

Course Outline

Health Science and Medical Technology

REVISED: July/2022

Job Title

Physical Therapist Aide

Career Pathway:

Patient Care

Industry Sector:

Health Science and Medical Technology

O*NET-SOC CODE:

31-2022.00

CBEDS Title:

Healthcare Occupations

CBEDS No.:

4257

76-45-55

Sports Therapy Aide

Credits: 5

Hours: 100

Course Description:

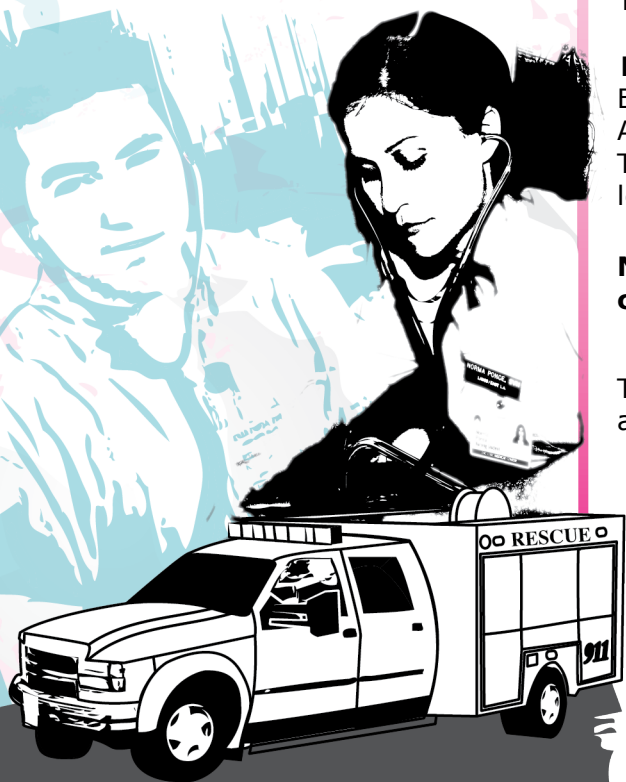
This competency-based course provides students with hands-on training on the basic duties of a physical therapist, certified athletic trainer, personal trainer, physical therapy aide, fitness instructor, massage therapist, and other fields related to health care. This course includes an orientation, safety and infection control review, ethical and legal issues in sports therapy, observation, reporting and charting review, mathematics, nutrition and metabolism, sports and fitness conditioning, sports injuries, physical therapy procedures review, physical therapy modalities and physiological effects, sports and therapeutic equipment, pharmacology, clinical protocol, and employability skills and resume preparation review. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

Enrollment requires successful completion of Medical Office Administration/1: Medical Terminology (76-15-50) and Physical Therapy Aide (76-45-50) courses. Students must have a reading level of 6.0 as measured by the CASAS GOALS test.

NOTE: For Perkins purposes this course has been designated as a **capstone** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-17

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 19
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
<p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
EVALUATION PROCEDURES	p. 19
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

ACKNOWLEDGMENTS

Thanks to ELANA COBIAN, KATRICE ADAMS-MUBIRU and AARON SAENZ for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Health Science and Medical Technology Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

Health Science and Medical Technology Pathway Standards

B. Patient Care Pathway

The standards for the Patient Care pathway apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway.

Sample occupations associated with this pathway:

- ◆ Kinesiotherapist
- ◆ Nurse Anesthetist
- ◆ Respiratory Therapist
- ◆ Radiologic Technician
- ◆ Dental Hygienist

- B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment
- B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.
- B3.0 Know how to apply mathematical computations used in health care delivery system.
- B4.0 Recognize and practice components of an intake assessment relevant to patient care.
- B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.
- B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
- B7.0 Apply observation techniques to detect changes in the health status of patients.
- B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.
- B9.0 Implement wellness strategies for the prevention of injury and disease behaviors that prevent injury and illness
- B10.0 Comply with protocols and preventative health practices necessary to maintain a safe
- B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.
- B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning
- B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Sports Therapy Aide Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION</p> <p>Understand and evaluate the course background and class requirements, procedures, and policies.</p>	<ol style="list-style-type: none"> 1. Review the scope and purpose of the course. 2. Review classroom policies and procedures. 3. Review definitions for: <ol style="list-style-type: none"> a. physical therapy b. sports therapy 4. Review classroom policy regarding attendance, punctuality, assignments, and grades. 5. Review the opportunities available for promoting gender equity and the representation of non-traditional populations in sports therapy. 6. Review the evaluation methods for theory, skills lab, and clinical practice. 7. Review personal grooming requirements in the classroom and the workplace. 8. Review uniform requirements in the classroom and the workplace. 9. Review the history and evolution of sports medicine and physical therapy. 10. Review the duties of each member of the rehabilitation team. 11. Review the role of allied health area professionals: Occupational Therapists, Athletic Trainers, Massage Therapists Exercise Physiologists, Kinesiotherapists /Kinesiologists and Chiropractors. 12. Review the licensing and certification requirements in the employment area. 13. Review the duties of the physical therapy aide (P.T. Aide) and sports therapy aide. 14. Review the differences between a P.T. Aide, P. T. Assistant, and athletic trainer certified (ATC). 15. Review list of supervisors of the P.T. Aide and sports therapy aide. 16. Review the list of different occupations in the Health Science and Medical Technology Industry Sector that have an impact on physical and sports therapy aides, such as: <ol style="list-style-type: none"> a. home health agency (medical)/home care (non-medical) b. nursing home c. hospital d. fitness center/ health club 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.3, 2.4, 2.8 Career Planning and Management: 3.1, 3.4, 3.9 Technology: 4.5 Problem Solving and Critical Thinking: 5.4, 5.6 Health and Safety: 6.2, 6.3, 6.6 Responsibility and Flexibility: 7.3 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: B5.2, B5.4, B12.1, B12.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1.5 hours)	<ul style="list-style-type: none"> e. community centers f. orthopedic clinic/office g. neurology h. physiatry i. chiropractic clinics/office j. aquatics k. opportunities for advancement <p>17. Review various job and career ladder opportunities upon course completion.</p> <p>18. Review list of positive attributes/qualities needed by a P.T. Aide and Sports Therapy Aide.</p> <p>19. Review list of patient identification methods.</p>	
<p>B. SAFETY AND INFECTION CONTROL REVIEW</p> <p>Understand, apply, and evaluate safety and infection control measures.</p> <p>(2 hours)</p>	<ul style="list-style-type: none"> 1. Review the criteria and define: <ul style="list-style-type: none"> a. infection b. microorganisms c. standard precautions 2. Review list of signs and symptoms of infection. 3. Review how to control the spread of infection. 4. Review two natural defenses against infection. 5. Review list of general rules of the Occupational Safety and Health Administration (CalOSHA) as they pertain to the physical/sports therapy field. 6. Review and evaluate the impact of Environmental Protection Agency (EPA) legislation on the Health Science and Medical Technology Industry Sector practices. 7. Review and demonstrate the use of the Safety Data Sheet (SDS) as it applies to physical and sports therapy. 8. Review list of general rules of the Centers for Disease Control (CDC) as they pertain to the physical therapy field. 9. Pass the safety test at 100% accuracy. 	<p>Career Ready Practice: 1, 2, 6, 7</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.3, 2.4, 2.5 Problem Solving & Critical Thinking: Health and Safety: 6.2, 6.6, 6.8 Responsibility & Flexibility: 7.7</p> <p>CTE Pathway: B10.1, B10.2</p>
<p>C. ETHICAL AND LEGAL ISSUES IN SPORTS THERAPY</p> <p>Understand and define the ethical and legal issues affecting the sports therapy professional.</p> <p>(1.5 hours)</p>	<ul style="list-style-type: none"> 1. Define and identify: <ul style="list-style-type: none"> a. medical necessity b. professional confidentiality c. professional liability d. professional negligence/carelessness e. ethical and legal issues 2. Review the following: <ul style="list-style-type: none"> a. Patient’s Bill of Rights b. HIPAA confidentiality requirements 	<p>Career Ready Practice: 1, 2, 8</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.3, 2.4, 2.5 Ethics and Legal Responsibilities: 8.2, 8.4</p> <p>CTE Pathway: B12.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>D. OBSERVATION, REPORTING, AND CHARTING REVIEW</p> <p>Understand the purpose of a medical record and apply the general guidelines for charting.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Review the importance of effective reading, writing, and observation skills as required in health care professions. 2. Review patient observation techniques. 3. Review the mechanics of grammar in the following areas: <ol style="list-style-type: none"> a. sentence construction b. parts of speech c. subject-verb agreement d. punctuation 4. Review the components of a Patient Care Report. 5. Review reporting and recording of patient care. 6. Review the general guidelines ABCs of charting. 7. Review and practice Subjective Objective Assessment Plan (SOAP) notes. 8. Review charting procedures. 9. Review how to correct charting errors. 	<p>Career Ready Practice: 1, 2, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.4, 2.5 Ethics and Legal Responsibilities: 8.3, 8.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1</p> <p>CTE Pathway: B5.2, B7.3, B12.1</p>
<p>E. MATHEMATICS</p> <p>Understand and apply problem solving, critical thinking, and mathematical proficiency skills.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. State the importance of effective computational skills as required in health care profession. 2. Explain the practical applications of math for sports therapy aides. 3. Describe and demonstrate problem-solving techniques involving whole number problems using arithmetic operations (addition, subtraction, multiplication, and division). 4. Apply the following math skills to sports therapy problems: <ol style="list-style-type: none"> a. estimation b. measurement c. calculation using the metric system of measurement d. changing standard measures to metric measures e. graph and charts f. decimals, percentages, and fractions g. introduction of the 24 – hour clock / military time 5. Describe and demonstrate problem-solving techniques using percentages. 6. Describe and demonstrate techniques for using a calculator. 	<p>Career Ready Practice: 1, 5, 10</p> <p>CTE Anchor: Academics: 1.0 Problem Solving and Critical Thinking: 5.2, 5.5, 5.6 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B3.1</p>
<p>F. NUTRITION AND METABOLISM</p> <p>Understand the basics of nutritional deficiencies and</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. nutrients b. vitamins c. minerals d. food pyramid e. carbohydrates 	<p>Career Ready Practice: 1, 2, 10</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>ailments, treatment, and weight control.</p> <p>(8 hours)</p>	<ul style="list-style-type: none"> f. fats g. protein h. water i. food labeling j. dietary supplements k. American Dietary Association (ADA) l. metabolism/metabolic <ol style="list-style-type: none"> 2. Define and describe the functions of the following components of the digestive system: <ul style="list-style-type: none"> a. esophagus b. stomach c. small intestine d. large intestine 3. Describe the relationship between digestion and metabolism. 4. Describe the metabolic role of nutrients, vitamins, and minerals. 5. Identify the presence of the following within levels of the food pyramid as established by the American Dietary Association (ADA): <ul style="list-style-type: none"> a. nutrients b. vitamins c. minerals 6. Describe the nutritional requirements for the athlete in terms of: <ul style="list-style-type: none"> a. carbohydrates b. fats c. protein d. water 7. Define and describe the concept of dietary planning. 8. Describe the use of dietary supplements in a dietary plan. 9. Identify various diets for: <ul style="list-style-type: none"> a. weight loss b. weight gain 	<p>CTE Anchor: Academics: 1.0 Communications: 2.3, 2.4, 2.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: B7.4, B9.2, B12.1</p>
<p>G. SPORTS AND FITNESS CONDITIONING</p> <p>Understand musculoskeletal system relating to exercises.</p>	<ol style="list-style-type: none"> 1. Describe and demonstrate how to design programs based on client goals and sports specific conditioning. 2. Evaluate physical fitness for clients. 3. Identify factors to consider when designing a physical fitness program. 4. Understand basic musculoskeletal and cardiovascular fitness programs. 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.3, 2.4, 2.5 Problem Solving & Critical Thinking: 5.2, 5.3, 5.4, 5.6 Health & Safety: 6.4, 6.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)		Responsibility & Flexibility: 7.7 Technical Knowledge & Skills: 10.1, 10.2 Demonstration & Application: 11.1 CTE Pathway: B2.1, B5.1, B5.2, B7.4, B9.1, B12.1, B12.3
H. SPORTS INJURIES Understand sport injuries and prevention and treatment.	<ol style="list-style-type: none"> 1. Describe the purpose of the emergency medical system (EMS). 2. Identify the four key aspects of preparing for an emergency response. 3. Describe and demonstrate first aid and temporary care for the following conditions: <ol style="list-style-type: none"> a. sprains b. strains c. bleeding d. abrasions/lacerations e. fractures f. dislocations 4. Demonstrate and practice the basic fundamentals of taping and wrapping sports injuries. 5. Identify the most common/frequent injuries in athletics. 6. Describe the signs and symptoms of shock. 7. State the definition, signs, symptoms, and treatment of the following: <ol style="list-style-type: none"> a. musculoskeletal injuries b. soft tissue injuries c. head injuries d. spine injuries e. chest injuries f. abdominal injuries g. pelvic injuries h. poison emergencies i. heat emergencies j. cold emergencies 	Career Ready Practice: 1, 2, 5, 6, 10, 12 CTE Anchor: Academics: 1.0 Communications: 2.3, 2.4, 2.5 Problem Solving & Critical Thinking: 5.1, 5.2, 5.4, 5.6 Health and Safety: 6.2, 6.3, 6.5, 6.6, 6.8 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 CTE Pathway: B8.2, B9.1
I. PHYSICAL THERAPY PROCEDURES REVIEW Understand the benefits of physical therapy.	<ol style="list-style-type: none"> 1. Review the structure and functions of the following: <ol style="list-style-type: none"> a. bones b. joints c. connective tissue d. muscular tissue e. cartilage 	Career Ready Practice: 1, 2, 5, 10

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> f. foot h. ankle i. lower leg j. knee k. thigh l. hip m. wrist n. hand o. forearm p. elbow q. upper arm r. shoulder s. head t. neck u. back v. spinal column <ol style="list-style-type: none"> 2. Review and list the types of muscles. 3. Review and demonstrate rehabilitative treatment and range of motion exercises. 4. Review the following physical dysfunctions and disorders of the musculoskeletal system: <ul style="list-style-type: none"> a. joint diseases b. bone diseases c. muscle disease d. connective tissue disease e. common injuries f. contractures g. foot drop 5. Review injury assessment methods. 6. Review the following definitions: <ul style="list-style-type: none"> a. endurance b. range of motion (ROM) exercises c. anatomical plane d. lower extremities e. upper extremities f. ambulation 7. Review the following ROM exercises: <ul style="list-style-type: none"> a. anatomical planes of motion b. diagonal patterns of motion c. lower extremities: ROM exercises d. upper extremities: ROM exercises 8. Review the following that assist with ambulation: <ul style="list-style-type: none"> a. assistive device b. crutches c. canes 9. Review the safe and effective use of ambulatory aids and roles of assistants. 10. Review the following definitions: <ul style="list-style-type: none"> a. gait b. gait training 	<p>CTE Anchor: Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4, 5.6 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: B2.1, B5.1, B6.3, B12.1, B12.3, B13.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)	<ul style="list-style-type: none"> c. normal gait d. gait deviations e. coaxial gait f. painful knee gait g. sacroiliac gait h. flexed hip gait i. hemiplegic gait j. Parkinsonian gait <p>11. Review the following specialized therapies:</p> <ul style="list-style-type: none"> a. traction b. immobilization by reduction c. application of a cast d. specialized reflex tests <p>12. Review various ambulation problems and determine the appropriate assistive device for each.</p> <p>13. Review types of fractures.</p> <p>14. Review the areas and injuries that will benefit from the following specialized therapies:</p> <ul style="list-style-type: none"> a. amputation b. traction c. immobilization by reduction d. application of a cast e. specialized reflex tests <p>15. Review the following definitions:</p> <ul style="list-style-type: none"> a. nerves b. central nervous system (CNS) c. peripheral nervous system (PNS) <p>16. Review the effect of musculoskeletal therapy on PNS and CNS.</p> <p>17. Review the following definitions:</p> <ul style="list-style-type: none"> a. torso b. abdomen c. abdominal quadrants <p>18. Review and describe the treatment for injuries to the torso.</p> <p>19. Review and describe the treatment for abdominal injuries.</p> <p>20. Review prevention strategies for injuries to the torso, abdomen, and extremities.</p> <p>21. Review appropriate communication strategies between sports therapy aide and client during physical therapy.</p>	
<p>J. PHYSICAL THERAPY MODALITIES AND PHYSIOLOGICAL EFFECTS</p> <p>Understand therapeutic exercises, and physical therapy agents and modalities and their effects on body systems.</p>	<p>1. Define the following:</p> <ul style="list-style-type: none"> a. blood vessels b. blood pressure c. heart rate d. respiration rate e. pulse f. respiratory system g. trachea h. lungs i. bronchi/bronchioles 	<p>Career Ready Practice: 1, 2, 5, 6, 8, 10, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.3, 2.4, 2.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(35 hours)	<ul style="list-style-type: none"> j. vital signs 2. Describe the anatomy and functions of the heart and the following as regards to the circulatory system: <ul style="list-style-type: none"> a. blood vessels b. blood pressure c. heart rate 3. Draw a heart, label the main parts of the heart and describe the journey of the blood from and back to the heart. 4. Describe the functions of the respiratory system. 5. Define and demonstrate aerobic and anaerobic exercise. 6. Describe the effect of aerobic and anaerobic exercise on the cardiovascular, respiratory, and nervous systems. 7. Define, demonstrate, and state the effects the following forms of exercise on the musculoskeletal and nervous systems: <ul style="list-style-type: none"> a. strength b. anaerobic c. flexibility d. coordination e. skills 8. Describe and demonstrate how to measure muscle strength. 9. Describe the structure and function of structures of the integumentary system: <ul style="list-style-type: none"> a. skin b. hair c. nails d. sweat glands e. sebaceous glands 10. Define and describe the use of superficial and deep heating agents. 11. Describe the change in the following systems caused by the use of superficial and deep heating agents: <ul style="list-style-type: none"> a. cardiovascular b. musculoskeletal c. integumentary d. nervous 12. Define and describe the use of hydrotherapy, thermotherapy cryotherapy and electrotherapy. 13. Describe the change in the following systems caused by the use of hydrotherapy, thermotherapy, cryotherapy and electrotherapy: <ul style="list-style-type: none"> a. cardiovascular b. musculoskeletal c. integumentary d. nervous 14. Recommend treatment modalities based on a range of patient profiles. 15. State appropriate communication strategies between sports therapy aide and client during physical therapy. 	<p>Problem Solving and Critical Thinking: 5.2, 5.3, 5.4, 5.6</p> <p>Health and Safety: 6.4</p> <p>Ethics and Legal Responsibilities: 8.3, 8.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: B2.1, B2.3, B4.4, B4.5, B6.3, B7.4, B8.1, B9.1, B9.3, B12.1, B12.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>K. SPORTS AND THERAPEUTIC EQUIPMENT</p> <p>Understand and apply the effective use of sports and therapeutic equipment.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Identify the different types of sports and therapeutic equipment and the principles behind their use. 2. Describe and demonstrate prevention of injury when utilizing sports and therapeutic equipment. 3. Demonstrate safe and effective methods of applying comfort and support devices. 4. Describe and demonstrate proper use, care, and maintenance of protective pads, knee braces, and ankle braces. 5. Describe and demonstrate the proper use, care, and maintenance of canes, crutches, and walkers. 6. State appropriate communication strategies between sports therapy aide and client while using sports and therapeutic equipment. 	<p>Career Ready Practice: 1, 2, 6, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.3, 2.4, 2.5 Health and Safety: 6.2, 6.3, 6.4, 6.6 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: B6.3, B8.4, B8.5, B12.1, B12.3, B12.4</p>
<p>L. PHARMACOLOGY</p> <p>Understand the roles and administration of therapeutic medications.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. dispensing b. routes of drug administration c. anti-inflammatory and analgesic medications d. local anesthetic e. antibiotics f. natural products 2. Identify proper medication storage. 3. Identify different forms of medications. 4. List specific examples and use of the following medications: <ol style="list-style-type: none"> a. anti-inflammatory b. analgesics c. local anesthetics d. antibiotics e. natural products f. topical 5. Describe the effect of the following medications on the major body systems: <ol style="list-style-type: none"> a. anti-inflammatory b. analgesics c. local anesthetics d. antibiotics e. natural products f. topical 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.3, 2.4, 2.5</p> <p>CTE Pathway: B2.1, B2.3, B12.1, B12.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>M. CLINICAL PROTOCOL</p> <p>Understand the clinical protocol in a physical therapy setting.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Conduct a field trip to observe rehabilitative skills at clinical site(s) and proper use of equipment needed for treatment and safety such as: <ol style="list-style-type: none"> a. ice massage/ice/vapocoolants b. massage c. ultrasound d. whirlpool e. heat-hot packs f. infrared g. paraffin h. electrical stimulation i. traction-pelvic j. traction-cervical k. light therapy l. laser therapy m. fitness equipment n. phonophoresis o. iontophoresis 	<p>Career Ready Practice: 1, 2, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.3, 2.4, 2.5 Technical Knowledge & Skills: 10.4</p> <p>CTE Pathway: B1.5, B2.2, B6.3, B12.1</p>
<p>N. EMPLOYABILITY SKILLS & RESUME PREPARATION REVIEW</p> <p>Understand, apply, and evaluate the employability skills required in the medical assisting field.</p>	<ol style="list-style-type: none"> 1. Review employer requirements for soft skills such as: <ol style="list-style-type: none"> a. punctuality and attendance b. time management c. flexibility and adaptability d. interpersonal skills e. work ethic f. communication and collaboration g. teamwork h. critical thinking and problem solving i. leadership and responsibility j. ethical behavior k. cultural and diversity differences 2. Review a resume, cover letter, and/or portfolio. 3. Review the role of online job searching platforms and career websites. 4. Review an on-line job application. 5. Review interview skills to get the job: <ol style="list-style-type: none"> a. do's and don'ts for job interviews b. how to dress for the job 6. Review sample follow-up letters. 7. Review the importance of the continuous upgrading of job skills as it relates to: <ol style="list-style-type: none"> a. certification, licensure, and/or renewal b. professional organizations/events c. industry associations and/or organized labor 	<p>Career Ready Practice: 1, 2, 3, 4, 7, 8, 9</p> <p>CTE Anchor: Academics 1.0 Communications: 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.2, 3.3, 3.4, 3.6, 3.8 Technology: 4.1, 4.3 Problem Solving & Critical Thinking: 5.1 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.4 Leadership and Teamwork: 9.2, 9.3, 9.4, 9.6 Demonstration and Application: 11.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		CTE Pathway: B6.3, B12.1, B12.2, B12.4

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Clover, Jim C. Sports Medicine Essentials, 3rd Edition. Cengage Learning, 2015

RESOURCES

Employer Advisory Board members

CTE MODEL CURRICULUM STANDARDS – Health Science & Medical Technology
<https://www.cde.ca.gov/ci/ct/sf/documents/healthmedical.pdf>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration/participation
- C. Multi-sensory presentation
- D. Individualized instruction
- E. Laboratory practice

EVALUATION

SECTION A – Orientation – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION B – Safety and Infection Control Review – Pass safety text with 100% accuracy.

SECTION C – Ethical and Legal Issues in Sports Therapy – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION D – Observation, Reporting, and Charting Review – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION E – Mathematics – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION F – Nutrition and Metabolism – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION G – Sports and Fitness Conditioning – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION H – Sport Injuries – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION I – Physical Therapy Procedures Review – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION J – Physical Therapy Modalities and Physiological Effects – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION K – Sports and Therapeutic Equipment – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION L – Pharmacology– Pass all assignments and exams with a minimum score of 80% or higher.

SECTION M – Clinical Protocol– Pass all assignments and exams with a minimum score of 80% or higher.

SECTION N – Employability Skills & Resume Preparation Review – Pass all assignments and exams review with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

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