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 375-004, 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).

Course 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.

Evidence Based Practice and Research Design
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.
PHP-1 Describe the concepts (eg, 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 (eg, 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.

Emergency Response & Splint fabrication

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).

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.

Professional Development

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-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.

Student Learning Outcomes:

1. Students will be able to critically appraise research studies by applying the PEDro scale to contemporary research study as indicated by earning a grade of B or higher on ATEP 375.05 Assignment #2 - Appraising the Literature.

2. Students will demonstrate their ability to perform a self-assessment of professional competence as indicated by earning a grade of B or higher on ATEP 375.05 Assignment #1 - Board of Certification Examination Self-Assessment.

3. Students will create a multimedia project to educate the public about the professional roles, responsibilities, academic preparation and scope of practice of athletic trainers as indicated by earning a grade of B or higher on ATEP 375.05 Assignment #3 - Student Leadership Committee Video Contest.

Required Texts:
### 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</td>
<td>25 pts</td>
</tr>
<tr>
<td>Assignments (3x25 pts)</td>
<td>Midterm Field Experience Evaluation</td>
<td>45 pts</td>
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<tr>
<td>Class Engagement (12x5 pts)</td>
<td>Final Field Experience Evaluation</td>
<td>85 pts</td>
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<tr>
<td>Content Challenge Quizzes (3x25 pts)</td>
<td>Field Experience Clock Hours</td>
<td>100 pts</td>
</tr>
<tr>
<td>Clinical Integrated Proficiency Exams (3x100 pts)</td>
<td>Summative Report</td>
<td>50 pts</td>
</tr>
<tr>
<td>Final Exam (Exit Interview)</td>
<td>SHS General Medicine Experience</td>
<td>20 pts</td>
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<tr>
<td>Preceptor Evaluation</td>
<td>20 pts</td>
<td></td>
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<tr>
<td>Clinical Site Evaluation</td>
<td>20 pts</td>
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<tr>
<td><strong>Total Class Points:</strong> 590 pts</td>
<td><strong>Total Field Experience Points:</strong> 345 pts</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>935 pts</strong></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 platform. 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 (3x25 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 the question and provide a rationale for why each question response is either correct or incorrect. You must include at least one reference for each response. (2 pts each). You must also identify 2-3 topics from the quiz that you found difficult and feel need to be reviewed and learned. (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 of points for each CIP Exam will be determined by the sum of the 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 are 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 your 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): 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) you, your classmates and the course instructor will meet as a group to discuss the findings from the exit interview. You will receive a grade for this assignment based on the extensiveness of your responses and participation during the group discussion. You will not be graded based on your specific feedback and expressed opinions.

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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<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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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.

SHS General Medical Experience (20 pts): You are responsible for spending 2 four-hour blocks of time observing and assisting physicians and other health care providers at the College of Charleston’s Student Health Services (SHS). You can sign up for an 8:00am-12:00pm block or a 1:00pm-5:00pm block. Your first four-hour block must be completed no later than March 3rd and your second must be completed no later than April 14th. To sign-up for those this experience you must contact SHS. To earn the 10 points available for each experience you must complete, have signed by a SHS provider, and submit to the course instructor the General Medical Observation Experience form.

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 to the clinical education site(s). You can 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 375-005), students accept the responsibility for transportation and additional expenses associated with participation in the clinical education component of this ATEP 375-005 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