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The Health Sports Medicine & Rehabilitation Program

CIP 51.2604

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Have Questions?

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READING MUHLENBERG CAREER & TECHNOLOGY CENTER

MISSION STATEMENT

The Reading Muhlenberg Career & Technology Center, in partnership with our diverse community, sponsoring districts, and business and industry, is committed to providing quality career and technical education, resulting in opportunities for students to gain employment, pursue post-secondary education, and develop an appreciation for lifelong learning.

VISION STATEMENT

To empower Reading Muhlenberg Career & Technology Center students with the technical knowledge and skills to confidently pursue a career.

BELIEFS

- We believe in valuing the diversity of each student
- We believe education leads to opportunity
- We believe quality education starts with quality leadership
- We believe a career and technical education is a critical component of workforce development
- We believe technology is vital to learning and will help students connect with a rapidly changing world
- We believe technology must be embraced by teachers as a tool to help prepare students to meet current and future labor market demands
- We believe in providing all students with a positive educational experience
- We believe students should feel proud of what they have accomplished each day
- We believe students will be provided the opportunity to achieve their highest potential
- We believe students will be provided the opportunity to acquire and cultivate leadership skills
- We believe in providing students with a safe school environment
- We believe the success of a student is enhanced by parents and/or other influential adults through their support and involvement
- We believe in encouraging students to maintain a lifelong affiliation with the school
- We believe change is an ongoing process, not an event, and is fundamental for building quality programs of study
- We believe instruction must accommodate individual student learning styles



Health Sports Medicine & Rehabilitation

- Design safe and effective exercise prescriptions, individual exercise programs, and fitness testing.
- Perform a wide variety of healthcare skills to aid in the successful treatment of patients.
- Prepare for further education and a professional career in the sports medicine and rehabilitation fields, such as athletic training, physical therapy, occupational therapy, sports medicine, and other related fields.



Job Titles – Career Pathways

Athletic Coach
Athletic Trainer
Fitness Coordinator
Fitness Trainer
Nutritionist
Pre-Occupational Therapist
Pre-Occupational Therapist Assistant
Personal Trainer
Physical Therapist
Physical Therapist Assistant
Physical Therapy Aide
Rehabilitation Aide



CTC knowledge transfers to college credits at:
St. Francis University

Student Certifications

American Heart Association Heartsaver CPR & AED
Emergency Medical Responder (Time Permitting)
Physical Therapy Aide – American Medical Certification
Association (AMCA)
Occupational Safety and Health Administration (OSHA)



51.2604 Rehabilitation Aide

ORGANIZATIONAL AND PROFESSIONAL HEALTH AND WELLBEING

Comply with school and health care/fitness facility partner rules and regulations.

Comply with course objectives, expectations and grading procedures.

Apply interpersonal conflict management skills.

Utilize safety and emergency procedures and report emergencies immediately.

Adhere to the professional standards for health care providers.

Investigate fitness and health care careers by: describing historical foundations, comparing and contrasting scopes of practice, describing educational/licensure requirements, and analyzing different occupational opportunities.

Use medical/fitness equipment.

Use proper body mechanics for personal and patient/client safety.

DOCUMENTATION, LEGAL AND ETHICAL ISSUES

Maintain the confidentiality of records/information as required by HIPAA/FERPA.

Implement the components of informed consent.

Identify the legal importance of accurate record keeping to the benefit of all parties.

Define legal concepts of liability, negligence, supervision, and assumption of risk.

Analyze legal considerations and ethical actions.

Review advanced directives.

EMERGENCY CARE AND INFECTION CONTROL

Identify the components of an Emergency Action Plan (EAP).

Identify signs and symptoms, prevention, and treatment of weather-related illnesses.

Perform CPR, AED, and Basic First Aid skills.

Identify signs and symptoms, prevention, and treatment of head injuries/traumatic brain injuries (TBI's).

Identify signs and symptoms, prevention, and treatment of acute traumatic spine injuries.

Identify common causes of cardiorespiratory complications.

Identify emergency management techniques for neuromusculoskeletal conditions.

Apply protect, rest, ice, compress, and elevate (PRICE) principle.

Clean and disinfect objects and surfaces to prevent disease transmission.

Perform proper hand washing technique.

Identify various blood borne pathogens and comply with OSHA standards.

Utilize personal protective equipment (PPE).

INJURY PREVENTION AND PROTECTION

Identify types of bracing/splinting devices and techniques.

Select the appropriate taping, bracing, and wrapping techniques.

Utilize patient/client safety measures.

Adapt strategies for special populations.

TREATMENT, REHABILITATION, AND CLINICAL SKILLS

Compose HOPS (history/observation/palpation/special tests) and SOAP (subjective/objective/assessment/plan) notes.

Measure and record height and weight.

Measure and record vital signs (VS).

Perform visual acuity test.

Measure and perform range of motion (ROM).

Perform manual muscle test (MMT).

Distinguish the phases of rehabilitation.

Identify signs and symptoms, prevention, and treatment of neuromusculoskeletal injuries.

Identify treatment modalities and related safety procedures.

Assist the patient/client with activities of daily living (ADL) and necessary assistive devices (AD).

Demonstrate understanding of how to protect a patient's/client's privacy while treating him/her.

NUTRITION, HYDRATION, AND PHARMACOLOGY

Explain daily nutritional requirements, caloric intake needs, and calculate basal metabolic rate (BMR).

Evaluate food labels.

Evaluate basic and sport nutrition needs, including hydration.

Identify signs and symptoms of dehydration.

Identify safe methods for weight loss and weight gain.

Differentiate between over the counter (OTC) and prescription medications.

Identify supplements and ergogenic aids.

EXERCISE SCIENCE AND PRESCRIPTION

Simulate pre-exercise screening in determining physical activity participation.

Utilize health/fitness intake questionnaire.

Conduct baseline testing for body composition, cardiorespiratory, muscular strength, muscular endurance, and flexibility.

Implement the components of exercise prescription and modification.

Select and demonstrate exercises to improve body composition, cardiorespiratory fitness, muscular strength, muscular endurance, and flexibility.

Select and demonstrate exercises to improve agility, power, speed, balance, and proprioception.

Create short-term and long-term goals utilizing the SMART (specific, measurable, attainable, realistic and time bound) principle.

Execute spotting techniques for resistance training exercise.

HUMAN DEVELOPMENT AND MENTAL HEALTH

Identify the stages of human growth and development.

Communicate according to the patient's/client's stage of development and background.

Identify and discuss types of mental health disorders.

Identify and discuss types of disordered eating.

Identify physical and psychological indicators of stress.

Identify the stages of grief.

MEDICAL TERMINOLOGY

Use medical terminology and abbreviations/acronyms.

ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY

Identify anatomical position, body planes, directions, and cavities.

Identify organs, functions, and disease processes of the integumentary system.

Identify organs, functions, and disease processes of the skeletal system.

Identify organs, functions, and disease processes of the muscular system.

Identify organs, functions, and disease processes of the nervous system.

Identify organs, functions, and disease processes of the cardiovascular system.

Identify organs, functions, and disease processes of the endocrine system.

Identify organs, functions, and disease processes of the lymphatic system.

Identify organs, functions, and disease processes of the respiratory system.

Identify organs, functions, and disease processes of the urinary/excretory system.

Identify organs, functions, and disease processes of the digestive/excretory system.

Identify organs, functions, and disease processes of the reproductive system.

Identify organs, functions, and disease processes of the immune system.

GRADE REPORTING

Purpose: The intent of this grading procedure is to provide a student grade that accurately reflects student achievement. Progress is measured in the areas of work ethics, knowledge and the practical skills aligned to the program area learning guides. Student performance for learning guide activities and assignments are reflected in the knowledge grade. Students will be evaluated according to established program standards on an individual basis. The ClassMate grading software automatically calculates student grades using the following formula:

Work Ethic	40%
Knowledge	<u>60%</u>
	100%

Teachers must be able to justify grade percentages in the event of inquires or concerns.

Interpreting a Grade:

Work Ethics Grade (40%): Each school day, every student receives a Work Ethics or daily grade. Criteria that comprise these grades are safety, student behavior, preparation/participation, productivity or time on task, professional appearance and extra effort. The Work Ethics grade range is based on a 0 to 10 model that students may earn each day depending on how many criteria they satisfactorily meet.

NOTE: Impact of Absenteeism, Tardiness/Early Dismissals – The direct effect of absenteeism on a students' grade will be through the Work Ethic component of the grading formula. If a student is Tardy or has an Early Dismissal the Work Ethic grade will automatically be defaulted to a five (5) from a possible ten (10) points. The instructor may change this value as they see fit.

Knowledge Grade (60%): Throughout the marking period, a student's cognitive knowledge about various career-specific topics will be evaluated and recorded by the instructor. Examples of knowledge activities include: lab/shop assignments, homework, quizzes, tests, and research activities. The Knowledge grade range is based on actual points earned divided by the total accumulative points.

Skill (Learning Guide): Learning guides are normally aligned to lab assignments or shop projects where a student will physically perform a task. The student and teacher will discuss, at the beginning of each quarter, student expectations and the required tasks that must be completed or "contracted" by the end of the marking period. This allows a student to work productively with the expectation to make constant progress during the marking period. All assignments, activities and rubrics associated with learning guides are documented in the "knowledge" grading component. It is important to note that poor productivity will have a negative impact on a student's grade.

NOTE: For the purpose of students earning a job title associated with their program area, teachers track students' skill/task work. Teachers identify specific criteria to evaluate each task performed, ranging from a 0 to 5 (not completed to mastery). Students must earn a 4 or 5, in order to credit the task towards earning the specific job title. Students have the opportunity to revisit a task multiple times until successfully receiving credit. The job titles a student earns will be listed on the student's RMCTC certificate that is awarded at Senior Recognition Night.

CTC Letter Conversion Table

<u>Grade</u>	<u>Letter</u>
100 – 97	A+
96 – 93	A
92 – 90	A-
89 – 87	B+
86 – 83	B
82 – 80	B-
79 – 77	C+
76 – 73	C
72 – 70	C-
69 – 65	D
64 – under	F

Final Grade average is based on the student's four (4) numerical marking period grades. The final average will directly align to the letter conversion table listed above.

If a student has three (3) marking period grades of "F" the teacher shall give appropriate consideration to that student not passing for the year. If a student is on an **upward trend** at the end of the school year, this **may** justify having the student pass for the year. If the opposite is true, and the student is on a **downward trend**, the student **should**

GRADE REPORTING (continued)

receive a failing grade.

The individual teacher must evaluate each student's achievement in terms of the expected goals for their program area.

Failure to complete assignments, frequent lateness or absence, and demonstrated indifference to school are major contributors to student failure. **Blatant refusal** to attempt or to complete a significant number of course requirements may, by itself, justify a final course grade of "F".

The following divisions are given as a guide to recording and interpreting the grading system. It remains for each teacher to objectively and fairly rate each student, not based upon personality, but performance.

Determination of Grades: Teachers will give thorough consideration using all grading components in determining students' grades to both class work and test results.

A = Excellent

1. This grade represents **superior work** and is distinctly an honor grade.
2. The excellent student **has reached all course objectives** with high quality achievement.
3. The excellent student displays unusual effort and works willingly and effectively in reaching required objectives.

B = Good

1. This grade represents **above average** quality achievements.
2. The good student **has reached a large majority of course objectives**.
3. The good student is industrious and willing to follow directions.

C = Average

1. This grade represents **acceptable** quality achievements.
2. The average student **has reached a majority of course objectives**.
3. The average student is cooperative and follows directions, yet extra effort and improvement are needed for more complete mastering of the material.

D = Passing

1. This grade represents a **minimum acceptable** quality achievement.
2. The student is performing below-average work and **has not reached a majority of course objectives**.
3. This achievement level indicates there is a great need for improvement, daily preparation and improved dedication and attendance.

F = Failure

1. This grade represents **unacceptable** quality achievements.
2. The failing student has **not reached necessary course objectives**.
3. The failing student has not attempted to complete assignments, is constantly late or absent, and generally has failed to accomplish the fundamental minimum essentials necessary in the program area.
4. It may be noted that generally a student does not fail because of a lack of ability; failure may be caused by laziness, non-dedication, or a general disregard to directions of the teacher and the unwillingness to use whatever ability he/she possesses.

Incomplete Grades: Incomplete grades must be updated no later than ten (10) days from the close of the marking period. As soon as the work is completed and the grade is available, it must be reported to the appropriate person.

Failures: Students who receive a failing final grade in a program area are permitted to repeat that program, but are urged not to do so for obvious reasons. If this situation presents itself, students and parents are advised to consider an alternative program which is probably more suited to the student's true interests and aptitudes and not merely satisfying a short-term or unrealistic desire.

Attendance and its Impact upon Grades: The importance of regular school attendance and its positive impact upon a student's performance grade cannot be overstated. If a student is absent, he or she does not have the opportunity to keep pace with their classmates and must work independently to acquire the information missed during any absence. Regardless of how well a student performs when he/she is present, habitual absenteeism usually results in a failing performance grade. This situation is not unlike the conditions of the business or industry for which the student is being trained.

GRADE REPORTING (continued)

Make up Work for Absences: Students have the opportunity to make-up school work due to an illness/being absent from school. **PROVIDED** their absence is excused. Students must submit make-up work within the following timelines:

1. One (1) to three (3) days excused absences – five (5) school days to complete assigned work.
2. (4) or more days excused absence – ten (10) school days to complete assigned work.

All work missed through unexcused absences will be graded as a zero

Report Cards (see Progress Reports): Students will receive a report card from the sending school district which will reflect the student's grade from their Career & Technology classes. In addition, grades are available on the parent portal.

Student Recognition Night: Reading Muhlenberg Career & Technology Center hosts an annual Student Recognition Night, which honors our senior students. During this event, senior students in attendance are recognized and may also receive awards that they have earned relevant to their accomplishments while attending Reading Muhlenberg CTC.

Parent Portal: The Parent Portal is available for parents/guardians to view your child's progress by accessing the RMCTC Parent Portal on the School's web-site; www.rmctc.org. This will give you up to date information related to your child's attendance, grades (work ethic and knowledge), discipline referrals and schedule. In order to use this resource, you must provide the CTC with a current email address and register online.

Log onto www.rmctc.org, click on "**Parents**", then click on "**parent portal**" which will navigate you to the link where you will log into the portal. You will have to "**create an account**" on your first visit to the portal by using your email address (you need to use the email address you provided us on your child's application) and setting up a password. Once registered you may return at any time to view your child's information.

Please utilize our website, to track your child's progress by viewing their grades and attendance, along with any discipline action. In addition, you will be able to review your child's report cards & progress reports as soon as they are available. You also have the ability to select the option to receive email notifications for specific instances that you choose. You can choose to receive an email automatically if your child is absent/tardy or both, if your child receives a discipline referral or suspension and if your child receives a specific grade.

CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSO)

All students enrolled in Reading Muhlenberg Career & Technology Center have the opportunity to participate in at least one Career & Technical Student Organization (CTSO) while enrolled at the CTC. Students who become members in these co-curricular organizations have the opportunity to participate in team building, leadership, community service and social events.

Students also have the opportunity to attend skill competitions where the skills they have learned are "put to the test" against other competitors. These competitions include testing of knowledge and hands-on skills in a variety of trade and leadership events. Students who are fortunate enough to win their events at a district or state competition are able to compete at the national level and travel to locations such as Louisville, KY, Kansas City, MO, San Diego, CA, Orlando, FL, and Cleveland, OH.

HOSA – Future Health Professionals



HOSA – Future Health Professionals, a co-curricular club, is a health career organization of which all Health Science Technology and Public Safety & Security students may become a member. Our students become members of the state and national organizations that “promote careers in healthcare”, while allowing them to practice leadership and interpersonal skills through competition. Our local chapters, HOSA Pioneer, HOSA Heritage, HOSA Pride, HOSA Freedom, and HOSA Heros are very involved in service to the school and community. Two officer teams, one a.m. and one p.m., head the local chapters under the direction and guidance of their respective advisor.

SkillsUSA



<http://skillsusa.org>

SkillsUSA is a national organization of students, teachers and industry representatives who are working together to prepare students for careers in technical, skilled and service occupations. SkillsUSA provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

National Technical Honor Society (NTHS)



www.nths.org

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Over 2000 schools and colleges throughout the U.S. and its territories are affiliated with the NTHS. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace.

NTHS members receive: the NTHS membership certificate, pin, card, window decal, white tassel, official NTHS diploma seal, and three personal letters of recommendation for employment, college admission, or scholarships. Students will have access to our online career center including these valuable services: MonsterTRAK, Wells Fargo, Career Safe, and Career Key.

READING-MUHLENBERG CAREER & TECHNOLOGY CENTER

WORK BASED LEARNING Cooperative Education & Internships RULES / GUIDELINES

1. All Work Based Learning (WBL) students must have school WBL forms completed before starting the job/internship, and any student less than 18 years of age must also have a transferable work permit.
2. **ABSENT FROM SCHOOL????? – NO WORK!!!!!!!**
 - If you are absent from school in the morning, you may **NOT** go to work in the afternoon. **YOUR JOB IS PART OF YOUR SCHOOL DAY.** If you are at a **medical, social service, or court appointment** in the AM, you **may** go to work that day. However, you must bring a note **from the agency where you were**, to your attendance secretary, the next school day.
 - If you are ill, **YOU** must call your employer to inform him/her that you will not be reporting for work.
 - **IMPORTANT:** If your name is going to appear, for any reason, on your sending school absentee list, you must also **report off to Mrs. Albarran @ 610-921-7301. Failure to report off will result in removal from WBL.**
 - If **school is closed** for a holiday, in-service day, or a snow day, you **DO** go to work on those days, if you are scheduled.
 - If you are suspended **out of school** you may not work at your WBL job. This includes jobs that are scheduled with after school hours.
 - **REPETITIVE ABSENCES** at school or work will result in your removal from Work Based Learning.
3. All WBL students are required to **report to the CTC every Monday.** Any additional classroom time is at the discretion of your program area teacher. You are responsible for communicating this to your employer. On the **first Monday of each month**, immediately upon arrival, report directly to **Student Services**, where you will sign in with Mrs. Baller. Co-op students will record hours and earnings, and then return to your program area for the remainder of the school day. **Don't forget to bring your check stubs to record your hours and earnings!** Internship students will record hours. **If you miss two Monday meetings, you will be removed from WBL.**
 - Any violations of these rules will result in the following **discipline action:**
 - 1ST violation – VERBAL WARNING**
 - 2nd violation – REMOVAL FROM WORK BASED LEARNING**
4. When at work you are guided by and are responsible to your employer. Be sure to follow all of the Employers' rules and regulations because you will be terminated for the same reasons as any other employee.
5. If your work experience is terminated for any reason, you must return to school the next day, and inform your CTC teacher and the Work Based Learning Coordinator.
6. If you wish to terminate your employment, you must discuss this with your teacher and the Work Based Learning Coordinator, and leave the job properly by giving the employer a two-week notice and a letter of resignation.
7. If you have any questions concerning the rules and guidelines of Work Based Learning, please contact the WBL coordinator at 610-921-7337.

STUDENT SIGNATURE

PARENT/GUARDIAN SIGNATURE