

Instructional Materials Evaluation Criteria – Exercise/Sport Medicine Rubric

(includes Medical Terminology, Medical Office Management, Anatomy & Physiology, Clinical & Laboratory Procedures

Title _____ **ISBN#** _____

Established Track Record? YES NO

If yes, please list research source(s):

Meets National Standards? YES NO

Standard I: Students will explore therapeutic careers.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
01.01-Explore a variety of therapeutic careers (including athletic training, physical therapy, occupational therapy, exercise physiology, sport psychology, dietician, orthopedic surgeon, massage therapist, chiropractor, strength and conditioning coach, personal trainer). <ul style="list-style-type: none"> • List skills necessary. • Identify the education required. • Discuss career settings and job descriptions. 			
01.02-Examine legal issues and terminology. <ul style="list-style-type: none"> • Discuss parameters of ethical conduct. • Review preventative measures to reduce potential risks of litigation. • Explain legal issues and terminology. 			
01.03-Outline standards of documentation. <ul style="list-style-type: none"> • Prepare a basic SOAP note. 			

Standard II: Students will apply medical terminology.

		Comments on Coverage	Percentage
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Objectives	Covered Yes/No		of Coverage
02.01-Identify and utilize anatomical positions, planes, directional terms, movements, and postures.			
02.02-Use medical terminology, abbreviations, and root words to describe injuries and conditions.			

Standard III: Students will review anatomy and physiology as it applies to the prevention and care of injuries.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
03.01-Identify major anatomical structures of the skeletal, muscular, respiratory, circulatory, digestive, and nervous systems.			
03.02-Explain functions, disorders, and injuries to the skeletal, muscular, respiratory, circulatory, digestive and nervous systems.			

Standard IV: Students will be able to administer first aid.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
04.01-Describe signs, symptoms, and management of potentially life-threatening and non-life-threatening injuries.			
04.02-Describe the components of an emergency action plan.			
04.03-Perform appropriate first aid skills. <ul style="list-style-type: none"> • Show proof of current CPR certification through the American Heart Association, American Red Cross, or National Safety Council. • Perform a primary and secondary 			

<p>survey.</p> <ul style="list-style-type: none"> • Perform a general HIPS survey. • Accurately measure blood pressure, pulse rate and respiration rate. • Perform procedures that control bleeding. • Fit crutches to any size individual. 			
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Standard V: Students will apply injury prevention principles.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<p>05.01-Describe basic principles of injury prevention.</p> <ul style="list-style-type: none"> • Recognize types of protective equipment. • Discuss the legal ramifications of manufacturing, buying, and issuing equipment. 			
<p>05.02-Demonstrate the theory and principles of prophylactic taping and bracing.</p> <ul style="list-style-type: none"> • Competently tape an ankle within five minutes using the standard prophylactic taping method. • Competently tape a thumb within three minutes using the standard prophylactic taping method. • Competently tape an elbow hyperextension within five minutes using the standard prophylactic taping method. 			

Standard VI: Students will describe the injury and healing process.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
06.01-Describe the stages by which tissue healing occurs in soft tissue and bone.			
06.02-Classify and explain the three degrees of tissue injury.			
06.03-Analyze the causes of pain and its side effects.			

Standard VII: Students will explain and administer therapeutic modalities and rehabilitation techniques.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
07.01-Identify the physiologic effects, indications, and contraindications for cold, heat massage, and stretching. <ul style="list-style-type: none"> • Demonstrate the R.I.C.E. method for acute injuries. • Demonstrate proper techniques of static stretching for all major muscle groups. 			
07.02-Classify the guidelines, components, and phases of a rehabilitation program.			
07.03-Differentiate between the “Said,” “Overload,” and “Specificity” principles as they apply to conditioning and muscle training.			
07.04-Identify a given exercise as an open or closed kinetic chain exercise.			
07.05-Compare and contrast isometric, isotonic, and isokinetic exercises.			

Standard VIII: Students will explore various aspects of sport nutrition.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.01-Describe basic body composition.			
08.02-Explain the purpose and methods of fluid replacement.			
08.03-Explain the purpose and recommendations for a pre and post-game meal.			
08.04-Identify the signs, symptoms, and side effects of anorexia and bulimia.			
08.05-Compare and contrast several types of ergogenic aids, their physiological and psychological effects.			

Standard IX: Students will describe principles of sport psychology.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
09.01-Identify the immediate psychological responses of athletes to injury.			
09.02-Classify the cycle of loss the athlete will experience.			
09.03-Discuss uses of psychological intervention.			
09.04-Evaluate symptoms and interventions for over-training, staleness, and burnout.			

Standard X: Students will differentiate and examine performance enhancement philosophies.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
10.01-Describe how to assess strength, flexibility, and cardiovascular endurance with simple equipment.			
10.02-Identify the methods of periodization.			
10.03-Identify strength training considerations and illustrate proper lifting and spotting techniques.			

Curriculum Coverage					N/A
Content	Accurate information reflecting current knowledge. No content bias.	Some inaccuracies found, however, information reflects current knowledge. No content bias.	Many inaccuracies were found on concepts. Content bias created problems with concepts.	Major inaccuracies found in content or concepts.	
Age Appropriate	A wide range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage. Includes age appropriate cross-curricular references (e.g., literature, software, etc.) Content organized so prerequisite skills and knowledge are developed before more complex skills.	Some activities are adaptable to the appropriate age level. Some cross-curricular activities are given. Some attention given to prerequisite skills and knowledge.	Limited developmentally appropriate activities. Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	Age appropriate issues are not addressed. Several activities are not based on appropriate levels.	
Physical Qualities					N/A
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for intended grade level	Appropriate use of font size and format for intended grade level.	Font size adequate for intended grade level.	Font size and format too small or too large for age group.	Font size inconsistent.	
	Key words or phrases bold faced and/or italicized.	Some key words or phrases boldfaced and/or italicized.	Highlighting was used too much, emphasized too much information.	No key words or phrases boldfaced or italicized.	
Pictures, tables, and graphics	Appropriate and varied pictures, tables, and graphs. Graphs and tables are correctly labeled (e.g., titles, keys, labels).	Limited pictures, tables, and graphs. Some tables and graphs are not labeled correctly.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
Includes table of content, glossaries, and index	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students. Clearly represents concepts within the text.	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students, are adequate but not clearly defined concepts within the text.	Simple tables of contents, indices, glossaries, content summaries, and assessment guides are included.	Is missing one or more of the following: simple table of contents, glossaries, content summaries, assessment guides, or indices.	

Technology					N/A
Ease of Use	Menus are easy to read and follow.	Menus are generally easy to read and follow.	Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.)	Menus are not very descriptive. Hard to follow.	
	User-friendly installation requires a minimal level of computer expertise.	Installation requires little computer expertise.	Installation requires some knowledge or expertise.	Installation requires expertise.	
	Manual and directions are understandable.	Manuals and directions are simple.	Manuals are included.	No manuals or written instructional materials are provided.	
Audio/Visual attributes	High quality audio and visuals are correct and contribute to overall effectiveness of program.	Audio and visuals are of good quality. Complements program effectiveness.	Audio and visuals are acceptable. Aligned with program content.	Audio and visual defects are apparent. Distracts from program content.	
	Information is current and up-to-date.	Information is current.	Information is mostly current.	Information is out-of-date.	
Enhances learning experience	Enhances learning experience. Adds depth and diversity.	Offers some additional depth and diversity to learning experience.	Mild impact to overall learning experience.	Does not impact learning experience.	
Universal Access					N/A
Content accurately reflects diverse population	Provides ways to adapt curriculum for all students (e.g., special needs, learning difficulties, English language learners, advanced learners.)	Provides some ways to adapt curriculum to meet assessed special needs.	Provides limited strategies to assist special needs students.	Inappropriate strategies to assist special needs students.	
	Accurate portrayal of cultural, racial, and religious diversity in society.	Mostly accurate portrayal of cultural, racial, and religious diversity in society.	Does not address diversity in society.	Inaccurate portrayal of diverse populations and society.	
Assessment	3	2	1	0	N/A
Provides a variety of assessment options	Multiple measurements of individual student progress at regular intervals ensuring success of all students.	Assessment requires students to apply some concepts.	Assessment requires students to apply few concepts.	Provides only paper and pencil assessment.	