

Sports Medicine Supplemental Program Resources



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Introduction

This document provides supplemental information for the Sports Medicine program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Sports Medicine program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Sports Medicine standards for the Health Science program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Sports Medicine



The Sports Medicine program provides students with an introduction to sports medicine techniques and processes. The program provides the primary skills and knowledge in athletic training, and sports medicine related fields. The areas of study include physical fitness, human anatomy and physiology, injury evaluation, prevention, and rehabilitation.

Health Science Career Cluster

This career cluster is focused on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Postsecondary Options

Secondary

- Certificate of Skills Attainment CPR/First Aid

Certificate/License

- Massage Therapy (Milan, TMCC)

Associates Degree

- Physical Therapy Assistant (Carrington, CSN, PIMA)

Bachelor's Degree

- Kinesiology (UNR, UNLV)

Master's/Doctoral Degree

- Athletic Training (UNR, UNLV)
- Occupational Therapy (Touro, UNLV)
- Physical Therapy (Touro, UNLV)
- Doctor of Medicine (UNLV, Touro, Roseman)
- Kinesiology (UNR, UNLV, Touro, Roseman)



For additional information on this cluster, please contact:

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Website: <https://doe.nv.gov/cte/>

Approved Courses

- Principles of Health Science
- Sports Medicine

Complementary Courses

- Sports Medicine Advanced Studies
- Industry-Recognized Credential – Sports Medicine
- CTE Work Experience – Health Science

Work-Based Learning Opportunities

- Job Shadowing / Internship / Work Experience / Career Days / Career Fairs / Field Trips / Guest Speakers

Career and Technical Student Organization

HOSA: Future Health Professionals



State Recognized Industry Certifications

Refer to the Governor's Office of Workforce Innovation's [Nevada Industry Recognized Credential List](#)

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Athletic Training	\$48,420	2,500	17.0%
Massage Therapist	\$46,910	25,200	25.0%
Occupational Therapist	\$85,570	10,100	14.0%
Physician / Surgeon	\$208,000	22,700	3.0%
Physical Therapist	\$95,620	15,400	17.0%

Source U.S. Bureau of Labor Statistics 2022

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Program Structure for Sports Medicine

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study.

Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Principles of Health Science	PRN HEALTH SCI	51.0000	14	002	G	1.00	12	14002G1.0012
R	Sports Medicine	SPORTS MED	51.0913	14	062	G	1.00	22	14062G1.0022
C	Sports Medicine Advanced Studies	SPORTS MED AS	51.0913	14	062	E	1.00	11	14062E1.0011

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Industry-Recognized Credential – Sports Medicine	IRC SPORTS MED	51.0913	14	999	E	1.00	11	14999E1.0011
C	CTE Work Experience- Health Science	WORK EXPER HEALTH	99.0008	14	298	G	1.00	11	14298G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Principles of Health Science

Prerequisite: None

The course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. Students will demonstrate skills in cardiopulmonary resuscitation (CPR) and first aid. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Sports Medicine

Prerequisite: Principles of Health Science

This course is designed to introduce students to the field of sports medicine. It will provide students the opportunity to explore athletic training and sports medicine related fields. Students will receive instruction in sports medicine terminology, anatomy and physiology, kinesiology, injury evaluation and prevention procedures, and careers in sports medicine. Students will demonstrate skills in first aid and sports injury management and rehabilitation. The appropriate use of technology and industry-standard equipment is an integral part of the course.

Sports Medicine Advanced Studies

Prerequisite: Completion of Sports Medicine Program of Study

This course is offered to students who have completed all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

Industry-Recognized Credential – Sports Medicine

Prerequisite: Completion of Sports Medicine Program of Study

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Sports Medicine Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

CTE Work Experience – Health Science

Prerequisite: Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Sports Medicine program.

CTE Classroom Equipment

Total:

\$1,360

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$300	\$600
1	Eyewash Station	\$300	\$300
2	Fire Extinguisher	\$130	\$260
1	Sink with Soap Dispenser	\$100	\$100
1	First Aid Kit	\$100	\$100

Program Equipment

Total:

\$77,900

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Technology Storage/Charging System	\$2,000	\$2,000
1	Full-body Skeleton/Body Models	\$900	\$900
1	Anatomy Table (optional)	\$50,000	\$50,000

Instructional Materials

Total:

\$5,485

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks (Approved by NDE) CTE Instructional Materials list can be found here .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
1	Anatomy Software Program and License	\$2,000	\$2,000
1	Basic Life Support Cardiopulmonary Resuscitation (CPR) Instructor Kit	\$110	\$110
25	Basic Life Support Student Manuals	\$15	\$375

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Instructional Supplies

Total:

\$13,175

QTY	ITEM DESCRIPTION	UNIT	TOTAL
5	Treatment Tables	\$400	\$2,000
5	Automated External Defibrillator (AED) Trainers	\$300	\$1,500
1	Wheelchair (working breaks and removable footrests)	\$250	\$250
1	Locking Cabinet	\$200	\$200
1	Scale with Height Bar	\$200	\$200
5	Adult CPR Manikins with feedback	\$100	\$500
5	Child CPR Manikins	\$100	\$500
5	Infant CPR Manikins	\$90	\$450
1	Biohazard Waste Can and Signs	\$75	\$75
5	Vital Sign Kits	\$50	\$250
25	Adult Bag Valve Masks (BVMs)	\$25	\$625
25	Infant BVMs	\$25	\$625
10	Thermometers	\$10	\$100
Varies	Muscle Contraction Devices, Spine Boards, Balance Boards, Slide Boards, Exercise Rail System w/resistance	\$1,000	\$1,000
Varies	Personal Protective Equipment (PPE) (gown, gloves, booties, surgical cap, face shield)	\$750	\$750
Varies	First Aid Supplies (tourniquets, bandages, splints, wraps, peroxide, first aid cream)	\$750	\$750
Varies	Crutches and Canes	\$500	\$500
Varies	Sleeves, Braces, Splints, Slings	\$500	\$500
Varies	Sanitary Supplies (hand sanitizer, disinfectant soap, paper towels)	\$500	\$500
Varies	Tapes (assorted sizes and types)	\$1,000	\$1,000
Varies	Elastic Wraps, cold Application Packs	\$200	\$200
Varies	Charts (including nutrition, health education, anatomical, skeletal, muscle, ligament)	\$200	\$200
Varies	Dumbbells	\$500	\$500

Supplemental Program Resources

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Other

Total:

\$200

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Basic Life Support CPR Instructor Training	\$200	\$200

Category Totals:

Classroom Equipment	\$1,360
Program Equipment	\$77,900
Instructional Materials	\$5,485
Instructional Supplies	\$13,175
Other	\$200
Estimated Program Total	\$98,120

Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

Crosswalks (Academic Standards)

The crosswalks of the Sports Medicine Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Sports Medicine program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Sports Medicine Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Sports Medicine program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Sports Medicine Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Sports Medicine program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Sports Medicine Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Sports Medicine program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Sports Medicine Standards are crosswalked to the Health Science Career Cluster™ and the Therapeutic Services Career Pathway.

Crosswalk of Sports Medicine Program of Study Standards and the Nevada Academic Content Standards (possibly more than one)

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2.1.4
L.11-12.2b	Spell correctly.	2.1.2
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2, 2.1.4

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	2.2.1, 2.2.4
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	7.1.2, 7.2.1, 7.2.2, 7.2.3 7.2.4, 7.2.5, 7.2.6, 7.2.7 8.1.1, 8.1.2, 8.1.3
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	2.1.1, 2.1.3
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	5.1.1, 5.1.2, 5.1.3, 5.1.5 5.1.6, 5.2.2
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	2.2.2, 2.2.3, 2.2.5, 2.2.6 2.2.7, 2.2.8, 5.1.4, 5.2.1 5.2.2, 5.2.3, 5.3.1, 5.3.3 5.3.4, 6.1.2, 7.1.4

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	5.3.2
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1.1.1, 1.1.2, 1.2.1, 1.2.4, 1.4.2
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	7.1.1

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SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2, 4.1.6, 5.3.5 5.3.7
SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	7.1.3
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2, 2.1.4, 3.1.1 3.1.3, 7.1.3, 8.2.3
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	3.1.2
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	2.2.2

English Language Arts: Writing Standards

Nevada Academic Content Standards		Performance Indicators
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	6.1.1

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	7.1.5, 8.2.1
WHST.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	5.2.1
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1, 7.1.5
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.4
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5

WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3, 1.4.2, 1.4.3 1.5.2, 5.3.1, 5.3.3, 5.3.4
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Math: Number & Quantity – Qualities

Nevada Academic Content Standards		Performance Indicators
NQ.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	7.2.3

Science HS: From Molecules to Organisms - Structures and Processes

Nevada Academic Content Standards		Performance Indicators
HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	2.2.1, 2.2.2, 2.2.3, 2.2.4 2.2.6, 2.2.7, 2.2.8, 5.2.2 5.2.3
HS-LS1-3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	4.1.3, 4.1.4, 4.1.5, 4.1.6 5.1.1, 5.1.2, 5.1.3, 5.1.4 5.1.5, 5.1.6, 5.2.1, 5.3.3 5.3.4, 5.3.5, 5.3.7

Science HS: Matter and Its Interactions

Nevada Academic Content Standards		Performance Indicators
HS-PS1-4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.	4.1.1, 6.1.1, 6.1.2
HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	5.3.2

Alignment of Sports Medicine Standards and the Mathematical Practices

Mathematical Practices	Sports Medicine Performance Indicators
1. Make sense of problems and persevere in solving them.	3.1.2 5.3.2
2. Reason abstractly and quantitatively.	2.2.2 4.1.1-4.1.3
3. Construct viable arguments and critique the reasoning of others.	2.2.1 4.1.1 5.2.3
4. Model with mathematics.	2.2.3 4.1.4-4.1.6
5. Use appropriate tools strategically.	2.1.2, 2.1.3; 2.2.3, 2.2.4 3.1.1-3.1.3 5.1.1-5.1.7
6. Attend to precision.	2.2.2, 2.2.7 3.1.1-3.1.3 5.1.1-5.1.7
7. Look for and make use of structure.	2.1.1, 2.1.4; 2.2.6 3.1.1
8. Look for and express regularity in repeated reasoning.	2.2.6 3.1.2

Alignment of Sports Medicine Standards and the Science and Engineering Practices

Science and Engineering Practices	Sports Medicine Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	2.1.1 5.2.1-5.2.3
2. Developing and using models.	2.2.2 4.1.2-4.1.6
3. Planning and carrying out investigations.	2.2.1-2.2.8 4.1.2-4.1.6
4. Analyzing and interpreting data.	1.1.6; 1.2.3 4.1.2-4.1.6 7.2.1-7.2.7
5. Using mathematics and computational thinking.	5.3.3 6.1.2 7.1.2; 7.2.1-7.2.7
6. Constructing explanations (for science) and designing solutions (for engineering).	2.2.1-2.2.8 5.1.5; 5.3.2, 5.3.5
7. Engaging in argument from evidence.	2.2.1; 2.2.6-2.2.7 4.1.2-4.1.7 5.1.1-5.1.7 5.2.1; 5.3.3 6.1.1-6.1.2 7.1.2
8. Obtaining, evaluating, and communicating information.	1.1.1; 1.2.1, 1.2.4, 1.2.6 2.2.1, 2.2.4 5.2.1-5.2.3, 5.3.5 6.1.2 8.2.1

Crosswalks of Sports Medicine Standards and the Common Career Technical Core

Health Science Career Cluster	Performance Indicators
1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	1.5.1 3.1.1-3.1.3
2. Explain the healthcare worker’s role within their department, their organization, and the overall healthcare system	3.1.1-3.1.3
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace	
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care	3.1.1-3.1.3
5. Analyze the legal and ethical responsibilities, limitations, and implications of actions within the healthcare workplace.	6.1.2 7.1.2
6. Evaluate accepted ethical practices with respect to cultural, social, and ethnic difference within the healthcare workplace.	5.3.1-5.3.6 6.1.2 7.1.2

Therapeutic Services Career Pathway	Performance Indicators
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	2.1.4, 2.2.2 4.1.1-4.1.6 5.3.2 7.1.3
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	7.1.2
3. Utilize processes for assessing, monitoring, and reporting patient’s/client’s health status to the treatment team within protocol and scope of practice	5.1.1-5.1.7
4. Evaluate patient/client needs, strengths, and problems in order to determine if treatment goals are being met.	5.3.2 6.1.1-6.1.2