Meeting Time: F 12:00pm-12:50pm
Meeting Location: Silcox Center- Room 146
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 between 9pm and 7am)
Email: rozzis@cofc.edu

Please note: I read and respond to e-mail messages only once 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
Pre-requisites: 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.

Psychological Response & Intervention
PHP-46 Identify and describe the signs, symptoms, physiological, and psychological responses of clients/patients with disordered eating or eating disorders.
PS-14 Describe the psychological and sociocultural factors associated with common 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.
PS-15 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.
PS-17 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.
PS-2 Explain the theoretical background of psychological and emotional responses to injury and forced inactivity (eg, cognitive appraisal model, stress response model).
PS-3 Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (eg, motivation, confidence).
PS-6 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.
PS-7 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.
PS-8 Describe psychological interventions (eg, goal setting, motivational techniques) that are used to facilitate a patient’s physical, psychological, and return to activity needs.
PS-9 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.
HA-1 Describe the role of the athletic trainer and the delivery of athletic training services within the context of the broader healthcare system.
PS-11 Describe the role of various mental healthcare providers (eg, psychiatrists, psychologists, counselors, social workers) that may comprise a mental health referral network.
PD-8 Differentiate among the preparation, scopes of practice, and roles and responsibilities of healthcare providers and other professionals with whom athletic trainers interact.
PS-12 Identify and refer clients/patients in need of mental healthcare.
PS-13 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.

**Cultural Competence**

PS-4 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.
PS-5 Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change.

**Professional Development**

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

**Student Learning Outcomes:**

1. Students will be able to select a psychological technique that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes and effectively apply it to a patient-scenario as indicated by earning a B or higher on ATEP 375.03 Assignment #3 - Imagery Intervention.

2. Students will be able to identify and describe basic signs and symptoms of mental health disorders as indicated by earning a grade of B or higher on ATEP 375.03 Assignment #2 - Infographic to Increase Awareness on Psychosocial Issues.

3. Students will develop healthcare educational programming specific to a target audience as indicated by earning a grade of B or higher on ATEP 375.03 Presentation.

**Required Texts:**

2. Additional readings will be made available through OAKS.

**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>30 pts</td>
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<tr>
<td>Assignments (3x25 pts)</td>
<td>75 pts</td>
</tr>
<tr>
<td>Class Engagement (12x5 pts)</td>
<td>60 pts</td>
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<tr>
<td>Content Challenge Quizzes (3x25 pts)</td>
<td>75 pts</td>
</tr>
<tr>
<td>Clinical Integrated Proficiency Exams (3x100 pts)</td>
<td>300 pts</td>
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<tr>
<td>Presentation</td>
<td>50 pts</td>
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<tr>
<td><strong>Total Class Points:</strong></td>
<td>590 pts</td>
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**Graded Items:**

**Lecture Series Attendance 30 pts (3x10 pts):**
You are required to attend a minimum of 3 of the four lectures sponsored by the Student Sports Medicine Association. Lectures follow SSMA club meetings and will be on Wednesday evenings (after 6:00pm) during the spring semester. You must sign-out at the end of the lecture to receive credit for attending. Lecture Series dates will be announced in class and posted in OAKS.

**Class Engagement:** 60 pts (12 x 5 pts) You are expected to be prepared and actively participate in all class meetings both in the face to face and distance education platforms. Regular and active participation is an essential part of this class. Each topic will include an interactive lecture. These lectures are not designed to replace the text, but instead to enhance and facilitate application of the information found in the text. You are expected to view and participate in each of these lectures/discussions. VoiceThread, OAKS discussion boards and face to face class participation will be used as the primary means for facilitating this course component.

**Assignments 75 pts (3x 25 pts):**
During the semester you must complete three course content-specific assignments. You will be provided with specific instructions for completing each assignment in class and via OAKS. Refer to the course schedule for due dates.

**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. You must answer each question and provide a rationale for why each question response is either correct or incorrect. You should include at least one reference for each response. (2 pts each). After answering the question you must identify 2-3 topics from the quiz that you found difficult and feel you need to review and learn about (5 pts).

**Clinical Integrated Proficiency (CIP) Exams 300 pts (3x100 pts):**
Clinical Integrated Proficiency Exams are designed to assess your 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 by adding your scores on Part 1 and Part 2 of this assignment.

**Part 1: Model CIP Exam (30 pts):**
You will be provided with a Model CIP Exam that consists of two components; the Preceptor Grading Form and the Written Rationale Form. You will be required to complete the Written Rationale prior to scheduling a time to complete the Model CIP Exam with a preceptor. You must provide the preceptor with the Preceptor Grading Form and the preceptor will complete the form, sign it and return it to you 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), you will be provided with a scenario based practical examination administered by an ATEP faculty member. You are 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. You must contact ATEP faculty members during the first week of the semester to schedule ALL three CIP Part 2 examinations. You need to provide the course instructor with the dates, times, and names of faculty members for each of the three exams. You will not be permitted to schedule your first CIP Part 2 exam until all three exams are scheduled and these dates are provided to the course instructor.

**Final Examination (50 pts):**
On the College of Charleston’s final examination scheduled exam day and time (see the course schedule) you must complete a final exam. The specifics of this assignment will be discussed in the class leading up to the scheduled date.

**Initial Field Experience Evaluation (25 pts):**
You must submit to the course instructor, within 4 weeks from the first day of classes, an Initial Field Experience Evaluation form completed and signed by your assigned preceptor.

**Midterm Field Experience Evaluation (45 pts):**
You must submit to the course instructor, by the date indicated on the course schedule, a Midterm Field Experience Evaluation form completed and signed by your assigned preceptor.

**Final Field Experience Evaluation (85 pts):**
You must submit to the course instructor, by the date indicated on the course schedule, a Final Field Experience Evaluation form completed and signed by your assigned preceptor.

**Field Experience Clock-Hours (100 pts):**
You are 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:</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>
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<tr>
<td>Athletic Team Season (Practices/Competitions):</td>
<td>Maximum of 250 clock hours/academic semester</td>
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<tr>
<td>Defined by those occurring during official C of C 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:</td>
<td>No field experience hours may be completed during this time period</td>
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<tr>
<td>Defined as last day of classes until last official final examination</td>
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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 you will write a reflective report detailing your clinical education experience. Further instructions for this assignment will be distributed via OAKS.

**Physician’s Clinics (20 pts):**
You are responsible for administering at least one physician’s clinics. An evaluation should be completed by the supervising staff athletic trainer and the physician conducting the clinic. If you complete more than one clinic then the evaluation grades will be averaged to determine the grade assigned to this course component. A maximum of two class members may sign-up for any scheduled clinic. Administering a physician’s clinic is an excusable absence from your clinical education site, provided your absence is communicated to your preceptor prior to your absence.

**Preceptor and Clinical Site Evaluations (20 pts each):**
At the conclusion of the clinical education experience you must complete evaluation questionnaires related to your preceptor(s) and clinical education site(s). You will complete these evaluation forms by accessing the posted links within OAKS.

**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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<tr>
<td>70-74 %</td>
<td>C</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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**Policies:**

**Attendance:** Class attendance is vital to success in this course. Therefore, it is your responsibility as the student to attend all class meetings. If extreme circumstances necessitate an absence, you will be held responsible for the class material covered during your absence. You are allowed one (1) *unexcused* absence. Any additional unexcused absences will result in a five percentage-points (5%) deduction from your course final point percentage. Three (3) tardies equals one unexcused absence. Being tardy is considered **reporting to class after the ten (10) minute grace period**. It is your responsibility to see the instructor after class to ensure the absence is changed to a tardy from the initial absence notation. If you enter class late and miss any graded quiz or assignment your ability to complete the assignment will be at the discretion of the instructor.

**Excused Absences:** Absences will be considered for excusal for the following: serious illness, hospitalization, death of a family member or close friend, or attendance at an event representing the College
of Charleston (i.e. athletic team, travel, gospel choir, WAVE, etc.). Appropriate documentation must be provided from the Undergraduate Dean’s Office for an absence to be considered for excusal. However, it is ultimately the professor’s judgment about whether absences are excused, independent of documentation. You are responsible for any class content/assignments you miss due to an absence. Any assignment/exam missed due to an excused absence must be made up within one week to receive full credit. It is your responsibility to schedule make-up work with the instructor.

**Unexcused absences:** Unexcused absences are those absences that do not fall under the criteria for excused absences. In addition, if you arrive for class 10 minutes or more after it has begun or leave class early you will be assigned an unexcused absence. A student accumulates 4 unexcused absences at any point during the semester will be dropped from the class and assigned a grade of WA.

**Meeting Outside of Scheduled Class Time (Clinical Education Component):**
This course requires you participate in athletic training related activities at an assigned clinical education site. On a regular basis throughout the semester you will meet outside of the scheduled class meeting time with your assigned clinical preceptor(s) at their clinical education site(s). Upon acceptance into the Athletic Training Education Program (a prerequisite for enrollment into ATEP 375-003), students accept the responsibility for transportation and additional expenses associated with participation in the clinical education component of this ATEP 375-003 course.

**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. You will be informed of these particular classes. When not being used for note taking or a class activity you should keep these electronic devices turned off (not set to vibrate) and secured inside your backpack, purse, or pocket for the entire class time. If you disrupt class by using your personal electronic device you will be asked to leave the classroom for the remainder of the class meeting time. Any student using an unapproved electronic device during class time will be asked to leave the class and will be assigned an unexcused absence for that class.

**Disability Statement**
This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged. If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me during my office hours.
Honor Code and Academic Integrity
It is expected that you will conduct yourself within the guidelines of the honor code. All academic work should be done with the highest level of honor and integrity that this institution demands. I will report cases of suspected academic dishonesty to the Dean of Students. If you are found responsible by the Honor Board for academic dishonesty you may receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on your transcript for two years after which you may petition for the X to be expunged. You may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students found guilty of committing an honor code violation will also be found in violation of the Athletic Training Education Program Accepted Student Contract warranting suspension or dismissal from the Athletic Training Education Program.

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