



# SEC – Sports Medicine Blueprints

This document contains the blueprints for the concentration areas in secondary Sports Medicine.

Course Code(s)	Test Code	Program Name	Supplemental Materials/Notes
995200, 995202, 995203	10840Y2-2014	Sports Medicine	

Curriculum	Perkins Assessment 2016-17		Teacher Evaluation Pilot 2016-17			
	Y1 Post-Test	Y2 Post-Test	Y1 Baseline	Y1 Post-Test	Y2 Baseline	Y2 Post-Test
Sports Medicine	See Health Science Core*	MS-CPAS2*	NA*	NA*	NA*	NA*

\* These assessments are subject to change based on funding and policy changes/updates. Information for test coordinators will be disseminated on the ordering process for the national certification by the Research and Curriculum Unit at Mississippi State University.



# MS-CPAS2 Blueprint Summary

**Assessment:** Sports Medicine  
**Test Code:** 10840Y2-2014  
**CIP Code:** 510913  
**Course Codes:** 995200, 995202, 995203  
**Type:** CP

The MS-CPAS2 Blueprint Summary indicates the number of assessment questions related to each unit on the assessment and indicates the relative emphasis placed on each unit. All of the listed competencies will appear on the assessment, but because of the length of the assessment, not every competency will be equally represented in the assessment.

The MS-CPAS2 Blueprint Summary includes a variety of information, which is explained below:

Terms and Definitions	
<b>Assessment:</b>	This signifies the name of the assessment, which corresponds with the name of the pathway or program.
<b>CIP Code:</b>	Developed by the U.S. Department of Education's National Center for Education Statistics (NCES), CIP codes are a federal coding system utilized for assessment and reporting of fields of study and program completions activity tracking.
<b>Test Code:</b>	A unique code that serves to numerically identify a specific assessment
<b>DOK Levels:</b>	Based on Webb's Depth of Knowledge (DOK), this signifies the assessment item difficulty factor to be expected in each unit. The three levels are as follows: <i>1 = Recall and Reproduction, 2 = Skills and Concepts, 3 = Short-term Strategic Thinking</i> <b>Some postsecondary programs will not use DOK levels until the next revision.</b>
<b>Instructional</b>	The total number of hours assigned to a unit per the pathway's curriculum
<b>Total Items:</b>	The total number of items assigned to each unit on the assessment. It is calculated as follows: <i>(Unit Instructional Hours / Total Instructional Hours) * Total Active Items</i>
<b>Active Items:</b>	The number of items on the assessment that will be graded
<b>Field-test Items:</b>	The number of items that are being field-tested, or piloted, to determine their eligibility for inclusion as an Active Item on future assessments. These items are not graded and, thus, will not impact the student's final score.
<b>Total Assessed Items:</b>	The total number of items on the given assessment. It is calculated as follows: <i>Active Items + Field-test Items</i>

For more information regarding this MS-CPAS2 Blueprint Summary, please contact the Mississippi Assessment Center by phone at 1.866.901.7433 or by e-mail at [helpdesk@rcu.msstate.edu](mailto:helpdesk@rcu.msstate.edu).



Assessment: Sports Medicine							
Test Code: 10840Y2-2014							
CIP Code: 510913				DOK	Instructional	Total	
Total Hours: 205				Level(s)	Hours	Items	
<b>Unit 2: The Sports Medicine Team and Health Care</b>				<b>1</b>	<b>2</b>	<b>30</b>	<b>11</b>
<ol style="list-style-type: none"> <li>1. Define sports medicine and discuss its historical background and future emphasis.</li> <li>2. Identify the difference between professional organizations dedicated to athletic training and sports medicine.</li> <li>3. Differentiate the role of the athletic trainer, team physician, support personnel, and coach.</li> <li>4. Identify various employment settings for sports medicine personnel to include: Secondary schools, School districts, Colleges and universities, Professional sports, Recreational sports, Industrial setting</li> <li>5. Identify the responsibilities of a healthcare professional outside of providing medical care to include: Facility design for multi-services provided, Budget maintenance, Supply and equipment inventory, Record keeping, Injury record, SOAP Notes, Treatment logs, Insurance – personal and secondary, catastrophic</li> <li>6. Identify the steps to administering pre-participation physical examination to include: Obtaining a medical history, Giving a primary physical examination, Assessing the maturity level of the patient, Obtaining an orthopedic assessment</li> <li>7. Identify unique ethical issues in sports medicine.</li> <li>8. Explain the difference between an accident, an injury, and a catastrophic injury.</li> </ol>							
<b>Unit 3: Assessment and Evaluation of Injuries and Emergencies</b>				<b>1</b>	<b>2</b>	<b>30</b>	<b>11</b>
<ol style="list-style-type: none"> <li>1. Describe the components of on-the-field acute care and emergency procedures.</li> <li>2. Explain off-the-field injury evaluation.</li> <li>3. Explain the characteristics of sports trauma.</li> <li>4. Review the criteria for blood-borne pathogen certification according to the AHA.</li> <li>5. Discuss the supplies that should be included in a basic first aid kit or athletic emergency kit.</li> <li>6. Discuss the environmental considerations in medical emergencies.</li> <li>7. Review common medical emergencies.</li> <li>8. Review the most common physical injuries.</li> <li>9. Review the fundamentals of adult basic life support.</li> <li>10. Review the basics of pediatric basic life support.</li> <li>11. Demonstrate cardiopulmonary resuscitation (CPR).</li> <li>12. Explain the procedure of automatic external defibrillation (AED).</li> <li>13. Demonstrate the process of spine boarding a patient.</li> </ol>							
<b>Unit 4: Protective Equipment and Techniques</b>				<b>1</b>	<b>2</b>	<b>20</b>	<b>8</b>
<ol style="list-style-type: none"> <li>1. Discuss the safety standards and legal concerns of protective equipment.</li> <li>2. Differentiate between the good and bad features of selective protective devices.</li> <li>3. Contrast the advantages and disadvantages of customized versus off-the-shelf devices.</li> <li>4. Rate the protective value of various materials used in sports to make protective padding and orthotic devices.</li> <li>5. Identify the steps in making a customized foam with a therma-moldable shell.</li> <li>6. Identify types of protective devices for variety of body parts and the proper application</li> <li>7. Identify the limitations and risks of protective sports equipment.</li> <li>8. Identify the purpose of bandaging, wrapping, and taping, and the supplies needed.</li> </ol>							

9. Demonstrate taping and the basic skills needed for taping in sports

10. Describe the steps of casting techniques.

<b>Unit 5: Nutrition in Sports</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>10</b>	<b>4</b>
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1. Define the term sports nutrition and identify the roles and responsibilities of a sports dietician or nutritionist.

2. Identify and differentiate the six classes of nutrients needed in balance to promote optimal health and performance. These include:

3. Determine the best meals and time to consume before exercise, during activity, and after activity.

4. Identify what an eating disorder is and understand how eating disorders can challenge ideal activity performance.

<b>Unit 6: Pharmacology and Drugs in Sports</b>	<b>1</b>	<b>2</b>		<b>10</b>	<b>4</b>
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1. Define the term drug and the various methods by which drugs can be administered.

2. Analyze pharmacokinetics relative to absorption, distribution, metabolism, and excretion.

3. Differentiate administering and dispensing medication and legal concerns.

4. Explore the classifications of drugs and common drugs used in sports.

5. Discuss athletes' use of alcohol, drugs, and tobacco.

6. Identify the purposes of drug testing in athletes.

<b>Unit 7: Physical Fitness Conditioning and Assessment</b>	<b>1</b>	<b>2</b>		<b>20</b>	<b>8</b>
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1. Describe physical fitness and the ways that a physically active person can become physically fit. Include the following:

2. Identify a person's fitness level by evaluations for competitive and general fitness.

3. Compare and contrast the fitness levels of men and women, including the focus on age differences.

4. Demonstrate how to measure body weight and calculate body fat percentage by using skin-fold calipers.

5. Identify special considerations that a client may have that can limit his or her participation in activity or competition.

6. Analyze congenital defects and medical conditions and how a sports medicine professional can help a person overcome these limitations to reach his or her goal.

<b>Unit 8: Therapeutic Rehabilitation and Modalities</b>	<b>1</b>	<b>2</b>		<b>40</b>	<b>16</b>
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1. Discuss the use of therapeutic modalities.

2. Identify and discuss the three phases of musculoskeletal healing.

3. Identify the use of thermal therapy.

4. Identify the use of ultrasound therapy.

5. Identify the use of electrotherapy.

6. Identify the use of massage therapy

7. Discuss the legal and safety concerns of therapeutic and exercises.

8. Identify the consequences of sudden inactivity and injury immobilization.

9. Identify the primary components of a rehabilitation program.

10. Identify the importance of core stabilization.

11. Identify open and closed kinetic chain exercises.

12. Identify the techniques and principles of proprioceptive neuromuscular facilitation.

13. Explore the use of aquatic training.

14. Apply the evaluation for athlete rehab progression.

<b>Unit 9: Injuries to the Head, Spine, Chest, and Abdomen</b>	<b>1</b>	<b>2</b>		<b>25</b>	<b>10</b>
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1. Review specific anatomy of the head and face (taught in HS2 and A&P)



2. Discuss common injuries of the head, signs and symptoms, basic management to include: Skull fractures, Concussions, Epidural and Subdural Hematoma, Facial Fractures, Lacerations, Dental injuries, Nasal , Injuries, Ear injuries, Eye Injuries
3. Identify and practice special tests for identifying common injuries of the face and head.
4. Identify evaluation and treatment options for mild brain or facial injuries.
5. Review the specific anatomy of the spine.
6. Identify and discuss common injuries of the spine, common signs and symptoms of spinal cord injuries, and basic
7. Identify and practice special tests for identifying common injuries of the spine.
8. Identify evaluation and treatment options for mild spinal injuries.
9. Identify ways to improve flexibility and strength of a patient/athlete’s spine.
10. Review specific anatomy of the thorax and abdomen.
11. Discuss common injuries of the thorax and abdomen, signs and symptoms, basic management to include: Common strain and sprains, Fractures ,Nerve injuries, Heart conditions in sports, Sudden death syndrome in athletes, Organ contusions, Common sports injuries to the reproductive organsSports hernias
12. Identify and practice special tests for identifying common injuries in the thorax and abdomen.
13. Identify evaluation and treatment options for identifying common injuries in the thorax and abdomen.
14. Identify and practice ways to improve flexibility and strength of a patients thorax and abdomen.

<b>Unit 10: Injuries to the Upper and Lower Extremities</b>	<b>1</b>	<b>2</b>	<b>20</b>	<b>8</b>
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1. Review specific anatomy of the upper extremity such as shoulder complex, elbow joint, and hand and wrist.
2. Discuss common injuries of the upper extremity, signs and symptoms, basic management to include: Common Strain and
3. Identify and practice special tests for identifying common injuries of the upper extremity.
4. Identify evaluation and treatment options for the upper extremity.
5. Identify and practice ways to improve the flexibility and strength of a patient’s upper extremity.
6. Review the specific anatomy of the lower extremity such as hip/pelvis, knee, ankle and foot.
7. Discuss common injuries of the lower extremity, signs and symptoms, basic management to include:
8. Identify and practice special tests for identifying common injuries of lower extremity.
9. Identify evaluation and treatment options for the lower extremity.



10. Identify and practice ways to improve flexibility and strength of a patient's lower extremity.

	<b>Active Items</b>	<b>80</b>
	<b>Field-Test Items</b>	<b>20</b>
	<b>TOTAL ASSESSED ITEMS</b>	<b>100</b>