

Introduction to Sports Medicine
Alternative Semester Leadership Project
Semester 2



Eligible Project Activities

Support documents for some of the activities below can be found in the "Semester Leadership Project" Files on the course website. For all typed summaries, use the following formatting: 11pt Century Gothic font, 1.5 spacing and 1" margins. Once time needed totals 10-hours worth of work (including completed ATR hours, if applicable) has been documented, organize evidence from *all* activities (in the order activities are listed below) including your totaled, handwritten & signed hour log. Semester project items may be stored in your portfolio (Section V). Due **June** ____.

Activity	Hour Eligibility
<p>1. Read one Journal of Athletic Training article from the current issue at https://meridian.allenpress.com/nata and complete a JAT Article Review Worksheet <u>by hand</u>, summarizing what you learned from the article.</p> <p style="text-align: center;">AND/OR</p> <p>Read an NATA Position Statement at https://www.nata.org/news-publications/pressroom/statements/position and complete a Position Statement Review Worksheet <u>by hand</u>, summarizing what you learned from the statement. <i>Max. of two articles/statements.</i></p> <p>Submit: Completed review worksheet as evidence of this activity. Article review worksheet is available on website.</p>	<p>1-1.5 hours each (includes reading the article/statement and responding to the article/statement review worksheet)</p>
<p>2. Interview a medical professional (in person or over Zoom). <i>Max. of two interviews.</i></p> <ul style="list-style-type: none"> • Interviewees may <u>not</u> be family members • Set up a date and time for your interview; be flexible as medical professionals can have very busy schedules • <i>Digitally</i> prepare 5-8 questions to ask the medical professional PRIOR to conducting your interview, leaving space for you to <i>hand write</i> the interviewee's responses (like a worksheet) • Conduct your interview, noting the date and when it starts/ends on your prepared question worksheet • If your interviewee is willing to have their picture taken, take a screen shot of the on-line interview (including your face/screen) or have someone take a picture of the two of you for an in-person interview. If the interviewee would not like to have their picture taken, please request they email me so I am aware of their preference (reedc@issaquah.wednet.edu). • Prepare a professional "Thank You" card for the interviewee. Use Skyline's address as the return address, not your personal address (see images at end of this document to correctly address an envelope and view an example "Thank You" card). • Take pictures of both your written message in the card and addressed envelope. <p>Submit: Copy of your typed questions/handwritten responses, all applicable pictures as evidence for this activity and addressed but unsealed thank you card.</p>	<p>1.5 hours each (includes contacting potential interviewees, creating questions worksheet, the interview and writing a "Thank You" card)</p>
<p>3. Attend a webinar related to healthcare/medical issues and/or careers. Pre-recorded webinars/seminars/lectures are acceptable. Provide a copy/picture of any sign-up or registration information required to participate in the webinar. Take several screenshots as the webinar progresses (if there is a progress bar indicating where in the webinar you are time wise, include it in your screenshot), including the computer's date and time. Finally, type a detailed summary of what the webinar was about, what you learned, who were the speakers, why you chose the webinar and any other pertinent information. <i>Max. of one webinar, no longer than 2 hours in length each.</i> Some possible choices include:</p> <ul style="list-style-type: none"> • WebShadows (https://webshadows.wixsite.com/website/upcoming-meetings) • www.virtualshadowing.com • www.premedprojects.co.uk/free-wp <p>Submit: Image of completed registration/sign-up info (if applicable), screenshots, quiz results (if applicable) and typed summary as evidence for this activity.</p>	<p>1-2.5 hours each (includes registration time, watching the webinar, typing up your summary and organizing pictures)</p>

<p>4. Attend and participate in a CLUB MED general membership meeting. You do not need to be a member to attend meetings. The instructor will confirm your attending the <u>full duration</u> of a meeting (I will initial hour log when project is submitted), so plan accordingly (e.g. do not attend a meeting you would be late to or need to leave early from). Type a detailed summary of what was discussed/done during the meeting and what you learned from the experience. Include the meeting date on your summary. Take pictures at three different time intervals (i.e. beginning, middle, end) <u>of you at the meeting</u>. <i>Max. of three meeting.</i></p> <p>Submit: Typed summary and captioned pictures as evidence of this activity.</p>	<p>1-1.5 hours each (meeting attendance plus summary and picture preparation)</p>
<p>5. Create an enlarged 3-D model of the heart. You may use whatever materials you would like (<u>Environerd Alert</u>: Please do not <i>purchase</i> Styrofoam to make your model; if it came in a box as packaging then that's okay...you're repurposing it!); ask for permission if the materials are not your own. The following anatomy, <i>at a minimum</i>, must be included/represented:</p> <ul style="list-style-type: none"> • All four chambers of the heart (2 atria, 2 ventricles) • Interventricular Septum • Sinoatrial Node • Mitral/Bicuspid Valve • Tricuspid Valve • Aortic Semilunar Valve • Pulmonary Semilunar Valve • Chordae Tendineae • Pulmonary Trunk and Arteries • Pulmonary Veins • Aorta • Superior/Inferior Vena Cava <p>If your model is well constructed and accurate, I would appreciate having it for future classes, if you're willing. As such, <u>do not</u> label the structures on your model. Instead, create a key that indicates what colors are what piece of anatomy (assuming colored paper, clay, paint, etc. is used). Take pictures of you <u>and</u> your model at <i>several different stages of its creation</i> (have someone else take the picture so it's like an "action shot"). Also take several pictures of your finished model from different angles/viewpoints.</p> <p>Submit: The model and all captioned pictures as evidence of this activity.</p>	<p>2-3 hours (includes collecting materials, researching images of the heart to assist in design and model construction)</p>
<p>6. Create an enlarged 3-D model of one hemisphere of the brain. You may use whatever materials you would like (<u>Environerd Alert</u>: Please do not <i>purchase</i> Styrofoam to make your model; if it came in a box as packaging then that's okay...you're repurposing it!); ask for permission if the materials are not your own. The following anatomy, <i>at a minimum</i>, must be included/represented:</p> <ul style="list-style-type: none"> • Cerebrum • Cerebral Cortex • 4 Lobes: Parietal, Frontal, Temporal and Occipital • Corpus Callosum • Cerebellum • Brainstem: Medulla Oblongata, Pons • Hippocampus • Amygdala <p>If your model is well constructed and accurate, I would appreciate having it for future classes, if you're willing. As such, <u>do not</u> label the structures on your model. Instead, create a key that indicates what colors are what piece of anatomy (assuming colored paper, clay, paint, etc. is used). Take pictures of you <u>and</u> your model at <i>several different stages of its creation</i> (have someone else take the picture so it's like an "action shot"). Also take several pictures of your finished model from different angles/viewpoints.</p> <p>Submit: The model and all captioned pictures as evidence of this activity.</p>	<p>2-3 hours (includes collecting materials, researching images of the brain to assist in design and model construction)</p>
<p>7. Create storyboards which tell a story analogous to the key physiological events occurring during <i>skeletal muscle contraction</i>. See the document "Muscle Physiology Storyboards Criteria" in the Semester Leadership Project files on the</p>	<p>2 hours total (includes research time and storyboard creation time)</p>

<p>website. Storyboards may be created by hand (use the storyboards worksheet provided in module) or digitally, but must be in color.</p> <p>Submit: Completed "Muscle Physiology Storyboards" document (which lists the "Cast of Characters") and your completed storyboards as evidence of this activity.</p>	
<p>8. Observe the athletic training room for five hours. Under the supervision of our school's athletic trainer you may watch what takes place during a typical day in the ATR. If there is little going on during your observation <u>and</u> if the AT is willing, you may work on competencies during this time. If you have mastered competencies, you may ask the AT if you may perform the skill(s) under their supervision to serve our school's athletes. Students must sign-up for their hours in advance. <i>Max. of 5 hours per student per semester.</i></p> <p>Submit: Completed hour log signed by AT, <i>at least</i> a one-page summary (1.5 spaced, not double spaced) of what was observed/done and <i>at least</i> 5 captioned pictures of you working (one for each shift minimum).</p>	<p>5.5-6 hours total (includes observation time, summary and picture arranging)</p>
<p>9. Create a Kahoot!, Quizlet or other digital study tool for one unit previously covered which has <i>at least</i> 25 questions. The digital study tool must be completed by 3 "editors" who should provide you feedback about your study tool. At least one editor must be a person who <u>has not or is not taking</u> Sports Medicine. At least one editor must be a current Sports Medicine student. The third editor is of the creator's own choosing. <i>Max. of one digital study tool.</i></p> <p>Submit: Link to study tool, handwritten affidavits from 3 editors and a picture of each editor showing the camera their score.</p>	<p>1-1.5 hours (includes generation of study tool, communication with editors, compiling evidence)</p>

Professional "Thank You" Card Writing Guidelines

Mrs. Reed will provide you a thank you card. Postage for all cards will be provided. Remember to keep completed thank you cards unsealed for review

Write a draft (or two) BEFORE writing on your card or envelope. DO NOT use white out on final draft...start a new card.

Use a comma, not a colon after your salutation.

Write on only one side/panel of the card; the side/panel opposite the card's cover is best.

If you don't know what prefix to use (Ms., Mr., Dr.), write their full name

Write in cursive if you know how and/or can do so neatly. Otherwise print as neatly as possible.

Have someone proofread your draft and final copy (e.g. comma not needed and the "&" should be spelled out in this instance)

Write in blue or black ink only; ballpoint or gel pens are best (felt tip can bleed). Allow adequate time for ink to dry before closing the card. Absolutely NO pencil!

Dear Mr. Stark:
 Thank you for the interview yesterday for the Marketing Assistant position at Aramark. Aramark offers opportunities which strongly parallel my interests & career goals. The interview with you confirmed my initial positive impressions of your company. I want to reiterate my strong interest in working for you.
 Again, thank you for your consideration. If you need any additional information, please feel free to contact me. I look forward to hearing from you.
 Sincerely,
 Gail Theriot

Correctly Addressing an Envelope

Student's First and Last Name
 Skyline High School
 1122 285th Ave SE
 Sammamish WA 98075

Return Address ("From:")

Mr./Ms./Dr. First and Last Name
 Clinic/office Name
 12345 Main St N
 Bellevue WA 98004

Stamp

Recipient's Address ("To:")

Notice there is no punctuation used in addresses.

If you don't know the appropriate prefix to use, don't guess! Stick with their full name instead.

If they belong to one; otherwise skip this line