

Level 4 - Red

Training Room

1. Student knows the location of each item on the inventory list
 - a. Sanford- coolers, aqualifts, batteries, kits, and carts
 - b. Madeline-miscellaneous supplies storage
 - c. Office store- off limits but holds tape and other important items

2. Student knows basic medical terms
 - a. Anterior- front of the body

 - b. Posterior- back of the body

 - c. Medial- towards the mid-line of the body

 - d. Lateral- away from the mid-line of the body

 - e. Proximal- towards the attachment

 - f. Distal- away from the attachment

 - g. Superior- refers to one point, or structure, being higher than the other.

 - h. Inferior- refers to one point, or structure, being lower than the other.

 - i. Flexion- bending a limb at a joint

 - j. Extension-increasing the angle between two bones or straightening out a limb

 - k. Abduction- movement away from the midline

 - l. Adduction- movement towards the midline

 - m. Pronation- the act of rotating the arm or leg so the palm of the hand or the sole of the foot is turned downward

 - n. Supination- the act of rotating the arm or the leg so the palm of the hand or sole of the foot is turned forward or upward

 - o. Inversion- the act of rotating the ankle so the sole of the foot is turned inward.

- p. Eversion- the act of rotating the ankle so the sole of the foot is turned outward.
- q. Retraction- pinching of the shoulder blades
- r. Protraction- rounding of the shoulder blades

Injury Care

1. Student can show how to properly apply Steri-Strips to a cut
2. Student can properly care for a blister

Treatment

1. Student can properly apply an ice massage technique to an injury
 - a. Student gets an ice cup from freezer
 - b. Tear excess paper around ice
 - c. Apply the ice cup in a circular motion for 7 minutes
2. Student knows how to prepare a contrast bath treatment
 - a. Fill hot and cold tubs to optimum temperature for treatment. (50 degrees-cold) (104 degrees-hot)
 - b. Athlete will alternate between the cold and hot tub depending on structure and desired effect
3. Student knows how to move the Ultrasound mallet during treatment
 - a. The speed limit for moving the sound head is approximately 4 cm per second, but the slower the better

Emergency Situations

1. Student is able to check pulse and give the measurement using correct medical terms
 - a. First student finds the radial pulse, which is at wrist on the thumb side
 - b. Student counts beats for either 15 or 30 seconds
 - c. Student either multiply by 4 or 2 depending on seconds counted (15*4 or 30*2)
 - d. Student reports number as _____ beats/min

2. Student is able to check blood pressure and give the measurements using correct medical terms
 - a. Positioning the blood pressure cuff & stethoscope
 - 1) bladder of cuff should be deflated
 - 2) cuff placed around upper arm: snugly but not tightly
 - 3) pump held in palm of hand → valve at top within reach of fingers to release air later)
 - 4) head of stethoscope placed under edge of cuff (just above crease of patient's elbow) → held in place with thumb
 - 5) earpieces of stethoscope placed inside ears

 - B. Inflating the cuff
 - 1) pump squeezed quickly (while watching pressure gage)
 - 2) stop inflating when pressure reaches ~180 → valve on pump slightly opened (not too fast/not too slow)

C. Recording results

- 1) recording of systolic blood pressure on gage (when rushing sound first heard)
- 2) sounds intensify → recording of diastolic blood pressure (when sound last heard)
- 3) Record both numbers ____/____ mmHg (normal is 120/80 mmHg)

D. Releasing air

- 1) valve on cuff opened completely
- 2) all pressure released

Spot Vital Signs

1. Student first turns on the Spot Vital machine (Big button at the bottom of the face).
2. Student places the cuff around the person's right arm where the Artery arrow is pointing down towards the crease in the arm
3. Student then place the Pulse/Oxygen monitor on the right pointer finger of the athlete
4. Start testing sequence by pushing the button with a picture of an arm.
5. Machine will beep when done. Record information in the proper sections on the Vitals Trending sheet.

Taping and Wrapping

1. Student is able to tape an arch
 - a. See instructions in packet
2. Student is able to wrap an ace bandage on an ankle
 - a. See instructions in packet
3. Student is able to tape a thumb

- a. See instructions in packet

Rehabilitation

1. Student is able to instruct and demonstrate the various levels of ankle rehabilitation

- a. See instructions and pictures in packet