Meeting Time: Friday 11:00-11:50 am
Meeting Location: Silcox Center, Room 409
Instructor: Colby Mangum, ATC, SCAT
Office Location: 150 Sports Medicine Research Lab (Office with windows)
Office Hours: TR 11:00a-12:00p or by appointment
Phone: (704) 254-7238
Email: mangumlc@cofc.edu

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.

AC-1 Explain the legal, moral, and ethical parameters that define the athletic trainer’s scope of acute and emergency care.

AC-2 Differentiate the roles and responsibilities of the athletic trainer from other pre-hospital care and hospital-based providers, including emergency medical technicians/paramedics, nurses, physician assistants, and physicians.

AC-3 Describe the hospital trauma level system and its role in the transportation decision-making process.

AC-5 Obtain a medical history appropriate for the patient's ability to respond.

AC-6 When appropriate, obtain and monitor signs of basic body functions including pulse, blood pressure, respiration, pulse oximetry, pain, and core temperature. Relate changes in vital signs to the patient’s status.

AC-7 Differentiate between normal and abnormal physical findings (eg, pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology.

AC-8 Explain the indications, guidelines, proper techniques, and necessary supplies for removing equipment and clothing in order to access the airway, evaluate and/or stabilize an athlete’s injured body part.
AC-9 Differentiate the types of airway adjuncts (oropharyngeal airways [OPA], nasopharyngeal airways [NPA] and supraglottic airways [King LT-D or Combitube]) and their use in maintaining a patent airway in adult respiratory and/or cardiac arrest.

AC-10 Establish and maintain an airway, including the use of oro- and nasopharyngeal airways, and neutral spine alignment in an athlete with a suspected spine injury who may be wearing shoulder pads, a helmet with and without a face guard, or other protective equipment.

AC-10a oropharyngeal airway
AC-10b nasopharyngeal airway

AC-11 Determine when suction for airway maintenance is indicated and use according to accepted practice protocols.

AC-13 Utilize an automated external defibrillator (AED) according to current accepted practice protocols.

AC-14 Perform one- and two- person CPR on an infant, child and adult.

AC-15 Utilize a bag valve and pocket mask on a child and adult using supplemental oxygen.

AC-16 Explain the indications, application, and treatment parameters for supplemental oxygen administration for emergency situations.

AC-17 Administer supplemental oxygen with adjuncts (eg, non-rebreather mask, nasal cannula).

AC-18 Assess oxygen saturation using a pulse oximeter and interpret the results to guide decision making.

AC-23 Use cervical stabilization devices and techniques that are appropriate to the circumstances of an injury.

AC-24 Demonstrate proper positioning and immobilization of a patient with a suspected spinal cord injury.

AC-25 Perform patient transfer techniques for suspected head and spine injuries utilizing supine log roll, prone log roll with push, prone log roll with pull, and lift-and-slide techniques.

AC-25a supine log roll
AC-25b prone log roll with push
AC-25c prone log roll with pull
AC-25d lift-and-slide

AC-26 Select the appropriate spine board, including long board or short board, and use appropriate immobilization techniques based on the circumstance of the patient's injury.

AC-36 Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for:

AC-36a sudden cardiac arrest
AC-36c  cervical, thoracic, and lumbar spine trauma

CE-20 Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to:

CE-20f.1  sensory

CE-20f.2  motor

CE-20h  circulatory assessments (pulse, blood pressure, auscultation)

CE-21 Assess and interpret findings from a physical examination that is based on the patient’s clinical presentation. This exam can include:

CE-21h  Neurologic function (sensory, motor, reflexes, balance, cognition)

CE-21h.1  sensory

CE-21h.2  motor

CE-21j  Pulmonary function (including differentiation between normal breath sounds, percussion sounds, number and characteristics of respirations, peak expiratory flow)

CE-21p  Other assessments (glucometer, temperature)

CE-22 Determine when the findings of an examination warrant referral of the patient.

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

HA-21 Develop comprehensive, venue-specific emergency action plans for the care of acutely injured or ill individuals.

HA-29 Explain typical administrative policies and procedures that govern first aid and emergency care.

PD-9  Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.

PHP-17 Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to:

PHP-17a  Cardiac arrhythmia or arrest

PHP-17h  Cervical spine injury

PHP-20 Summarize the basic principles associated with the design, construction, fit, maintenance, and reconditioning of protective equipment, including the rules and regulations established by the associations that govern its use.

PHP-22 Fit standard protective equipment following manufacturers' guidelines.

PS-18  Provide appropriate education regarding the condition and plan of care to the patient and appropriately
discussion with others as needed and as appropriate to protect patient privacy.

TI-16 Fabricate and apply taping, wrapping, supportive, and protective devices to facilitate return to function.

**Required Texts:**


**NATA Position Statements**


**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 one 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 20% of the available points deducted for each weekday. For example: an assignment worth 50 points which is turned in one day late will be graded based on 40 available points.

**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 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
Evaluation Criteria:

<table>
<thead>
<tr>
<th>Class Component</th>
<th>Class Points</th>
<th>Field Experience Component</th>
<th>Field Experience Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Series Attendance (3x10pts)</td>
<td>30 pts</td>
<td>Field Experience Evaluations</td>
<td>140 pts</td>
</tr>
<tr>
<td>Assignments (25pts, 25pts, 30pts)</td>
<td>80 pts</td>
<td>Field Experience Clock Hours</td>
<td>100 pts</td>
</tr>
<tr>
<td>Professional Portfolio</td>
<td>60 pts</td>
<td>Summative Report</td>
<td>30 pts</td>
</tr>
<tr>
<td>Journal Article Reflection (3x10 pts)</td>
<td>30 pts</td>
<td>Retention Criteria</td>
<td>20 pts</td>
</tr>
<tr>
<td>Content Challenge Quizzes (6x10 pts)</td>
<td>60 pts</td>
<td>Physician’s Clinics</td>
<td>20 pts</td>
</tr>
<tr>
<td>Clinical Integrated Proficiency Exams (3x100 pts)</td>
<td>300 pts</td>
<td>Total Field Experience Points:</td>
<td>310 pts</td>
</tr>
<tr>
<td>Total Class Points:</td>
<td>560 pts</td>
<td>Total Course Points</td>
<td>870 pts</td>
</tr>
</tbody>
</table>

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 lectures. 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 (2x 25pts and 1x 30pts):
During the semester students will complete three mini-projects. Two projects are worth 25 points and the final project is worth 30 points. 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 preceptors. 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 and current 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 Intergrated 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 two weeks of the 2nd attempt.
Field Experience Components:

Field Experience Evaluations (140 pts):

Students must submit to the course instructor a Final Field Experience Evaluation form completed and signed by his/her assigned preceptor for each two week rotation.

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:</td>
<td>No limit on daily field experience hours</td>
</tr>
<tr>
<td>Defined by those occurring prior to official first day of academic classes at C of C</td>
<td></td>
</tr>
<tr>
<td>Athletic Team Season (Practices/Competitions):</td>
<td>Maximum of 250 clock hours/academic semester</td>
</tr>
<tr>
<td>Defined by those occurring during official C of C academic semester</td>
<td></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:</td>
<td>No field experience hours may be completed during this time period</td>
</tr>
<tr>
<td>Defined as last day of classes until last official final examination</td>
<td></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 = 100 pts
- 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>
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<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>
</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>Jan 11</td>
<td>Information about Clinical Experience (Dr. Pfile)</td>
</tr>
<tr>
<td>Jan 18</td>
<td><strong>Content Challenge Quiz #1 Due</strong></td>
</tr>
<tr>
<td></td>
<td>Intro to Course/Organization &amp; Administration in Emergency Care (HA-1,21,29; AC-1,2,3)</td>
</tr>
<tr>
<td>Jan 25</td>
<td><strong>Content Challenge Quiz #2 Due</strong></td>
</tr>
<tr>
<td></td>
<td>Journal Reflection Article #1 Due</td>
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<tr>
<td></td>
<td>Sudden Death (AC-36, 36a; PHP 17, 17a)</td>
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<tr>
<td></td>
<td>*Begin 2 week rotations at clinical sites</td>
</tr>
<tr>
<td>Feb 1</td>
<td><strong>CIP Exam #1: Part I Due</strong></td>
</tr>
<tr>
<td></td>
<td>Use of CPR and AEDs (AC-8, 13, 14, 15)</td>
</tr>
<tr>
<td>Feb 8</td>
<td><strong>CIP Exam #1: Part II Due</strong></td>
</tr>
<tr>
<td></td>
<td>Assignment #1 Due: Sudden Death in Sport</td>
</tr>
<tr>
<td></td>
<td>Protective Equipment Fitting and Management in an Emergency Situation (AC-8, PHP 20,22)</td>
</tr>
<tr>
<td>Feb 15</td>
<td><strong>Content Challenge Quiz #3 Due</strong></td>
</tr>
<tr>
<td></td>
<td>SCATA College &amp; University Athletic Training Student Workshop</td>
</tr>
<tr>
<td>Feb 22</td>
<td><strong>Content Challenge Quiz #4 Due</strong></td>
</tr>
<tr>
<td></td>
<td>Journal Reflection Article #2 Due</td>
</tr>
<tr>
<td></td>
<td>Developing a Resume and Professional Portfolio</td>
</tr>
</tbody>
</table>
March 1
**CIP Exam #2: Part I Due**
Assignment #2 Due: Professional Resume
Developing a Resume and Professional Portfolio/Review Application Process Impression

March 8 SPRING BREAK-NO CLASS

March 15
**CIP Exam #2: Part II Due**
Physical Examination of the Critically Injured Athlete (AC-5, 6, 7; CE: 20, 20f.1, 20f.2, 20h, 21, 21h.1, 21h.2, 21j, 21p, 22; PS-18)

March 22
**Content Challenge Quiz #5 Due**
Physical Examination of the Critically Injured Athlete (AC-5, 6, 7; CE: 20, 20f.1, 20f.2, 20h, 21, 21h.1, 21h.2, 21j, 21p, 22; PS-18)

March 29
**Content Challenge Quiz #6 Due**
**Journal Reflection Article #3 Due**
Emergency Care of Cervical Spine Injuries (AC-8, 17, 17h, 23, 24, 25, 25a, 25b, 25c, 26, 36, 36c; PS-18)

April 5
**CIP Exam #3: Part I Due**
Emergency Care of Cervical Spine Injuries (AC-8, 17, 17h, 23, 24, 25, 25a, 25b, 25c, 26, 36, 36c; PS-18)

April 12
**CIP Exam #3: Part II Due**
**Assignment #3: CSpine**
Role of Health Care Providers in Emergency Care Scenarios (AC-1, 2, 3; PS-18)

April 19
**Assignments Due: 1) Summative Report, 2) Final Field Experience Evaluation 3) Verification of Hours Form, 4) Professional Portfolio, 5) Retention Criteria 6) Physician Clinic Evaluations 7) Professional Observation Project**

Airway Management (AC-9, 10, 10a, 10b, 11, 15, 16, 17, 18)