Meeting Time: Monday 12:00-12:50 pm
Meeting Location: Silcox Center, Room 146
Instructor: Kate Pfile, PhD, ATC, Assistant Professor, Department of Health & Human Performance
Office Location: 316 Silcox Physical Education & Health Center
Office Hours: M,W 8:30am-10:00am; Th 1:30-3:30pm or by appointment
Office Phone: 953-3607
Email: pfilekr@cofc.edu
Class Website: Hosted by OAKS
Prerequisites: PEHD 375-004, Satisfactory Progress in the ATEP

Course Description: This course is designed to provide students 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 4) is required for enrollment in the subsequent course (level 5).

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.

EBP-4 Describe a systematic approach (eg, five step approach) to create and answer a clinical question through review and application of existing research.

EBP-9 Use standard criteria or developed scales (eg, Physiotherapy Evidence Database Scale [PEDro], Oxford Centre for Evidence Based Medicine Scale) to critically appraise the structure, rigor, and overall quality of research studies.

HA-10 Identify and explain the statutes that regulate the privacy and security of medical records.

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

HA-22 Develop specific plans of care for common potential emergent conditions (eg, asthma attack, diabetic emergency).

PD-2 Describe the role and function of the National Athletic Trainers’ Association and its influence on the profession.

PD-3 Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic
Training Education, and state regulatory boards.

PD-4 Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.

PD-5 Access, analyze and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic Training Educational Competencies, the BOC Standards of Professional Practice, the NATA Code of Ethics, and the BOC Role Delineation Study/Practice Analysis.

PD-6 Explain the process of obtaining and maintaining necessary local, state and national credentials for the practice of athletic training.

PD-7 Perform a self-assessment of professional competence and create a professional development plan to maintain necessary credentials and promote life-long learning strategies.

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

PD-11 Identify strategies to educate colleagues, students, patients, the public, and other healthcare professionals about the roles, responsibilities, academic preparation, and scope of practice of athletic trainers.

PHP-1 Describe the concepts (e.g., case definitions, incidence versus prevalence, exposure assessment, rates) and uses of injury and illness surveillance relevant to athletic training.

PHP-2 Identify and describe measures used to monitor injury prevention strategies (e.g., injury rates and risks, relative risks, odds ratios, risk differences, numbers needed to treat/harm).

PHP-4 Explain how the effectiveness of a prevention strategy can be assessed using clinical outcomes, surveillance, or evaluation data.

PHP-6 Summarize the epidemiology data related to the risk of injury and illness associated with participation in physical activity.

PHP-18 Explain strategies for communicating with coaches, athletes, parents, administrators, and other relevant personnel regarding potentially dangerous conditions related to the environment, field, or playing surfaces.

PHP-21 Summarize the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints.

PS-10 Explain the impact of sociocultural issues that influence the nature and quality of healthcare received (e.g., cultural competence, access to appropriate healthcare providers, uninsured/underinsured patients, insurance) and formulate and implement strategies to maximize client/patient outcomes.

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

**Required Texts:**

**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 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 45 available points.

Examinations:
A comprehensive final examination will be given on the date assigned by the College of Charleston's final
examination schedule.

Personal Electronic Devices
The use of personal electronic devices such as cell phones, iPads, and laptop computers are permitted
during specific class times. When not being used for note taking or a class activity these electronic
devices should be turned off (not set to vibrate) and secured inside a book-bag, purse, or pocket. Students
disrupting class by using personal electronic devices 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</th>
<th>Field Experience</th>
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<tbody>
<tr>
<td>SSMA Lecture Series Attendance (3x10pts)</td>
<td>Initial Field Experience Evaluation 25 pts</td>
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<tr>
<td>Assignments (3x25pts)</td>
<td>Midterm Field Experience Evaluation 45 pts</td>
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<tr>
<td>Professional Portfolio</td>
<td>Final Field Experience Evaluation 85 pts</td>
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<tr>
<td>Journal Article Reflection (3x10 pts)</td>
<td>Field Experience Clock Hours 100 pts</td>
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<tr>
<td>Content Challenge Quizzes (3x25 pts)</td>
<td>Summative Report 50 pts</td>
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<tr>
<td>Clinical Integrated Proficiency Exams (3x100 pts)</td>
<td>Physician’s Clinics 20 pts</td>
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<tr>
<td>Final Exam</td>
<td>Preceptor evaluation 20 pts</td>
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<td>Clinical site evaluation 20 pts</td>
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</table>
Graded Items:

Class Components:

Lecture Series Attendance 30 pts (3x10 pts):
Students will be required to attend a minimum of 3 of the four lectures sponsored by the Student Sports Medicine Association. You must sign-out at the end of the lecture to receive credit for attending. Lecture Series dates are as follows: 1/28, 2/18, 3/18, 4/8.

Assignments 75 pts (3x 25 pts):
During the semester students will complete three course content-specific assignments. Students will be provided with due dates/times and specific instructions for completing each assignment in class and via OAKS.

Professional Portfolio (50 pts):
Students will be required to complete an electronic professional portfolio, in the form of a wiki. The purpose of this professional portfolio is to provide students the opportunity to assess their professional areas in need of improvement, to state their professional goals, and to establish a plan for reaching the stated goals. Based on prior faculty, instructor, and preceptor evaluations and feedback students will initially determine their professional areas in need of improvement. Then students will establish professional goals for addressing their identified improvement areas. At the end of the semester, utilizing a variety of documentation, students will provide evidence of achieving their previously established professional goals. A grading rubric and specific due dates for this assignment will be provided.

Journal Article Reflections 30 pts (3x 10 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 75 pts (3x25 pts):
Each content challenge quiz will consist of 10 questions selected from the Rozzi S, Futrell M, Kleiner D. “Study Guide for the Board of Certification, Inc. Entry-Level Athletic Trainer Certification Examination 4th Ed” (2010) FA Davis text. Each student will be asked to answer the question and provide a rationale for why each response is either correct or incorrect. Student should include at least one reference for each response. (2 pts each). The student will then identify 2-3 topics from the quiz that they found difficult and feel need to be reviewed. (5 pts).

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. The total number points for each CIP Exam will be determined from the students’ scores on Part 1 and Part 2 of this assignment.

Part 1: Model CIP Exam (50 pts): Students will be provided with a Model CIP Exam that consists of two components; the Preceptor Grading Form and the Written Rationale Form. Students will be required to complete the Written Rationale prior to scheduling a time to complete the Model CIP Exam with a Preceptor. The student will provide the Preceptor with the Preceptor Grading Form
and the Preceptor will complete the form, sign it and return it to the student to submit to the course instructor. 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 Exam (50 pts):** Upon completion of Part 1 (Model CIP Exam), the student will be provided with a scenario based practical examination administered by an ATEP faculty member. The student is responsible for scheduling a time to complete the exam prior to the due date as well as identifying an additional person to serve as the exam model. It is recommended that you contact a faculty member well in advance (minimum 7 days) of the scheduled due date for this assignment to reserve a testing time slot.

**Final Examination (75 pts):** An exit interview questionnaire will be completed outside of class prior to the scheduled exam day. On the scheduled exam day (see the course schedule) the students and instructor will meet as a group to discuss the findings from the exit interview. Students will receive a grade based on the extensiveness of their responses and participation during the group discussion. Students **will not** be graded based on the specific feedback and opinions expressed.

**Field Experience Components:**

**Initial Field Experience Evaluation (25 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 (45 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 (85 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>
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</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>
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<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>
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</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 (50 pts):**
At the conclusion of the clinical education students will write a reflective report detailing their clinical education experience. Further instructions for this assignment will be distributed via OAKS.

**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.

**Preceptor and Clinical Site Evaluations (20 pts each):**
At the conclusion of the clinical education experience students will complete evaluation questionnaires related to their preceptor(s) and clinical education site(s). Students will complete these evaluation forms by logging into ATrack at www.atrackonline.com.

**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>
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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>
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<tr>
<td>80-84%</td>
<td>B</td>
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<td>78-79 %</td>
<td>B-</td>
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<tr>
<td>75-77 %</td>
<td>C+</td>
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<tr>
<td>70-74 %</td>
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<td>68-69%</td>
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<td>66-67%</td>
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<td>62-63%</td>
<td>D-</td>
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<td>&lt;62%</td>
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TENTATIVE MEETING AND ASSIGNMENT SCHEDULE
SPRING 2015

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENT/CLASS TOPIC</th>
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</table>
| 1/12  | Syllabus Highlights  
BOC Exam and Professional Development |
| 1/19  | MLK Jr. Holiday |
| 1/26  | Epidemiology  
Discussion of Journal Reflection #1  
Assignment #1 Due: Practice Test confirmation  
*Apply for graduation by 2/1 |
| 2/2   | Discussion of Epidemiology  
Journal Reflection #1 Due |
| 2/9   | Group Planning for NATSC Video Contest:  
Initial Evaluation Due  
CIP Exam #1 Part I Due  
Content Quiz #1 Due |
| 2/16  | Appraising the Literature  
CIP Exam #1 Part II Due |
| 2/23  | Discussion of Appraising the Literature  
Assignment #2 Due: Appraising the Literature Using PEDro and CEBM  
Assignment #3 Due: NATSC Video Contest |
| 3/2   | SPRING BREAK |
| 3/9   | Budgeting Strategies  
Journal Reflection #2 Due  
Midterm Evaluation Due |
| 3/16  | Insurance Review  
guest lecturer Amanda Taylor  
Content Quiz #2 Due  
CIP Exam #2 Part I Due |
| 3/23  | Therapeutic Modalities Decision-Making  
guest lecturer Michelle McLeod  
CIP Exam #2 Part II Due |
| 3/30  | Physician Extender Opportunities & AT Residency Programs  
Content Quiz #3 Due |
| 4/6   | New Professionals Panel TBD  
CIP Exam #3 Part I Due |
| 4/13  | Assessment of Evidence-Based Practice  
CIP Exam #3 Part II Due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>4/20</td>
<td>Casting &amp; Bracing guest lecturer Chris Horschel</td>
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<td>Journal Reflection #3 Due</td>
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<tr>
<td>4/27</td>
<td>TBD</td>
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<td>The following assignments must be completed and turned in before the</td>
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<td>Final Examination in order to receive credit:</td>
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<td>• Professional Portfolio</td>
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<td>• Final Field Experience Evaluation</td>
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<td>• Verification of Field Experience Hours</td>
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<td>• Summative Report</td>
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<td></td>
<td>• Physician Clinic Evaluations</td>
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<td>Proof of Completion of Preceptor and Clinical Site Evaluations</td>
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<tr>
<td>4/4</td>
<td>Final Exam 12-3pm</td>
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