The mission of Hermon High School is to prepare students for personal success in college, career, and community.

Athletic Training

Instructor(s):

Mrs. Megan McCarthy, MS
megan.mccarthy@schools.hermon.net
Room 144
848-4000 ext. 1147

Athletic Training **½ year, ½ credit**

This course is offered as an introduction to the field of athletic training and other allied health professions. Students electing to take this course will gain exposure to understanding the evaluation, treatment, and management of athletic injuries. Students will also learn how strength training is used to enhance athletic performance, prevent injury, and play a critical role during the rehabilitation process.

Graduation Standards:

- Clear and Effective Communicator
- Self-Directed and Lifelong Learner
- Creative and Practical Problem Solver
- Respectful and Involved Citizen
- Integrative and Informed Thinker

Standard HE 1 Health Concepts: Health literate students comprehend concepts related to health promotion and disease prevention to enhance health.
Standard HE 2 Health Information, Products, and Services: Health literate students can demonstrate the ability to access reliable health information, services, and products to enhance health.
Science Standard 4 - Life Sciences: Structure, friction, and information processing
Science Standard 8 - Engineering, technology and application of science

Unit 1	**Sports Medicine Team**
Summary	This unit focuses on the Sports Medicine Team and the roles of the participating members. Students will begin to understand how to apply medical terminology, planes of motion, and skeletal function to movement.
Performance Indicators	1.3 Health Conditions Students analyze causes of health conditions and ways to reduce, prevent, treat, and/or manage them.

Assessed in Unit	1.4 Environment and Personal Health Students analyze how one's environment and other factors impact personal health. 2.1 Reliability of Resources Students evaluate the reliability and accessibility of health information, products, and services. 2.2 Accessing Health Resources Students access reliable health information, products, and services.

Understandings:	Students will know…	Students will be able to…
● The individuals that are on a sports medicine team and what their role is for contribution. ● Responsibilities of each team member and how they work with one another. ● Sports medicine as the big picture and why it is necessary to athletes/participants of activity and health. ● The goal and purpose of the National Athletic Training Association. ● Materials found in a medical kit and the purpose of each. ● Basic medical terminology ● Begin to learn skeletal anatomy	● Medical terminology ● Skeletal anatomy ● Roles of members on sports medicine team ● NATA role and purpose	● Recall and apply medical terminology. ● Label and know the function of skeletal anatomy. ● Understand, explore, and analyze the function of NATA.

Unit 2	**Emergency Protocols**
Summary	This unit focuses on emergency protocols needed during an emergency situation with an athlete. It highlights the importance of defined roles as time is critical to assess a situation correctly. Students will gain hands-on experience on transfer protocols, crutch fitting, and how to apply methods during an emergency situation.
Performance Indicators Assessed in Unit	1.2 Dimensions of Health Students analyze the impact of current health issues on the dimensions of health including physical, mental, social, and emotional. 1.3 Health Conditions Students analyze causes of health conditions and ways to reduce, prevent, treat, and/or manage them. 1.4 Environment and Personal Health Students analyze how one's environment and other factors impact personal health.

Understandings:	Students will know…	Students will be able to…
• Establish an emergency protocol for sports teams at Hermon High School • Assess/treat life threatening conditions • How and when to spineboard • Transfer protocols • Crutch fitting and use • Assessing injuries and how to assess over a time frame • Role as an athletic trainer	• How to create and implement an emergency plan • How to rule out life threatening injuries • How to assess and manage secondary injuries • How to perform transfer protocols correctly	• Apply an emergency plan to their homes to aid in safety • Understand how to recognize life threatening concerns and how to treat/manage concerns • Properly demonstrate transfer protocols with the safety of the athlete as the priority

Unit 3	**Recognition & Management of Injuries**
Summary	This unit highlights injury recognition and students will be able to understand how to manage and treat athletic injuries. Students will understand the prevalence and causes of athletic injuries and learn how prevention needs to be an important factor prior to the injuries.
Performance Indicators Assessed in Unit	1.2 Dimensions of Health Students analyze the impact of current health issues on the dimensions of health including physical, mental, social, and emotional. Science Standard 4 - Life Sciences: Structure, friction, and information processing Understand and analyze molecular, structural and chemical biology. (LS 1) Science Standard 8 - Engineering, technology and application of science Demonstrate engineering concepts across multiple disciplines and novel situations. (HS-ETS1)

Understandings:	Students will know…	Students will be able to…
• Recognizing injuries • Management/treatment options for injuries • How to assess an injury • Skeletal anatomy • Healing process and how it works	• Skeletal anatomy • Fractures • Sprains/strains • Proper first aid • Limitations of an athletic trainer	• Correctly label and understand function of skeletal anatomy • Recognize, manage, and treat athletic injuries • Understand and demonstrate how to apply proper first aid • Demonstrate the role of prevention and how to strengthen muscles prior to becoming injured

<table>
<tr><td>Unit 4</td><td colspan="2">Basics of Rehabilitation</td></tr>
<tr><td>Summary</td><td colspan="2">● Concepts and terminology associated with basic rehabilitation
● Understand how to use exercises (sets, reps) that will aid in an injured athlete to regain mobility and strength
● Create a rehabilitation plan that addresses the 7 steps of a rehabilitation plan
● Use of progression as the athlete improves
● Therapeutic modalities (massage, electrical stimulation)</td></tr>
<tr><td>Performance Indicators Assessed in Unit</td><td colspan="2">1.2 Dimensions of Health Students analyze the impact of current health issues on the dimensions of health including physical, mental, social, and emotional.

Science Standard 4 - Life Sciences: Structure, friction, and information processing Understand and analyze molecular, structural and chemical biology. (LS 1)

Science Standard 8 - Engineering, technology and application of science Demonstrate engineering concepts across multiple disciplines and novel situations. (HS-ETS1)</td></tr>
<tr><td>Understandings:</td><td>Students will know…</td><td>Students will be able to…</td></tr>
<tr><td>● Concepts and terminology associated with basic rehabilitation
● Understand how to use exercises (sets, reps) that will aid in an injured athlete to regain mobility and strength
● Create a rehabilitation plan that addresses the 7 steps of a rehabilitation plan
● Use of progression as the athlete improves
● Therapeutic modalities (massage, electrical stimulation)</td><td>● How to write a SOAP note (subjective, objective, assessment, plan)
● Variety of rehabilitation exercises
● How to select exercises (ranging from low to high level) to use in their rehabilitation plan
● Progression
● Therapeutic modalities techniques
● Understanding of terminology and concepts associated with rehabilitation</td><td>● Create a rehabilitation plan that encompasses the entire body for the injured athlete
● Use a variety of exercises to determine the best plan possible for the injured athlete
● Understand therapeutic modality techniques
● Understand the concept of progression and how it applies to the injured athlete
● Provide stretches that target all major muscle groups</td></tr>
<tr><td>Unit 5</td><td colspan="2">Ankle</td></tr>
<tr><td>Summary</td><td colspan="2">● Terminology associated with the ankle
● Functions of the ligaments within the ankle
● Prevention of lower leg and ankle injuries
● How to assess a lower leg/ankle injury
● Management of injuries to lower leg/ankle</td></tr>
</table>

	• How to tape an ankle with the correct technique
Performance Indicators Assessed in Unit	1.2 Dimensions of Health Students analyze the impact of current health issues on the dimensions of health including physical, mental, social, and emotional. Science Standard 4 - Life Sciences: Structure, friction, and information processing Understand and analyze molecular, structural and chemical biology. (LS 1) Science Standard 8 - Engineering, technology and application of science Demonstrate engineering concepts across multiple disciplines and novel situations. (HS-ETS1)

Understandings:	Students will know…	Students will be able to…
• Terminology associated with the ankle • Functions of the ligaments within the ankle • Prevention of lower leg and ankle injuries • How to assess a lower leg/ankle injury • Management of injuries to lower leg/ankle • How to tape an ankle with the correct technique	• Ligaments that compose the ankle joint • Function of the ankle ligaments • Muscles associated in the lower leg/ankle • How to manage/care for injury of the lower leg/ankle • How to assess an injury to the lower leg/ankle • Proper technique of taping an ankle and be able to demonstrate the skill • Keys for prevention of lower leg/ankle injuries	• Demonstrate knowledge of ligaments in the ankle and functions of each. • Provide options to athlete for prevention of lower leg/ankle injuries • Recognize, evaluate and assess a lower leg/ankle injury • Treat and manage a lower leg/ankle injury • Properly demonstrate how to tape an ankle

Unit 6	**Knee**
Summary	• Terminology associated with the knee • Functions of the ligaments within the knee • Prevention of knee injuries • How to assess a knee injury • Management of injuries to knee
Performance Indicators Assessed in Unit	Science Standard 4 - Life Sciences: Structure, friction, and information processing Understand and analyze molecular, structural and chemical biology. (LS 1) Science Standard 8 - Engineering, technology and application of science Demonstrate engineering concepts across multiple disciplines and novel situations. (HS-ETS1)

Understandings:	Students will know…	Students will be able to…
• Terminology associated with the knee • Functions of the ligaments within the knee • Prevention of knee injuries • How to assess a knee injury • Management of injuries of knee • How to wrap and rehab a knee injury	• Ligaments that compose the knee joint • Function of the knee ligaments • Muscles associated in the function of the knee • How to manage/care for injury of the knee • How to assess an injury to the knee • Proper technique of taping/wrapping a knee • Keys for prevention of knee injuries	• Demonstrate knowledge of ligaments in the knee and functions of each. • Provide options to athletes for prevention of knee injuries • Recognize, evaluate and assess a knee injury • Treat and manage a knee injury • Properly demonstrate how to tape/wrap a knee

Summative Assessments/Retake

- Summative assessments will count as 70% of the grade.
- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Make-up Work

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

Finals / Midterms

An end of course Final Exam will be conducted, making up 10% of the students overall grade.