

| Unit/ Standard Number                 | High School Graduation Years 2021, 2022, and 2023   |   |
|---------------------------------------|---|---|
|                                       | <p style="text-align: center;"><b>Rehabilitation Aide<br/>CIP 51.2604<br/>Task Grid</b></p>   |   |
|                                       |   | <p style="text-align: center;"><b>Proficiency Level<br/>Achieved:<br/>(X) Indicates<br/>Competency<br/>Achieved to Industry<br/>Proficiency Level</b></p> |
| <b>Secondary Competency Task List</b> |   |   |
| <b>100</b>                            | <b>ORGANIZATIONAL AND PROFESSIONAL HEALTH AND WELLBEING</b>   |   |
| 101                                   | Comply with school and health care/fitness facility partner rules and regulations.  |   |
| 102                                   | Comply with course objectives, expectations and grading procedures.   |   |
| 103                                   | Apply interpersonal conflict management skills.   |   |
| 104                                   | Utilize safety and emergency procedures and report emergencies immediately.   |   |
| 105                                   | Adhere to the professional standards for health care providers.   |   |
| 106                                   | 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. |   |
| 107                                   | Use medical/fitness equipment.  |   |
| 108                                   | Use proper body mechanics for personal and patient/client safety.   |   |
|                                       |   |   |
| <b>200</b>                            | <b>DOCUMENTATION, LEGAL AND ETHICAL ISSUES</b>  |   |
| 201                                   | Maintain the confidentiality of records/information as required by HIPAA/FERPA.   |   |
| 202                                   | Implement the components of informed consent.   |   |
| 203                                   | Identify the legal importance of accurate record keeping to the benefit of all parties.   |   |
| 204                                   | Define legal concepts of liability, negligence, supervision, and assumption of risk.  |   |
| 205                                   | Analyze legal considerations and ethical actions.   |   |
| 206                                   | RESERVED  |   |
|                                       |   |   |
| <b>300</b>                            | <b>EMERGENCY CARE AND INFECTION CONTROL</b>   |   |
| 301                                   | Identify the components of an Emergency Action Plan (EAP).  |   |
| 302                                   | Identify signs and symptoms, prevention, and treatment of weather-related illnesses.  |   |
| 303                                   | Perform CPR, AED, and Basic-First Aid skills.   |   |
| 304                                   | Identify signs and symptoms, prevention, and treatment of head injuries/traumatic brain injuries (TBI's).   |   |
| 305                                   | Identify signs and symptoms, prevention, and treatment of acute traumatic spine injuries.   |   |
| 306                                   | Identify common causes of cardiorespiratory complications.  |   |
| 307                                   | Identify emergency management techniques for neuromusculoskeletal conditions.   |   |
| 308                                   | Apply protect, rest, ice, compress, and elevate (PRICE) principle.  |   |
| 309                                   | Clean and disinfect objects and surfaces to prevent disease transmission.   |   |
| 310                                   | Perform proper hand washing technique.  |   |
| 311                                   | Identify various blood borne pathogens and comply with OSHA standards.  |   |
| 312                                   | Utilize personal protective equipment (PPE).  |   |
|                                       |   |   |
| <b>400</b>                            | <b>INJURY PREVENTION AND PROTECTION</b>   |   |
| 401                                   | Identify types of bracing/splinting devices and techniques.   |   |
| 402                                   | Select the appropriate taping, bracing, and wrapping techniques.  |   |
| 403                                   | Utilize patient/client safety measures.   |   |

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| 404                   | Adapt strategies for special populations.  |  |  |
|                       |  |  |  |
| <b>500</b>            | <b>TREATMENT, REHABILITATION, AND CLINICAL SKILLS</b>  |  |  |
| 501                   | Compose HOPS (history/observation/palpation/special tests) and SOAP (subjective/objective/assessment/plan) notes.                                |  |  |
| 502                   | Measure and record height and weight.  |  |  |
| 503                   | Measure and record vital signs (VS).   |  |  |
| 504                   | Perform visual acuity test.  |  |  |
| 505                   | Measure and perform range of motion (ROM).   |  |  |
| 506                   | Perform manual muscle test (MMT).  |  |  |
| 507                   | Distinguish the phases of rehabilitation.  |  |  |
| 508                   | Identify signs and symptoms, prevention, and treatment of neuromusculoskeletal injuries.   |  |  |
| 509                   | Identify therapeutic modalities and related safety procedures.   |  |  |
| 510                   | Assist the patient/client with activities of daily living (ADL) and necessary assistive devices (AD).  |  |  |
| 511                   | Protect a patient's/client's privacy while treating him/her.   |  |  |
|                       |  |  |  |
| <b>600</b>            | <b>NUTRITION AND HYDRATION</b>   |  |  |
| 601                   | Explain daily nutritional requirements, caloric intake needs, and calculate basal metabolic rate (BMR).  |  |  |
| 602                   | Evaluate food labels.  |  |  |
| 603                   | Evaluate basic and sport nutrition needs, including hydration.   |  |  |
| 604                   | Identify signs and symptoms of dehydration.  |  |  |
| 605                   | Identify safe methods for weight loss and weight gain.   |  |  |
| 606                   | RESERVED   |  |  |
| 607                   | Identify supplements and ergogenic aids.   |  |  |
|                       |  |  |  |
| <b>700</b>            | <b>EXERCISE SCIENCE AND PRESCRIPTION</b>   |  |  |
| 701                   | Simulate pre-exercise screening in determining physical activity participation.  |  |  |
| 702                   | Utilize health/fitness intake questionnaire.   |  |  |
| 703                   | Conduct baseline testing for body composition, cardiorespiratory, muscular strength, muscular endurance, and flexibility.                        |  |  |
| 704                   | Implement the components of exercise prescription and modification.  |  |  |
| 705                   | Select and demonstrate exercises to improve body composition, cardiorespiratory fitness, muscular strength, muscular endurance, and flexibility. |  |  |
| 706                   | Select and demonstrate exercises to improve agility, power, speed, balance, and proprioception.  |  |  |
| 707                   | Create short-term and long-term goals utilizing the SMART (specific, measurable, attainable, realistic and time bound) principle.                |  |  |
| 708                   | Execute spotting techniques for resistance training exercise.  |  |  |
|                       |  |  |  |
| <b>800</b>            | <b>HUMAN DEVELOPMENT AND MENTAL HEALTH</b>   |  |  |
| 801                   | Identify the stages of human growth and development.   |  |  |
| 802                   | Communicate according to the patient's/client's stage of development and background.   |  |  |
| 803                   | Identify and discuss types of mental health disorders.   |  |  |

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| 804                   | Identify and discuss types of disordered eating.  |  |
| 805                   | Identify physical and psychological indicators of stress.                                   |  |
| 806                   | RESERVED  |  |
|                       |   |  |
| <b>900</b>            | <b>MEDICAL TERMINOLOGY</b>  |  |
| 901                   | Use medical terminology and abbreviations/acronyms.   |  |
|                       |   |  |
| <b>1000</b>           | <b>ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY</b>  |  |
| 1001                  | Identify anatomical position, body planes, directions, and cavities.                        |  |
| 1002                  | Identify organs, functions, and disease processes of the integumentary system.              |  |
| 1003                  | Identify organs, functions, and disease processes of the skeletal system.                   |  |
| 1004                  | Identify organs, functions, and disease processes of the muscular system.                   |  |
| 1005                  | Identify organs, functions, and disease processes of the nervous system.                    |  |
| 1006                  | Identify organs, functions, and disease processes of the cardiovascular system.             |  |
| 1007                  | Identify organs, functions, and disease processes of the endocrine system.                  |  |
| 1008                  | Identify organs, functions, and disease processes of the lymphatic system.                  |  |
| 1009                  | Identify organs, functions, and disease processes of the respiratory system.                |  |
| 1010                  | Identify organs, functions, and disease processes of the urinary system.                    |  |
| 1011                  | Identify organs, functions, and disease processes of the digestive system.                  |  |
| 1012                  | Identify organs, functions, and disease processes of the reproductive system.               |  |
| 1013                  | Identify organs, functions, and disease processes of the immune system.                     |  |