I. Course Description:
ATTR 5222: Athletic Training Clinical II (2 credits) is a practicum course required for graduate athletic training students and is taken in the first fall semester. The course has two credit hours and five contact hours. The instructor spends two contact hours with students in the classroom and spends three clinical contact hours at clinical sites on a weekly basis. The course meets face-to-face once a week for one hour and 50 minutes for 15 weeks. Students receive instruction/review in acute care of injuries and illnesses, clinical examination and diagnosis of the lower extremity, and prevention and health promotion. Course requirements include oral proficiencies, and clinical deliverables—clinical log of outside clinical hours (average of 20 hours a week), evaluation forms (preceptor, clinical site, and student), and completed journal reflection questions. Each oral proficiency requires one hour and thirty minutes of outside-of-class preparation, which includes practices (peer and preceptor) and final examination. All clinical hour deliverables are submitted in Typhon at the end of four-week clinical rotations. Students also present a case study at the end of the semester. A minimum of 45 hours of outside of class preparation for the semester is required for this course.

Prerequisites: Admittance to Athletic Training Major. Successful completion of ATTR 5321.

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. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

PROGRAM LEARNING OBJECTIVES: 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.

COMPETENCY / STUDENT LEARNING OBJECTIVES: - Upon completion of this course the student should be able to:

2020 Course Competencies

Standard 57: Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.
Standard 65: Practice in a manner that is congruent with the ethical standards of the profession.

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:

- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- 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)
- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling, rhabdomyolysis, and hyponatremia
- Diabetes (including use of glucometer, administering glucagon, insulin)
- Drug overdose (including administration of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries

Standard 71: Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:

- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)
- Selecting and using tests and measures that assess the following, as relevant to the patient’s clinical presentation:
  - Cardiovascular system (including auscultation)
  - Endocrine system
  - Gastrointestinal system
  - Genitourinary system
  - Integumentary system
  - Mental status
  - Musculoskeletal system
  - Neurological system
  - Pain level
  - Reproductive system
  - Respiratory system (including auscultation)
  - Specific functional tasks

- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

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 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 90: Establish a working relationship with a directing or collaborating physician.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Assignments:
A.) Clinical Hours - 10% of total grade:

***CLINICAL HOURS SHOULD BE ENTERED DAILY. HOURS NOT ENTERED AT THE END OF THE WEEK WILL NEGATIVELY INFLUENCE THE STUDENT’S GRADE FOR CLINICAL HOURS***

• A clinical week begins on Monday and ends on Sunday.

• The athletic training student will have four-week and two-week clinical experiences throughout the course.

• The minimal clinical hour requirement for this course is clinical hours should not fall below 240 hours. The athletic training student (ATS) should aim to complete on average 20 clinical hours per week across the semester.

• The ATS will have four-week and two-week clinical experiences throughout this course and expose the ATS to a variety of clinical settings. The clinical settings include: SFA sports (football, court and beach volleyball, men’s and women’s basketball, cross country, track and field, softball, baseball, women’s soccer, tennis, and spirit), Nacogdoches Memorial Hospital ER, Nacogdoches County EMS, SFA Student Health Services, Nacogdoches High School, Lufkin High School, Angelina College and Panola College. Clinical experiences that occur during holidays or interims are not required.

• Hours NOT obtained under a certified athletic trainer, or Texas state credentialed athletic trainer WILL NOT count towards the minimum hours set by the curriculum.

• Absences, tardiness, or laziness will not be tolerated.

The student is responsible for finding clinical hours at another clinical site if their assigned site has low hours due to travel, sickness, etc. The student finds the clinical hours by contacting the preceptor at other clinical sites to ask if they can attend due to low clinical hours.

The instructor will provide didactic instruction to the student during the two-hour class time. The instructor will provide organized, planned visits of supervision to students while at designated clinical sites.

<table>
<thead>
<tr>
<th>Grading Scale for Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Hours (four-week average)</td>
</tr>
<tr>
<td>15-20 hrs.</td>
</tr>
<tr>
<td>10-14 hrs.</td>
</tr>
<tr>
<td>5-9 hrs.</td>
</tr>
</tbody>
</table>

B.) Assignments - 20% of total grade:

Students are required to earn a minimum score of an 85% on assignments. Students who earn below an 85% on an assignment will complete remediation given by the instructor, but the earned score of the assignment will remain.

1.) Quizzes

• Quizzes will occur daily and may be delivered in a variety of ways- orally, hands-on application, paper, etc.

• Any of the material introduced from previous class days could be on the quiz

• Come to class prepared!

2.) Case Logs:

• Students will document the patient encounters from their assigned clinical experience in Typhon as case logs.

• The student is required to have a minimum of 20 documented case logs at the conclusion of every four weeks.

• Students will be remediated if they have less than 20 approved case logs for the four weeks. Remediation may include an oral report of all case logs, a written report of case logs, etc.

• Student case logs will also be used in class for activities.

• In order for case logs to count they must be completed correctly.

A completed case log includes:
1. Completed student & Demographic Information (all areas)
2. All Clinical Information completed (time w/ patient, preceptor consult and student participation
3. At least one ICD-10 Diagnosis Code listed and at least one CPT Billing Code listed
4. All procedure/skills done must be selected (at least one selected)
5. Detailed clinical notes written in SOAP format

<table>
<thead>
<tr>
<th>Grading Scale for Case Logs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Case Logs Completed (4 weeks)</td>
</tr>
<tr>
<td>35</td>
</tr>
<tr>
<td>30</td>
</tr>
</tbody>
</table>
3.) 5 x 5 Presentation; 5 slides delivered within 5 minutes
   • Students will create a Power Point presentation on a UNIQUE injury or medical condition observed during one of their clinical rotations.
   • All presentations will be delivered during class of Dead Week. A PDF copy of the slides must be sent electronically to the course instructor no later than 48 hours prior to date of presentation.
   • Please refer to the attached Rubric for the marking criteria.
   • Dress for the presentation, as if you were presenting at a conference.

4.) Preceptor Project- Social Determinants
   • Select two of your clinical experiences from this semester. Discuss with your preceptor the social determinants he/she encounters at their clinical site.
   • Provide answers to the following questions for each clinical site.
     • A) What social determinant condition was identified at the clinical sites?
     • B) What specific steps does the preceptor take to address the conditions of social determinants of patients?
     • C) In what ways has it changed his/her clinical practice? Explain your response.
     • D) What have you learned and explain what strategies you will apply to your own practice?
     • E) What factors of advantage and disadvantage of the following have you seen during your clinical experiences this semester: a) race, gender, ethnicity, religion and/or physical appearance, b) health disparities, c) patient care, d) patient outcome.
     • F) Identify what groups were marginalized at your assigned clinical sites this semester.
   - How did they affect the care and outcome(s) of the patient?

Provide your answers in a written summary. A 2-3 sentence letter from the preceptor with their signature is required to verify evidence of discussion. You should have one letter from each preceptor. You will present your findings in 5-10 minutes during class on WEDNESDAY, DECEMBER 6 and submit your narrative to Typhon.

Clinical Case Study Presentation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Organization</td>
<td>Information has extremely logical content delivery. Lasted 4:30 - 5&quot;.</td>
</tr>
<tr>
<td>Quality of Information</td>
<td>Provided exceptional insight to case study by citing several supporting details and/or examples. Provided enriching content applicable to topic.</td>
</tr>
<tr>
<td>Mechanics / Professionalism</td>
<td>No grammatical, spelling or punctuation errors, followed APA format; exceptional speaking voice, flow; Professional speaking voice; Business attire</td>
</tr>
</tbody>
</table>

Total points = _____ / 30 points possible
Preceptor Project Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outstanding (5)</strong></td>
<td><strong>On Target (4)</strong></td>
</tr>
<tr>
<td><strong>Narrative</strong></td>
<td>The narrative is original, substantive, and offers a clear, insightful, in-depth response to the assignment directions and questions.</td>
</tr>
<tr>
<td><strong>Preceptor Interaction</strong></td>
<td>Extensive evidence is provided that discussion occurred with assigned preceptor(s).</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>Provided exceptional insight to project by citing several supporting details and/or examples. Provided enriching content applicable to topic.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Information has extremely logical content delivery.</td>
</tr>
<tr>
<td><strong>Mechanics / Professionalism</strong></td>
<td>No grammatical, spelling or punctuation errors were noted, followed APA format.</td>
</tr>
</tbody>
</table>

**Total Points: __________/ 25**

5.) OATS (Organization of Athletic Training Students)
   - All students are expected to become a member of OATS and attend meetings.
   - A grade is given at the end of the semester for attendance.

C.) **Proficiencies / Simulations - 40% of total grade:**

   **Proficiencies**
   - Refer to Graduate Athletic Training Policy and Procedures Manual or KIN522 D2L accessible via MySFA.
   - All proficiencies will be located in the course on D2L.
   - It is the responsibility of the student to upload each proficiency into their Typhon account under external documents-
   - select course ATTR 5222 and title by prof title. All proficiencies will be fillable pdfs for the preceptor to complete via computer but may be completed by hand. If the preceptor completes the proficiency by hand, the ATS is responsible for scanning the documents into Typhon.
   - The Management of Emergent Conditions Proficiency will be taken with Dr. Watts.
   - There will be proficiency topics and within each topic will be a number of skills, the student must demonstrate. Topics include will align to the content being instructed during the fall semester and a review of what was learned in ATTR 5321.
   - It is your responsibility to show verification that you have practiced all assigned skills within each proficiency topic with both a PEER and a PRECEPTOR before you take the final assessment. All final assessments should be scheduled with your assigned preceptor, 24 hours in advance. All practices and the final assessment MUST be completed within the scheduled 2-week time frame.
   - For each proficiency, you will be given two opportunities to successfully pass (80%) the final assessment to show competency of that specific skill. ALL 3rd attempts will be scheduled during “dead” week.
   - Proficiency skills will be posted on D2L. All performances/assessments must be completed by the posted due date on each proficiency (that includes a retake). If you are unable to meet a deadline, please notify the course instructor in writing.
   - Comprehensive Proficiency testing will occur during the week of Nov 11-19. The ATS will be assessed over one of the proficiencies that occurred during the semester.

   **Simulations**
   - The student will complete four different simulation tests in the course.
   - Each simulation is to be taken in a serious manner by the student with proper care provided for the specific condition.
Some simulations may occur at the School of Nursing Lab, in which the student will meet at the lab to complete the sim.

Students must earn a minimum score of 70% on the simulation. Student will earn below a 70% will be required to complete remediation given by the instructor, but the earned score of the simulation will remain.

D.) Evaluations – 30% of total grade:
- An orientation survey MUST be completed by the student within the first week of each new facility rotation. This survey is titled “SFA GATP- ATS Clinical Site Orientation” and is found in Typhon under EASI Evaluations / Surveys. This survey orients the student to each new clinical site asking questions like, locations of biohazard container and EAP, what it is the bloodborne pathogen exposure plan, etc.
- At the completion of each clinical site rotation, the preceptor will perform an evaluation on all athletic training students under their supervision (25%). The grade from the preceptor evaluation is recorded for the student.
- The ATS evaluation is to remind the preceptor at least 3 days in advance of the due date of the evaluation.
- The preceptor will complete the ATS evaluation form in Typhon. The preceptor should discuss the completed evaluation with the student. This is your time to ask questions to the preceptor about how you were scored on the evaluation.
- It is the ATS responsibility to ensure the preceptor completes the evaluation prior to the end of the clinical experience. Points will be deducted from the grade given for the evaluation for every day it is late.
- Evaluations of the clinical site and the preceptor will be performed by the athletic training student at the conclusion of each clinical experience (5%). For the ER / EMS clinical experience, only the clinical site is evaluated. These are titled “SFA GATP Clinical Site Evaluation by the ATS” and “SFA GATP Preceptor Evaluation by the ATS” and found in Typhon under EASI Evaluations/ Surveys.
- ALL clinical hours and evaluations are due after the end of each four-week clinical experience - by Sunday 11:59pm. All clinical hours and evaluations are to be completed before the end of the four-week clinical experience.

The ATS will use Typhon to record all clinical hours, complete evaluations, upload completed proficiencies, and record patient case logs.

IV. Evaluation and Assessments (Grading):

GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Clinical Hours</th>
<th>Proficiencies/Sims</th>
<th>Assignments</th>
<th>Evaluations</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% – 90%</td>
<td>A</td>
<td>10%</td>
<td>40%</td>
<td>20%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>89% - 80%</td>
<td>B</td>
<td></td>
<td></td>
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<tr>
<td>79% - 70%</td>
<td>C</td>
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</tr>
<tr>
<td>69% - 60%</td>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>&lt;60%</td>
<td>F</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Grades will be calculated according to the percentages as noted above. Points will be given for hours, evaluations, proficiencies, and assignments. Absences could affect your grade.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DAY</th>
<th>DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 08.30</td>
<td>Introduction; Syllabus; Overview of Policy &amp; Procedure Manual</td>
</tr>
<tr>
<td>2 – 09.06</td>
<td>Introduce Proficiency #1- Emergent Management of Acute Injuries and Illnesses</td>
</tr>
<tr>
<td>3 – 09.13</td>
<td>Quiz 1; Social Determinants; Preceptor Project Scenarios</td>
</tr>
<tr>
<td>4 – 09.20</td>
<td>Quiz 2: Proficiency #1 DUE</td>
</tr>
<tr>
<td>5 – 09.27</td>
<td>Quiz 3: Proficiency #2 DUE</td>
</tr>
<tr>
<td>6 – 10.04</td>
<td>Quiz 4; Proficiency #3 DUE</td>
</tr>
<tr>
<td>7 – 10.11</td>
<td>Quiz 5: Professional &amp; Legal Standards Collaborating Physician Assignment- Collaborating Physician &amp; Athletic Trainer</td>
</tr>
<tr>
<td>8 – 10.18</td>
<td>Quiz 6: Proficiency #4 – Clinical Evaluation of Foot, Ankle, &amp; Lower Leg</td>
</tr>
</tbody>
</table>

***** END OF 4 WEEKS SUNDAY- ALL EVALS DUE & HOURS APPROVED BY SUNDAY NIGHT*****
**ALL DATES AND ASSIGNMENTS ARE TENTATIVE**

Attendance will be recorded daily, but will not have an associated score. Participation with daily discussions is expected.

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

**Required Text:**

The following books from other courses will be utilized:


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education 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; and
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 Policy

**Academic Integrity (4.1)**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been
administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or
permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other
records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of
educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous
work in another context without citing that it was used previously, without any indication of the original source, including words,
ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic
work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or
collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing
and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a
postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for
oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be
assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the
work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F.
If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated
course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf

Student with Disabilities

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 / 468-1004
(TDD) 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 promptly may delay your
accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being

SFA 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat
the whole person – mind, body and spirit. Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741