and making adjustments in real time. Just as in medicine, efficiency, accountability, and responsiveness matter; and this activity is designed to help students build those habits now.

Student Support Needs: Our goal is to maximize each student's opportunity for success in life and work, but some students may need supports beyond what PSSC is able to provide. We will work with the staff at sending schools and families to make reasonable efforts in accommodation. However, industry-mandated safety standards and expectations are non-negotiable items. Teamwork is a necessary skill in life and an expectation in the workplace. Just as important is self-motivated independent work. These 21st Century Skills standards are as important as the technical skills students can master. In situations where these standards cannot be met with accommodations provided, we will work with the necessary parties to ensure a more suitable placement.

Recommended Academic Skills: Students in all programs will be working toward several Industry Recognized Certifications (IRCs), including ones focused on their career field, and ones that are useful in any job setting. Many programs are also "College in the High School" courses taught to that college's standards. Because these IRCs and college-level courses require advanced academic ability, students will have the greatest success in earning these certifications with the following skills:

- Reading Level – 11th grade (2 ELA credits)
- Math Level – 11th grade (Algebra, Geometry)
- Science Level – 11th grade (Biology, Physical Science)

Industry-Recognized Certifications: Industry-Recognized Certifications (IRCs) are an important component of every program at PSSC. Some of these certifications will be specific to the industry you are training for and are a requirement for entering the workforce. Some of them will be beneficial no matter what career field you enter. Every student will complete at least one IRC

1st Year Industry-Recognized Certifications (IRC): First Aid, Basic Life Support (BLS CPR/AED), OSHA-10 Hour Training, Stop the Bleed, NHFS Student Mental Health & Suicide Prevention, Bloodborne Pathogens, HIPAA Compliance Training

2nd Year Industry-Recognized Certifications (IRC): NASM-CPT (Certified Personal Trainer), NFHS Implicit Bias Training, NFHS Concussion in Sport, NFHS Heat Illness Prevention, NFHS Sudden Cardiac Arrest, NFHS Coaching Mental Wellness, NFHS Strength & Conditioning

PSSC Capstone Project Required: The purpose of the Capstone Project at PSSC is to provide students with a meaningful opportunity to demonstrate the knowledge, skills, and professional competencies they have developed throughout their program of study. This project serves as a culminating experience that bridges academic learning with real-world application, showcasing each student's ability to meet industry standards and expectations.

Through the creation and presentation of a final product, whether a portfolio, showcase, or individual project, students will illustrate their mastery of key technical and creative skills within their field. Each project will be assessed by a qualified evaluator, such as an instructor, advisory committee member, or industry professional, to ensure relevance and rigor.

In addition to the hands-on component, students will complete a series of professional writing tasks designed to prepare them for entry into the workforce. These include a tailored resume, cover letter, thank-you email, request for a recommendation, and a final reflective essay summarizing their personal and academic growth over the year.

Together, these elements of the Capstone Project demonstrate a student's readiness to transition from school to career, highlighting both their technical expertise and their preparedness for professional communication in a competitive industry environment.

Expectations for Independent Work: PSSC students are expected to work successfully in teams and independently toward skills mastery, as they would in industry. Independent work in the program (student projects) must align with the program's curriculum and framework. Students working on their Capstone should choose something that demonstrates their advanced levels of mastery in their program content. Students will complete a **Professional Independent Project (PIP)** training plan that details the skills, standards and assessment criteria which will be used to determine each project's grade.

Work-Based Learning (WBL): WBL is an instructional strategy that provides students with career exploration opportunities and hands-on learning where knowledge gained in CTE courses can be applied to real-life work experiences. The goal of every work-based learning program is to prepare students for the next generation of the workforce. PSSC students will participate in WBL through their program and some may earn elective credits.

Common WBL opportunities

- Job placement in career pathway
- Internships
- Clinicals
- Externships
- Field Trips to Industry Sites
- College Visits

All PSSC students will participate in some form of Work-Based Learning and fill out a contract at the beginning of the year to start the process.

Leadership: Leadership is a key component of Sports Medicine where your student can be a member of a Career & Technical Student Organization (CTSO) or equivalent. The purpose of a CTSO is to encourage the development of vocational understanding, leadership qualities, social awareness, and a sense of responsibility to school and community. It is each student's choice as to how active they will become in the CTSO. Sports Medicine takes part in HOSA-Future Health Professionals. HOSA is a nationally recognized CTSO focused on the health science career cluster.

Partial list of leadership opportunities: Attend HOSA conferences and competitions, perform a community service project, be a student leader in your program, serve as an ASB representative, lead campus tours, volunteer for career days at elementary and middle schools, and others your class offers.

Cell Phone Policy: Cell phones are a frequent safety concern at school and in the workplace, as they draw attention away from the task at hand. PSSC is working to get students "Future Ready" so our policy must start there. At school, cell phones should be out of sight and mind and used only for educational purposes as directed by the instructor.

In our class technology is viewed as a **tool, not a toy**. Students will store their cell phones in their bags at the start of class. Phones will remain stored unless otherwise directed by the instructor. Students who require their phones to support their needs as documented by an IEP, 504 plan and/or Emergency Care Plan will be granted use as outlined by those documents.

Cell Phones and Testing: During all testing situations, cell phones must be placed in the designated phone box before the test begins and may not be accessed or removed for any reason until all testing is complete. This includes bathroom breaks.

The only exceptions to this policy are for students with documented accommodations outlined in a 504 Plan or IEP. This policy is in place to maintain the integrity of the testing environment and ensure fairness for all students. Failure to follow this policy may result in disciplinary action and invalidation of the test.

Attendance Policy: The seat time mandate for CTE courses in Washington ensures students receive sufficient instructional hours and hands-on training time to master necessary technical skills. Prescribed minimum seat time safeguards the quality of CTE programs by allowing for in-depth classroom learning, adequate lab practice on equipment, and fulfillment of certification requirements. Upholding seat time standards is crucial for preparing a workforce with job-ready expertise meeting industry needs. To align with our 4 PSSC Agreements, all students will complete an attendance contract at the beginning of the year, signed by themselves and their parent/guardian.

Therefore, it is critical that students are present. **Whether excused or unexcused, missed time is missed time.**

1. When a student is tardy, they must complete the QR code in their classroom (code is changed weekly). It is their responsibility as a student to complete the QR code so their absence can be corrected to a tardy. If they do not complete the QR code, the student will be marked absent.
2. As a professional courtesy, please contact the course instructor via email, Google voice text or phone call when you expect to be tardy or absent.
3. When absent, Ms. Kelsey must be notified as well. Absences may be excused by a parent/guardian using any of the following methods within 48 hours of the absence:
 - a. Phone call to PSSC Attendance Specialist, Kelsey Gomez (206-631-7353)
 - b. Email to PSSC Attendance Specialist, Kelsey Gomez (kelsey.gomez@highlineschools.org)
 - c. Hand-written note turned into PSSC Attendance Specialist Kelsey Gomez
4. Please include the following information in the note, call or email:
 - a. Student Name
 - b. Parent Name
 - c. Date of the absence
 - d. Reason for the absence
5. Prearranged absence forms are in the office. The form must be completed with all required signatures before the departure date. This form will be shared with your home school as well.
6. Reassessment opportunities will be determined and clearly published by the instructor. Not all assignments and evaluations are eligible for reassessment, especially those done in a lab setting.

Consistent attendance is essential for success in this course. Students are expected to plan to attend school for the *entire academic year*. When making outside commitments (e.g., vacations, extracurricular travel, appointments), please consult both the District calendar and the classroom calendar to avoid conflicts with instructional time whenever possible.

Instruction will continue regardless of student absences. It is the student's responsibility to stay current with all classwork, even when absent. This includes promptly communicating with the instructor and the attendance office, completing missed assignments, and staying engaged with ongoing coursework. We encourage students to “stay in the middle of the bed”, that is, remain on track and avoid falling behind.

Please note that some activities, including certain labs and "Drop the Body" drills, are not eligible for reassessment or make-up due to their hands-on and time-sensitive nature. We appreciate your commitment to maintaining consistent attendance and academic responsibility throughout the year.

Student Handbook: <https://pssc.highlineschools.org/students/student-handbook-24-25-clone>

Year 2 Eligibility: All PSSC students participate in quarterly check-ins with their PSSC instructors to assess progress and performance in their programs. When additional support is needed, communication will involve the student success dean, counselor, sending school, and families.

To be eligible to return as a 2nd Year (Advanced) student, a student must:

- Demonstrate mastery of the content and skills deemed essential by their industry-trained instructor(s), and
- Successfully complete both the schoolwide and program-specific required Industry Recognized Credentials (IRCs).

Students who are unable to meet these requirements within one year may be eligible to return to PSSC to continue working toward completion. However, they will not be designated as Advanced students.

Students who return to PSSC but enroll in a different program will be considered 1st Year students in that new program.

Scientific Inquiry and Dissection in the Classroom: This course emphasizes scientific inquiry as a core practice, students are expected to observe, question, investigate, and analyze real-world biological systems using evidence-based methods. As

part of our exploration of human anatomy and physiology, students may have the opportunity to participate in dissection labs to deepen their understanding of complex body systems through hands-on learning.

In alignment with Washington State OSPI guidance, dissection experiences will be conducted in a manner that is respectful, purposeful, and inclusive. We recognize that students may have cultural, ethical, or personal concerns regarding participation in dissection. Alternative, equitable learning experiences will be provided for any student who opts out, without penalty or academic disadvantage.

Our goal is to ensure that all students, regardless of background or belief, have equitable access to high-quality learning experiences that prepare them for future study and professional practice in healthcare and science fields. Scientific inquiry in this class is not just about content about developing the mindset, curiosity, and ethical awareness, which is essential to becoming a thoughtful provider and critical thinker.

Student Exercise and Orthopedic Lab Days: Students need to wear lab clothes and sneakers to lab days. Clothes need to be loose to have free range of motion and access to joints. We will be examining and moving our bodies!

Successful lab clothing includes:

- Athletic shoes (closed toe)
- Shorts (athletic type) or sweat/yoga pants
- T-shirts and/or sweatshirts
- Warm-ups or sweats are recommended for colder days

Practical Experience: This course is intended to help students gain an understanding of sports medicine, various associated disciplines, and the role they play in the physically active community.

Programs are to follow applicable state laws regarding athletic training licensure and/or regulation and the scope of practice of student aides. Students enrolled in the course will not provide patient care, which includes without limitation, allowing students or other unlicensed or unqualified individuals to perform functions of a medical professional, or to otherwise engage in the practice of athletic training.

Proper use of student aides: The NATA recognizes that allowing secondary school students the opportunity to observe the daily professional duties and responsibilities of an athletic trainer can be a valuable educational experience. This unique experience may expose students to the foundations of various health related careers as well as provide them with important life skills. Athletic Trainers, not aides, are the appropriate individuals to be providing Athletic Training services, specifically injury evaluations, treatments, rehab and RTP (return to play) decisions. Athletic Trainers should use time with student aides as an opportunity for teaching and sharing their passion for the profession of Athletic Training.

In the secondary school setting, student aides may be the eyes and ears for sideline recognition of potential injury, practicing taping skills on *non-injured individuals* for the purpose of a learning experience and providing first aid activities if trained and certified to do so. First aid is not a protected skill. However, first aid does not include return to play. A student may perform first aid but cannot determine whether that athlete may return to play.

Practical experience = shadowing Jenn Mackenzie or another athletic trainer or approved healthcare or exercise professional. Students will wear their PSSC uniform during observation times unless otherwise directed.

Year One Skills Taught/Assessed:

- Time Management & Workload Efficiency
- Standard Operating Procedures (SOP)
- Emergency Action Planning (EAP)
- Hand Washing
- Basic Life Support (CPR/AED) - AHA
- First Aid – AHA
- Stop the Bleed – ACOS COT
- Vital Signs
- Glucometer (blood glucose levels)
- Lung & Heart Auscultation
- Trauma Assessment
- General Medical Assessment
- Musculoskeletal Assessment
- Long Bone and Joint Immobilization
- Traction Splinting
- Pelvic Immobilization
- Narcan Administration
- Epi-Pen Administration
- Spinal Immobilization
- Musculoskeletal Taping & Wrapping
- Basic Principles of Rehabilitation
- Mental Health & Suicide Prevention

Year Two Skills Taught/Assessed:

- Time Management & Workload Efficiency
- Advanced Care and Prevention of Sport & Industrial Injuries
- Mechanism of Injury & Risk Management
- Advanced Emergency Assessment
- Advanced Orthopedic Assessment
- Advanced Rehabilitation & Modalities
- Basic and Applied Sciences and Nutritional Concepts
- Health, Wellness, and Fitness Assessments
- Posture, Movement, and Performance Assessments
- Exercise Technique and Training Instruction
 - Integrated Training and the OPT Model
 - Flexibility Training Concepts
 - Cardiorespiratory Training Concepts
 - Core Training Concepts
 - Balance Training Concepts
 - Plyometric (Reactive) Training Concepts
 - Speed, Agility, and Quickness Training Concepts
 - Resistance Training Concepts
- Exercise Program Design
- Chronic Health Conditions and Special Populations

Student Name (Printed): _____**Student Signature:** _____**Date:** _____**Parent/Guardian Name (Printed):** _____**Parent/Guardian Signature:** _____**Date:** _____