

## Basic Pharmacology

### PROFICIENCIES TAUGHT

#### Pharmacology

1 - 1: Use the PDR or another drug reference to search for information on the medications commonly prescribed to athletes and others involved in physical activity and to identify the following facts:

- a. generic and brand names
- b. indications for use
- c. contraindications
- d. warnings
- e. dosing
- f. other notes (e.g., banned substance)
- g. side (adverse) effects

### PROFICIENCIES EVALUATED

#### Pharmacology

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# Concepts of Health and Fitness

## PROFICIENCIES TAUGHT

### Risk Management and Injury Prevention

- 1 - 1A: The student will assess the following:
  - a. height
- 1 - 1B: The student will assess the following:
  - b. weight
- 1 - 1H: The student will assess the following:
  - h. body composition, using a manual skinfold caliper and appropriate formulas
- 2 - 1A: The student will demonstrate the ability to perform and evaluate the results of the following tests:
  - a. flexibility tests
- 2 - 1B: The student will demonstrate the ability to perform and evaluate the results of the following tests:
  - b. strength (repetition) testing
- 2 - 1C: The student will demonstrate the ability to perform and evaluate the results of the following tests:
  - c. agility tests
- 2 - 1D: The student will demonstrate the ability to perform and evaluate the results of the following tests:
  - d. speed tests
- 5 - 1: The student will demonstrate the ability to establish repetition maximum tests.
- 5 - 5: The student will perform the following tests:
  - a. upper body strength test
  - b. lower body strength test
  - c. upper body power test
  - d. lower body power test
  - e. upper body muscular endurance test
  - f. lower body muscular endurance test
- 7 - 1A: The student will demonstrate the proper lifting technique for the following exercises:
  - a. parallel squat
  - b. heel raises
  - c. power clean
  - d. bench press
  - e. shoulder press
  - f. dead lift
  - g. arm curl
  - h. triceps extension
  - i. knee curl (flexion)
  - j. knee extension
  - k. leg press
- 7 - 2: The student will demonstrate the proper spotting technique for the following exercises:
  - a. parallel squat
  - b. shoulder press
  - c. dead lift
  - d. bench press
  - e. power clean

### Assessment and Evaluation

- 1 - 3: The student will identify and classify body types as
  - a. endomorph
  - b. ectomorph
  - c. mesomorph

### Acute Care of Injuries and Illnesses

- 4 - 1: The student will evaluate and manage the following:
  - a. heat exhaustion
  - b. heat syncope
  - c. heat stroke
  - d. hypothermia

## PROFICIENCIES EVALUATED

### Risk Management and Injury Prevention

- 1 - 1H : The student will assess the following:
  - h. body composition, using a manual skinfold caliper and appropriate formulas

- 2 - 1A :The student will demonstrate the ability to perform and evaluate the results of the following tests:
  - a. flexibility tests
- 5 - 1 :The student will demonstrate the ability to establish repetition maximum tests.

**Assessment and Evaluation**

- 1 - 3 :The student will identify and classify body types as
  - a. endomorph
  - b. ectomorph
  - c. mesomorph

# First Aid & CPR: Health Care Professionals

## PROFICIENCIES TAUGHT

### Risk Management and Injury Prevention

- 1 - 1D: The student will assess the following:
  - d. pulse

### Acute Care of Injuries and Illnesses

- 1 - 2: The student will correctly triage emergency situations.
- 2 - 1: The student will demonstrate the ability to
  - a. manage open and closed wounds
  - b. apply direct and indirect pressure to control bleeding
  - c. clean, debride, and protect an open wound
  - d. apply superficial skin closures
  - e. properly apply and remove gloves and other personal protective equipment
  - f. properly dispose of biohazardous waste
  - g. apply appropriate dressings
  - h. apply ice, compression, and elevation to an acute sprain, strain, or contusion
- 3 - 1A: The student will demonstrate the ability to
  - a. select and apply an appropriate splint to a sprain, strain, fracture, subluxation, and dislocation
- 5 - 1: The student will demonstrate the ability to
  - a. establish and manage an airway
  - b. establish and manage an airway in an athlete wearing protective headgear
  - c. perform CPR on an adult or child with or without a spinal injury
  - d. use a bag-valve-mask (BVM) on an adult or child for rescue breathing
  - e. use a protective pocket mask/shield on an adult or child for rescue breathing
- 6 - 1A: The student will demonstrate the ability to
  - a. stabilize and transport an adult or child with a head and/or spinal injury
  - b. stabilize and transport an adult or child with a fracture and/or dislocation
- 6 - 1F: The student will demonstrate the ability to
  - f. perform two-person CPR
- 6 - 1G: The student will demonstrate the ability to
  - g. assist a drowning victim

### Pharmacology

- 2 - 1: Locate the phone number and address of the nearest poison control center and replicate the reporting of a drug overdose or poisoning situation. The report should state the following information:
  - a. name and location of person making the call
  - b. name and age of person who has taken the medication
  - c. name and dosage of the drug taken
  - d. time the drug was taken
  - e. signs and symptoms associated with overdose or poison situation, including vital signs

## PROFICIENCIES EVALUATED

### Risk Management and Injury Prevention

- 1 - 1D : The student will assess the following:
  - d. pulse

### Acute Care of Injuries and Illnesses

- 1 - 2 : The student will correctly triage emergency situations.
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- c. clean, debride, and protect an open wound
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  - e. properly apply and remove gloves and other personal protective equipment
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- 6 - 1F :The student will demonstrate the ability to
- f. perform two-person CPR
- 6 - 1G :The student will demonstrate the ability to
- g. assist a drowning victim

# Care & Prevention of Athletic Injuries

## PROFICIENCIES TAUGHT

### Risk Management and Injury Prevention

- 1 - 1A:The student will assess the following:
  - a. height
- 1 - 1B:The student will assess the following:
  - b. weight
- 1 - 1G:The student will assess the following:
  - g. vision using a Snellen eye chart
- 1 - 1H:The student will assess the following:
  - h. body composition, using a manual skinfold caliper and appropriate formulas
- 4 - 1A:The student will select and fit the following protective equipment:
  - a. protective helmet and head gear
- 4 - 1B:The student will select and fit the following protective equipment:
  - b. protective shoulder pads
- 4 - 1C:The student will select and fit the following protective equipment:
  - c. footwear for physical activity
- 4 - 1D:The student will select and fit the following protective equipment:
  - d. mouth guard
- 4 - 1E:The student will select and fit the following protective equipment:
  - e. rib brace/guard
- 4 - 1F:The student will select and fit the following protective equipment:
  - f. prophylactic ankle brace
- 4 - 1G:The student will select and fit the following protective equipment:
  - g. prophylactic knee brace
- 8 - 1:The student will construct, apply, and remove the following protective devices:
  - a. bony prominence pad
  - b. muscle contusion pad
  - c. soft playing cast (e.g., silicone, thermofoam)
  - d. hard, immobilization splint or cast (e.g., thermoplastic, plaster, fiberglass)
  - e. friction pad ("doughnut" pad)
  - f. checkrein device

### Assessment and Evaluation

- 1 - 1EK:The student will recognize the following postural deviations and predisposing conditions:
  - e. tibial torsion
  - g. genu valgum, varum, and recurvatum
  - h. rearfoot valgus and varus
  - i. forefoot valgus and varus
  - j. pes cavus and planus
  - k. foot and toe posture
- 1 - 2E:The student will perform a postural assessment of the following:
  - e. knee
- 1 - 2F:The student will perform a postural assessment of the following:
  - f. ankle, foot, and toes
- 6 - K1:obtain the medical history of an ill or injured athlete or other physically active individual suffering from knee pathology.
- 6 - K2:observe and identify the clinical signs and symptoms associated with common injuries, illnesses, and predisposing conditions:

- a. bursitis
- b. chondromalacia patella
- c. dislocation and subluxation
- d. fat pad contusion
- e. fracture
- f. leg length
- g. meniscal tear
- h. Osgood-Schlatter disease
- i. osteochondritis dissecans
- j. patellar alignment (e.g., patella alta, patella baja, squinting patella, Q angle)
- k. patellar tendon rupture
- l. peroneal nerve contusion or palsy
- m. popliteal cyst
- n. sprain
- o. strain
- p. tendonitis
- q. tibial torsion
- r. tibiofemoral alignment (e.g., ...)

- 6 - K3:administer active and passive range-of-motion tests using standard goniometric techniques for the knee
- 6 - K4:use manual muscle-testing techniques for the knee.
- 6 - K7:identify, palpate, and interpret the integrity of bony landmarks of the knee
- 6 - K8:identify, palpate, and interpret the integrity of soft tissue of the knee.
- 6 - K9:administer commonly used special tests to make a differential assessment of the following:
  - a. uniplanar stress tests (e.g., valgus stress test, varus stress test, Lachman test, anterior drawer test, posterior drawer test, posterior sag sign)
  - b. multiplanar (rotational) stress tests (e.g., Slocum test, Hughston's test, lateral pivot shift maneuver)
  - c. meniscal tears (e.g., McMurray's test, Apley's test)
  - d. patellofemoral dysfunction (e.g., grind test, apprehension test)
  - e. intra-extracapsular swelling (e.g., sweep test, ballottable patella)
- 6 - A1:obtain the medical history of an ill or injured athlete or other physically active individual suffering from foot, ankle, or leg pathology.
- 6 - A2:observe and identify the clinical signs and symptoms associated with the following common injuries, illnesses, and predisposing conditions:
  - a. overuse injures; b. Achilles tendon rupture; c. compartment syndromes; d. apophysitis; e. dislocation or subluxation; f. foot type/structure; g. fracture; h. deep vein thrombosis; i. neuroma; j. osteochondritis dissecans; k. sprain; l. strain; m. toe structure/alignment; n. weight-bearing versus non-weight-bearing alignment; o. gait
- 6 - A3:administer active and passive range-of-motion tests using standard goniometric techniques for the foot, ankle, and lower leg.
- 6 - A4:use manual muscle-testing techniques for the foot, ankle, and lower leg.
- 6 - A7:identify, palpate, and interpret the integrity of bony landmarks for the foot, ankle, and lower leg.
- 6 - A8:identify, palpate, and interpret the integrity of soft tissue of the foot, ankle, and lower leg.
- 6 - A9:administer the following commonly used special tests to make a differential assessment:
  - a. compression test
  - b. percussion test
  - c. anterior drawer test
  - d. Kleiger's test
  - e. talar tilt test
  - f. Thompson test
  - g. Tinel's sign
  - h. Homans' sign

### **Acute Care of Injuries and Illnesses**

- 1 - 1:The student will demonstrate the ability to implement an EAP for an activity, setting, or event.
- 2 - 1:The student will demonstrate the ability to
  - a. manage open and closed wounds
  - b. apply direct and indirect pressure to control bleeding
  - c. clean, debride, and protect an open wound
  - d. apply superficial skin closures

- e. properly apply and remove gloves and other personal protective equipment
  - f. properly dispose of biohazardous waste
  - g. apply appropriate dressings
  - h. apply ice, compression, and elevation to an acute sprain, strain, or contusion
- 3 - 1A: The student will demonstrate the ability to
- a. select and apply an appropriate splint to a sprain, strain, fracture, subluxation, and dislocation
- 4 - 1: The student will evaluate and manage the following:
- a. heat exhaustion      c. heat stroke
  - b. heat syncope        d. hypothermia
- 6 - 1C: The student will demonstrate the ability to
- c. select, fit, and instruct the patient in the use of crutches
  - d. select, fit, and instruct the patient in the use of a cane
  - e. transport an injured adult or child using a manual conveyance technique

**General Medical Conditions and Disabilities**

- 1 - 1: Obtain a basic medical history that includes the following components:
- a. previous medical history                      d. current medication history
  - b. previous surgical history                      e. relevant social history
  - c. pertinent family medical history              f. chief medical complaint

**PROFICIENCIES EVALUATED**

**Risk Management and Injury Prevention**

- 1 - 1H : The student will assess the following:
- h. body composition, using a manual skinfold caliper and appropriate formulas

# Care & Prevention of Athletic Injuries Lab

## PROFICIENCIES TAUGHT

### PROFICIENCIES EVALUATED

#### Risk Management and Injury Prevention

- 1 - 1A :The student will assess the following:
  - a. height
- 1 - 1B :The student will assess the following:
  - b. weight

#### Assessment and Evaluation

- 6 - K1 :obtain the medical history of an ill or injured athlete or other physically active individual suffering from knee pathology.
- 6 - K2 :observe and identify the clinical signs and symptoms associated with common injuries, illnesses, and predisposing conditions:
  - a. bursitis
  - b. chondromalacia patella
  - c. dislocation and subluxation
  - d. fat pad contusion
  - e. fracture
  - f. leg length
  - g. meniscal tear
  - h. Osgood-Schlatter disease
  - i. osteochondritis dissecans
  - j. patellar alignment (e.g., patella alta, patella baja, squinting patella, Q angle)
  - k. patellar tendon rupture
  - l. peroneal nerve contusion or palsy
  - m. popliteal cyst
  - n. sprain
  - o. strain
  - p. tendonitis
  - q. tibial torsion
  - r. tibiofemoral alignment (e.g., ...)
- 6 - K7 :identify, palpate, and interpret the integrity of bony landmarks of the knee
- 6 - K8 :identify, palpate, and interpret the integrity of soft tissue of the knee.
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  - a. uniplanar stress tests (e.g., valgus stress test, varus stress test, Lachman test, anterior drawer test, posterior drawer test, posterior sag sign)
  - b. multiplanar (rotational) stress tests (e.g., Slocum test, Hughston's test, lateral pivot shift maneuver)
  - c. meniscal tears (e.g., McMurray's test, Apley's test)
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- 6 - A1 :obtain the medical history of an ill or injured athlete or other physically active individual suffering from foot, ankle, or leg pathology.
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  - a. overuse injuries; b. Achilles tendon rupture; c. compartment syndromes; d. apophysitis; e. dislocation or subluxation; f. foot type/structure; g. fracture; h. deep vein thrombosis; i. neuroma; j. osteochondritis dissecans; k. sprain; l. strain; m. toe structure/alignment; n. weight-bearing versus non-weight-bearing alignment; o. gait
- 6 - A7 :identify, palpate, and interpret the integrity of bony landmarks for the foot, ankle, and lower leg.
- 6 - A8 :identify, palpate, and interpret the integrity of soft tissue of the foot, ankle, and lower leg.
- 6 - A9 :administer the following commonly used special tests to make a differential assessment:
  - a. compression test
  - b. percussion test
  - c. anterior drawer test
  - d. Kleiger's test
  - e. talar tilt test
  - f. Thompson test
  - g. Tinel's sign
  - h. Homans' sign

#### Acute Care of Injuries and Illnesses

- 2 - 1 :The student will demonstrate the ability to
  - a. manage open and closed wounds
  - b. apply direct and indirect pressure to control bleeding
  - c. clean, debride, and protect an open wound
  - d. apply superficial skin closures
  - e. properly apply and remove gloves and other personal protective equipment
  - f. properly dispose of biohazardous waste
  - g. apply appropriate dressings
  - h. apply ice, compression, and elevation to an acute sprain, strain, or contusion
  
- 6 - 1C :The student will demonstrate the ability to
  - c. select, fit, and instruct the patient in the use of crutches
  - d. select, fit, and instruct the patient in the use of a cane
  - e. transport an injured adult or child using a manual conveyance technique

# Principles of Athletic Training

## PROFICIENCIES TAUGHT

### Risk Management and Injury Prevention

- 1 - 1E: The student will assess the following:
  - e. limb girth
- 4 - 1F: The student will select and fit the following protective equipment:
  - f. prophylactic ankle brace
- 4 - 1G: The student will select and fit the following protective equipment:
  - g. prophylactic knee brace
- 5 - 4: The student will perform isometric tests for the following parts of the body: a. ankle; b. foot/toes; c. knee; d. hip; e. trunk/torso; f. shoulder; g. elbow; h. wrist; i. hand/fingers;
- 8 - 1: The student will construct, apply, and remove the following protective devices:
  - a. bony prominence pad
  - e. friction pad ("doughnut" pad)
  - b. muscle contusion pad
  - f. checkrein device
  - c. soft playing cast (e.g., silicone, thermofoam)
  - d. hard, immobilization splint or cast (e.g., thermoplastic, plaster, fiberglass)
- 9 - 1A: The student will demonstrate the ability to tape, splint, wrap, pad or brace the following joints to limit motions:
  - a. cervical spine
  - f. lumbar spine
- 9 - 1B: The student will demonstrate the ability to tape, splint, wrap, pad or brace the following joints to limit motions:
  - b. shoulder joint and girdle
  - c. elbow
  - d. wrist
  - e. hand and fingers
- 9 - 1G: The student will demonstrate the ability to tape, splint, wrap, pad or brace the following joints to limit motions:
  - g. hip and pelvis
  - h. knee
  - i. leg
  - j. ankle
  - k. foot and toes

### Assessment and Evaluation

- 2 - 1A: The student will
  - a. use standardized record keeping methods (e.g., SOAP, HIPS, HOPS)
  - b. select and use injury, rehabilitation, referral, and insurance documentation
  - c. use progress notes
- 4 - 1A: The student will identify and assess the following:
  - a. cranial nerves
  - d. deep tendon reflexes
  - b. dermatomes
  - e. pathological reflexes
  - c. myotomes
- 4 - 1B: The student will identify and assess the following:
  - b. dermatomes
  - d. deep tendon reflexes
  - c. myotomes
  - e. pathological reflexes
- 6 - C3: administer active and passive range-of-motion tests using quantifiable techniques (e.g., tape measure, goniometer, and inclinometer) for the cervical spine
- 6 - C4: use manual muscle-testing techniques for the cervical spine.
- 6 - S3: administer active and passive range-of-motion tests using standard goniometric techniques for the shoulder.

- 6 - S4:use manual muscle-testing techniques for the shoulder
- 6 - E3:administer active and passive range-of-motion tests using standard goniometric techniques of the elbow.
- 6 - E4:use manual muscle-testing techniques of the elbow
- 6 - F3:administer active and passive range-of-motion tests using standard goniometric techniques for the forearm, wrist, and hand
- 6 - F4:use manual muscle-testing techniques for the forearm, wrist, and hand.
- 6 - T3:administer active and passive range-of-motion tests using standard qualitative and quantitative techniques for the thoracic and lumbar spine.
- 6 - T4:Use manual muscle-testing techniques for the thoracic and lumbar spine.
- 6 - T3:administer active and passive range-of-motion tests using standard goniometric techniques and/or a tape measure for the hip/pelvis.
- 6 - T4:use manual muscle-testing techniques for the hip and pelvis.
- 6 - K3:administer active and passive range-of-motion tests using standard goniometric techniques for the knee
- 6 - K4:use manual muscle-testing techniques for the knee.
- 6 - A3:administer active and passive range-of-motion tests using standard goniometric techniques for the foot, ankle, and lower leg.
- 6 - A4:use manual muscle-testing techniques for the foot, ankle, and lower leg.

### **Acute Care of Injuries and Illnesses**

- 6 - 1C:The student will demonstrate the ability to
  - c. select, fit, and instruct the patient in the use of crutches
  - d. select, fit, and instruct the patient in the use of a cane
  - e. transport an injured adult or child using a manual conveyance technique

### **Pharmacology**

- 3 - 1:Replicate the following procedures for using an emergency epinephrine injection to prevent anaphylaxis:
  - a. identify indications for an epinephrine injection
  - b. demonstrate proper use through verbal and nonverbal instruction
  - c. identify signs and symptoms that might indicate an allergic reaction to or overdose of epinephrine
  - d. demonstrate proper storage of epinephrine injectable
  - e. demonstrate proper disposal of used injection system

### **General Medical Conditions and Disabilities**

- 1 - 2:Ascertain body temperature via the following:
  - a. oral temperature
  - b. axillary temperature
  - c. tympanic temperature
- 1 - 3:Ascertain the following vital signs:
  - a. blood pressure
  - b. pulse (rate and quality)
  - c. respirations (rate and quality)

### **Health Care Administration**

- 2 - 1:The student will use contemporary multimedia, computer hardware, and software as related to the practice of athletic training.
- 3 - 1:The student will demonstrate the ability to perform record keeping skills with sensitivity to patient confidentiality.

## **PROFICIENCIES EVALUATED**

### **Risk Management and Injury Prevention**

- 1 - 1E :The student will assess the following:
  - e. limb girth
  
- 4 - 1F :The student will select and fit the following protective equipment:
  - f. prophylactic ankle brace
  
- 4 - 1G :The student will select and fit the following protective equipment:
  - g. prophylactic knee brace
  
- 5 - 4 :The student will perform isometric tests for the following parts of the body: a. ankle; b. foot/toes; c. knee; d. hip; e. trunk/torso; f. shoulder; g. elbow; h. wrist; i. hand/fingers;
  
- 8 - 1 :The student will construct, apply, and remove the following protective devices:
  - a. bony prominence pad      e. friction pad ("doughnut" pad)
  - b. muscle contusion pad      f. checkrein device
  - c. soft playing cast (e.g., silicone, thermofoam)
  - d. hard, immobilization splint or cast (e.g., thermoplastic, plaster, fiberglass)
  
- 9 - 1A :The student will demonstrate the ability to tape, splint, wrap, pad or brace the following joints to limit motions:
  - a. cervical spine
  - f. lumbar spine
  
- 9 - 1B :The student will demonstrate the ability to tape, splint, wrap, pad or brace the following joints to limit motions:
  - b. shoulder joint and girdle
  - c. elbow
  - d. wrist
  - e. hand and fingers
  
- 9 - 1G :The student will demonstrate the ability to tape, splint, wrap, pad or brace the following joints to limit motions:
  - g. hip and pelvis
  - h. knee
  - i. leg
  - j. ankle
  - k. foot and toes

### **Assessment and Evaluation**

- 2 - 1A :The student will
  - a. use standardized record keeping methods (e.g., SOAP, HIPS, HOPS)
  - b. select and use injury, rehabilitation, referral, and insurance documentation
  - c. use progress notes
  
- 6 - C3 :administer active and passive range-of-motion tests using quantifiable techniques (e.g., tape measure, goniometer, and inclinometer) for the cervical spine
  
- 6 - C4 :use manual muscle-testing techniques for the cervical spine.
  
- 6 - S3 :administer active and passive range-of-motion tests using standard goniometric techniques for the shoulder.
  
- 6 - S4 :use manual muscle-testing techniques for the shoulder
  
- 6 - E3 :administer active and passive range-of-motion tests using standard goniometric techniques of the elbow.
  
- 6 - E4 :use manual muscle-testing techniques of the elbow
  
- 6 - F3 :administer active and passive range-of-motion tests using standard goniometric techniques for the forearm, wrist, and hand

- 6 - F4 :use manual muscle-testing techniques for the forearm, wrist, and hand.
- 6 - T3 :administer active and passive range-of-motion tests using standard qualitative and quantitative techniques for the thoracic and lumbar spine.
- 6 - T4 :Use manual muscle-testing techniques for the thoracic and lumbar spine.
- 6 - T3 :administer active and passive range-of-motion tests using standard goniometric techniques and/or a tape measure for the hip/pelvis.
- 6 - T4 :use manual muscle-testing techniques for the hip and pelvis.
- 6 - K3 :administer active and passive range-of-motion tests using standard goniometric techniques for the knee
- 6 - K4 :use manual muscle-testing techniques for the knee.
- 6 - A3 :administer active and passive range-of-motion tests using standard goniometric techniques for the foot, ankle, and lower leg.
- 6 - A4 :use manual muscle-testing techniques for the foot, ankle, and lower leg.

### **Acute Care of Injuries and Illnesses**

- 6 - 1C :The student will demonstrate the ability to
  - c. select, fit, and instruct the patient in the use of crutches
  - d. select, fit, and instruct the patient in the use of a cane
  - e. transport an injured adult or child using a manual conveyance technique

### **Pharmacology**

- 3 - 1 :Replicate the following procedures for using an emergency epinephrine injection to prevent anaphylaxis:
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  - c. identify signs and symptoms that might indicate an allergic reaction to or overdose of epinephrine
  - d. demonstrate proper storage of epinephrine injectable
  - e. demonstrate proper disposal of used injection system

### **General Medical Conditions and Disabilities**

- 1 - 2 :Ascertain body temperature via the following:
  - a. oral temperature
  - b. axillary temperature
  - c. tympanic temperature
- 1 - 3 :Ascertain the following vital signs:
  - a. blood pressure
  - b. pulse (rate and quality)
  - c. respirations (rate and quality)

### **Health Care Administration**

- 3 - 1 :The student will demonstrate the ability to perform record keeping skills with sensitivity to patient confidentiality.

# Physiology of Exercise

## PROFICIENCIES TAUGHT

### Risk Management and Injury Prevention

- 1 - 1C: The student will assess the following:
  - c. blood pressure
  
- 1 - 1D: The student will assess the following:
  - d. pulse
  
- 2 - 1A: The student will demonstrate the ability to perform and evaluate the results of the following tests:
  - a. flexibility tests
  
- 3 - 1:a. use a sling psychrometer  
b. use a wet bulb globe index  
c. interpret and present environmental data for the following conditions: heat; wind; humidity; potential for lightning strike; cold; poor air quality  
d. check an activity setting for physical and/or environmental hazards  
e. use and interpret weight charts

### Assessment and Evaluation

- 1 - 3: The student will identify and classify body types as
  - a. endomorph
  - b. ectomorph
  - c. mesomorph

### General Medical Conditions and Disabilities

- 1 - 3: Ascertain the following vital signs:
  - a. blood pressure
  - b. pulse (rate and quality)
  - c. respirations (rate and quality)

### Nutritional Aspects

- 1 - 5: The student will demonstrate the ability to calculate the basal metabolic rate of energy expenditure.

## PROFICIENCIES EVALUATED

### Risk Management and Injury Prevention

- 1 - 1C : The student will assess the following:
  - c. blood pressure
  
- 2 - 1A : The student will demonstrate the ability to perform and evaluate the results of the following tests:
  - a. flexibility tests

### Assessment and Evaluation

- 1 - 3 : The student will identify and classify body types as
  - a. endomorph
  - b. ectomorph
  - c. mesomorph

### Nutritional Aspects

- 1 - 5 : The student will demonstrate the ability to calculate the basal metabolic rate of energy expenditure.

# Clinical Experience I

## PROFICIENCIES TAUGHT

### Pharmacology

- 2 - 1: Locate the phone number and address of the nearest poison control center and replicate the reporting of a drug overdose or poisoning situation. The report should state the following information:
- name and location of person making the call
  - name and age of person who has taken the medication
  - name and dosage of the drug taken
  - time the drug was taken
  - signs and symptoms associated with overdose or poison situation, including vital signs

## PROFICIENCIES EVALUATED

### Risk Management and Injury Prevention

- 1 - 1A :The student will assess the following:
- height
- 1 - 1B :The student will assess the following:
- weight
- 1 - 1D :The student will assess the following:
- pulse
- 1 - 1G :The student will assess the following:
- vision using a Snellen eye chart
- 3 - 1 :a. use a sling psychrometer  
b. use a wet bulb globe index  
c. interpret and present environmental data for the following conditions: heat; wind; humidity; potential for lightning strike; cold; poor air quality  
d. check an activity setting for physical and/or environmental hazards  
e. use and interpret weight charts
- 5 - 2 :The student will demonstrate the ability to perform an isokinetic test for the knee and shoulder.
- 5 - 3 :The student will demonstrate the ability to interpret data obtained from isokinetic testing and to use this information to determine appropriate follow-up care.

### Acute Care of Injuries and Illnesses

- 1 - 1 :The student will demonstrate the ability to implement an EAP for an activity, setting, or event.
- 4 - 1 :The student will evaluate and manage the following:
- heat exhaustion
  - heat syncope
  - heat stroke
  - hypothermia

### Pharmacology

- 2 - 1 :Locate the phone number and address of the nearest poison control center and replicate the reporting of a drug overdose or poisoning situation. The report should state the following information:
- name and location of person making the call
  - name and age of person who has taken the medication
  - name and dosage of the drug taken
  - time the drug was taken
  - signs and symptoms associated with overdose or poison situation, including vital signs

### General Medical Conditions and Disabilities

- 1 - 1 :Obtain a basic medical history that includes the following components:
- previous medical history
  - previous surgical history
  - pertinent family medical history
  - current medication history
  - relevant social history
  - chief medical complaint

- 1 - 3 :Ascertain the following vital signs:
  - a. blood pressure
  - b. pulse (rate and quality)
  - c. respirations (rate and quality)

### **Nutritional Aspects**

- 1 - 1 :The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
  - a. pre-participation meal
- 1 - 1B :The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
  - b. weight loss
  - c. weight gain
- 1 - 1D :The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
  - d. fluid replacement

### **Health Care Administration**

- 4 - 2A :The student will demonstrate the ability to develop administrative plans that include but are not limited to, the following components:
  - a. risk management
  - b. developing policies and procedures
  - d. addressing facility hazards

# Strength & Conditioning Fundamentals

## PROFICIENCIES TAUGHT

### Risk Management and Injury Prevention

- 2 - 1B: The student will demonstrate the ability to perform and evaluate the results of the following tests:
  - b. strength (repetition) testing
  
- 2 - 1C: The student will demonstrate the ability to perform and evaluate the results of the following tests:
  - c. agility tests
  
- 2 - 1D: The student will demonstrate the ability to perform and evaluate the results of the following tests:
  - d. speed tests
  
- 5 - 1: The student will demonstrate the ability to establish repetition maximum tests.
  
- 5 - 5: The student will perform the following tests:
  - a. upper body strength test      d. lower body power test
  - b. lower body strength test      e. upper body muscular endurance test
  - c. upper body power test      f. lower body muscular endurance test
  
- 7 - 1A: The student will demonstrate the proper lifting technique for the following exercises:
  - a. parallel squat      g. arm curl
  - b. heel raises      h. triceps extension
  - c. power clean      i. knee curl (flexion)
  - d. bench press      j. knee extension
  - e. shoulder press      k. leg press
  - f. dead lift
  
- 7 - 2: The student will demonstrate the proper spotting technique for the following exercises:
  - a. parallel squat      d. bench press
  - b. shoulder press      e. power clean
  - c. dead lift

## PROFICIENCIES EVALUATED

### Risk Management and Injury Prevention

- 2 - 1B : The student will demonstrate the ability to perform and evaluate the results of the following tests:
  - b. strength (repetition) testing
  
- 2 - 1C : The student will demonstrate the ability to perform and evaluate the results of the following tests:
  - c. agility tests
  
- 2 - 1D : The student will demonstrate the ability to perform and evaluate the results of the following tests:
  - d. speed tests
  
- 5 - 1 : The student will demonstrate the ability to establish repetition maximum tests.
  
- 5 - 5 : The student will perform the following tests:
  - a. upper body strength test      d. lower body power test
  - b. lower body strength test      e. upper body muscular endurance test
  - c. upper body power test      f. lower body muscular endurance test
  
- 7 - 1A : The student will demonstrate the proper lifting technique for the following exercises:
  - a. parallel squat      g. arm curl
  - b. heel raises      h. triceps extension
  - c. power clean      i. knee curl (flexion)
  - d. bench press      j. knee extension
  - e. shoulder press      k. leg press
  - f. dead lift
  
- 7 - 2 : The student will demonstrate the proper spotting technique for the following exercises:

- a. parallel squat
- b. shoulder press
- c. dead lift

- d. bench press
- e. power clean

## Field Experience

### PROFICIENCIES TAUGHT

### PROFICIENCIES EVALUATED

#### General Medical Conditions and Disabilities

- 1 - 1 :Obtain a basic medical history that includes the following components:
- a. previous medical history
  - b. previous surgical history
  - c. pertinent family medical history
  - d. current medication history
  - e. relevant social history
  - f. chief medical complaint

#### Health Care Administration

- 1 - 1B :The student will demonstrate appropriate communication skills.
- b. effectively communicate and work with physicians, emergency medical technicians (EMTs), and other members of the allied health care community and sports medicine team
  - c. appropriately communicate with athletic personnel and family members
- 3 - 1 :The student will demonstrate the ability to perform record keeping skills with sensitivity to patient confidentiality.

# Psychology of Injury and Rehabilitation

## PROFICIENCIES TAUGHT

### General Medical Conditions and Disabilities

1 - 97:Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

Eating Disorders

- a. anorexia
- b. bulimia
- c. obesity

### Nutritional Aspects

1 - 6:Simulate intervention with an individual who has the signs and symptoms of disordered eating.

1 - 7:Identify proper referral sources for disordered eating.

### Psychosocial Intervention And Referral

1 - 1:Simulate intervention with an individual who has a substance abuse problem and recommend appropriate referral.

1 - 2:Simulate a confidential conversation with a health care professional concerning suspected substance abuse by an athlete or other physically active individual.

1 - 3:Locate the available community-based resources for psychosocial intervention.

2 - 1:Simulate the following motivational techniques used during rehabilitation:

- a. verbal motivation
- b. visualization
- c. imagery
- d. desensitization

### Health Care Administration

1 - 1A:The student will demonstrate appropriate communication skills.

- a. calm, reassure, and explain a potentially catastrophic injury to an injured adult or child, athletic personnel, and/or family member.

## PROFICIENCIES EVALUATED

### General Medical Conditions and Disabilities

1 - 97 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

Eating Disorders

- a. anorexia
- b. bulimia
- c. obesity

### Nutritional Aspects

1 - 6 :Simulate intervention with an individual who has the signs and symptoms of disordered eating.

1 - 7 :Identify proper referral sources for disordered eating.

### Psychosocial Intervention And Referral

1 - 1 :Simulate intervention with an individual who has a substance abuse problem and recommend appropriate referral.

1 - 2 :Simulate a confidential conversation with a health care professional concerning suspected substance abuse by an athlete or other physically active individual.

1 - 3 :Locate the available community-based resources for psychosocial intervention.

2 - 1 :Simulate the following motivational techniques used during rehabilitation:

- a. verbal motivation
- b. visualization
- c. imagery
- d. desensitization

### Health Care Administration

- 1 - 1A :The student will demonstrate appropriate communication skills.
  - a. calm, reassure, and explain a potentially catastrophic injury to an injured adult or child, athletic personnel, and/or family member.

## Clinical Experience II

### PROFICIENCIES TAUGHT

#### General Medical Conditions and Disabilities

- 1 - 8: Measure urine values with Chemstrips (dipsticks)

### PROFICIENCIES EVALUATED

#### Risk Management and Injury Prevention

- 4 - 1A :The student will select and fit the following protective equipment:
  - a. protective helmet and head gear
- 4 - 1B :The student will select and fit the following protective equipment:
  - b. protective shoulder pads
- 4 - 1C :The student will select and fit the following protective equipment:
  - c. footwear for physical activity
- 4 - 1D :The student will select and fit the following protective equipment:
  - d. mouth guard
- 4 - 1E :The student will select and fit the following protective equipment:
  - e. rib brace/guard
- 8 - 1 :The student will construct, apply, and remove the following protective devices:
  - a. bony prominence pad
  - b. muscle contusion pad
  - c. soft playing cast (e.g., silicone, thermofoam)
  - d. hard, immobilization splint or cast (e.g., thermoplastic, plaster, fiberglass)
  - e. friction pad ("doughnut" pad)
  - f. checkrein device
- 9 - 1A :The student will demonstrate the ability to tape, splint, wrap, pad or brace the following joints to limit motions:
  - a. cervical spine
  - f. lumbar spine
- 9 - 1B :The student will demonstrate the ability to tape, splint, wrap, pad or brace the following joints to limit motions:
  - b. shoulder joint and girdle
  - c. elbow
  - d. wrist
  - e. hand and fingers
- 9 - 1G :The student will demonstrate the ability to tape, splint, wrap, pad or brace the following joints to limit motions:
  - g. hip and pelvis
  - h. knee
  - i. leg
  - j. ankle
  - k. foot and toes

#### Assessment and Evaluation

- 6 - H1 :obtain the medical history of an ill or injured athlete or other physically active individual suffering from a head injury.
- 6 - H2 :observe and identify the clinical signs and symptoms associated with head injury:
  - a. amnesia (retrograde or post-traumatic)
  - b. levels of consciousness
  - c. orientation (person, time, place orientation)
  - d. intracranial hematoma
  - e. balance and coordination
  - f. pupil and eye movements
  - g. pulse
  - h. blood pressure
  - i. facial postures
- 6 - C1 :obtain the medical history of an ill or injured athlete or other physically active individual suffering from a cervical spine injury.

#### Acute Care of Injuries and Illnesses

- 1 - 2 :The student will correctly triage emergency situations.
- 3 - 1A :The student will demonstrate the ability to
  - a. select and apply an appropriate splint to a sprain, strain, fracture, subluxation, and dislocation
- 3 - 1B :The student will demonstrate the ability to
  - b. stabilize and spine board or body splint an adult or child with a suspected spinal injury
- 5 - 1 :The student will demonstrate the ability to
  - a. establish and manage an airway
  - b. establish and manage an airway in an athlete wearing protective headgear
  - c. perform CPR on an adult or child with or without a spinal injury
  - d. use a bag-valve-mask (BVM) on an adult or child for rescue breathing
  - e. use a protective pocket mask/shield on an adult or child for rescue breathing
- 6 - 1A :The student will demonstrate the ability to
  - a. stabilize and transport an adult or child with a head and/or spinal injury
  - b. stabilize and transport an adult or child with a fracture and/or dislocation
- 6 - 1F :The student will demonstrate the ability to
  - f. perform two-person CPR

**General Medical Conditions and Disabilities**

- 1 - 8 :Measure urine values with Chemstrips (dipsticks)

# Orthopedic Injury & Pathology

## PROFICIENCIES TAUGHT

### Assessment and Evaluation

- 1 - 1AD: The student will recognize the following postural deviations and predisposing conditions:
  - a. kyphosis
  - b. lordosis
  - c. scoliosis
  - d. pelvic obliquity
  - f. hip anteversion and retroversion
  
- 1 - 2A: The student will perform a postural assessment of the following:
  - a. cervical spine and head
  
- 1 - 2B: The student will perform a postural assessment of the following:
  - b. shoulder
  
- 1 - 2C: The student will perform a postural assessment of the following:
  - c. lumbo-thoracic region
  
- 1 - 2D: The student will perform a postural assessment of the following:
  - d. hip and pelvis

## PROFICIENCIES EVALUATED

### Assessment and Evaluation

- 1 - 1AD : The student will recognize the following postural deviations and predisposing conditions:
  - a. kyphosis
  - b. lordosis
  - c. scoliosis
  - d. pelvic obliquity
  - f. hip anteversion and retroversion
  
- 1 - 2A : The student will perform a postural assessment of the following:
  - a. cervical spine and head
  
- 1 - 2B : The student will perform a postural assessment of the following:
  - b. shoulder
  
- 1 - 2C : The student will perform a postural assessment of the following:
  - c. lumbo-thoracic region
  
- 1 - 2D : The student will perform a postural assessment of the following:
  - d. hip and pelvis

# Nutrition in Sport

## PROFICIENCIES TAUGHT

### Nutritional Aspects

- 1 - 1: The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
  - a. pre-participation meal
  
- 1 - 1B: The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
  - b. weight loss
  - c. weight gain
  
- 1 - 1D: The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
  - d. fluid replacement
  
- 1 - 3: The student will demonstrate the ability to access and assess the following nutritional intake values:
  - a. RDA or equivalency
  - b. protein intake
  - c. fat intake
  - d. carbohydrate intake
  - e. vitamin intake
  - f. mineral intake
  - g. fluid intake

### Psychosocial Intervention And Referral

- 1 - 4: The student will demonstrate the ability to determine energy expenditure and caloric intake.

### Nutritional Aspects

- 1 - 5: The student will demonstrate the ability to calculate the basal metabolic rate of energy expenditure.

## PROFICIENCIES EVALUATED

### Nutritional Aspects

- 1 - 1 : The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
  - a. pre-participation meal
  
- 1 - 1B : The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
  - b. weight loss
  - c. weight gain
  
- 1 - 1D : The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
  - d. fluid replacement
  
- 1 - 2 : The student will demonstrate the ability to use the nutritional food pyramid.
  
- 1 - 3 : The student will demonstrate the ability to access and assess the following nutritional intake values:
  - a. RDA or equivalency
  - b. protein intake
  - c. fat intake
  - d. carbohydrate intake
  - e. vitamin intake
  - f. mineral intake
  - g. fluid intake

### Psychosocial Intervention And Referral

- 1 - 4 : The student will demonstrate the ability to determine energy expenditure and caloric intake.

### Nutritional Aspects

- 1 - 5 : The student will demonstrate the ability to calculate the basal metabolic rate of energy expenditure.

## General Medical Aspects

### PROFICIENCIES TAUGHT

#### Pharmacology

- 3 - 2: Replicate the following procedures for using an emergency bronchodilator (inhaler) to prevent asthma attacks:
- identify indications for use of a bronchodilator
  - demonstrate proper use through verbal and nonverbal instruction
  - identify signs and symptoms that might indicate an allergic reaction to or overdose of a bronchodilator
  - demonstrate proper storage of a bronchodilator

#### General Medical Conditions and Disabilities

- 1 - 5A: Use a stethoscope to identify the following:
- normal breath sounds
- 1 - 5B: Use a stethoscope to identify the following:
- normal heart sounds
- 1 - 6: Identify pathological breathing patterns to make a differential assessment for the following respiratory conditions:
- apnea
  - tachypnea
  - hyperventilation
  - bradypnea
  - dyspnea
  - obstructed airway
- 1 - 7: Demonstrate proficiency in the use of an otoscope to examine the nose and the outer and middle ear.
- 1 - 91: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
- The Skin
- [See List]
- 1 - 92: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
- The Eyes, Ears, Nose, and Throat
- common cold
  - conjunctivitis
  - laryngitis
  - pharyngitis
  - rhinitis
  - sinusitis
  - tetanus
  - tonsillitis
- 1 - 93: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
- Respiratory System
- asthma
  - bronchitis
  - hyperventilation
  - hay fever
  - influenza
  - pneumonia
  - upper respiratory infection (URI)
- 1 - 94: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
- Cardiovascular System
- hypertension
  - hypertrophic cardiomyopathy
  - hypotension
  - migraine headache
  - shock
  - syncope
- 1 - 95: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
- Endocrine System
- diabetes
  - hyperthyroidism
  - hypothyroidism
  - pancreatitis
- 1 - 96: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

#### Gastrointestinal Tract

- a. appendicitis
- b. colitis
- c. constipation
- d. diarrhea
- e. esophageal reflux
- f. gastritis
- g. gastroenteritis
- h. indigestion
- i. ulcer
- j. irritable bowel syndrome

- 1 - 98: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

#### Sexually Transmitted Diseases/Diseases Transmitted by Body Fluid

- a. HIV/AIDS
- b. hepatitis
- c. chlamydia
- d. genital warts
- e. gonorrhea
- f. syphilis

- 1 - 99: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

#### Genitourinary Tract and Organs

- a. kidney stones
- b. spermatic cord torsion
- c. candidiasis
- d. urethritis
- e. urinary tract infection
- f. hydrocele
- g. varicocele

- 1 - 910: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

#### Gynecological Disorders

- a. amenorrhea
- b. dysmenorrhea
- c. oligomenorrhea
- d. pelvic inflammatory disease
- e. vaginitis

- 1 - 911: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

#### Viral Syndromes

- a. infectious mononucleosis
- b. measles
- c. mumps

- 1 - 912: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

#### Neurological Disorders

- a. epilepsy
- b. syncope
- c. reflex sympathetic dystrophy
- d. meningitis

- 1 - 913: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

#### Systemic Diseases

- a. iron-deficiency anemia
- b. sickle cell anemia
- c. Lyme disease

### **PROFICIENCIES EVALUATED**

#### **Risk Management and Injury Prevention**

- 1 - 1C :The student will assess the following:
- c. blood pressure

#### **Pharmacology**

- 3 - 2 :Replicate the following procedures for using an emergency bronchodilator (inhaler) to prevent asthma attacks:
- a. identify indications for use of a bronchodilator
  - b. demonstrate proper use through verbal and nonverbal instruction
  - c. identify signs and symptoms that might indicate an allergic reaction to or overdose of a bronchodilator

- d. demonstrate proper storage of a bronchodilator

**General Medical Conditions and Disabilities**

- 1 - 2 :Ascertain body temperature via the following:
  - a. oral temperature
  - b. axillary temperature
  - c. tympanic temperature
- 1 - 5A :Use a stethoscope to identify the following:
  - a. normal breath sounds
- 1 - 5B :Use a stethoscope to identify the following:
  - b. normal heart sounds
- 1 - 6 :Identify pathological breathing patterns to make a differential assessment for the following respiratory conditions:
  - a. apnea
  - b. tachypnea
  - c. hyperventilation
  - d. bradypnea
  - e. dyspnea
  - f. obstructed airway
- 1 - 7 :Demonstrate proficiency in the use of an otoscope to examine the nose and the outer and middle ear.
- 1 - 91 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

The Skin

[See List]

- 1 - 92 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
  - The Eyes, Ears, Nose, and Throat
    - a. common cold
    - b. conjunctivitis
    - c. laryngitis
    - d. pharyngitis
    - e. rhinitis
    - f. sinusitis
    - g. tetanus
    - h. tonsillitis

- 1 - 93 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
  - Respiratory System
    - a. asthma
    - b. bronchitis
    - c. hyperventilation
    - d. hay fever
    - e. influenza
    - f. pneumonia
    - g. upper respiratory infection (URI)

- 1 - 94 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
  - Cardiovascular System
    - a. hypertension
    - b. hypertrophic cardiomyopathy
    - c. hypotension
    - d. migraine headache
    - e. shock
    - f. syncope

- 1 - 95 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
  - Endocrine System
    - a. diabetes
    - b. hyperthyroidism
    - c. hypothyroidism
    - d. pancreatitis

- 1 - 96 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
  - Gastrointestinal Tract
    - a. appendicitis
    - f. gastritis

- b. colitis
- c. constipation
- d. diarrhea
- e. esophageal reflux
- g. gastroenteritis
- h. indigestion
- i. ulcer
- j. irritable bowel syndrome

1 - 98 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

Sexually Transmitted Diseases/Diseases Transmitted by Body Fluid

- a. HIV/AIDS
- b. hepatitis
- c. chlamydia
- d. genital warts
- e. gonorrhea
- f. syphilis

1 - 99 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

Genitourinary Tract and Organs

- a. kidney stones
- b. spermatic cord torsion
- c. candidiasis
- d. urethritis
- e. urinary tract infection
- f. hydrocele
- g. varicocele

1 - 910 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

Gynecological Disorders

- a. amenorrhea
- b. dysmenorrhea
- c. oligomenorrhea
- d. pelvic inflammatory disease
- e. vaginitis

1 - 911 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

Viral Syndromes

- a. infectious mononucleosis
- b. measles
- c. mumps

1 - 912 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

Neurological Disorders

- a. epilepsy
- b. syncope
- c. reflex sympathetic dystrophy
- d. meningitis

1 - 913 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

Systemic Diseases

- a. iron-deficiency anemia
- b. sickle cell anemia
- c. Lyme disease

# Organization & Administration for Health Care Professionals

## PROFICIENCIES TAUGHT

### Risk Management and Injury Prevention

- 1 - 1F: The student will assess the following:
  - f. limb length

### Assessment and Evaluation

- 2 - 1A: The student will
  - a. use standardized record keeping methods (e.g., SOAP, HIPS, HOPS)
  - b. select and use injury, rehabilitation, referral, and insurance documentation
  - c. use progress notes

### Acute Care of Injuries and Illnesses

- 1 - 1: The student will demonstrate the ability to implement an EAP for an activity, setting, or event.

### Pharmacology

- 1 - 2: Document, or simulate the documentation of, the tracking of medications by recording the following information about the medication:
  - a. name
  - b. manufacturer
  - c. amount
  - d. dosage
  - e. lot number
  - f. expiration date
- 1 - 3: Locate the policies-and-procedures manual, identify the section on medications, and replicate the procedures for administering medications to athletes and others involved in physical activity, which include the following:
  - a. determine type of over-the-counter (OTC) medication to be used according to the physical ailment and established protocols
  - b. identify the precautions, expiration date, lot number, and dosage for the medication as provided on the package and individual dose packets
  - c. administer OTC medication by providing verbal and written instruction for its use to the patient and then recording and documenting the administration

### Health Care Administration

- 1 - 1A: The student will demonstrate appropriate communication skills.
  - a. calm, reassure, and explain a potentially catastrophic injury to an injured adult or child, athletic personnel, and/or family member.
- 1 - 1B: The student will demonstrate appropriate communication skills.
  - b. effectively communicate and work with physicians, emergency medical technicians (EMTs), and other members of the allied health care community and sports medicine team
  - c. appropriately communicate with athletic personnel and family members
- 1 - 1D: The student will demonstrate appropriate communication skills.
  - d. use ethnic and cultural sensitivity in all aspects of communication
  - e. communicate with diverse community populations
- 2 - 1: The student will use contemporary multimedia, computer hardware, and software as related to the practice of athletic training.
- 3 - 1: The student will demonstrate the ability to perform record keeping skills with sensitivity to patient confidentiality.
- 4 - 1: The student will demonstrate the ability to develop facility design plans that include, but are not limited to, the following components:
  - a. basic floor plan design
  - b. facility evacuation
  - c. basic rehabilitation and treatment area plans
- 4 - 2A: The student will demonstrate the ability to develop administrative plans that include but are not limited to, the following components:
  - a. risk management

- b. developing policies and procedures
  - d. addressing facility hazards
- 5 - 1: The student will demonstrate the ability to prepare and interpret sample design for scientific research.
1. The student will interpret the following basic literature:
    - a. case study
    - b. outcome measurement, including statistical interpretation
    - c. literature review

### **Professional Development and Responsibilities**

- 1 - 1: The student will demonstrate the ability to disseminate injury prevention and health care information. The student will develop a presentation outline for an athletic training topic. The outline may include, but is not limited to, the following audiences:
- a. peer athletic trainers
  - b. physicians
  - c. parents
  - d. athletic personnel
  - e. general public
  - f. athletes and others involved in physical activity
- 1 - 2: The student will develop a professional resume.

### **PROFICIENCIES EVALUATED**

#### **Assessment and Evaluation**

- 2 - 1A : The student will
- a. use standardized record keeping methods (e.g., SOAP, HIPS, HOPS)
  - b. select and use injury, rehabilitation, referral, and insurance documentation
  - c. use progress notes

#### **Acute Care of Injuries and Illnesses**

- 1 - 1 : The student will demonstrate the ability to implement an EAP for an activity, setting, or event.

#### **Pharmacology**

- 1 - 2 : Document, or simulate the documentation of, the tracking of medications by recording the following information about the medication:
- a. name
  - b. manufacturer
  - c. amount
  - d. dosage
  - e. lot number
  - f. expiration date
- 1 - 3 : Locate the policies-and-procedures manual, identify the section on medications, and replicate the procedures for administering medications to athletes and others involved in physical activity, which include the following:
- a. determine type of over-the-counter (OTC) medication to be used according to the physical ailment and established protocols
  - b. identify the precautions, expiration date, lot number, and dosage for the medication as provided on the package and individual dose packets
  - c. administer OTC medication by providing verbal and written instruction for its use to the patient and then recording and documenting the administration

#### **Health Care Administration**

- 1 - 1B : The student will demonstrate appropriate communication skills.
- b. effectively communicate and work with physicians, emergency medical technicians (EMTs), and other members of the allied health care community and sports medicine team
  - c. appropriately communicate with athletic personnel and family members
- 1 - 1D : The student will demonstrate appropriate communication skills.
- d. use ethnic and cultural sensitivity in all aspects of communication
  - e. communicate with diverse community populations

- 2 - 1 :The student will use contemporary multimedia, computer hardware, and software as related to the practice of athletic training.
- 4 - 1 :The student will demonstrate the ability to develop facility design plans that include, but are not limited to, the following components:
  - a. basic floor plan design
  - b. facility evacuation
  - c. basic rehabilitation and treatment area plans
- 4 - 2A :The student will demonstrate the ability to develop administrative plans that include but are not limited to, the following components:
  - a. risk management
  - b. developing policies and procedures
  - d. addressing facility hazards
- 5 - 1 :The student will demonstrate the ability to prepare and interpret sample design for scientific research.
  - 1. The student will interpret the following basic literature:
    - a. case study
    - b. outcome measurement, including statistical interpretation
    - c. literature review

### **Professional Development and Responsibilities**

- 1 - 1 :The student will demonstrate the ability to disseminate injury prevention and health care information. The student will develop a presentation outline for an athletic training topic. The outline may include, but is not limited to, the following audiences:
  - a. peer athletic trainers
  - b. physicians
  - c. parents
  - d. athletic personnel
  - e. general public
  - f. athletes and others involved in physical activity
- 1 - 2 :The student will develop a professional resume.

# Advanced Athletic Injury Management: LE

## PROFICIENCIES TAUGHT

### Risk Management and Injury Prevention

- 1 - 1F: The student will assess the following:
  - f. limb length
  
- 9 - 1G: The student will demonstrate the ability to tape, splint, wrap, pad or brace the following joints to limit motions:
  - g. hip and pelvis
  - h. knee
  - i. leg
  - j. ankle
  - k. foot and toes

### Assessment and Evaluation

- 1 - 1EK: The student will recognize the following postural deviations and predisposing conditions:
  - e. tibial torsion
  - g. genu valgum, varum, and recurvatum
  - h. rearfoot valgus and varus
  - i. forefoot valgus and varus
  - j. pes cavus and planus
  - k. foot and toe posture
  
- 1 - 2C: The student will perform a postural assessment of the following:
  - c. lumbo-thoracic region
  
- 1 - 2D: The student will perform a postural assessment of the following:
  - d. hip and pelvis
  
- 1 - 2E: The student will perform a postural assessment of the following:
  - e. knee
  
- 1 - 2F: The student will perform a postural assessment of the following:
  - f. ankle, foot, and toes
  
- 6 - T1: obtain the medical history of an ill or injured athlete or other physically active individual of the thorax and lumbar spine.
  
- 6 - T2: observe and identify the clinical signs and symptoms associated with common injuries, illnesses, and predisposing conditions:
  - a. café au lait macules (spots)
  - b. dislocation or subluxation
  - c. spina bifida occulta
  - d. facet syndrome
  - e. intervertebral disc pathology
  - f. spinal posture (kyphosis/ lordosis)
  - g. leg length discrepancies
  - k. vertebral pathology (e.g., spondylitis, spondylolysis, spondylolisthesis)
  - h. nerve root compression
  - i. sacroiliac dysfunction
  - j. scoliosis
  - l. sprain
  - m. stenosis
  - n. step deformity
  - o. strain
  
- 6 - T5: administer appropriate sensory and neurological tests for the thoracic and lumbar spine.
  
- 6 - T6: administer functional tests and activity-specific tests for the thoracic and lumbar spine.
  
- 6 - T7: identify, palpate, and interpret the integrity of bony landmarks of the thoracic and lumbar spine.
  
- 6 - T8: identify, palpate, and interpret the integrity of soft tissue of the thoracic and lumbar spine.
  
- 6 - T9: administer commonly used special tests to make a differential assessment of the following:
  - a. intervertebral disc herniation (e.g., Valsalva's maneuver)
  - b. neuropathy (e.g., straight leg raise test, well straight leg test, Babinski's reflex test, Oppenheim's gait test, Kernig's sign, Brudzinski sign test, bowstring test, Hoover sign test)
  - c. vertebral defects (e.g., stork standing test/spondylolisthesis test)

- d. joint instability (e.g., spring test)
- 6 - P1:obtain the medical history of an ill or injured athlete or other physically active individual for hip/pelvis pathology.
- 6 - T2:observe and identify the clinical signs and symptoms associated with common injuries, illnesses, and predisposing conditions:
- a. leg length discrepancies
  - b. hip retroversion
  - c. hip anteversion
  - d. Legg-Calve-Perthes disease
  - e. apophysitis
  - f. slipped capital femoral epiphysis
  - g. dislocation or subluxation
  - h. fracture
  - i. stress fracture
  - j. osteitis pubis
  - k. athletic pubalgia
  - l. bursitis
  - m. piriformis syndrome
  - n. iliotibial band syndrome
  - o. contusion
  - p. sprain
  - q. strain
  - r. tendonitis
- 6 - T5:administer appropriate sensory, neurological, and circulatory tests for the hip and pelvis.
- 6 - P6:administer functional tests and activity-specific tests for the hip/pelvis.
- 6 - P7:identify, palpate, and interpret the integrity of bony landmarks of the hip/pelvis.
- 6 - P8:identify, palpate, and interpret the integrity of soft tissue of the hip and pelvis.
- 6 - P9:administer commonly used special tests to make a differential assessment of the following:
- a. sacroiliac dysfunction (e.g., Patrick's/FABER, Gaenslen's test, pelvic compression/distraction test)
  - b. neuropathy (e.g., femoral nerve traction test)
  - c. neuromuscular pathology (e.g., Trendelenburg test, Thomas test, rectus femoris contracture test, Ober test, Noble's test, piriformis test)
- 6 - K1:obtain the medical history of an ill or injured athlete or other physically active individual suffering from knee pathology.
- 6 - K2:observe and identify the clinical signs and symptoms associated with common injuries, illnesses, and predisposing conditions:
- a. bursitis
  - b. chondromalacia patella
  - c. dislocation and subluxation
  - d. fat pad contusion
  - e. fracture
  - f. leg length
  - g. meniscal tear
  - h. Osgood-Schlatter disease
  - i. osteochondritis dissecans
  - j. patellar alignment (e.g., patella alta, patella baja, squinting patella, Q angle)
  - k. patellar tendon rupture
  - l. peroneal nerve contusion or palsy
  - m. popliteal cyst
  - n. sprain
  - o. strain
  - p. tendonitis
  - q. tibial torsion
  - r. tibiofemoral alignment (e.g., ...)
- 6 - K5:administer appropriate sensory, neurological, and circulatory tests for the knee.
- 6 - K6:administer functional tests and activity-specific tests for the knee
- 6 - K7:identify, palpate, and interpret the integrity of bony landmarks of the knee
- 6 - K8:identify, palpate, and interpret the integrity of soft tissue of the knee.
- 6 - K9:administer commonly used special tests to make a differential assessment of the following:
- a. uniplanar stress tests (e.g., valgus stress test, varus stress test, Lachman test, anterior drawer test, posterior drawer test, posterior sag sign)
  - b. multiplanar (rotational) stress tests (e.g., Slocum test, Hughston's test, lateral pivot shift maneuver)
  - c. meniscal tears (e.g., McMurray's test, Apley's test)
  - d. patellofemoral dysfunction (e.g., grind test, apprehension test)
  - e. intra-extracapsular swelling (e.g., sweep test, ballottable patella)

- 6 - A1:obtain the medical history of an ill or injured athlete or other physically active individual suffering from foot, ankle, or leg pathology.
- 6 - A2:observe and identify the clinical signs and symptoms associated with the following common injuries, illnesses, and predisposing conditions:
  - a. overuse injures; b. Achilles tendon rupture; c. compartment syndromes; d. apophysitis; e. dislocation or subluxation; f. foot type/structure; g. fracture; h. deep vein thrombosis; i. neuroma; j. osteochondritis dissecans; k. sprain; l. strain; m. toe structure/alignment; n. weight-bearing versus non-weight-bearing alignment; o. gait
- 6 - A5:administer appropriate sensory, neurological, and circulatory tests for the foot, ankle, and lower leg.
- 6 - A6:administer functional tests and activity-specific tests for the foot, ankle, and lower leg.
- 6 - A7:identify, palpate, and interpret the integrity of bony landmarks for the foot, ankle, and lower leg.
- 6 - A8:identify, palpate, and interpret the integrity of soft tissue of the foot, ankle, and lower leg.
- 6 - A9:administer the following commonly used special tests to make a differential assessment:
  - a. compression test      e. talar tilt test
  - b. percussion test      f. Thompson test
  - c. anterior drawer test    g. Tinel's sign
  - d. Kleiger's test      h. Homans' sign

## **PROFICIENCIES EVALUATED**

# Advanced Athletic Injury Management: LE Lab

## PROFICIENCIES TAUGHT

### PROFICIENCIES EVALUATED

#### Risk Management and Injury Prevention

- 1 - 1F :The student will assess the following:
  - f. limb length

#### Assessment and Evaluation

- 1 - 1EK :The student will recognize the following postural deviations and predisposing conditions:
  - e. tibial torsion
  - g. genu valgum, varum, and recurvatum
  - h. rearfoot valgus and varus
  - i. forefoot valgus and varus
  - j. pes cavus and planus
  - k. foot and toe posture
- 1 - 2C :The student will perform a postural assessment of the following:
  - c. lumbo-thoracic region
- 1 - 2D :The student will perform a postural assessment of the following:
  - d. hip and pelvis
- 1 - 2E :The student will perform a postural assessment of the following:
  - e. knee
- 1 - 2F :The student will perform a postural assessment of the following:
  - f. ankle, foot, and toes
- 4 - 1A :The student will identify and assess the following:
  - a. cranial nerves
  - b. dermatomes
  - c. myotomes
  - d. deep tendon reflexes
  - e. pathological reflexes
- 4 - 1B :The student will identify and assess the following:
  - b. dermatomes
  - c. myotomes
  - d. deep tendon reflexes
  - e. pathological reflexes
- 6 - T1 :obtain the medical history of an ill or injured athlete or other physically active individual of the thorax and lumbar spine.
- 6 - T2 :observe and identify the clinical signs and symptoms associated with common injuries, illnesses, and predisposing conditions:
  - a. café au lait macules (spots)
  - b. dislocation or subluxation
  - c. spina bifida occulta
  - d. facet syndrome
  - e. intervertebral disc pathology
  - f. spinal posture (kyphosis/ lordosis)
  - g. leg length discrepancies
  - k. vertebral pathology (e.g., spondylitis, spondylolysis, spondylolisthesis)
  - h. nerve root compression
  - i. sacroiliac dysfunction
  - j. scoliosis
  - l. sprain
  - m. stenosis
  - n. step deformity
  - o. strain
- 6 - T3 :administer active and passive range-of-motion tests using standard qualitative and quantitative techniques for the thoracic and lumbar spine.
- 6 - T4 :Use manual muscle-testing techniques for the thoracic and lumbar spine.
- 6 - T5 :administer appropriate sensory and neurological tests for the thoracic and lumbar spine.
- 6 - T6 :administer functional tests and activity-specific tests for the thoracic and lumbar spine.

- 6 - T7 :identify, palpate, and interpret the integrity of bony landmarks of the thoracic and lumbar spine.
- 6 - T8 :identify, palpate, and interpret the integrity of soft tissue of the thoracic and lumbar spine.
- 6 - T9 :administer commonly used special tests to make a differential assessment of the following:
  - a. intervertebral disc herniation (e.g., Valsalva's maneuver)
  - b. neuropathy (e.g., straight leg raise test, well straight leg test, Babinski's reflex test, Oppenheim's gait test, Kernig's sign, Brudzinski sign test, bowstring test, Hoover sign test)
  - c. vertebral defects (e.g., stork standing test/spondylolisthesis test)
  - d. joint instability (e.g., spring test)
- 6 - P1 :obtain the medical history of an ill or injured athlete or other physically active individual for hip/pelvis pathology.
- 6 - T2 :observe and identify the clinical signs and symptoms associated with common injuries, illnesses, and predisposing conditions:
 

<ul style="list-style-type: none"> <li>a. leg length discrepancies</li> <li>b. hip retroversion</li> <li>c. hip anteversion</li> <li>d. Legg-Calve-Perthes disease</li> <li>e. apophysitis</li> <li>f. slipped capital femoral epiphysis</li> <li>g. dislocation or subluxation</li> <li>h. fracture</li> <li>i. stress fracture</li> </ul>	<ul style="list-style-type: none"> <li>j. osteitis pubis</li> <li>k. athletic pubalgia</li> <li>l. bursitis</li> <li>m. piriformis syndrome</li> <li>n. iliotibial band syndrome</li> <li>o. contusion</li> <li>p. sprain</li> <li>q. strain</li> <li>r. tendonitis</li> </ul>
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- 6 - T3 :administer active and passive range-of-motion tests using standard goniometric techniques and/or a tape measure for the hip/pelvis.
- 6 - T4 :use manual muscle-testing techniques for the hip and pelvis.
- 6 - T5 :administer appropriate sensory, neurological, and circulatory tests for the hip and pelvis.
- 6 - P6 :administer functional tests and activity-specific tests for the hip/pelvis.
- 6 - P7 :identify, palpate, and interpret the integrity of bony landmarks of the hip/pelvis.
- 6 - P8 :identify, palpate, and interpret the integrity of soft tissue of the hip and pelvis.
- 6 - P9 :administer commonly used special tests to make a differential assessment of the following:
  - a. sacroiliac dysfunction (e.g., Patrick's/FABER, Gaenslen's test, pelvic compression/distraction test)
  - b. neuropathy (e.g., femoral nerve traction test)
  - c. neuromuscular pathology (e.g., Trendelenburg test, Thomas test, rectus femoris contracture test, Ober test, Noble's test, piriformis test)
- 6 - K1 :obtain the medical history of an ill or injured athlete or other physically active individual suffering from knee pathology.
- 6 - K2 :observe and identify the clinical signs and symptoms associated with common injuries, illnesses, and predisposing conditions:
 

<ul style="list-style-type: none"> <li>a. bursitis</li> <li>b. chondromalacia patella</li> <li>c. dislocation and subluxation</li> <li>d. fat pad contusion</li> <li>e. fracture</li> <li>f. leg length</li> <li>g. meniscal tear</li> <li>h. Osgood-Schlatter disease</li> <li>i. osteochondritis dissecans</li> <li>j. patellar alignment (e.g., patella alta, patella baja, squinting patella, Q angle)</li> </ul>	<ul style="list-style-type: none"> <li>k. patellar tendon rupture</li> <li>l. peroneal nerve contusion or palsy</li> <li>m. popliteal cyst</li> <li>n. sprain</li> <li>o. strain</li> <li>p. tendonitis</li> <li>q. tibial torsion</li> <li>r. tibiofemoral alignment (e.g., ...)</li> </ul>
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- 6 - K3 :administer active and passive range-of-motion tests using standard goniometric techniques for the knee

- 6 - K4 :use manual muscle-testing techniques for the knee.
- 6 - K5 :administer appropriate sensory, neurological, and circulatory tests for the knee.
- 6 - K6 :administer functional tests and activity-specific tests for the knee
- 6 - K7 :identify, palpate, and interpret the integrity of bony landmarks of the knee
- 6 - K8 :identify, palpate, and interpret the integrity of soft tissue of the knee.
- 6 - K9 :administer commonly used special tests to make a differential assessment of the following:
  - a. uniplanar stress tests (e.g., valgus stress test, varus stress test, Lachman test, anterior drawer test, posterior drawer test, posterior sag sign)
  - b. multiplanar (rotational) stress tests (e.g., Slocum test, Hughston's test, lateral pivot shift maneuver)
  - c. meniscal tears (e.g., McMurray's test, Apley's test)
  - d. patellofemoral dysfunction (e.g., grind test, apprehension test)
  - e. intra-extracapsular swelling (e.g., sweep test, ballottable patella)
- 6 - A1 :obtain the medical history of an ill or injured athlete or other physically active individual suffering from foot, ankle, or leg pathology.
- 6 - A2 :observe and identify the clinical signs and symptoms associated with the following common injuries, illnesses, and predisposing conditions:
  - a. overuse injures; b. Achilles tendon rupture; c. compartment syndromes; d. apophysitis; e. dislocation or subluxation; f. foot type/structure; g. fracture; h. deep vein thrombosis; i. neuroma; j. osteochondritis dissecans; k. sprain; l. strain; m. toe structure/alignment; n. weight-bearing versus non-weight-bearing alignment; o. gait
- 6 - A3 :administer active and passive range-of-motion tests using standard goniometric techniques for the foot, ankle, and lower leg.
- 6 - A4 :use manual muscle-testing techniques for the foot, ankle, and lower leg.
- 6 - A5 :administer appropriate sensory, neurological, and circulatory tests for the foot, ankle, and lower leg.
- 6 - A6 :administer functional tests and activity-specific tests for the foot, ankle, and lower leg.
- 6 - A7 :identify, palpate, and interpret the integrity of bony landmarks for the foot, ankle, and lower leg.
- 6 - A8 :identify, palpate, and interpret the integrity of soft tissue of the foot, ankle, and lower leg.
- 6 - A9 :administer the following commonly used special tests to make a differential assessment:
  - a. compression test      e. talar tilt test
  - b. percussion test      f. Thompson test
  - c. anterior drawer test    g. Tinel's sign
  - d. Kleiger's test          h. Homans' sign

### **Acute Care of Injuries and Illnesses**

- 6 - 1A :The student will demonstrate the ability to
  - a. stabilize and transport an adult or child with a head and/or spinal injury
  - b. stabilize and transport an adult or child with a fracture and/or dislocation

## Advanced Athletic Injury Management : Upper Extremity

### PROFICIENCIES TAUGHT

#### Risk Management and Injury Prevention

- 5 - 4: The student will perform isometric tests for the following parts of the body: a. ankle; b. foot/toes; c. knee; d. hip; e. trunk/torso; f. shoulder; g. elbow; h. wrist; i. hand/fingers;
- 9 - 1B: The student will demonstrate the ability to tape, splint, wrap, pad or brace the following joints to limit motions:
  - b. shoulder joint and girdle
  - c. elbow
  - d. wrist
  - e. hand and fingers

#### Assessment and Evaluation

- 1 - 1A: The student will recognize the following postural deviations and predisposing conditions:
  - a. kyphosis
  - b. lordosis
  - c. scoliosis
  - d. pelvic obliquity
  - f. hip anteversion and retroversion
- 1 - 2A: The student will perform a postural assessment of the following:
  - a. cervical spine and head
- 1 - 2B: The student will perform a postural assessment of the following:
  - b. shoulder
- 6 - H1: obtain the medical history of an ill or injured athlete or other physically active individual suffering from a head injury.
- 6 - H2: observe and identify the clinical signs and symptoms associated with head injury:
  - a. amnesia (retrograde or post-traumatic)
  - b. levels of consciousness
  - c. orientation (person, time, place orientation)
  - d. intracranial hematoma
  - f. pupil and eye movements
  - g. pulse
  - h. blood pressure
  - i. facial postures
  - d. balance and coordination
- 6 - H3: observe and identify the clinical signs and symptoms associated with eye injuries and illnesses:
  - a. orbital blowout fracture
  - b. conjunctivitis
  - c. corneal abrasion
  - d. corneal laceration
  - e. detached retina
  - f. hyphema
  - g. stye
- 6 - H4: observe and identify the clinical signs and symptoms associated with an ear injury or illness:
  - a. pinna hematoma ("cauliflower ear")
  - b. impacted cerumen
  - c. otitis externa
  - d. otitis media
- 6 - H5: observe and identify the clinical signs and symptoms associated with nose injury:
  - a. deviated septum
  - b. epistaxis
  - c. nasal fracture
- 6 - H6: observe and identify the clinical signs and symptoms associated with jaw, mouth, or tooth injury or illness:
  - a. gingivitis
  - b. mandibular fracture
  - c. maxilla fracture
  - d. periodontitis
  - e. temporomandibular joint dislocation
  - f. temporomandibular joint dysfunction
  - g. tooth abscess
  - h. tooth extrusion
  - i. tooth fracture
  - j. tooth intrusion
  - k. tooth luxation
- 6 - H7: administer appropriate sensory, neurological, and circulatory tests for the head and face

- 6 - H8:administer functional tests and activity-specific tests for head and face injuries.
- 6 - H9:identify, palpate, and assess the integrity of bony landmarks of the head and face.
- 6 - H10:identify, palpate, and assess the integrity of soft tissue of the head and face.
- 6 - H11:administer commonly used special tests to make a differential assessment of the following:
  - a. cranial nerves (e.g., eye motion, facial muscles)
  - b. cognitive tests (e.g., recall, serial 7s, digit span)
  - c. cerebellar function (e.g., Romberg's test, finger-to-nose test, heel-toe walking, heel-to-knee standing)
  - d. spinal nerve roots (e.g., upper quarter screen)
- 6 - C1:obtain the medical history of an ill or injured athlete or other physically active individual suffering from a cervical spine injury.
- 6 - C2:observe and identify the clinical signs and symptoms associated with common injuries, illnesses, and predisposing conditions:
  - a. atrophy
  - b. dislocation or subluxation
  - c. vertebral fracture
  - d. head and neck posture
  - e. intervertebral disc herniation
  - f. nerve root compression or stretch
  - g. ischemia
  - h. torticollis
- 6 - C5:administer appropriate sensory, circulatory, and neurological tests for the cervical spine.
- 6 - C6:administer functional tests and activity-specific tests for the cervical spine.
- 6 - C7:identify, palpate, and assess the integrity of bony landmark of the cervical spine.
- 6 - C8:identify, palpate, and assess the integrity of soft tissue of the cervical spine.
- 6 - C9:administer commonly used special tests to make a differential assessment of the cervical spine:
  - a. nerve root compression (e.g., distraction/compression test, Spurling's test, shoulder depression test)
  - b. brachial plexus neuropathy (e.g., brachial tension test, Tinel's sign)
  - c. cervical disc herniation (e.g., Valsalva's maneuver)
  - d. neurovascular dysfunction (e.g., vertebral artery test)
- 6 - S1:obtain the medical history of an ill or injured athlete or other physically active individual suffering from a shoulder injury.
- 6 - S2:observe and identify the clinical signs and symptoms associated with common injuries, illnesses, and predisposing conditions:
  - a. atrophy
  - b. bursitis
  - c. dislocation or subluxation
  - d. efficiency of movement
  - e. fracture
  - f. sprain
  - g. nerve injury
  - h.positioning (Sprengel's deformity)
  - i. strain
  - j. scapulohumeral rhythm
  - k. scapular winging
  - l. step deformity
  - m symmetry
  - n tenosynovitis and tendonitis
- 6 - S5:administer appropriate sensory, neurological, and circulatory tests for the shoulder
- 6 - S6:administer functional tests and activity-specific tests for the shoulder
- 6 - S7:identify and palpate bony landmarks of the shoulder
- 6 - S8:Identify and palpate soft tissue landmarks of the shoulder.
- 6 - S9:administer commonly used special tests to make a differential assessment of the following
  - a. glenohumeral instability (e.g., anterior drawer test, posterior drawer test, relocation test, apprehension test, clunk test, sulcus sign)
  - b. acromioclavicular instability (e.g., shear test, compression test)

- c. rotator cuff impingement/inflammation (e.g., Speed's test, drop arm test, empty can test, impingement test, Hawkins-Kennedy impingement test, Neer impingement test, pectoralis major contracture test)
  - d. biceps and biceps tendon pathology (e.g., Yergason's test, Ludington's test)
  - e. thoracic outlet syndrome (e.g., Adson's maneuver, Allen test, military brace position)
- 6 - E1: obtain the medical history of an ill or injured athlete or other physically active individual suffering from elbow pathology.
- 6 - E2: observe and identify the clinical signs and symptoms associated with common injuries, illnesses, and predisposing conditions:
- a. symmetry
  - b. carrying angle (cubital valgus and varus)
  - c. dislocation or subluxation
  - d. fracture
  - e. atrophy
  - f. efficiency of movement
  - g. bursitis
  - h. epicondylitis
  - i. tenosynovitis and tendonitis
  - j. osteochondritis dissecans
  - k. sprain
  - l. strain
  - m. nerve injury
- 6 - E5: administer appropriate sensory, neurological, and circulatory tests for the elbow.
- 6 - E6: administer functional tests and activity-specific tests for the elbow.
- 6 - E7: identify, palpate, and interpret the integrity of bony landmarks of the elbow
- 6 - E9: identify, palpate, and interpret the integrity of the soft tissue of the elbow.
- 6 - E9: administer commonly used special tests to make a differential assessment of the following
- a. joint instability (e.g., valgus stress test, varus stress test)
  - b. inflammatory conditions (e.g., tests for lateral epicondylitis, tests for medial epicondylitis)
  - c. neuropathy (e.g., Tinel's sign, pronator teres syndrome, pinch grip test)
- 6 - F1: obtain the medical history of an ill or injured athlete or other physically active individual suffering a forearm, wrist, or hand pathology.
- 6 - F2: observe and identify the clinical signs and symptoms associated with the following
- a. fracture (Colles' fracture, Bennett's fracture, carpal fracture ["boxer's fracture"], metacarpal fracture, phalanges fracture)
  - b. dislocation or subluxation
  - c. disease states (e.g., clubbed nails, spoon-shaped nails)
  - d. soft tissue pathology (e.g., sprain, flexor tendon avulsion [jersey finger sign], extensor tendon avulsion [mallet finger], extensor tendon rupture [boutonniere deformity], volar plate rupture [pseudo-boutonniere deformity], Dupuytren's contracture, ganglion, swan neck deformity, trigger finger)
  - e. neurovascular involvement (e.g., carpal tunnel syndrome, bishop's or benediction deformity, ape hand, claw fingers, drop-wrist deformity, Volkmann's contracture)
- 6 - F5: administer appropriate sensory, neurological, and circulatory tests for the forearm, wrist, and hand.
- 6 - F6: administer functional tests and activity-specific tests for the forearm, wrist, and hand.
- 6 - F7: identify, palpate, and interpret the integrity of bony landmarks for the forearm, wrist, and hand.
- 6 - F8: identify, palpate, and interpret the integrity of soft tissue for the forearm, wrist, and hand.
- 6 - E9: administer commonly used special tests to make a differential assessment of the following
- a. joint instability (e.g., valgus stress test, varus stress test)
  - b. inflammatory conditions (e.g., tests for lateral epicondylitis, tests for medial epicondylitis)
  - c. neuropathy (e.g., Tinel's sign, pronator teres syndrome, pinch grip test)

### **Acute Care of Injuries and Illnesses**

- 1 - 2: The student will correctly triage emergency situations.
- 3 - 1B: The student will demonstrate the ability to

- b. stabilize and spine board or body splint an adult or child with a suspected spinal injury
- 6 - 1A: The student will demonstrate the ability to
- a. stabilize and transport an adult or child with a head and/or spinal injury
  - b. stabilize and transport an adult or child with a fracture and/or dislocation

**General Medical Conditions and Disabilities**

- 1 - 4: Palpate the four abdominal quadrants to assess for the following:
- a. guarding and rigidity
  - b. pain
- 1 - 5A: Use a stethoscope to identify the following:
- a. normal breath sounds
- 1 - 5B: Use a stethoscope to identify the following:
- b. normal heart sounds
- 1 - 5C: Use a stethoscope to identify the following:
- c. normal bowel sounds
- 1 - 6: Identify pathological breathing patterns to make a differential assessment for the following respiratory conditions:
- |                     |                      |
|---------------------|----------------------|
| a. apnea            | d. bradypnea         |
| b. tachypnea        | e. dyspnea           |
| c. hyperventilation | f. obstructed airway |
- 1 - 7: Demonstrate proficiency in the use of an otoscope to examine the nose and the outer and middle ear.
- 1 - 94: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
- Cardiovascular System
- |                                |                      |
|--------------------------------|----------------------|
| a. hypertension                | d. migraine headache |
| b. hypertrophic cardiomyopathy | e. shock             |
| c. hypotension                 | f. syncope           |
- 1 - 95: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
- Endocrine System
- |                    |                   |
|--------------------|-------------------|
| a. diabetes        | c. hypothyroidism |
| b. hyperthyroidism | d. pancreatitis   |
- 1 - 96: Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
- Gastrointestinal Tract
- |                      |                             |
|----------------------|-----------------------------|
| a. appendicitis      | f. gastritis                |
| b. colitis           | g. gastroenteritis          |
| c. constipation      | h. indigestion              |
| d. diarrhea          | i. ulcer                    |
| e. esophageal reflux | j. irritable bowel syndrome |

**PROFICIENCIES EVALUATED**

## Advanced Athletic Injury Management: UE Lab

### PROFICIENCIES TAUGHT

#### PROFICIENCIES EVALUATED

##### Risk Management and Injury Prevention

5 - 4 :The student will perform isometric tests for the following parts of the body: a. ankle; b. foot/toes; c. knee; d. hip; e. trunk/torso; f. shoulder; g. elbow; h. wrist; i. hand/fingers;

##### Assessment and Evaluation

- 1 - 1AD :The student will recognize the following postural deviations and predisposing conditions:
- kyphosis
  - lordosis
  - scoliosis
  - pelvic obliquity
  - hip anteversion and retroversion
- 1 - 2A :The student will perform a postural assessment of the following:
- cervical spine and head
- 1 - 2B :The student will perform a postural assessment of the following:
- shoulder
- 4 - 1A :The student will identify and assess the following:
- cranial nerves
  - dermatomes
  - myotomes
  - deep tendon reflexes
  - pathological reflexes
- 4 - 1B :The student will identify and assess the following:
- dermatomes
  - myotomes
  - deep tendon reflexes
  - pathological reflexes
- 6 - H1 :obtain the medical history of an ill or injured athlete or other physically active individual suffering from a head injury.
- 6 - H2 :observe and identify the clinical signs and symptoms associated with head injury:
- amnesia (retrograde or post-traumatic)
  - levels of consciousness
  - orientation (person, time, place orientation)
  - intracranial hematoma
  - balance and coordination
  - pupil and eye movements
  - pulse
  - blood pressure
  - facial postures
- 6 - H3 :observe and identify the clinical signs and symptoms associated with eye injuries and illnesses:
- orbital blowout fracture
  - conjunctivitis
  - corneal abrasion
  - corneal laceration
  - detached retina
  - hyphema
  - stye
- 6 - H4 :observe and identify the clinical signs and symptoms associated with an ear injury or illness:
- pinna hematoma ("cauliflower ear")
  - impacted cerumen
  - otitis externa
  - otitis media
- 6 - H5 :observe and identify the clinical signs and symptoms associated with nose injury:
- deviated septum
  - epistaxis
  - nasal fracture
- 6 - H6 :observe and identify the clinical signs and symptoms associated with jaw, mouth, or tooth injury or illness:
- gingivitis
  - mandibular fracture
  - maxilla fracture
  - periodontitis
  - tooth abscess
  - tooth extrusion
  - tooth fracture
  - tooth intrusion



- 6 - S4 :use manual muscle-testing techniques for the shoulder
- 6 - S5 :administer appropriate sensory, neurological, and circulatory tests for the shoulder
- 6 - S6 :administer functional tests and activity-specific tests for the shoulder
- 6 - S7 :identify and palpate bony landmarks of the shoulder
- 6 - S8 :Identify and palpate soft tissue landmarks of the shoulder.
- 6 - S9 :administer commonly used special tests to make a differential assessment of the following
  - a. glenohumeral instability (e.g., anterior drawer test, posterior drawer test, relocation test, apprehension test, clunk test, sulcus sign)
  - b. acromioclavicular instability (e.g., shear test, compression test)
  - c. rotator cuff impingement/inflammation (e.g., Speed's test, drop arm test, empty can test, impingement test, Hawkins-Kennedy impingement test, Neer impingement test, pectoralis major contracture test)
  - d. biceps and biceps tendon pathology (e.g., Yergason's test, Ludington's test)
  - e. thoracic outlet syndrome (e.g., Adson's maneuver, Allen test, military brace position)
- 6 - E1 :obtain the medical history of an ill or injured athlete or other physically active individual suffering from elbow pathology.
- 6 - E2 :observe and identify the clinical signs and symptoms associated with common injuries, illnesses, and predisposing conditions:
 

a. symmetry	h. epicondylitis
b. carrying angle (cubital valgus and varus)	i. tenosynovitis and tendonitis
c. dislocation or subluxation	j. osteochondritis dissecans
d. fracture	k. sprain
e. atrophy	l. strain
f. efficiency of movement	m. nerve injury
g. bursitis	
- 6 - E3 :administer active and passive range-of-motion tests using standard goniometric techniques of the elbow.
- 6 - E4 :use manual muscle-testing techniques of the elbow
- 6 - E5 :administer appropriate sensory, neurological, and circulatory tests for the elbow.
- 6 - E6 :administer functional tests and activity-specific tests for the elbow.
- 6 - E7 :identify, palpate, and interpret the integrity of bony landmarks of the elbow
- 6 - E9 :identify, palpate, and interpret the integrity of the soft tissue of the elbow.
- 6 - E9 :administer commonly used special tests to make a differential assessment of the following
  - a. joint instability (e.g., valgus stress test, varus stress test)
  - b. inflammatory conditions (e.g., tests for lateral epicondylitis, tests for medial epicondylitis)
  - c. neuropathy (e.g., Tinell's sign, pronator teres syndrome, pinch grip test)
- 6 - F1 :obtain the medical history of an ill or injured athlete or other physically active individual suffering a forearm, wrist, or hand pathology.
- 6 - F2 :observe and identify the clinical signs and symptoms associated with the following
  - a. fracture (Colles' fracture, Bennett's fracture, carpal fracture ["boxer's fracture"], metacarpal fracture, phalanges fracture)
  - b. dislocation or subluxation
  - c. disease states (e.g., clubbed nails, spoon-shaped nails)
  - d. soft tissue pathology (e.g., sprain, flexor tendon avulsion [jersey finger sign], extensor tendon avulsion [mallet finger], extensor tendon rupture [boutonniere deformity], volar plate rupture [pseudo-boutonniere deformity], Dupuytren's contracture, ganglion, swan neck deformity, trigger finger)
  - e. neurovascular involvement (e.g., carpal tunnel syndrome, bishop's or benediction deformity, ape hand, claw fingers, drop-wrist deformity, Volkmann's contracture)

- 6 - F3 :administer active and passive range-of-motion tests using standard goniometric techniques for the forearm, wrist, and hand
- 6 - F4 :use manual muscle-testing techniques for the forearm, wrist, and hand.
- 6 - F5 :administer appropriate sensory, neurological, and circulatory tests for the forearm, wrist, and hand.
- 6 - F6 :administer functional tests and activity-specific tests for the forearm, wrist, and hand.
- 6 - F7 :identify, palpate, and interpret the integrity of bony landmarks for the forearm, wrist, and hand.
- 6 - F8 :identify, palpate, and interpret the integrity of soft tissue for the forearm, wrist, and hand.
- 6 - E9 :administer commonly used special tests to make a differential assessment of the following
  - a. joint instability (e.g., valgus stress test, varus stress test)
  - b. inflammatory conditions (e.g., tests for lateral epicondylitis, tests for medial epicondylitis)
  - c. neuropathy (e.g., Tinel's sign, pronator teres syndrome, pinch grip test)

### **Acute Care of Injuries and Illnesses**

- 3 - 1B :The student will demonstrate the ability to
  - b. stabilize and spine board or body splint an adult or child with a suspected spinal injury

### **General Medical Conditions and Disabilities**

- 1 - 4 :Palpate the four abdominal quadrants to assess for the following:
  - a. guarding and rigidity
  - b. pain
- 1 - 5A :Use a stethoscope to identify the following:
  - a. normal breath sounds
- 1 - 5B :Use a stethoscope to identify the following:
  - b. normal heart sounds
- 1 - 5C :Use a stethoscope to identify the following:
  - c. normal bowel sounds
- 1 - 6 :Identify pathological breathing patterns to make a differential assessment for the following respiratory conditions:
 

a. apnea	d. bradypnea
b. tachypnea	e. dyspnea
c. hyperventilation	f. obstructed airway
- 1 - 7 :Demonstrate proficiency in the use of an otoscope to examine the nose and the outer and middle ear.
- 1 - 94 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
 

Cardiovascular System

a. hypertension	d. migraine headache
b. hypertrophic cardiomyopathy	e. shock
c. hypotension	f. syncope
- 1 - 95 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
 

Endocrine System

a. diabetes	c. hypothyroidism
b. hyperthyroidism	d. pancreatitis
- 1 - 96 :Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:
 

Gastrointestinal Tract

- a. appendicitis
- b. colitis
- c. constipation
- d. diarrhea
- e. esophageal reflux
- f. gastritis
- g. gastroenteritis
- h. indigestion
- i. ulcer
- j. irritable bowel syndrome

# Therapeutic Modalities

## PROFICIENCIES TAUGHT

### Therapeutic Modalities

- 1 - 1: The student will perform a physical examination to identify the current inflammatory stage.
- 1 - 2: The student will perform a physical examination and interview to identify the indications, contraindications, and precautions to various treatment protocols.
- 2 - C1: The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply the following:
  - a. cold whirlpool treatment
  - b. controlled cold therapy unit
  - c. ice pack
  - d. vapo-coolant spray
  - e. ice immersion
  - f. ice massage
  - g. cryokinetics
- 2 - H1: The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply the following:
  - a. moist heat pack
  - b. paraffin treatment
  - c. contrast bath
  - d. warm whirlpool treatment
- 2 - E1: The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply the following:
  - a. sensory-level pain control treatment
  - b. noxious-level pain control treatment
  - c. motor-level pain control treatment
  - d. muscle re-education treatment
  - e. muscle pumping treatment
  - f. muscle atrophy retardation treatment
  - g. acute edema treatment
  - h. muscle splinting/spasm treatment
  - i. iontophoresis treatment

### Therapeutic Exercise

- 2 - E2: The student will set-up and apply the following types of electrical stimulation units:
  - a. monophasic stimulator (e.g., high volt stimulation)
  - b. biphasic stimulator (e.g., Transcutaneous Electrical Nerve Stimulation [TENS], Neuromuscular Electrical Stimulation [NMES])
  - c. direct current (e.g., iontophoresis)
  - d. alternating current (e.g., interferential, NMES)
  - e. multifunction electrical stimulation devices

### Therapeutic Modalities

- 3 - U1: The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply the following:
  - a. thermal ultrasound treatment
  - b. non-thermal ultrasound treatment
  - c. combination electrical-stimulation/ultrasound treatment
  - d. phonophoresis treatment
  - e. indirect application of ultrasound treatment (underwater, bladder)
- 2 - T1: The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply the following:
  - a. mechanical traction
  - b. manual traction
  - c. positional traction
- 2 - I1: The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply intermittent compression to the upper and lower extremities.
- 2 - M1: The student will demonstrate the ability to prepare and apply a massage treatment.
- 2 - M2: The student will demonstrate the ability to properly perform the following therapeutic massage strokes:
  - a. effleurage
  - b. petrissage
  - c. tapotement
  - d. vibration
  - e. vibration

c. friction (circular, transverse)

- 2 - M3: The student will demonstrate the ability to properly perform the following therapeutic massage strokes:  
f. myofascial release techniques

**Therapeutic Exercise**

- 1 - 9: The student will demonstrate the ability to assess joint end point and to select and perform appropriate joint mobilization techniques for the appendicular and axial skeleton, including the following:
- a. long-axis distraction
  - b. appropriate glides (e.g., anterior/posterior, superior/inferior)

**PROFICIENCIES EVALUATED**

# Therapeutic Modalities Lab

## PROFICIENCIES TAUGHT

### PROFICIENCIES EVALUATED

#### Therapeutic Modalities

- 1 - 1 :The student will perform a physical examination to identify the current inflammatory stage.
- 1 - 2 :The student will perform a physical examination and interview to identify the indications, contraindications, and precautions to various treatment protocols.
- 2 - C1 :The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply the following:
  - a. cold whirlpool treatment
  - b. controlled cold therapy unit
  - c. ice pack
  - d. vapo-coolant spray
  - e. ice immersion
  - f. ice massage
  - g. cryokinetics
- 2 - H1 :The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply the following:
  - a. moist heat pack
  - b. paraffin treatment
  - c. contrast bath
  - d. warm whirlpool treatment
- 2 - E1 :The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply the following:
  - a. sensory-level pain control treatment
  - b. noxious-level pain control treatment
  - c. motor-level pain control treatment
  - d. muscle re-education treatment
  - e. muscle pumping treatment
  - f. muscle atrophy retardation treatment
  - g. acute edema treatment
  - h. muscle splinting/spasm treatment
  - i. iontophoresis treatment

#### Therapeutic Exercise

- 2 - E2 :The student will set-up and apply the following types of electrical stimulation units:
  - a. monophasic stimulator (e.g., high volt stimulation)
  - b. biphasic stimulator (e.g., Transcutaneous Electrical Nerve Stimulation [TENS], Neuromuscular Electrical Stimulation [NMES])
  - c. direct current (e.g., iontophoresis)
  - d. alternating current (e.g., interferential, NMES)
  - e. multifunction electrical stimulation devices

#### Therapeutic Modalities

- 3 - U1 :The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply the following:
  - a. thermal ultrasound treatment
  - b. non-thermal ultrasound treatment
  - c. combination electrical-stimulation/ultrasound treatment
  - d. phonophoresis treatment
  - e. indirect application of ultrasound treatment (underwater, bladder)
- 2 - T1 :The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply the following:
  - a. mechanical traction
  - b. manual traction
  - c. positional traction
- 2 - I1 :The student will demonstrate the ability to select the appropriate parameters for and then prepare and apply intermittent compression to the upper and lower extremities.
- 2 - M1 :The student will demonstrate the ability to prepare and apply a massage treatment.
- 2 - M2 :The student will demonstrate the ability to properly perform the following therapeutic massage strokes:

- a. effleurage
- b. petrissage
- c. friction (circular, transverse)
- d. tapotement
- e. vibration

- 2 - M3 :The student will demonstrate the ability to properly perform the following therapeutic massage strokes:
- f. myofascial release techniques

**Therapeutic Exercise**

- 1 - 9 :The student will demonstrate the ability to assess joint end point and to select and perform appropriate joint mobilization techniques for the appendicular and axial skeleton, including the following:
- a. long-axis distraction
  - b. appropriate glides (e.g., anterior/posterior, superior/inferior)

# Therapeutic Exercise & Rehabilitation LE

## PROFICIENCIES TAUGHT

### Risk Management and Injury Prevention

- 1 - 1E: The student will assess the following:
  - e. limb girth
  
- 5 - 2: The student will demonstrate the ability to perform an isokinetic test for the knee and shoulder.
  
- 5 - 3: The student will demonstrate the ability to interpret data obtained from isokinetic testing and to use this information to determine appropriate follow-up care.
  
- 6 - 1: The student will select range-of-motion exercises and activities for all major muscle groups and their associated joints and instruct a client to perform these exercises. The exercises must include the following body regions and joints:
  - a. cervical region
  - b. shoulder: joint and girdle
  - c. elbow
  - d. wrist
  - e. hand and fingers
  - f. lumbar region
  - g. hip and pelvis
  - h. knee
  - i. leg
  - j. ankle
  - k. foot and toes

### Therapeutic Modalities

- 1 - 1: The student will perform a physical examination to identify the current inflammatory stage.

### Therapeutic Exercise

- 1 - 1A: Exercise to improve the range of motion of the upper extremity, lower extremity, trunk, and cervical spine. The student will demonstrate the ability to instruct the following exercises:
  - a. passive range-of-motion exercises
  - b. active range-of-motion exercises
  - c. active-assisted range-of-motion exercises
  
- 1 - 1B: Exercise to improve the range of motion of the upper extremity, lower extremity, trunk, and cervical spine. The student will demonstrate the ability to instruct the following exercises:
  - d. joint mobilization
  - e. self-mobilizations
  
- 1 - 2: Exercise to improve muscular strength. The student will demonstrate the ability to instruct exercises for the following parts of the body using isometric and progressive resistance techniques:
  - a. lower extremity
  - b. upper extremity
  - c. cervical spine
  - d. trunk and torso
  
- 1 - 3U: Exercise to improve muscular endurance. The student will demonstrate the ability to instruct the following exercise modalities:
  - Upper body
  - a. aquatic
  - b. UBE/stationary bicycle
  - c. physioballs
  
- 1 - 3L: Exercise to improve muscular endurance. The student will demonstrate the ability to instruct the following exercise modalities:
  - Lower Body
  - a. aquatic
  - b. stationary bicycle
  - c. stair
  - d. physioballs
  - e. treadmill

- 1 - 4U:Exercise to improve muscular speed.  
The student will demonstrate the ability to instruct the following activities:  
Upper body
  - a. reaction drills
- 1 - 4L:Exercise to improve muscular speed.  
The student will demonstrate the ability to instruct the following activities:  
Lower Body
  - a. reaction drills
  - b. sprint work
  - c. Fartlek training
- 1 - 5:Exercise to improve muscular power.  
The student will demonstrate the ability to instruct plyometric exercises for the upper and lower extremities.
- 1 - 6U:Exercise to improve neuromuscular control and coordination.  
The student will demonstrate the ability to instruct the following activities:  
Upper body
  - a. PNF patterns
  - b. rhythmic stabilization
  - c. double- and single-arm balancing
  - d. wobble board or balance apparatus
  - e. weighted-ball rebounding or toss
- 1 - 6L:Exercise to improve neuromuscular control and coordination.  
The student will demonstrate the ability to instruct the following activities:  
Lower Body
  - a. PNF patterns
  - b. proprioception board or balance apparatus
  - c. incline board
  - d. Single-leg balancing
- 1 - 6N:Exercise to improve neuromuscular control and coordination.  
The student will demonstrate the ability to instruct the following activities:  
Neck
  - a. stabilization
  - b. postural correction
- 1 - 6T:Exercise to improve neuromuscular control and coordination.  
The student will demonstrate the ability to instruct the following activities:  
Trunk
  - a. stabilization
  - b. postural correction
- 1 - 7U:Exercise to improve agility.  
The student will demonstrate the ability to instruct the following activities:  
Upper body
  - a. throwing
  - b. catching
- 1 - 7L:Exercise to improve agility.  
The student will demonstrate the ability to instruct the following activities:  
Lower Body
  - a. Carioca
  - b. cross-over
  - c. figure eight (8)
- 1 - 8U:Exercise to improve cardiorespiratory endurance.  
The student will demonstrate the ability to instruct the following activities:  
Upper body

- a. upper-body ergometer
- b. stationary bicycle
- c. aquatic
- d. stair climber

1 - 8L: Exercise to improve cardiorespiratory endurance.  
The student will demonstrate the ability to instruct the following activities:

Lower Body

- a. bicycle ergometer
- b. treadmill
- c. stair climber
- d. aquatic

1 - 10: The student will demonstrate the ability to instruct and perform exercises to improve activity-specific skills (running, striking, throwing, catching, swimming, biking, climbing, etc.).

### **Psychosocial Intervention And Referral**

2 - 1: Simulate the following motivational techniques used during rehabilitation:

- a. verbal motivation
- b. visualization
- c. imagery
- d. desensitization

### **PROFICIENCIES EVALUATED**

# Therapeutic Exercise & Rehabilitation LE Lab

## PROFICIENCIES TAUGHT

### PROFICIENCIES EVALUATED

#### Risk Management and Injury Prevention

- 1 - 1E :The student will assess the following:
  - e. limb girth
- 1 - 1F :The student will assess the following:
  - f. limb length
- 5 - 2 :The student will demonstrate the ability to perform an isokinetic test for the knee and shoulder.
- 5 - 3 :The student will demonstrate the ability to interpret data obtained from isokinetic testing and to use this information to determine appropriate follow-up care.
- 6 - 1 :The student will select range-of-motion exercises and activities for all major muscle groups and their associated joints and instruct a client to perform these exercises. The exercises must include the following body regions and joints:
  - a. cervical region
  - b. shoulder: joint and girdle
  - c. elbow
  - d. wrist
  - e. hand and fingers
  - f. lumbar region
  - g. hip and pelvis
  - h. knee
  - i. leg
  - j. ankle
  - k. foot and toes

#### Therapeutic Modalities

- 1 - 1 :The student will perform a physical examination to identify the current inflammatory stage.

#### Therapeutic Exercise

- 1 - 1A :Exercise to improve the range of motion of the upper extremity, lower extremity, trunk, and cervical spine. The student will demonstrate the ability to instruct the following exercises:
  - a. passive range-of-motion exercises
  - b. active range-of-motion exercises
  - c. active-assisted range-of-motion exercises
- 1 - 1B :Exercise to improve the range of motion of the upper extremity, lower extremity, trunk, and cervical spine. The student will demonstrate the ability to instruct the following exercises:
  - d. joint mobilization
  - e. self-mobilizations
- 1 - 2 :Exercise to improve muscular strength. The student will demonstrate the ability to instruct exercises for the following parts of the body using isometric and progressive resistance techniques:
  - a. lower extremity
  - b. upper extremity
  - c. cervical spine
  - d. trunk and torso
- 1 - 3U :Exercise to improve muscular endurance. The student will demonstrate the ability to instruct the following exercise modalities:
  - Upper body
  - a. aquatic
  - b. UBE/stationary bicycle
  - c. physioballs
- 1 - 3L :Exercise to improve muscular endurance. The student will demonstrate the ability to instruct the following exercise modalities:
  - Lower Body
  - a. aquatic

- b. stationary bicycle
  - c. stair
  - d. physioballs
  - e. treadmill
- 1 - 4U :Exercise to improve muscular speed.  
The student will demonstrate the ability to instruct the following activities:  
Upper body
- a. reaction drills
- 1 - 4L :Exercise to improve muscular speed.  
The student will demonstrate the ability to instruct the following activities:  
Lower Body
- a. reaction drills
  - b. sprint work
  - c. Fartlek training
- 1 - 5 :Exercise to improve muscular power.  
The student will demonstrate the ability to instruct plyometric exercises for the upper and lower extremities.
- 1 - 6U :Exercise to improve neuromuscular control and coordination.  
The student will demonstrate the ability to instruct the following activities:  
Upper body
- a. PNF patterns
  - b. rhythmic stabilization
  - c. double- and single-arm balancing
  - d. wobble board or balance apparatus
  - e. weighted-ball rebounding or toss
- 1 - 6L :Exercise to improve neuromuscular control and coordination.  
The student will demonstrate the ability to instruct the following activities:  
Lower Body
- a. PNF patterns
  - b. proprioception board or balance apparatus
  - c. incline board
  - d. Single-leg balancing
- 1 - 6N :Exercise to improve neuromuscular control and coordination.  
The student will demonstrate the ability to instruct the following activities:  
Neck
- a. stabilization
  - b. postural correction
- 1 - 6T :Exercise to improve neuromuscular control and coordination.  
The student will demonstrate the ability to instruct the following activities:  
Trunk
- a. stabilization
  - b. postural correction
- 1 - 7U :Exercise to improve agility.  
The student will demonstrate the ability to instruct the following activities:  
Upper body
- a. throwing
  - b. catching
- 1 - 7L :Exercise to improve agility.  
The student will demonstrate the ability to instruct the following activities:  
Lower Body
- a. Carioca
  - b. cross-over

c. figure eight (8)

- 1 - 8U :Exercise to improve cardiorespiratory endurance.  
The student will demonstrate the ability to instruct the following activities:  
Upper body
- a. upper-body ergometer
  - b. stationary bicycle
  - c. aquatic
  - d. stair climber

- 1 - 8L :Exercise to improve cardiorespiratory endurance.  
The student will demonstrate the ability to instruct the following activities:  
Lower Body
- a. bicycle ergometer
  - b. treadmill
  - c. stair climber
  - d. aquatic

1 - 10 :The student will demonstrate the ability to instruct and perform exercises to improve activity-specific skills (running, striking, throwing, catching, swimming, biking, climbing, etc.).

**Psychosocial Intervention And Referral**

- 2 - 1 :Simulate the following motivational techniques used during rehabilitation:
- a. verbal motivation
  - b. visualization
  - c. imagery
  - d. desensitization

# Therapeutic Exercise & Rehabilitation UE

## PROFICIENCIES TAUGHT

### Risk Management and Injury Prevention

6 - 1: The student will select range-of-motion exercises and activities for all major muscle groups and their associated joints and instruct a client to perform these exercises. The exercises must include the following body regions and joints:

- |                               |                   |
|-------------------------------|-------------------|
| a. cervical region            | g. hip and pelvis |
| b. shoulder: joint and girdle | h. knee           |
| c. elbow                      | i. leg            |
| d. wrist                      | j. ankle          |
| e. hand and fingers           | k. foot and toes  |
| f. lumbar region              |                   |

### Assessment and Evaluation

- 6 - H8: administer functional tests and activity-specific tests for head and face injuries.
- 6 - C6: administer functional tests and activity-specific tests for the cervical spine.
- 6 - S6: administer functional tests and activity-specific tests for the shoulder
- 6 - E6: administer functional tests and activity-specific tests for the elbow.
- 6 - F6: administer functional tests and activity-specific tests for the forearm, wrist, and hand.
- 6 - T6: administer functional tests and activity-specific tests for the thoracic and lumbar spine.
- 6 - P6: administer functional tests and activity-specific tests for the hip/pelvis.
- 6 - K6: administer functional tests and activity-specific tests for the knee
- 6 - A6: administer functional tests and activity-specific tests for the foot, ankle, and lower leg.

### Therapeutic Exercise

- 1 - 1A: Exercise to improve the range of motion of the upper extremity, lower extremity, trunk, and cervical spine. The student will demonstrate the ability to instruct the following exercises:
  - a. passive range-of-motion exercises
  - b. active range-of-motion exercises
  - c. active-assisted range-of-motion exercises
- 1 - 1B: Exercise to improve the range of motion of the upper extremity, lower extremity, trunk, and cervical spine. The student will demonstrate the ability to instruct the following exercises:
  - d. joint mobilization
  - e. self-mobilizations
- 1 - 2: Exercise to improve muscular strength. The student will demonstrate the ability to instruct exercises for the following parts of the body using isometric and progressive resistance techniques:
  - a. lower extremity
  - b. upper extremity
  - c. cervical spine
  - d. trunk and torso
- 1 - 3U: Exercise to improve muscular endurance. The student will demonstrate the ability to instruct the following exercise modalities:
  - Upper body
  - a. aquatic
  - b. UBE/stationary bicycle
  - c. physioballs
- 1 - 3L: Exercise to improve muscular endurance.

The student will demonstrate the ability to instruct the following exercise modalities:

Lower Body

- a. aquatic
- b. stationary bicycle
- c. stair
- d. physioballs
- e. treadmill

- 1 - 4U:Exercise to improve muscular speed.

The student will demonstrate the ability to instruct the following activities:

Upper body

- a. reaction drills

- 1 - 4L:Exercise to improve muscular speed.

The student will demonstrate the ability to instruct the following activities:

Lower Body

- a. reaction drills
- b. sprint work
- c. Fartlek training

- 1 - 5:Exercise to improve muscular power.

The student will demonstrate the ability to instruct plyometric exercises for the upper and lower extremities.

- 1 - 6U:Exercise to improve neuromuscular control and coordination.

The student will demonstrate the ability to instruct the following activities:

Upper body

- a. PNF patterns
- b. rhythmic stabilization
- c. double- and single-arm balancing
- d. wobble board or balance apparatus
- e. weighted-ball rebounding or toss

- 1 - 6L:Exercise to improve neuromuscular control and coordination.

The student will demonstrate the ability to instruct the following activities:

Lower Body

- a. PNF patterns
- b. proprioception board or balance apparatus
- c. incline board
- d. Single-leg balancing

- 1 - 6N:Exercise to improve neuromuscular control and coordination.

The student will demonstrate the ability to instruct the following activities:

Neck

- a. stabilization
- b. postural correction

- 1 - 6T:Exercise to improve neuromuscular control and coordination.

The student will demonstrate the ability to instruct the following activities:

Trunk

- a. stabilization
- b. postural correction

- 1 - 7U:Exercise to improve agility.

The student will demonstrate the ability to instruct the following activities:

Upper body

- a. throwing
- b. catching

- 1 - 7L:Exercise to improve agility.

The student will demonstrate the ability to instruct the following activities:

Lower Body

- a. Carioca
- b. cross-over
- c. figure eight (8)

1 - 8U: Exercise to improve cardiorespiratory endurance.

The student will demonstrate the ability to instruct the following activities:

Upper body

- a. upper-body ergometer
- b. stationary bicycle
- c. aquatic
- d. stair climber

1 - 8L: Exercise to improve cardiorespiratory endurance.

The student will demonstrate the ability to instruct the following activities:

Lower Body

- a. bicycle ergometer
- b. treadmill
- c. stair climber
- d. aquatic

1 - 9: The student will demonstrate the ability to assess joint end point and to select and perform appropriate joint mobilization techniques for the appendicular and axial skeleton, including the following:

- a. long-axis distraction
- b. appropriate glides (e.g., anterior/posterior, superior/inferior)

1 - 10: The student will demonstrate the ability to instruct and perform exercises to improve activity-specific skills (running, striking, throwing, catching, swimming, biking, climbing, etc.).

**PROFICIENCIES EVALUATED**

# Therapeutic Exercise & Rehabilitation UE Lab

## PROFICIENCIES TAUGHT

### PROFICIENCIES EVALUATED

#### Risk Management and Injury Prevention

6 - 1 :The student will select range-of-motion exercises and activities for all major muscle groups and their associated joints and instruct a client to perform these exercises. The exercises must include the following body regions and joints:

- |                               |                   |
|-------------------------------|-------------------|
| a. cervical region            | g. hip and pelvis |
| b. shoulder: joint and girdle | h. knee           |
| c. elbow                      | i. leg            |
| d. wrist                      | j. ankle          |
| e. hand and fingers           | k. foot and toes  |
| f. lumbar region              |                   |

#### Assessment and Evaluation

- 6 - H8 :administer functional tests and activity-specific tests for head and face injuries.
- 6 - C6 :administer functional tests and activity-specific tests for the cervical spine.
- 6 - S6 :administer functional tests and activity-specific tests for the shoulder
- 6 - E6 :administer functional tests and activity-specific tests for the elbow.
- 6 - F6 :administer functional tests and activity-specific tests for the forearm, wrist, and hand.
- 6 - T6 :administer functional tests and activity-specific tests for the thoracic and lumbar spine.
- 6 - P6 :administer functional tests and activity-specific tests for the hip/pelvis.
- 6 - K6 :administer functional tests and activity-specific tests for the knee
- 6 - A6 :administer functional tests and activity-specific tests for the foot, ankle, and lower leg.

#### Therapeutic Exercise

- 1 - 1A :Exercise to improve the range of motion of the upper extremity, lower extremity, trunk, and cervical spine. The student will demonstrate the ability to instruct the following exercises:
  - a. passive range-of-motion exercises
  - b. active range-of-motion exercises
  - c. active-assisted range-of-motion exercises
- 1 - 1B :Exercise to improve the range of motion of the upper extremity, lower extremity, trunk, and cervical spine. The student will demonstrate the ability to instruct the following exercises:
  - d. joint mobilization
  - e. self-mobilizations
- 1 - 2 :Exercise to improve muscular strength. The student will demonstrate the ability to instruct exercises for the following parts of the body using isometric and progressive resistance techniques:
  - a. lower extremity
  - b. upper extremity
  - c. cervical spine
  - d. trunk and torso
- 1 - 3U :Exercise to improve muscular endurance. The student will demonstrate the ability to instruct the following exercise modalities:
  - Upper body
    - a. aquatic
    - b. UBE/stationary bicycle
    - c. physioballs

- 1 - 3L :Exercise to improve muscular endurance.  
The student will demonstrate the ability to instruct the following exercise modalities:  
Lower Body
  - a. aquatic
  - b. stationary bicycle
  - c. stair
  - d. physioballs
  - e. treadmill
  
- 1 - 4U :Exercise to improve muscular speed.  
The student will demonstrate the ability to instruct the following activities:  
Upper body
  - a. reaction drills
  
- 1 - 4L :Exercise to improve muscular speed.  
The student will demonstrate the ability to instruct the following activities:  
Lower Body
  - a. reaction drills
  - b. sprint work
  - c. Fartlek training
  
- 1 - 5 :Exercise to improve muscular power.  
The student will demonstrate the ability to instruct plyometric exercises for the upper and lower extremities.
  
- 1 - 6U :Exercise to improve neuromuscular control and coordination.  
The student will demonstrate the ability to instruct the following activities:  
Upper body
  - a. PNF patterns
  - b. rhythmic stabilization
  - c. double- and single-arm balancing
  - d. wobble board or balance apparatus
  - e. weighted-ball rebounding or toss
  
- 1 - 6L :Exercise to improve neuromuscular control and coordination.  
The student will demonstrate the ability to instruct the following activities:  
Lower Body
  - a. PNF patterns
  - b. proprioception board or balance apparatus
  - c. incline board
  - d. Single-leg balancing
  
- 1 - 6N :Exercise to improve neuromuscular control and coordination.  
The student will demonstrate the ability to instruct the following activities:  
Neck
  - a. stabilization
  - b. postural correction
  
- 1 - 6T :Exercise to improve neuromuscular control and coordination.  
The student will demonstrate the ability to instruct the following activities:  
Trunk
  - a. stabilization
  - b. postural correction
  
- 1 - 7U :Exercise to improve agility.  
The student will demonstrate the ability to instruct the following activities:  
Upper body
  - a. throwing
  - b. catching

- 1 - 7L :Exercise to improve agility.  
The student will demonstrate the ability to instruct the following activities:  
Lower Body
  - a. Carioca
  - b. cross-over
  - c. figure eight (8)
  
- 1 - 8U :Exercise to improve cardiorespiratory endurance.  
The student will demonstrate the ability to instruct the following activities:  
Upper body
  - a. upper-body ergometer
  - b. stationary bicycle
  - c. aquatic
  - d. stair climber
  
- 1 - 8L :Exercise to improve cardiorespiratory endurance.  
The student will demonstrate the ability to instruct the following activities:  
Lower Body
  - a. bicycle ergometer
  - b. treadmill
  - c. stair climber
  - d. aquatic
  
- 1 - 9 :The student will demonstrate the ability to assess joint end point and to select and perform appropriate joint mobilization techniques for the appendicular and axial skeleton, including the following:
  - a. long-axis distraction
  - b. appropriate glides (e.g., anterior/posterior, superior/inferior)
  
- 1 - 10 :The student will demonstrate the ability to instruct and perform exercises to improve activity-specific skills (running, striking, throwing, catching, swimming, biking, climbing, etc.).

## **Seminar in Athletic Training**

### **PROFICIENCIES TAUGHT**

#### **PROFICIENCIES EVALUATED**

##### **Risk Management and Injury Prevention**

- 4 - 1A :The student will select and fit the following protective equipment:
  - a. protective helmet and head gear
  
- 4 - 1B :The student will select and fit the following protective equipment:
  - b. protective shoulder pads

##### **Professional Development and Responsibilities**

- 1 - 2 :The student will develop a professional resume.

## Personal Health

### PROFICIENCIES TAUGHT

#### General Medical Conditions and Disabilities

1 - 97:Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

Eating Disorders

- a. anorexia
- b. bulimia
- c. obesity

1 - 98:Recognize the signs, symptoms, and predisposing conditions associated with the following diseases and conditions:

Sexually Transmitted Diseases/Diseases Transmitted by Body Fluid

- a. HIV/AIDS
- b. hepatitis
- c. chlamydia
- d. genital warts
- e. gonorrhea
- f. syphilis

#### Nutritional Aspects

1 - 2:The student will demonstrate the ability to use the nutritional food pyramid.

#### Psychosocial Intervention And Referral

1 - 1:Simulate intervention with an individual who has a substance abuse problem and recommend appropriate referral.

1 - 2:Simulate a confidential conversation with a health care professional concerning suspected substance abuse by an athlete or other physically active individual.

### PROFICIENCIES EVALUATED

# Nutrition Fundamentals

## PROFICIENCIES TAUGHT

### Nutritional Aspects

- 1 - 1: The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
  - a. pre-participation meal
  
- 1 - 1B: The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
  - b. weight loss
  - c. weight gain
  
- 1 - 1D: The student will demonstrate the ability to access and recommend nutritional guidelines for the following:
  - d. fluid replacement
  
- 1 - 2: The student will demonstrate the ability to use the nutritional food pyramid.
  
- 1 - 3: The student will demonstrate the ability to access and assess the following nutritional intake values:
  - a. RDA or equivalency
  - b. protein intake
  - c. fat intake
  - d. carbohydrate intake
  - e. vitamin intake
  - f. mineral intake
  - g. fluid intake

### Psychosocial Intervention And Referral

- 1 - 4: The student will demonstrate the ability to determine energy expenditure and caloric intake.

## PROFICIENCIES EVALUATED