COLLEGE OF CHARLESTON
ATEP 375: CLINICAL EDUCATION EXPERIENCE IN ATHLETIC TRAINING
LEVEL 3 (2 CREDITS)
Spring 2013

Meeting Time: Monday 11:00-11:50 am
Meeting Location: Silcox Center, Room 409
Instructor: Kate Pfiler, PhD, ATC
Office Location: 316 Silcox Center
Office Hours: M 8:30-10, W: 11-1, Th: 1-3 or By appointment
Office Phone: (843) 953-3607
Email: pfilerkr@cofc.edu
Prerequisites: ATEP 375-002, Satisfactory Progress in the ATEP

Course Description: This course is designed to provide candidates the opportunity to develop specific didactic competencies and clinical proficiencies in the area of athletic training. Emphasis will be placed on level specific knowledge and clinical proficiency acquisition, development, and demonstration. This course must be repeated four times in a progressive sequential order for a total of nine credits. Successful completion of the previous course (level) is required for enrollment in the subsequent course (level).

Objectives:
Upon successful completion of this class the student should be able to demonstrate knowledge of the following competencies and proficiencies which were taken from the Competencies in Athletic Training, 5th Ed a list of competencies which define the educational domains used in preparing entry-level athletic trainers. The Commission for Accreditation of Athletic Training Education Programs (CAATE) requires all students in an accredited Athletic Training Education Program to meet all competencies.

CE-9 Identify functional and patient-centered quality of life outcome measures appropriate for use in athletic training practice.

EBP-10 Determine the effectiveness and efficacy of an athletic training intervention utilizing evidence-based practice concepts.

HA-1 Describe the role of the athletic trainer and the delivery of athletic training services within the context of the broader healthcare system.

PD-8 Differentiate among the preparation, scopes of practice, and roles and responsibilities of healthcare providers and other professionals with whom athletic trainers interact.

PD-10 Develop healthcare educational programming specific to the target audience (e.g., clients/patients, healthcare personnel, administrators, parents, general public).

PHP-46 Identify and describe the signs, symptoms, physiological, and psychological responses of clients/patients with disordered eating or eating disorders.

PHP-47 Describe the method of appropriate management and referral for clients/patients with disordered eating or eating disorders in a manner consistent with current practice guidelines.

PS-1 Describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, and patient and social environment interactions as they affect patient interactions.
Explain the theoretical background of psychological and emotional responses to injury and forced inactivity (eg. cognitive appraisal model, stress response model).

Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (eg. motivation, confidence).

Summarize and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved in the healthcare of the patient.

Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change.

Explain the importance of educating patients, parents/guardians, and others regarding the condition in order to enhance the psychological and emotional well-being of the patient.

Describe the psychological techniques (eg, goal setting, imagery, positive self-talk, relaxation/anxiety reduction) that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes.

Describe psychological interventions (eg, goal setting, motivational techniques) that are used to facilitate a patient's physical, psychological, and return to activity needs.

Describe the psychosocial factors that affect persistent pain sensation and perception (eg, emotional state, locus of control, psychodynamic issues, sociocultural factors, personal values and beliefs) and identify multidisciplinary approaches for assisting patients with persistent pain.

Describe the role of various mental healthcare providers (eg, psychiatrists, psychologists, counselors, social workers) that may comprise a mental health referral network.

Identify and refer clients/patients in need of mental healthcare.

Identify and describe the basic signs and symptoms of mental health disorders (eg, psychosis, neurosis; sub-clinical mood disturbances (eg, depression, anxiety); and personal/social conflict (eg, adjustment to injury, family problems, academic or emotional stress, personal assault or abuse, sexual assault or harassment) that may indicate the need for referral to a mental healthcare professional.

Describe the psychological and sociocultural factors associated with common eating disorders.

Identify the symptoms and clinical signs of substance misuse/abuse, the psychological and sociocultural factors associated with such misuse/abuse, its impact on an individual's health and physical performance, and the need for proper referral to a healthcare professional.

Describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan for all parties affected by the event.

**Required Texts:**

NATA Position Statements

College of Charleston Athletic Training Education Program, Policy and Procedure Manual. Available on ATRACK or OAKS – Special Course

**Policies:**

**Attendance:**
You are expected to attend all class meetings. If extreme circumstances necessitate an absence, you will be held responsible for the class material covered during your absence. If you know you will be unable to attend an examination, lecture, or other class requirement due to an excused absence you must notify the instructor at least 1 week prior to the absence.

**Late Work:**
All assigned work should be turned in at the beginning of class on the respective due date. Work submitted past this time (even on the due date) will have 10% of the available points deducted for each calendar day, including weekend and holiday days after the due date. For example: an assignment worth 50 points which is turned in one day late will be graded based on 40 available points.

**Examinations:**
There will be no comprehensive final examination given on the date assigned by the College of Charleston's final examination schedule.

**Personal Electronic Devices**
Personal electronic devices such as cell phones and other electronic devices are not permitted in class. Students needing to bring such devices to class must be sure the device is TURNED OFF (not set to vibrate) and secured inside a book-bag, purse, or pocket for the entire class time. Students using personal electronic devices during class time will be asked to put it away. If the student is unable to abide by this rule then they will be asked to leave the classroom for the remainder of the class meeting time.

**Disability Statement**
If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, the student should please feel free to come and discuss this with me during my office hours.

**Honor Code and Academic Integrity**
It is expected that each student in this class will conduct him or herself within the guidelines of the honor system. All academic work should be done with the highest level of honor and integrity that this institution demands. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Evaluation Criteria:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Points</th>
<th>Field Experience</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Series Attendance (3x10pts)</td>
<td>30 pts</td>
<td>Initial Field Experience Evaluation</td>
<td>20 pts</td>
</tr>
<tr>
<td>Assignments (25pts, 25pts, 25pts)</td>
<td>75 pts</td>
<td>Midterm Field Experience Evaluation</td>
<td>40 pts</td>
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<tr>
<td>Professional Portfolio</td>
<td>60 pts</td>
<td>Final Field Experience Evaluation</td>
<td>80 pts</td>
</tr>
<tr>
<td>Journal Article Reflection (3x10 pts)</td>
<td>30 pts</td>
<td>Field Experience Clock Hours</td>
<td>100 pts</td>
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<tr>
<td>Content Challenge Quizzes (6x10 pts)</td>
<td>60 pts</td>
<td>Summative Report</td>
<td>50 pts</td>
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<tr>
<td>Clinical Integrated Proficiency Exams (3x100 pts)</td>
<td>300 pts</td>
<td>Retention Criteria</td>
<td>20 pts</td>
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<tr>
<td></td>
<td></td>
<td>Physician’s Clinics</td>
<td>20 pts</td>
</tr>
<tr>
<td><strong>Total Class Points:</strong></td>
<td>555 pts</td>
<td><strong>Total Field Experience Points:</strong></td>
<td>330 pts</td>
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</tbody>
</table>

**Total Points** 885 pts
Graded Items:

Class Components:
Lecture Series Attendance 30 pts (3x10 pts):
Students will be required to attend three of the four Sports Medicine Lecture Series meetings. You must sign-out at the end of the lecture to receive credit for attending. SSMA dates will be provided in class and via OAKS.

Assignments 80 pts (3x25, 25, 30 pts):
During the semester students will complete three assignments. All three are worth 25 points each. Students will be provided with specific goals, due dates/times, and specific instructions for completing each project in class and via OAKS.

Professional Portfolio (60 pts): Students will be required to complete an electronic professional portfolio, in the form of a wiki, detailing their professional experiences (conferences and workshops attended as well as community service such as the Cooper River Bridge Run and Charleston County Pre-Participation Sports Physicals) throughout his/her undergraduate education. Additionally, this portfolio will contain an updated professional resume along with individual professional goals and a plan for goal achievement, documentation of completed coursework, and documents associated with clinical education. Suggestions from previous evaluation of the wiki should be incorporated. A rubric and specific due dates will be provided.

Journal Article Reflections 30 pts (3x10 pts):
A common reading will be provided to all students, faculty members and clinical instructors. Students will be asked to discuss the article, not summarize, and to apply the findings of the reading to clinical settings, including their currently assigned clinical education site. The objective of this assignment is to encourage discussion between the student and their assigned preceptor. Specific assignment guidelines and an associated rubric will be provided on OAKS.

Content Challenge Quizzes 60 pts (6x10 pts):
Each Content Challenge quiz will be a 20 question quiz administered via OAKS. Quizzes will be drawn from course content and competencies addressed in all of the student’s previously required major coursework. A 20 minute time period will be allotted for completion of each quiz. The quiz will automatically be submitted at the end of the allotted time period. Students are encouraged to save their responses often.

Clinical Integrated Proficiency (CIP) Exams 300 pts (3x100 pts):
Clinical Integrated Proficiency Exams are designed to assess the student’s proficiency in integrating clinical skills into professional practice. CIP Exams are drawn from the CAATE Competencies in Athletic Training, 5th Edition.
Part 1: Clinical Skill Proficiencies (50 pts): Students will be provided with a list of clinical skill proficiencies that must be completed and graded by a preceptor. These skill proficiencies are designed to allow the student to review clinical skills taught and assessed in the previous semester. All Clinical Skill Proficiencies must be completed with a grade of at least 80% and turned in to the instructor before Part 2 of the exam will be provided. However, the student’s grade for this portion of the exam will be taken from the first attempt of the skill. Failure to submit Part 1 by the due date will result in a loss of 5 points per day. (Due dates are subject to change.)

Part 2: Clinical Integrate Proficiency (50 pts): Upon completion of Part 1, the student will be provided with a scenario based practical examination. **PLEASE NOTE: DUE TO RECOMMENDATIONS FROM THE CAATE STANDARDS, FAILURE TO COMPLETE ALL CLINICAL INTEGRATED PROFICIENCIES REQUIRED FOR THIS CLINICAL EDUCATION LEVEL WILL RESULT IN AUTOMATIC FAILURE OF THIS COURSE**

The student will be provided with 3 attempts to pass the exam with a score of at least 80%. However, the student’s grade for this exam will be taken from the first attempt.
• 1st Attempt: Must be completed by appointment with a faculty member (Dr. Rozzi, Dr. Pfile, or Ms. Snyder, Ms. Mangum, Ms. Futrell). It is recommended that you contact an ATEP faculty member within the first 48 hours in order to secure an exam time slot.

• 2nd Attempt: The student must complete a review of the exam with a rationale for each part with a preceptor prior to completing the second attempt (this form will be provided by the instructor). The second attempt must be completed by appointment with a different faculty member than completed the first attempt within one week from the date the rationale forms are given. Failure to complete the 2nd attempt by the due date will result in a 5 pt deduction per day on the final grade.

• Final Attempt: The student should schedule an appointment with the examiner who completed the 2nd attempt to discuss the exam in detail. The examiner must sign off that the student has completed any recommended remediation assignments associated with this exam. The final attempt will be completed in front of a faculty panel of three examiners and may be an alternate scenario. The course instructor will be responsible for assembling the panel. The Final attempt should be completed within 2 weeks of the 2nd attempt.

**Field Experience Components:**

**Initial Field Experience Evaluation (20 pts):**
Students must submit to the course instructor an Initial Field Experience Evaluation form completed and signed by his/her assigned PRECEPTOR within 4 weeks from the first day of classes.

**Midterm Field Experience Evaluation (40 pts):**
Students must submit to the course instructor a Midterm Field Experience Evaluation form completed and signed by his/her assigned PRECEPTOR.

**Final Field Experience Evaluation (80 pts):**
Students must submit to the course instructor a Final Field Experience Evaluation form completed and signed by his/her assigned PRECEPTOR.

**Field Experience Clock-Hours (100 pts):**
Students will be required to complete at least 200 hours and NO MORE THAN 300 HOURS of athletic training clinical education and field experience under the direct supervision of a BOC Certified Athletic Trainer. This experience will be conducted according to the College of Charleston Athletic Training Education Program Handbook. The following table defines the clock hour restrictions and limitations based on the time during the academic semester when field experience hours are completed:

<table>
<thead>
<tr>
<th>FIELD EXPERIENCE TIME PERIOD</th>
<th>CLOCK HOUR RESTRICTIONS and LIMITATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preseason Athletic Team Practices and Competitions: Defined by those occurring prior to official first day of academic classes at C of C</td>
<td>No limit on daily field experience hours</td>
</tr>
<tr>
<td>Athletic Team Season (Practices/Competitions): Defined by those occurring during official C of C academic semester</td>
<td>Maximum of 250 clock hours/academic semester</td>
</tr>
<tr>
<td>Weeks During Official C of C Academic Semester When Student is NOT Assigned an Athletic Team</td>
<td>Minimum of 6 clock hours/ week</td>
</tr>
<tr>
<td>Official C of C Final Examination Period: Defined as last day of classes until last official final examination</td>
<td>No field experience hours may be completed during this time period</td>
</tr>
</tbody>
</table>
The following point system will be utilized when awarding points for the Field Experience Clock Hours aspect of this course:

- 200 - 300 hrs = 100pts
- 175 - 199 hrs = 80 pts
- 150 - 174 hrs = 60 pts
- 125 - 149 hrs = 40 pts
- 100 - 124 hrs = 20 pts
- < 99 hrs = 0 pts

**Summative Report (30 pts):**
At the conclusion of the clinical education students will write a short reflective report detailing their clinical education experience. Further instructions for this assignment will be distributed via OAKS.

**Retention Criteria (20 pts):**
At the conclusion of the clinical education experience students must be in compliance with all clinical education retention criteria. Students not in compliance will receive a grade of 0 for this component. It is the responsibility of the student to verify their retention criteria with the clinical coordinator.

**Physician’s Clinics (20 pts):**
Students will be responsible for administering an assigned number of physician’s clinics. An evaluation should be completed by the supervising staff athletic trainer and the physician conducting the clinic. These evaluation grades will be averaged to determine the grade assigned to this component.

**Additional Credit Opportunities:**
Students in this course may earn up to 10 additional class points (added to total points available) for participation in activities contributing to personal and professional development. These activities might include but are not limited to, class attendance, participation in departmental and professional organizations, participation in class activities and discussions and for contributions to the discussions posted on the class blog. Points are awarded at the discretion of the instructor.

**Final Course Grade:**
The final grade for this course will be assigned based upon the percentage of the total number of points earned (see table below) No other factors will be considered in the assigning of the final grade.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 %</td>
<td>A</td>
</tr>
<tr>
<td>88-89 %</td>
<td>A-</td>
</tr>
<tr>
<td>85-87 %</td>
<td>B+</td>
</tr>
<tr>
<td>80-84%</td>
<td>B</td>
</tr>
<tr>
<td>78-79 %</td>
<td>B-</td>
</tr>
<tr>
<td>75-77 %</td>
<td>C+</td>
</tr>
<tr>
<td>70-74 %</td>
<td>C</td>
</tr>
<tr>
<td>68-69%</td>
<td>C-</td>
</tr>
<tr>
<td>66-67%</td>
<td>C+</td>
</tr>
<tr>
<td>64-65%</td>
<td>D</td>
</tr>
<tr>
<td>62-63%</td>
<td>D-</td>
</tr>
<tr>
<td>&lt;62%</td>
<td>F</td>
</tr>
</tbody>
</table>
TENTATIVE MEETING AND ASSIGNMENT SCHEDULE  
SPRING 2013

*This schedule is subject to change due to class progress and availability of guest speakers.*

Competencies: Denotes the specific competency addressed by the content covered in each class period.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Class Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14</td>
<td>Syllabus Highlights</td>
</tr>
<tr>
<td>1/21</td>
<td>No Class – Martin Luther King Jr. Holiday</td>
</tr>
</tbody>
</table>
| 1/28   | Psychological & emotional response to illness/injury  
  *Comp: PS-2, CE-9, EBP-10*  
  *Due: Journal Reflection #1*  |
| 2/4    | Psychological response to catastrophic injury  
  *Comp: PS-17*  
  *Due: Content Quiz #1*  |
| 2/11   | Management of chronic pain  
  *Comp: PS-9*  
  *CIP Exam #1 Part I Due*  
  *Initial Evaluation Due*  |
| 2/18   | Interpersonal and cross-cultural communication techniques  
  *Comp: PS-1, PS-4, PS-5,*  
  *CIP Exam #1 Part II Due*  
  *Content Challenge Quiz #2 Due*  |
| 2/25   | Basic counseling principles, techniques, and the role of community-based mental health providers  
  *Comp: PS-6, PD-8, PS-11, HA-1*  
  *Content Challenge Quiz #3 Due*  |
| 3/4    | SPRING BREAK- NO CLASSES                                   |
| 3/11   | Eating disorders: recognition and contributing factors  
  *Comp: PHP-46, PHP-47, PS-14*  
  *CIP Exam #2 Part I Due*  
  *Journal Reflection #2 Due*  |
| 3/18   | Substance abuse: influences and recognition, impacts on performance  
  *Comp: PS-15*  
  *CIP Exam #2 Part 2 Due*  |
| 3/25   | Recognition, referral and treatment strategies for common mental and emotional disorders  
  *Comp: PS-12, PS-13*  
  *Content Challenge Quiz #4 Due*  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Course(s)</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1</td>
<td>Recognition, referral and treatment strategies for common mental and emotional disorders</td>
<td>Comp: PS-12, PS-13</td>
<td></td>
</tr>
</tbody>
</table>
| 4/8   | Psychosocial requirements for RTP – basic motivational and mental preparation techniques | Comp: PS-3, PS-7, PS-8 | CIP Exam #3 Part I Due  
Content Challenge Quiz #5 Due |
| 4/15  | Professional Presentation                                                  | Comp: PD-10     | CIP Exam #3 Part II Due  
Journal Reflection #3 Due  
Retention Criteria Due |
| 4/22  | Professional Presentation                                                  | Comp: PD-10     | Content Challenge Quiz #6 Due  
The following assignments may be completed and turned in at any time, but must be turned in before Friday 4/26 in order to receive credit:  
1) Professional Portfolio  
2) Final Field Experience Evaluation  
3) Verification of Field Experience Hours  
4) Summative Report  
5) Physician Clinic Evaluations |