S k y l i n e   H i g h   S c h o o l
Introduction to Sports Medicine

Instructor: Mrs. Cheryl T. Reed, MIT, ATC, LAT
Office Hours: A lunch or after school *by appointment*
Office Location: 2105
Classroom: 3117
E-mail: reedc@issaquah.wednet.edu (Email is preferred over voicemail for a timely response)
Class Information Outlets: Canvas; www.mrsreedsclass.weebly.com
Course Fee: $27.28ish paid on-line or to the bookkeeper; checks payable to SHS

Course Description

This course covers information fundamental to *all* healthcare professions with an emphasis in sports medicine. Specific course content includes medical terminology, an introduction to sports medicine vs. athletic training, fundamentals of the anatomy & physiology of various body systems (e.g. skeletal, muscular, cardiovascular, nervous, digestive, immune and integumentary). We will also review fundamental concepts of sports medicine in terms of fitness & conditioning, sports nutrition, sports psychology and preventative medicine. American Heart Association certification in Basic Life Support for Healthcare Providers and Heartsaver First-Aid will be provided. In addition to classroom instruction, students will complete a semester leadership project in which students will complete at least 10 hours-worth of observation of Skyline's athletic trainer and 10 hours-worth of job shadowing with a medical/health science professional of their choosing *outside the school day* (20 per semester, 40 hours total for the year).

Materials for Class

- Students need to have a separate 1.5-2" binder for this course which will be later collected as their semester portfolio. Students may choose to store their portfolio in the classroom.
    - Table of contents (provided by instructor)
    - 6 tabbed section dividers (used or homemade are preferred)
    - Approx. 15-20 sheets of college-ruled, loose leaf paper in warm-up section of binder (no spiral bound notebooks or composition books please)
- Students are expected to bring their ISD issued or personal laptop to school daily.
- Writing utensils of choice, though pencil is often encouraged over pen.
- We use an in-class set of texts, therefore, textbooks will not be checked out for this course. Numerous on-line resources are available too.
- Students are encouraged to use a student planner to record assignments and important dates. Referencing the "Today PowerPoints" found on the "Weekly Course Calendar" posted on Canvas (calendar icon) regularly is advised.

Grading
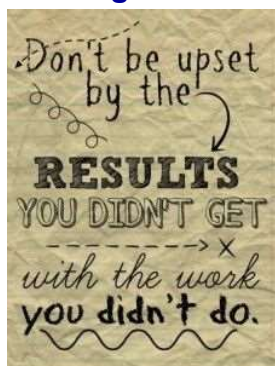
The official gradebook used for this course will be Canvas. Check it regularly to make sure everything is in order regarding your work/scores, bringing potential discrepancies to the instructor's attention as appropriate.

A	92.5-100%	B-	79.5-82.4%	D+	66.5-69.4%
A-	89.5-92.4%	C+	76.5-79.4%	D	62.5-66.4%
B+	86.5-89.4%	C	72.5-76.4%	D-	59.5-62.4%
B	82.5-86.4%	C-	69.5-72.4%	F	Below 60%

Rounding of grades will typically not be considered.

Grade Categories & Weights

Coursework (including competencies; 13-15 per semester)	30%
Assessments (4-5 exams, 10-15 warm-ups, 1-2 binder checks per semester)	30%
Semester Portfolio (including the leadership project; 20 observation hours per semester)	20%
Employability Skills (skills reflection weekly; 4 skills evaluations per semester)	10%
Semester Final Exam (comprehensive)	10%

Coursework

Students should strive to do their very best on assignments (10-12/semester) and class work as they often constitute skills necessary to sustain a healthy lifestyle and/or be competent in the medical field. Coursework is expected to be complete and handed in on time. Coursework may be evaluated and subsequently scored for: 1) completion/effort, 2) quality relative to that of their peers as a collective class, 3) accuracy and/or 4) a combination of these evaluative modalities. Special attention is frequently given to detail, thoughtfulness and/or thoroughness in evaluating student work.

Competencies are hands-on skills that are worth 10 points each. Competency scores are "all or none". That is, a student either masters the skill and earns 10 points or they do not and earn 0 points. Competencies are exempt from the late work policy relating to Universal Passes described below. Unlike assignments, competencies may be worked on throughout the semester and must be mastered by the semester deadlines below to earn credit.

It is the student's responsibility to get any missed assignments/information from the in-class file crate, Canvas/website (e.g. "Today PowerPoints" on the Weekly Course Calendar and Course Files) and/or their classmates after an absence and submit completed work in accordance with student handbook guidelines. Due dates are typically set to provide more time than is actually necessary to complete an assignment. Assignments submitted after a due date, however, are eligible for full credit so long as a valid Universal Pass (four per semester) accompanies them and they are submitted on or before the following deadlines (by quarter):

1st Quarter – Tuesday, October 31, 2023
2nd Quarter (1st Semester) – Friday, January 19, 2024
3rd Quarter – Monday, April 15, 2024
4th Quarter (2nd Semester) – Monday, June 10, 2024*   *Subject to change depending on finals schedule

Digital Coursework Submission Tips and Guidelines

- Charge your laptop each night and bring your laptop to school each day.
- Document files generated by the instructor are done so using Microsoft products. Students should use Office 365 if they do not have Microsoft Office on their *personal* computer to access Word, Excel, PowerPoint, etc.
- DO NOT use Google Docs or other platforms for coursework to ensure documents are compatible and formatting is not changed. It makes it VERY difficult to evaluate and can confuse students because their documents don't look like the originals.
- Coursework must be uploaded to Canvas as a single file (preferably .doc, .docx or .pdf formats); coursework not submitted as a single file will be *penalized.*
- If the student does not have an actual scanner at home, there are very effective alternatives for scanning and uploading paper-based coursework (e.g. CamScanner, taking pictures of work and pasting them in a Word document, SmallPDF.com).
- When students are required to complete coursework *digitally*:
    - Download and open the file using Office 365 or other Microsoft products to avoid altering its formatting
    - Make your responses a different color and **BOLD** (e.g. **Answer**) to help them stand out from general text, especially if there is not a specific response space/box present
    - DO NOT significantly alter the original document's formatting
- In Canvas, please DO NOT reply to my comments as I do not get a notification from Canvas when a student does so. If you have something to communicate about your assignment prior to the due date, please do so via email. Students may make a comment on their coursework at the time of submission, however, but it will not likely be read until the assignment is evaluated.
- If an assignment is submitted incomplete *after* its due date (e.g. a page didn't get scanned that should have been present), students will not be given the opportunity to resubmit a completed version of the assignment without using a Universal Pass. Check your files carefully before submitting!

Assessments

A variety of assessments are used to evaluate student learning and understanding, including unit exams (4-5/semester), warm-ups (10-15/semester) and binder checks (1-2/semester). Unit exams are typically closed-

note. *If a student is absent for a unit exam, it is the student's responsibility to make an appointment with the instructor to make it up.* Making up a unit exam during class is typically not permitted, but can be done after school. Missed assessments must be made up by the dates below. Assessments not made up by these deadlines will remain as zeros in the gradebook.

1st Quarter – Tuesday, October 31, 2023
2nd Quarter (1st Semester) – Friday, January 12, 2024
3rd Quarter – Monday, April 15, 2024
4th Quarter (2nd Semester) – Friday, June 07, 2024*   *Subject to change depending on finals schedule

Warm-Up Tips and Guidelines

- Be sure to **date** each warm-up.
- Start a new warm-up where the last warm up ended, like a running journal.
- Write small, not less and use both sides of your paper…save the trees please!
- Refrain from using your notes to complete warm-ups…guessing is OKAY! Don't leave any blanks!
- When correcting warm-ups, keep original responses and write the correct answer in a different color next to the incorrect answer.
- If a student is absent for or needs more time to complete a warm-up, the prompt(s) can be found in the corresponding "Today PowerPoint" on Canvas/website (Weekly Course Calendar).

Unit Exam Tips and Expectations:

- Most unit exams will be completed on-line. **Only school laptops may be used for assessments.**
- Make sure the sound is MUTED on the laptop for the duration of the exam.
- Check to make sure there is adequate battery life available for the period or plug it into the nearest outlet.
- Remain in your assigned seat for the duration of the assessment. If you have a question or need something, raise your hand.
- DO NOT deviate from the exam screen. Only one tab should be open on your browser and will be checked before the unit exam password is given.
- DO NOT take screen shots of the exam.
- Use only the buttons provided in the Google Form to toggle between exam pages; DO NOT use browser window buttons.
- DO NOT leave/close the exam page on your computer until the instructor has confirmed receiving your exam responses.
- You may NOT use your notes, textbook, the internet or any additional resources to respond to exam questions/prompts.
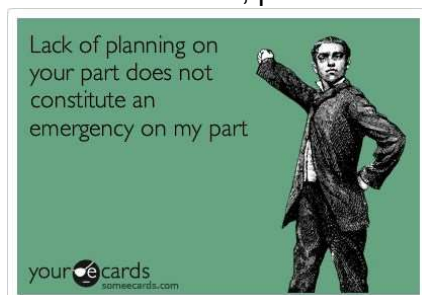
Assessment & Coursework Remediation

In an effort to facilitate student learning and success, assessments and *some* assignments may be eligible for remediation if the score earned on a particular assessment/assignment is a 69.9% or lower.   Eligibility may vary from assessment/assignment to assessment/assignment depending on the learning objective(s) and as deemed appropriate by the instructor. For an assignment to be considered for remediation it must be submitted by its original due date and be at least 80% completed/attempted. Typically, a student may earn half credit by correcting incorrect/incomplete responses. Improvement on the overall score for the assessment/assignment is capped at 75%. That is, if an assessment/assignment is eligible for remediation and a student corrects incorrect/incomplete responses such that their overall grade is improved from a 67% to a 78%, the score entered in the gradebook will not exceed 75%.

I CARE MORE ABOUT THE PEOPLE MY STUDENTS BECOME THAN THE SCORES ON THE TESTS THEY TAKE.
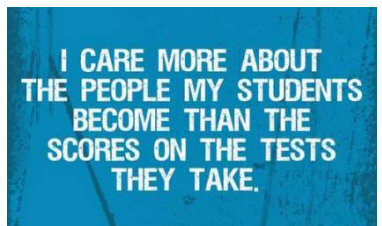
Semester Portfolio and Project

As this is a CTE course, a semester leadership project must be completed through which content taught in class is reinforced, practiced and/or explored further *outside the school day*.

Lack of planning on your part does not constitute an emergency on my part
your ecards someecards.com

Semester Portfolio
Students will need to keep all handouts, coursework, competencies and semester project components organized in their semester portfolio (a Table of Contents and score guide will be provided as separate documents).

Semester Project
The project will consist of a 10-hour job shadow and 10-hour observation of our athletic trainer/athletic training room totaling *at least* 20 hours each semester, 40 hours for the year.

It is important students understand *all required notes, handouts, coursework, competencies and semester project components turned in AFTER the due date will receive NO credit, NO exceptions*. If a student is going

to be absent due to illness or other personal reasons, an able person must turn the portfolio/project into the instructor or the front office (to be placed in my mailbox) on or prior to the due date. The semester portfolio/project is *exempt from the use of Universal Passes*. The semester portfolio and projects will be due on the following dates:

   1st Quarter Leadership Project - Monday, November 06, 2023
   1st Semester Portfolio – Friday, January 12, 2024
   2nd Quarter Leadership Project – Friday, January 19, 2024
                                    –
   3rd Quarter Leadership Project – TBD (likely some time in April)
   2nd Semester Portfolio – Friday, June 07, 2024*
   4th Quarter Leadership Project – Friday, June 07, 2024*

*Subject to change depending on finals schedule

Final

A comprehensive final will be administered each semester and will consist of multiple-choice questions. It is *strongly* recommended that students keep all notes and handouts organized and kept together, not only for their semester portfolio, but for referral/studying throughout the semester in preparation for the final.

Employability Skills

As a Career and Technical Education course, it is important to practice and model skills desirable of employees in the workplace. Additional information about employability skills standards may be found on the course Canvas page/website.   Employability skills reflect the punctuality, cooperation, participation, communication, behavior and other workplace skills of a student comparable to that of an employee:

Attributes	Classroom Application(s)	Workplace Application(s)
People	• Students • Teacher, administrator • School	• Employees • Employer, supervisor, boss • Office/Store
Punctuality	• Arriving to class prior to period's start • Student remains in classroom unless dismissed by the teacher	• Arriving at work prior to start of shift • Employee does not leave work early unless dismissed by their supervisor
Attendance	• Being present for each class period/school day • Excused absences (arranged with attendance office)	• Being present each shift/work day • Paid sick leave/vacation (arranged with employer or HR department)
Engagement	• Contributions to class discussions • Cooperation with classmates • Distractions to learning (i.e. cell phone, talking with classmates, working on another task, etc.) • Not falling asleep in class	• Contributions to staff meeting discussions • Cooperation with co-workers • Distractions to working (i.e. meeting at the water cooler, personal phone calls/emails, frequent bathroom breaks, etc.) • Not falling asleep "on the job"
Productivity	• Assignments thoroughly completed and turned in • Missed assessments made-up • Course binder organized • Using work time provided in class efficiently	• Tasks/duties (i.e. reports, communications, presentations, sales, etc.) completed • Sales made • Desk/workspace organized
Behavior	• Follows instructions provided by teacher • Appropriate language used (no cursing, bringing down classmates, shouting, etc.) • Respectful of classmates and classmates' property • Does not vandalize school property • Adhere to the school dress code	• Follows instructions provided by supervisor • Appropriate language used (no cursing, bringing down coworkers, etc.) • Respectful of coworkers and coworkers' property • Does not vandalize or steal company property • Dress appropriately for the work environment

Below are some behaviors unique to our classroom that should also be demonstrated:

- Maintains a positive attitude; willing to try…not afraid to be wrong knowing failure = learning
- Correctly returns classroom materials after use
- Consumes only nutritious foods/beverages in class
- Correctly stows cell phones/smart watches in the storage caddy *before* the start of class each day
- Removes earbuds/headphones and places in bag while in class unless otherwise directed by the instructor
- Hooded sweatshirts/jackets are not covering head

Personal Electronic Devices
Out of respect for themselves, the instructor and their classmates, **students are expected to silence** (no vibrate) **or turn off their cell phones/smart watches** (if applicable) **and place them in their assigned slot of the storage caddy** provided and supervised by the instructor *before* the beginning of class.   From time to time it may be appropriate for students to use their cell phones/headphones in class.   Such opportunities will be communicated to students or students may ask the teacher if it would be appropriate to retrieve their cell phones. Failure to store and/or unauthorized use of cell phones/smart watches will result in the device(s) being returned to the storage caddy and a loss of employability skills points.

Absences
Refer to the student handbook for official attendance policies. Absences must be excused through the attendance office by a parent/guardian (excluding events/activities in which an absence pre-arrangement form is completed or is school hosted like sports/clubs). If a student will be absent later in the school day, a parent/guardian must contact the attendance office in advance to allow the student's release from class.

Tardies
Refer to the student handbook for official tardy policies. For this course, being tardy means *a student is out of their seat as or after class starts as indicated by the network (computer) clock and instructor.* Be aware that the school clocks can be out of sync with each other and do not provide reliable timekeeping.

Truancies
Students are truant if they leave class without permission, fail to show up to class but are obviously at school and/or leave the classroom when a substitute teacher is late or does not show up. *There is no "15-minute rule" that students may leave if a teacher/substitute fails to arrive beforehand.*

Employability Skills Scoring
At the conclusion of each mid-term and quarter, students will be evaluated on their "employability" based on these and other attributes/behaviors. The following rubric *generally* outlines how a student's employability skills are rated:

Excellent Skills—"Employee of the Month! Do I hear 'promotion'?" (A = 90-100%)

Punctuality	Attendance	Engagement	Productivity	Behavior	Relationships
- No Tardies	- No *unexcused* absences	- Contributes to class discussion 4+ times per week. - Cell phone (or other distractions) never out or used.	- No missing assignments - Always uses work time in class wisely	- Always demonstrates respectful and appropriate behavior	- Always cooperative with classmates and/or teacher - Frequently demonstrates concern for others - Always communicates effectively and respectfully

Good Skills—"Management likes what it's seeing! Keep it up!" (B = 80-90%)

Punctuality	Attendance	Engagement	Productivity	Behavior	Relationships
- 1 Tardy	- No *unexcused* absences	- Contributes to class discussion 3 times per week. - Cell phone (or other distractions) never out or used.	- No missing assignments - Often uses work time in class wisely	- Often demonstrates respectful and appropriate behavior	- Often cooperative with classmates and/or teacher - Occasionally demonstrates concern for others - Often communicates effectively and respectfully

Average Skills—"Punches In, Punches Out. No more, no less." (C = 70-80%)

Punctuality	Attendance	Engagement	Productivity	Behavior	Relationships
- 2 Tardies	- No *unexcused* absences	- Contributes to class discussion 1 time per week. - Cell phone (or other distractions) out/used 1 time.	- 1 missing assignment - May need prompting to use work time in class wisely	- Demonstrates respectful appropriate behavior more often than not - May need remediation	- Generally cooperative with classmates and/or teacher - Rarely demonstrates concern for others - Generally communicates effectively and respectfully

Below Average Skills—"A letter of reprimand has been placed in your personnel file." (D = 60-70%)

Punctuality	Attendance	Engagement	Productivity	Behavior	Relationships
- 3 Tardies	- 1 *Unexcused* absence	- Never contributes to class discussion. - Cell phone (or other distractions) out/used 2 times.	- 1 missing assignments - Frequently needs prompting to use work time in class	- Occasionally demonstrates respectful appropriate behavior	- Struggles to cooperate with classmates and/or teacher - Does not demonstrate concern for others - Struggles to communicate

| | | | | wisely | - Often needs remediation | effectively and respectfully |

Poor Skills—"You're fired!" (F = 50-60%)

Punctuality	Attendance	Engagement	Productivity	Behavior	Relationships
- 4+ Tardies	- 2+ *Unexcused* absences - Truant	- Never contributes to class discussion. - Cell phone (or other distractions) out/used 3+ times.	- 2 missing assignments - Always needs prompting to use work time in class wisely	- Rarely demonstrates respectful appropriate behavior - Remediation inevitable	- Rarely cooperates with classmates and/or teacher - Does not demonstrate concern for others - Rarely communicates effectively and respectfully

Technology Guidelines and Policies

Technology is an important part of any education and this course is no exception. Students are expected to be familiar with and adhere to ISD policies (below) regarding personal electronic devices on campus.

Outlets will be provided throughout the classroom to maintain power, but students should get in the habit of charging their laptops/tablets each night. The instructor will touch base with students lacking a reliable scanner, printer and/or internet access at home. Please remember the school's library is a resource for computers, printers and internet access.

Plan for the worse-case scenario when it comes to technology! Make the instructor aware of technological issues well in advance (48+ hours) of due dates. The instructor cannot be held accountable for accepting late coursework resulting from the following and/or similar circumstances:

- A printer running out of ink or breaking down. Students may print documents in Skyline's library (availability can be limited) or public libraries if there is not a functioning printer at home.
- Home internet goes down. Use public/school libraries to access if need be.
- A computer or cell phone "crashing". Save your files in OneDrive, Google Drive, Dropbox or other web-based storage apps/programs to access them from other devices.

ISD *Personal* Electronic Device Policy

When bringing my own phone or tablet to school, I agree that:

- I will use the district's wireless network even if I have my own data plan; it is federal law!
  - **Username:** guestaccess
  - **Password:** internet
- It is my teacher's choice for me to use my phone or tablet in class. I will turn it off when my teacher asks me to.
- I will charge my phone or tablet *before* I come to school so it can run off battery.
- I understand I will not be able to access network folders or print off my phone or tablet.
- I am responsible for my phone or tablet and will keep it with me all the time.
- I understand that the school can inspect my phone or tablet if there is reason to believe I have violated the Student User Consent Form, school rules, or engaged in other misconduct while using it.
- The District is not responsible for the security, repair, troubleshooting, technical support, loss, misplacement, theft or damage of my personal phone or tablet.
- I can learn more about being a responsible digital citizen at http://tinyurl.com/isdinternetsafety

Extra Credit

Extra credit is generally not offered in this course. But an opportunity or two may present themselves…

Leadership and Scholarship Opportunities

CLUB MED, an ASB-sponsored, student-led club, offers *any* Skyline student interested in the health sciences opportunities to serve their school and local communities, explore healthcare careers, run for local, state & national offices, compete in state & international health science events and apply for scholarships. CLUB MED affiliates with Health Occupations Students of America (HOSA & WA HOSA) and the Washington Career & Technical Sports Medicine Association (WCTSMA). Sports medicine students are ideally suited to participate in these exciting student leadership opportunities and are encouraged to join! Meetings are held most Wednesday mornings from 9-10am in rooms 1404/1406/1408. To take advantage of the opportunities outlined above as an *official* member, students must complete the membership application and pay their membership dues ($10) by **October 4th** on-line or at the bookkeeper's office. Dues paid after October 4th will incur a $20 late fee ($30).

CTE Dual Credit Program

This course is *CTE Dual Credit* approved and articulated with *Bellevue College*. Students who demonstrate proficiency of the college course competencies with a 'B' (3.0) grade or better *will be eligible* to earn college credit through the CTE Dual Credit Program. During the semester all of the college course competencies will be covered in class. Students must register online using the Statewide Enrollment and Reporting System (SERS) at http://sers.techprepwa.org and are also required to pay a non-refundable $46 consortium fee to earn college credit through this program (http://pay.techprepcc.org). **Students must register for CTE Dual Credit while they are enrolled in the approved high school program.** Fee waivers are available upon request. **Questions?** Contact the Tech Prep College Connections office at techprep@bellevuecollege.edu or (425) 564-6158. Please also visit our website at: www.techprepcc.org.

Teacher Expectations of Students

Students will respect *themselves*, their fellow students, classroom guests and the instructor at all times.

- Work hard and BE NICE!
- Keep your work organized so you can find documents easily
- Respect other people's belongings, space and rights to a quality education
- Follow instructions provided by substitute teachers and guest speakers
- Do not draw on desks or otherwise vandalize school property
- Stow cell phones/smart watches in your assigned caddy pocket before class starts

Allow yourself to be a beginner. No one starts off being excellent.

Students are responsible for having with them all necessary materials needed in order to participate in class, including their laptops.

Students are responsible for turning in their assignments in on the date due prior to the start of class, unless otherwise instructed by the teacher.

- Use a planner to keep a record of assignments and when they're due…check Canvas/website regularly
- Take ownership and responsibility for YOUR grade which is EARNED, not given! Use Canvas to stay abreast of your progress in class. If there is a discrepancy, politely ask for clarification and/or review.
- Review and abide by the technology guidelines for this course and the ISD
- E-mail the instructor *immediately* if you have a situation arise that is keeping you from completing your coursework. My learning of a problem *after* a due date does not bode well for your case!
- Utilize resources available to you to stay on top of your coursework, like Canvas.

Students are to be in their seats by the start of class indicated by computers' network clock (cell phones should be accurate too) and not leave the classroom unless excused by the teacher.

- Remember the teacher dismisses class, not the clock
- Make sure your watch/cell phone is in sync with the network clock (the time on school computers; the classroom's clock is often incorrect) which is the "official" time for the building/district
- Driving students, leave home/lunch early enough to park and get to class on time!

Students will act as responsible and professional members of the learning community.

FAILURE IS PROOF THAT YOU TRIED. NOW GO TRY AGAIN.

- When struggling, seek help!
- Give yourself adequate sleep and good nutrition to perform your best!
- If ill, remain home!
- Remain organized to help manage your time and keep documents from "disappearing"
- Support your peers in their learning (study groups, tutoring a struggling student, etc.), it will reinforce your own learning
- When using other people's work or ideas, *students are ALWAYS expected to cite their sources in MLA format as per the student handbook and academic integrity policy*, giving credit where credit is due. This goes for pictures too! NOTE: Wikipedia is often NOT an acceptable source for *this* course.

Student Expectations of the Teacher

Students can expect the teacher to have genuine concern for and care about students as individuals, not just in the present but for their futures.

Students can expect to have lessons delivered with enthusiasm and utilize a variety of formats to enhance student engagement and learning.

Students can expect to have a teacher who is well organized and accountable for coursework submitted by students, whether in hard copy or digital format.

Students can expect the teacher to be open to student input and feedback regarding lessons, coursework, classroom management procedures, etc. to facilitate improvement and/or change necessary to support all learners.

Students can expect to have a teacher who is objective, equitable and fair in the assessment of student work and effort.