Meeting Time: Friday 10:00-10:50 am
Meeting Location: Silcox Center, Room 117
Instructor: Susan L. Rozzi, PhD, ATC, SCAT, Associate Professor, Department of Health and Human Performance
Office Location: 317 Silcox Physical Education & Health Center
Office Hours: Posted on office door. If you are unable to meet during my regularly scheduled office hours please contact me to set up an appointment. Note: Office hours are tentative.
Office Phone: (843) 953-7163
Cell Phone: 843-327-7169 (Please do not text or call after 9pm)
Email: rozzis@cofc.edu
Please note: I read and respond to e-mail messages only one time each day. You should not expect a response to your e-mail message for at least 48 hours. For emergency situations please call my office phone or send a text to my cell phone number.

Class On-line Management System: Hosted by OAKS
Prerequisites: ATEP 375-001

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.

The student should be able to:

Pre-Participation Physical Examination
CE-19 Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status.

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

HA-23 Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities' rules, guidelines, and/or recommendations.

PHP-5 Explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases.
PHP-8 Identify the necessary components to include in a preparticipation physical examination as recommended by contemporary guidelines (eg, American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness).

PHP-9 Explain the role of the preparticipation physical exam in identifying conditions that might predispose the athlete to injury or illness.

**Environmental Conditions**

AC-27 Explain the role of core body temperature in differentiating between exertional heat stroke, hyponatremia, and head injury.

AC-28 Differentiate the different methods for assessing core body temperature.

AC-29 Assess core body temperature using a rectal probe.

AC-30 Explain the role of rapid full body cooling in the emergency management of exertional heat stroke.

PHP-10 Explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss.

PHP-11 Explain the principles of environmental illness prevention programs to include acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration status, and environmental assessment (eg, sling psychrometer, wet bulb globe temperatures [WBGT], heat index guidelines).

PHP-12 Summarize current practice guidelines related to physical activity during extreme weather conditions (eg, heat, cold, lightning, wind).

PHP-13 Obtain and interpret environmental data (web bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make clinical decisions regarding the scheduling, type, and duration of physical activity.

- PHP-13a WBGT
- PHP-13b sling psychrometer
- PHP-13c lightning detection devices

PHP-14 Assess weight loss and hydration status using weight charts, urine color charts, or specific gravity measurements to determine an individual's ability to participate in physical activity in a hot, humid environment.

- PHP-14a weight charts
- PHP-14b urine color charts
- PHP-14c specific gravity measurements

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-36 Describe current guidelines for proper hydration and explain the consequences of improper fluid/electrolyte replacement.
### Sudden Death in Athletics

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-17d** Exertional heat stroke
- **PHP-17f** Exertional sickling
- **PHP-17i** Lightning strike

### Required Texts:
4. Additional readings will be posted in OAKS classroom management system.

### 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 assignments are expected to be turned in at the beginning of class time on the designated DUE DATE. A 20% deduction will be taken each calendar day the assignment is late (1 day = 20%, 2 days=40%, etc). This includes Saturdays, Sundays, and holidays. Assignments will not be accepted more than 4 days after the assignment’s due date.

**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](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>
</tr>
<tr>
<td>Assignments (25pts, 25pts, 30pts)</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 (3x10pts)</td>
<td>Field Experience Clock Hours 100 pts</td>
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<tr>
<td>Content Challenge Quizzes (3x25pts)</td>
<td>Summative Report 50 pts</td>
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<tr>
<td>Clinical Integrated Proficiency Exams (3x100pts)</td>
<td>Retention Criteria 20 pts</td>
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<tr>
<td>Final Exam</td>
<td>Physician’s Clinics 20 pts</td>
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<td></td>
<td>Preceptor Evaluation 20 pts</td>
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<td></td>
<td>Clinical Site Evaluation 20 pts</td>
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<tr>
<td>Total Class Points: 615 pts</td>
<td>Total Field Experience Points: 385 pts</td>
</tr>
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<td>Total Points 1000 pts</td>
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</tbody>
</table>

### Graded Items:

#### Class Components:

**SSMA Lecture Series Attendance 30 pts (3x10 pts):**
Students will be required to attend a minimum of three 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 1x30 pts):**
During the semester students will complete three mini-projects. Two projects are worth 25 points and the third 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 (50 pts):**
Students are required to complete an electronic professional portfolio, in the form of a wiki. The purpose of this professional portfolio is 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(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. 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 (30 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 (70 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 Written Examination (50 pts):
A final examination will be administered to assess the competency-based knowledge covered in this class. This final examination will be given during the College of Charleston final examination period on the assigned date.

Field Experience Components:
Initial Field Experience Evaluation (25 pts):
Students must complete a self-evaluation and then provide an Initial Field Experience Evaluation for his/her assigned preceptor to complete. The completed and signed evaluation must be submitted to the course instructor within 4 weeks from the first day of classes.

Midterm Field Experience Evaluation (45 pts):
Students must complete a self-evaluation and then provide a Midterm Field Experience Evaluation form for his/her assigned preceptor to complete. The completed and signed evaluation must be submitted to the course instructor.

Final Field Experience Evaluation (85 pts):
Students must complete a self-evaluation and then provide the Final Field Experience Evaluation form for his/her assigned preceptor to complete. The completed and signed evaluation must be submitted to the course instructor.

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 (50 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.

**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](http://www.atrackonline.com).
**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>
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<tr>
<td>80-84%</td>
<td>B</td>
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<tr>
<td>78-79 %</td>
<td>B-</td>
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<tr>
<td>75-77 %</td>
<td>C+</td>
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<td>70-74 %</td>
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<tr>
<td>68-69%</td>
<td>C-</td>
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<tr>
<td>66-67%</td>
<td>C+</td>
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<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>
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</tbody>
</table>
TENTATIVE MEETING AND ASSIGNMENT SCHEDULE
Fall 2014

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Meeting Topics and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22</td>
<td>Topic: Introduction to Course Content and Field Experience</td>
</tr>
<tr>
<td>8/29</td>
<td>Topic: Preparticipation Physical Examination</td>
</tr>
</tbody>
</table>
| 9/5     | Topic: Preparticipation Physical Examination  
Content Challenge Quiz #1 Due  
CIP Exam #1 Part I Due |
| 9/12    | Topic: Preparticipation Physical Examination  
CIP Exam #1 Part II Due |
| 9/19    | Topic: Preparticipation Physical Examination  
Initial Field Experience Evaluation Due |
| 9/26    | Topic: Environmental Considerations  
Journal Reflection #1 Due |
| 10/3    | Topic: Environmental Considerations  
Content Challenge Quiz #2 Due  
CIP Exam #2 Part I Due |
| 10/10   | Topic: Environmental Considerations  
CIP Exam #2 Part II Due |
| 10/17   | Topic: Environmental Considerations  
Midterm Field Experience Evaluation Due |
| 10/24   | Topic: Environmental Considerations  
Journal Reflection #2 Due |
| 10/31   | Topic: Sudden Death in Athletics  
CIP Exam #3 Part I Due |
| 11/7    | Topic: Sudden Death in Athletics  
CIP Exam #3 Part II Due |
| 11/14   | Topic: Sudden Death in Athletics  
Content Challenge Quiz #3 Due |
| 11/21   | Topic: Sudden Death in Athletics  
Journal Reflection #3 Due  
Retention Criteria Due |

The following assignments may be completed and turned in at any time, but must be turned in before the Final Examination 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**  
6. **Proof of Completion of Preceptor and Clinical Site Evaluations** |
|---|---|
| **12/5**  
8:00-11:00 am | **FINAL EXAMINATION** |