



www.rmctc.org

The Health Sports Medicine & Rehabilitation Program

CIP 51.2604

Instructor: Erin Romberger
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Have Questions?

Contact: Mrs. Donna Henderson – School Counselor

Reading Muhlenberg Career & Technology Center

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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

Dear Students and Parent/Guardian,

I would like to welcome you to the **Health-Sports Medicine and Rehabilitation Program (HSM)**, and thank you for your interest in this very rewarding field. My name is Erin Romberger, and it will be my privilege to be your student's instructor. I am very excited about being a part of this new curriculum and look forward to meeting all of you.

Your students will learn various skills and have the opportunity to earn certifications that will help prepare them for various career paths. The students will be taught through a mixture of classroom theory and practical (hands on) learning. We will cover a lot of challenging information therefore; **attendance is extremely important.**

RMCTC will provide your student's HSM polo shirts at a cost of **\$10.00 each** (I would suggest you purchase two shirts).

I will also be reaching out to you by phone or email in the near future and hope everyone can attend the meeting. Please feel free to contact me with any questions or concerns. My email address is eromberger@rmctc.org . Thank you again for your interest in this career field.

Sincerely,

Erin Romberger
Health-Sports Medicine and
Rehabilitation Instructor
ERomberger@rmctc.org

**Reading Muhlenberg Career and Technology Center
Health- Sports Medicine and Rehabilitation**

Dress Code

Students are expected to comply with the dress codes of their home school as well as that of Reading Muhlenberg Career and Technology Center. In addition to those requirements, as listed in the student handbook, students are expected to adhere to the following guidelines:

General Guidelines:

- 1) Hair must be off the collar and back from face.
- 2) Fingernails must be of a professional appearing length and may only be lightly polished.
- 3) Make-up should be moderately applied and be consistent with a professional healthcare image.

Laboratory Experiences in School:

- 1) Students must wear mid to high-rise tan, or light tan colored khaki pants
 - a. Khaki pants must not have holes in them, cannot be leggings, and must be long pants. The Khaki pants should be similar to the pictures below:



- 2) Students must wear athletic sneakers.
- 3) Students must wear the **black polo shirt** that can be ordered through **Reading Muhlenberg Career and Technology Center for \$10.00 each.**

Off Campus Clinical Experiences

- 1) The students will wear the same uniform as listed above unless otherwise informed.

The dress code requirements are consistent with professional standard expected in the Sports Medicine and Rehabilitation settings in this community.

Parent Signature

Date

Student Signature

Date

Please return this form to instructor for inclusion in student records.



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.



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

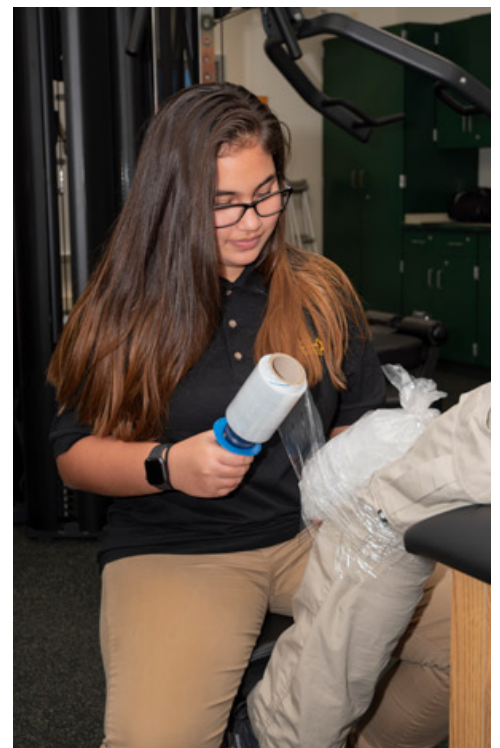
Student Certifications

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)
Stop the Bleed Certification



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



Instructor – Ms. Erin Romberger

Biography

I am a graduate of Oley Valley High School. I received a bachelor's degree from Lock Haven University in Athletic Training and have worked in the athletic training field for 11 years. Most recently I have been an Athletic Trainer and club advisor for Schuylkill Valley School District. I am very excited to teach at Reading Muhlenberg Career and Technology Center.

Education

Bachelor's Degree in Health Science majoring in Sports Medicine- Athletic Training with a minor in Sports' Psychology from Lock Haven University of Pennsylvania in 2008.

Certifications and Awards

Licensed Athletic Trainer (LAT)
Certified Athletic Trainer (ATC)

Work Experience

I have been working in the Athletic Training field for 11 years in a variety of settings including; Clinic, High School, Middle School, Junior College, Industrial, and Bracing.

Hire Date

2019

Community Service

I have been an active member of the BCSATA (Berks County Scholastic Athletic Trainers' Association) and have volunteered my time and skill-set for a variety of community and charity events.



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.

VALUE ADDED

80.1 - Establish Career Goals.

80.2 - Complete Job Application.

80.3 - Compose Resume.

80.4 - Prepare for Job Interview.

80.5 - Compose Employment Letters.

80.6 - Participate in Online Job Search.

80.7 - Prepare Career Portfolio.



HEALTH – SPORTS MEDICINE & REHABILITATION
PHYSICAL FITNESS FORM

Physical Fitness is an integral part of the Sports Medicine and Rehabilitation program. Throughout the year, the students will be involved in learning, demonstrating, and leading various exercises and rehabilitation techniques. These exercises will include but are not limited to cardio and aerobic activities, weight lifting, stretching, and various therapy techniques. Students will participate in these activities in order to gain a full understanding of the injury and rehabilitation process. Students will be given the opportunity to use various pieces of fitness and rehabilitative equipment (located in the gym area of the classroom) so that they will be familiar with techniques, injuries, treatments, and equipment when they enter the Sports Medicine Field.

The student's safety is the primary concern of Reading Muhlenberg Career and Technology Center. If the student is ill or has a temporary physical injury, he/she will be excused from the activity. The student will still be required to participate in the activities by watching and learning, for he/she will have to perform these activities in the future.

Attached is a parental consent form for physical activity. On this form, please fill out any and all pertinent health information about your child. Please return to the student's instructor as soon as possible. Failure to return this signed form will negatively impact the student's grade.

If you have any questions or concerns, feel free to telephone me at the Reading Muhlenberg Career and Technology Center: 610-921-7300. Thank you for your attention to this matter.

Student Name: _____ Date: _____

I/We give permission for (student name) _____ to participate in the physical fitness aspect of the Sports Medicine and Rehabilitation Program at Reading Muhlenberg Career and Technology Center.

Listed below are any health or physical concerns that may affect his/her physical fitness.

Asthma: _____ Heart Conditions: _____

Medications:

Other Health Concerns:

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

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): A task list guides every RMCTC program. Tasks are evaluated on a 0-5 scale with a 4 or 5 considered proficient. 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

GRADE REPORTING (continued)

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** 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 **satisfactory** achievement.
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 **minimally satisfactory** 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 **unsatisfactory** achievement.
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

GRADE REPORTING (continued)

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.

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.

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 and sign up for the school Remind App before starting the job/internship. Any student who is 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 may 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 not scheduled, you can work additional hours if your employer allows you to work. Labor Laws need to be followed.
 - 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 or the first day, you are at RMTTC for the month**, you must report to the **Work Based Learning Office**, where you will sign in with Mrs. Hughes. Co-op students will record hours and earnings, and then return to your program area for the remainder of the school day. **Do not forget to bring your check stubs to record your hours and earnings!** Internship students will record hours. **If you miss two monthly 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. Upon your first week of work, obtain a contact number in case you need to call your supervisor.
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