

2020/2021 Student Competency Record
Sports Medicine II
7662 - 36 weeks, 280 hours

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| Student | School Year |
| School | Teacher Signature |

Traditional letter or numerical grades do not provide adequate documentation of student achievement in competency-based education; therefore, the Virginia Standards for CBE require a recording system to provide information about competencies achieved to employer, student-employee, and teacher. The Student Competency Record provides a means for keeping track of student progress. Ratings are assigned by the teacher for classroom competency achievement and by the teacher-coordinator in conjunction with the training sponsor when competence is evaluated on the job.

Tasks/competencies designated "Required" are considered essential statewide and are required of all students. In some courses, all tasks/competencies have been identified as required. Tasks/competencies marked "Optional" are considered optional; they and/or additional tasks/competencies may be taught at the discretion of the school division. Tasks/competencies marked with an asterisk (*) are considered sensitive, and teachers should obtain approval by the school division before teaching them. Student competency records should be kept as long as the student is enrolled in the school and for five years after the student graduates/leaves the school.

Note: Students with an Individualized Education Program (IEP) or an Individualized Student Alternative Education Plan (ISAEP) will be rated, using the following scale, only on the competencies identified in their IEP or ISAEP.

Students will be expected to achieve a **satisfactory rating** (one of the three highest marks) on the Student Competency Record (SCR) rating scale on at least 80% of the required (essential) competencies in a CTE course.

...RATING SCALE...

- 1 - Can teach others**
- 2 - Can perform without supervision**
- 3 - Can perform with limited supervision**
- 4 - Can perform with supervision**
- 5 - Cannot perform**

| 7662 36 weeks, 280 hours | Sports Medicine II TASKS/COMPETENCIES | | Date | Rating |
|--------------------------------------|---|---|------|--------|
| | Demonstrating Personal Qualities and Abilities | | | |
| Required | 1 | Demonstrate creativity and innovation. | | |
| Required | 2 | Demonstrate critical thinking and problem solving. | | |
| Required | 3 | Demonstrate initiative and self-direction. | | |
| Required | 4 | Demonstrate integrity. | | |
| Required | 5 | Demonstrate work ethic. | | |
| | Demonstrating Interpersonal Skills | | | |
| Required | 6 | Demonstrate conflict-resolution skills. | | |
| Required | 7 | Demonstrate listening and speaking skills. | | |
| Required | 8 | Demonstrate respect for diversity. | | |
| Required | 9 | Demonstrate customer service skills. | | |
| Required | 10 | Collaborate with team members. | | |
| | Demonstrating Professional Competencies | | | |
| Required | 11 | Demonstrate big-picture thinking. | | |
| Required | 12 | Demonstrate career- and life-management skills. | | |
| Required | 13 | Demonstrate continuous learning and adaptability. | | |
| Required | 14 | Manage time and resources. | | |
| Required | 15 | Demonstrate information-literacy skills. | | |
| Required | 16 | Demonstrate an understanding of information security. | | |
| Required | 17 | Maintain working knowledge of current information-technology (IT) systems. | | |
| Required | 18 | Demonstrate proficiency with technologies, tools, and machines common to a specific occupation. | | |
| Required | 19 | Apply mathematical skills to job-specific tasks. | | |
| Required | 20 | Demonstrate professionalism. | | |
| Required | 21 | Demonstrate reading and writing skills. | | |
| Required | 22 | Demonstrate workplace safety. | | |
| | Examining All Aspects of an Industry | | | |
| Required | 23 | Examine aspects of planning within an industry/organization. | | |
| Required | 24 | Examine aspects of management within an industry/organization. | | |

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| Required | 25 | Examine aspects of financial responsibility within an industry/organization. | | |
| Required | 26 | Examine technical and production skills required of workers within an industry/organization. | | |
| Required | 27 | Examine principles of technology that underlie an industry/organization. | | |
| Required | 28 | Examine labor issues related to an industry/organization. | | |
| Required | 29 | Examine community issues related to an industry/organization. | | |
| Required | 30 | Examine health, safety, and environmental issues related to an industry/organization. | | |
| Addressing Elements of Student Life | | | | |
| Required | 31 | Identify the purposes and goals of the student organization. | | |
| Required | 32 | Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult. | | |
| Required | 33 | Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects. | | |
| Required | 34 | Identify Internet safety issues and procedures for complying with acceptable use standards. | | |
| Exploring Work-Based Learning | | | | |
| Required | 35 | Identify the types of work-based learning (WBL) opportunities. | | |
| Optional | 36 | Reflect on lessons learned during the WBL experience. | | |
| Required | 37 | Explore career opportunities related to the WBL experience. | | |
| Optional | 38 | Participate in a WBL experience, when appropriate. | | |
| Understanding Exercise Physiology | | | | |
| Required | 39 | Identify the components of fitness. | | |
| Required | 40 | Explain the metabolic energy systems. | | |
| Required | 41 | Explain various methods to analyze body composition. | | |
| Required | 42 | Perform body composition analysis using a variety of methods, including anthropometric measurements. | | |
| Required | 43 | Assess vital signs. | | |
| Required | 44 | Differentiate between acute and chronic adaptations to exercise. | | |
| Required | 45 | Explain the body's response to exercise throughout the lifespan. | | |

| Application of Biomechanical Principles | | | | |
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| Required | 46 | Explain lever systems associated with the human body. | | |
| Required | 47 | Demonstrate movement in the planes of motion and related to the axes of human movement. | | |
| Required | 48 | Explain how force, mass, and gravity relate to human body mechanics. | | |
| Exploring Exercise Program Design | | | | |
| Required | 49 | Describe acute training variables and phases within exercise program design. | | |
| Required | 50 | Explain the health-related fitness factors. | | |
| Required | 51 | Design programs for each phase of training. | | |
| Preventing Injuries | | | | |
| Required | 52 | Describe the relationship between pre-existing conditions and injury prevention. | | |
| Required | 53 | Explain the criteria used to determine readiness to participate in physical activities. | | |
| Required | 54 | Perform a fitness assessment. | | |
| Required | 55 | Demonstrate safe exercise progression for healthy individuals, explaining when progression is appropriate. | | |
| Required | 56 | Explain safe training principles to include frequency, intensity, duration, and mode. | | |
| Required | 57 | Apply the principles of strength training to various case study scenarios. | | |
| Required | 58 | Explain safe techniques to enhance strength of major muscle groups. | | |
| Required | 59 | Demonstrate safe lifting and spotting techniques as it relates to strengthening. | | |
| Required | 60 | Develop a safe strengthening program for healthy individuals. | | |
| Required | 61 | Explain the basic principles and importance of flexibility training. | | |
| Required | 62 | Explain safe techniques to enhance joint range of motion of major muscle groups. | | |
| Required | 63 | Develop a safe flexibility program for healthy individuals. | | |
| Required | 64 | Explain the basic principles and importance of proprioception. | | |
| Required | 65 | Demonstrate safe techniques to enhance proprioception for self and others, explaining each technique. | | |
| Required | 66 | Implement a safe proprioception program for healthy individuals, assessing for effectiveness over time. | | |

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| Required | 67 | Identify environmental factors related to injury prevention. | | |
| Required | 68 | Identify procedures for reporting potential environmental hazards to appropriate personnel. | | |
| Required | 69 | Identify factors related to equipment safety. | | |
| Required | 70 | Identify procedures for reporting potential equipment safety hazards to appropriate personnel. | | |
| Assessing Injuries and Illnesses | | | | |
| Required | 71 | Explain the role of the secondary school student aide (SA) in recognizing an injury. | | |
| Required | 72 | Explain the scope and limitations of the secondary school student aide (SA) when providing first aid. | | |
| Required | 73 | Explain the scope and limitations of the secondary school student aide (SA) when assessing injury/illness. | | |
| Treating and Managing Injuries and Conditions | | | | |
| Required | 74 | Explain the purpose of goal setting in the treatment of injuries. | | |
| Required | 75 | Manage an injury within the scope of first aid. | | |
| Required | 76 | Explain factors to consider in creating a progressive return-to-activity programs following injury/illness. | | |
| Required | 77 | Identify appropriate referral sources based on scope of practice of healthcare professionals. | | |
| Required | 78 | Explain the theory and application of common therapeutic interventions to treat and manage injuries and conditions based on professional scope of practice. | | |
| Preparing for a Career | | | | |
| Required | 79 | Research various sports medicine-related professions. | | |
| Required | 80 | Draft a résumé reflecting the student's career objective. | | |
| Required | 81 | Practice interviewing skills. | | |
| Required | 82 | Explain the basic legalities related to employment hiring practices in the sports medicine field. | | |
| Required | 83 | Explain the relationship between ethics and employment skills. | | |
| Required | 84 | Complete an internship in a sports medicine-related field. | | |
| Required | 85 | Describe educational opportunities for advancement in various sports medicine professions. | | |
| Required | 86 | Describe the impact of technology in various fields of sports medicine. | | |
| Required | 87 | Explain the NASM-CPT credential. | | |

| Describing the Opioid Crisis | | | | |
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| Required | 88 | Describe the history and current state of the opioid crisis in the United States. | | |
| Required | 89 | Describe the history and current state of the opioid crisis in Virginia. | | |
| Required | 90 | Define the pharmacological components and common uses of opioids. | | |
| Examining the Key Factors of Drug Addiction | | | | |
| Required | 91 | Examine the science of addiction. | | |
| Required | 92 | Explain prevention and early intervention strategies. | | |
| Required | 93 | Identify addiction and its behavioral elements, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). | | |
| Required | 94 | Describe the treatment models of addiction therapy. | | |
| Required | 95 | Describe the medication management antidote used to prevent fatal opioid overdoses. | | |
| Understanding Pain Management Protocols | | | | |
| Required | 96 | Explain the science of physiological and mental pain. | | |
| Required | 97 | Describe the diagnostic tools used in developing pain management plans. | | |
| Required | 98 | Describe pain treatment options available to various populations of patients. | | |
| Required | 99 | Describe the effects of opioid dependency on the human body systems. | | |
| Required | 100 | Explain the mechanism and physical effects of opioids on the human body. | | |
| Required | 101 | Explain the use of opioids in practice settings, the role of opioids in pain management, and risk factors associated with the use of the medication. | | |
| Required | 102 | Describe the withdrawal and tapering side effects of opioid use. | | |
| Required | 103 | Describe storage and disposal options for opioids. | | |
| Required | 104 | Explain community resources for education about opioid use. | | |
| Working with Patients and Caregivers | | | | |
| Required | 105 | Describe key communication topics involving opioids for patients. | | |
| Required | 106 | Describe communication topics for caregivers and family members. | | |

