Department of Kinesiology & Health Science
ATTR 5231.01 – Athletic Training Clinical I
Summer II 2021

Instructor: Melinda Watts PhD, ATC, LAT
Course Time & Location: M-Th: 1:00-3:00/SG108
Office: HPE 221
Office Hours: Virtual by appointment
Office Phone: 936-468-1721
Credits: Three (3) hours
Other Contact: 972-971-8092 (cell.)
Email: wattlemm@sfasu.edu

Prerequisites: Admittance to Graduate Athletic Training Program (GATP)

I. Course Description:
ATTR 5231: Athletic Training Clinical I (3 credits) is a practicum course required for first year graduate athletic training students in the Graduate Athletic Training Program (GATP) and is taken in the student’s first semester in the program (Summer II). The course requires students to meet two hours daily (M-TH) for five weeks. Instruction is given for introductory skills such as, taping/wrapping, therapeutic interventions, protective equipment methods, and pre-participation exam skills (height/weight, vision, cardiovascular, diabetes, asthma, urinalysis, and allergy). Required course components include practical skill assessments and weekly oral proficiencies. Outside of class preparation is needed for oral proficiencies, and practical skill assessments. Each oral proficiency requires one hour of outside prep (peer practice and final examination) and practical skill assessments require two hours. Students are required to complete 30 hours of clinical experience during the two-week interim under the supervision of a certified athletic trainer. This course requires a minimum of three hours of outside of class preparation for each hour in class to prepare for class and complete assignments.

The course is delivered face to face.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This academic program, along with its courses, is in compliance and supports the vision, mission, goals and core values of the College of Education and Stephen F. Austin State University.

Program Learning Outcomes: The following are addressed within this course:
1. Demonstrate a sound understanding of evidence-based practice concepts and their application by using a systematic approach to ask and answer clinically relevant questions that affect patient care.
2. Demonstrate an ability to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their clients’/patients’ overall health and quality of life while incorporating the importance of nutrition and physical activity in maintaining a healthy lifestyle and in preventing chronic disease (e.g., diabetes, obesity, cardiovascular disease).
3. Demonstrate the ability to perform clinical examination skills in order to accurately diagnosis and effectively treat their patients while applying clinical-reasoning skills throughout the physical examination process. The development of these skills requires a thorough understanding of anatomy, physiology, and biomechanics in order to assimilate data, select the appropriate assessment tests, and formulate a differential diagnosis.
4. Demonstrate a sound understanding and application of the knowledge, planning, and skills in the evaluation and immediate management of the acute care of injuries and illnesses.
5. Demonstrate proficiency in the understanding and application of therapeutic interventions that include therapeutic modalities, therapeutic rehabilitation, and therapeutic medicines designed to maximize the patient’s participation and health-related quality of life.
6. Demonstrate the ability to recognize the role of mental health in injury and illnesses using interventions to optimize the restoration of participation and to refer these individuals as necessary.
7. Demonstrate an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.
8. Assess the development of a desire for professional development, ethical behaviors and responsibilities through a progression of clinical rotations, participation with professional organizations, and understanding of effective supervision and management in the athletic training clinic.
9. Complete the Board of Certification (BOC) requirements for eligibility of the national board examination through the completion of the competencies and proficiencies as set forth and endorsed by the NATA-EC, BOC, and the CAATE.

Student Learning Outcomes:

Standard 66
Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines.
Applicable laws and regulations include (but are not limited to) the following:
• Health Insurance Portability and Accountability Act (HIPAA)
• Family Education Rights and Privacy Act (FERPA)
• Universal Precautions/OSHA Bloodborne Pathogen Standards
• Regulations pertaining to over the counter and prescription medications
Standard 70
Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Exertional sickling, rhabdomyolysis, and hyponatremia
- Wounds (including care and closure)

Standard 74
Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

Standard 78
Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:
- Durable medical equipment
- Orthotic devices
- Taping, splinting, protective padding, and casting

Standard 83
Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

Standard 84
Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over the counter, prescription, and recreational drugs.

Standard 85
Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

Standard 86
Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.

Standard 87
Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.

Standard 90
Establish a working relationship with a directing or collaborating physician.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
The clinical integration of proficiencies associated with the listed competencies will be individually scored and will be the primary component of the course. The clinical experience for students will occur during the two-week interim (8.7-8.21), after the summer II semester. During this time, students will be required to complete a total of 30 clinical hours from SFA football, soccer, or volleyball practices that occur. Please note because the required clinical hours occur after the semester, students will receive a WH as grade for this course. After the required clinical hours have been completed, the grade will be changed to reflect the grade earned for the course. The clinical hours will be graded as the following:

<table>
<thead>
<tr>
<th>Interim Clinical Hours</th>
<th>Points</th>
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<tbody>
<tr>
<td>25-30 hrs</td>
<td>90-100</td>
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<tr>
<td>20-24 hrs</td>
<td>80-89</td>
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<tr>
<td>15-19 hrs</td>
<td>70-79</td>
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The instructor will provide didactic instruction to the student during the class time. The instructor will provide organized, planned visits to students while at designated clinical sites.
You will utilize the Typhon software management program to upload completed proficiency, and skill test documents and document interim clinical hours. It is highly recommended to download Adobe Acrobat Reader DC for completing the proficiency documents.

Proficiencies (40%) –
Refer to D2L accessible via MySFA for digital documents of the Proficiency Forms.

- There will be 2 proficiencies scheduled in class to assess: infrared modality set-up, and wound care & SOAP note writing. Two proficiencies will be assessed during the fall interim with a preceptor. They are pre-participation exam, and environmental conditions/fluids.
- It is your responsibility to show verification that you have practiced the assigned proficiency with a peer before you take the final assessment. The final assessment cannot occur if you do not have an initialed peer practice that occurred at least 24 hours before the assessment.
- Proficiency assessments in the course must be taken with Dr. Watts. The assessments will occur on the Friday morning prior to the due date.
- The student will schedule the two proficiency assessments due at the end of the fall interim (8/20) with a preceptor at SFA. The student will have the fall interim (Aug 7-21) to complete the proficiencies assigned. They both will be due by Friday, Aug 21.
- The digital proficiency document will be uploaded to your Typhon account under -External Documents- select course- ATTR 5321 Clinical I. To receive full grade each proficiency MUST include a hand written signature from the student and preceptor, date of completion, and peer date and initials from practice.
- You will be given three opportunities to successfully pass (80%) the assigned proficiency. ALL third attempts will be postponed and completed after class on Thursday, August 5.

Skill Tests (50%) –
There will be 6 skills tests to assess: Adductor Strain Wrap, Hand & Wrist Taping, Arch Taping, Protective Equipment Fitting, Pharmacology, and Ankle Taping. Refer to the course outline / calendar for dates and weighting.

Assignments (10%) –
Weekly Quizzes (6)
There will be weekly quizzes from content presented during the course, clinical education, and anything from the policy and procedure manual. Any material given during the ATTR 5321 course may be presented on a quiz. Quizzes at times may be hands-on-skills. However, a daily quiz can be given at any time. Be prepared!

IV. Evaluation and Assessments
(Grading): GRADING SCALE
100% – 90% = A  Proficiencies (40%)
89% - 80% = B  Skills Tests (50%)
79% - 70% = C  Assignments/Quizzes (10%)
69% and below = F

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DAY</th>
<th>Monday 6.28</th>
<th>Tuesday 6.29</th>
<th>Wednesday 6.30</th>
<th>Thursday 7.1</th>
<th>Monday 7.5</th>
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<tbody>
<tr>
<td></td>
<td>Introductions; Syllabus</td>
<td>Introduce Proficiency #1: Infrared Modalities Set-up</td>
<td>Quiz #1- Syllabus, Clinical Education, Infrared Modalities, Taping/Wrapping</td>
<td>Skills Test 1: Adductor Strain Wrap</td>
<td>Skills Review</td>
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<td></td>
<td>Clinical education introduction; Typhon</td>
<td>- Patient Positioning, Cryotherapy, Thermotherapy, Electrical Stim and Ultrasound</td>
<td>Introduce Ankle Taping (Skills test 8.5)</td>
<td>Introduce Hand &amp; Wrist Taping</td>
<td>TBA Guest Speaker- Casting and Bracing</td>
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<td>Taping &amp; Wrapping- -Tape Type, Ace Bandages, Uses</td>
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<td>Ankle Taping; Other taping</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Tuesday 7.6</td>
<td>AT/physician relationship Infrared Modality Set-up practice</td>
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<td>Wednesday 7.7</td>
<td>Quiz #2 Typhon Ankle Taping</td>
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<td>Thursday 7.8</td>
<td>Skills Test 2: Hand &amp; Wrist Introduce Arch Taping</td>
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<tr>
<td>Friday 7.9</td>
<td>Proficiency Testing @ 8:30am</td>
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<td>Monday 7.12</td>
<td><strong>Proficiency 1 due: Infrared Modalities</strong> Skills Review Padding w/ Taping &amp; Wrapping</td>
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<td>Tuesday 7.13</td>
<td>Introduce Proficiency 2- Wound Care &amp; SOAP note writing -note writing process; SOAP vs. Progress notes- Typhon CASE LOGS -Wound types, Cleaning, Bandaging, Home Care, Blister Care, Scenarios</td>
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<td>Wednesday 7.14</td>
<td>Quiz #3- Clinical policies, PPE exam, ankle taping Universal Precautions, OSHA regulations Ankle Taping; Arch Taping</td>
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<td>Thursday 7.15</td>
<td><strong>Skills Test 3: Arch Taping</strong> Introduce Protective Equipment -Selection, Fitting, Removal Typhon Case Log Assignment</td>
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<td>Monday 7.19</td>
<td>Environmental Conditions (Proficiency during fall interim) Heat, Cold, Lightning, Prevention EAP; Weather System Alerts; Activity Modifications; Fluid Replacement</td>
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<td>Tuesday 7.20</td>
<td>Review Position Statements Ankle Taping</td>
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<td>Wednesday 7.21</td>
<td>Quiz #4 Pharmacology- OTC; Prescription Medication OTC vs Prescription Medicines, Types, Rules &amp; Regulations w/ Athletes, Home Care, Documentation, etc.</td>
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<td>Thursday 7.22</td>
<td><strong>Skills Test 4: Protective Equipment</strong> Review Pharmacology Ankle Taping</td>
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<td>Friday 7.23</td>
<td>Proficiency Testing @ 8:30am</td>
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<td>Monday 7.26</td>
<td>SFA ATR Orientation &amp; Tour <strong>Proficiency 2 due</strong></td>
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<td>Tuesday 7.27</td>
<td>Introduce Kinesio Taping; Scenarios Ankle Taping</td>
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<td>Wednesday 7.28</td>
<td>Quiz #5 Introduce Pre -Participation Exam (PPE) (Proficiency during Fall Interim) PPE exam components, Vitals assessment; usage of tools, testing, planning the PPE, Rules, Forms</td>
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<td>Thursday 7.29</td>
<td><strong>Skills Test 5: Pharmacology</strong> Typhon Ankle Taping</td>
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<td>Monday 8.2</td>
<td>Skills Review Clinical Sites Tour - Nacogdoches</td>
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<td>Tuesday 8.3</td>
<td>Clinical Sites Tour- Lufkin</td>
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<td>Wednesday 8.4</td>
<td>Quiz #6: (FERPA; HIPAA) HIPPA; FERPA - Complete paperwork for Nacogdoches Memorial Hospital ER/ EMS <strong>Skills Test 6: Ankle (was introduced on 6.30)</strong></td>
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<td>Thursday 8.5</td>
<td><strong><strong>Attend SFA School of Nursing Lab</strong></strong> (After Class: Proficiency and Skills Test Make-up- if needed)</td>
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<td>Friday 8.6</td>
<td>Tentative: Group Orientation for Nacogdoches Memorial ER/ EMS Attire: Khaki pants; SFA Sports Medicine Polo/Shirt tucked, &amp; tennis shoes Bring Driver’s License/ID and a pen Meet at: 2723 Durst Street – Park in the back and enter back door</td>
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TBA- Nursing Sims @ Nursing Building- All attend
*Events may occur that may alter the progression of this course

VI. Readings (Required and recommended—including texts, websites, articles, etc.):
A. Required Text–

B. Other References -
  Brightspace/D2L Site – ATTR 5321

VII. Course Evaluations:
Electronic Evaluation
- Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
  - 1. Course and program improvement, planning, and accreditation;
  - 2. Instruction evaluation purposes;
  - 3. Making decisions on faculty tenure, promotion, pay, and retention.
  As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
- In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at
https://www.sfasu.edu/policies
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CLASS POLICIES:
- Refer to SFA GATP Policies and Procedures Manual.

Professionalism – in the classroom and at clinical sites
- As a student of the GAT program, you will be held accountable for maintaining an appropriate Code of Conduct at all times - in the classroom and at clinical sites.
- Examples may include but are not limited to-
  - Failure to follow the proper chain of communication within the GATP. All inquiries / issues regarding the clinical component of the course should be reported directly to the Clinical Coordinator(s).
  - Failure to respect the rights, welfare and dignity of all individuals associated with the GATP - peers, preceptors and faculty within the GATP and Department of Kinesiology and Health Sciences.
  - Failure to be professional in your language, your appearance and demeanor.
  - Failure to use proper professional email etiquette with any involved party of SFA / GATP.
  - Unauthorized use of technology ie: Cell phones / computers / tablets in the classroom or at clinical sites.
  - Sitting around doing nothing while at ClinicalSites.
  - No homework should be done while at the Clinical Site. Practicing Proficiencies is permitted.
  - Unexcused absences / tardiness in the classroom or at clinical sites - Refer to the Attendance Policy 6.7 -
  - Failure to maintain athlete / patient / clinical site confidentiality.
  - Failure to take responsibility for your own learning. If you do not know, ask…never assume or plead “I didn’t know.”
Technology:

- Cell phones, tablets, or computers may be utilized during class, BUT only for the use of the course. TEXTING is not permissible, nor tolerated. I reserve the right to view your screen at any time. If cell phones are used for class, they should be set to silent or turned off and in a pocket or backpack/bag before class begins. If you are expecting an family emergency call, please notify the instructor at the beginning of the class, and excuse yourself from the classroom.

Attendance:

- It is a necessity. Due to the intensive nature and content presentation of this course, absences could affect the results of your course grade.

Athletic Training Technical Standards Policy:

- Each student must read, understand, and sign the SFA Athletic Training Technical Standards Policy prior to participation in any clinical assignment related to this course. Any student who may need reasonable accommodations to meet the technical standards of this program should notify the course instructor and the Head Athletic Trainer as soon as possible.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

- To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

- Academic Dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to
a. Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;

b. The falsification or invention of any information, including citations, on an assigned exercise; and/or
c. Helping or attempting to help another in an act of cheating or plagiarism.

- **Plagiarism** is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are

  a. submitting an assignment as one's own work when it is at least partly the work of another person;
  b. submitting a work that has been purchased or otherwise obtained from the Internet or another source;
  c. incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**

Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741
IX. Other Relevant Course Information:

- Please ask QUESTIONS.
- Remember, practice makes perfect.
- Establish study groups.
- Do not leave studying to the last minute.
- Purchase and utilize some kind of daily planning tool (i.e. paper planner; reminders of all assignments/tests in phone, etc)