Department of Kinesiology & Health Science
ATTR 5551.02 Athletic Training Clinical V
Spring 2024

I. Course Description:
ATTR 5551.02: Athletic Training Clinical V (5 credits) is a practicum course and the second section of ATTR 5551.01. The course has five credit hours and five contact hours. The instructor spends two contact hours with students in the classroom and 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 16 weeks. Instruction/review is a comprehensive approach to cover all content that student have learned over the previous academic year. Course requirements include oral proficiencies, clinical experience deliverables- clinical hour log (50-60 weekly hours for first 8 week immersive; 35 weekly hours for remaining 8 weeks), evaluation forms (clinical site, preceptor, and student), and journal reflection questions. Students are also required to present a detailed workbook of their season clinical rotation and a case study of an injury that occurred in the eight-week sport clinical rotation. A professional dissemination is also required, where a student must participate in a professional development project/presentation related to a topic in athletic training. A minimum of 90 hours of outside of class preparation for the semester is required for this course.

Prerequisites: Admittance to Athletic Training Major. Successful completion of ATTR 5551.01.

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.

A. Student Learning Outcomes

Standard 56 Advocate for the health needs of clients, patients, communities, and populations.

Standard 59 Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.

Standard 60 Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.

Standard 61 Practice in collaboration with other health care and wellness professionals.

Standard 62: Provide athletic training services in a manner that uses evidence to inform practice.
Standard 64
Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
- Use an electronic health record to document, communicate

Standard 69: Develop a care plan for each patient. The care plan includes (but is not limited to) the following:

- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient’s goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

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
  - Eyes, ears, nose, throat, mouth, and teeth
  - 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 81: Plan and implement a comprehensive preparticipation examination process to affect health outcomes.

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

A.) Clinical Hours - 15% of total grade:

***ALL CLINICAL HOURS WILL BE LOGGED THROUGH STUDENT'S TYPHON ACCOUNT.***

***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****

- Rules and regulations during clinical experiences will adhere to the Graduate Athletic Training Policy and Procedures Manual.
- The athletic training student will have either an eight week or a sixteen week (full season) clinical experience during the course.
- Clinical hours should not fall below 160 hours (eight-week experience) and 340 hours (full season experience). The athletic training student (ATS) should aim to complete on average 35 clinical hours per week during non-immersive period and greater during the immersive period, but also could be less dependent on the clinical site.
- You will have an immersive clinical experience during the first 8-weeks of the course. During the immersive clinical experience, you will attend face to face classes on Mondays. Mondays are deemed your designated day off from your clinical experience for class attendance.
- An additional day off from your clinical experience is required (Tues-Sunday) for the week. The day (Tues-Sun) is set by your assigned preceptor. This is required for the entire spring semester. If this does not occur it is your responsibility to inform Dr. Watts.
- For the remainder of the immersive week, you are expected to mirror the daily clinical hours of your preceptor, as set forth by their preceptor (e.g. 8:00am-5:00pm). Students cannot exceed 60 hours in a clinical week (M-F).
- Speciality Healthcare clinical experiences, you are expected to gel a minimum of 20 hours per week of M-F if classes on Monday allow attendance. The specialty healthcare experience is the only period where the ATS may attend on Monday, due to having set Saturday and Sunday days off.
- 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.
- Clinical experiences WILL occur during dead week for All ATS, and during finals week for Level II students. You are also expected to work during holiday periods, i.e.: Spring Break as designated by the assigned preceptor.
- Clinical hours done at the end of the fall semester and prior to the start of the spring semester will be reported in the ATTR 5551.02 class.

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.

Grading Scale for Clinical Hours (100pts possible)

<table>
<thead>
<tr>
<th>Season Sport / Full semester</th>
<th>Clinical Hours (average of four weeks)</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>400-500 clinical hours = 81-100pts</td>
<td>30 - 35 hrs.</td>
<td>90-100</td>
</tr>
<tr>
<td>300-399 clinical hours = 61-80 pts</td>
<td>29 - 24 hrs.</td>
<td>80-89</td>
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<tr>
<td>&lt; 300 clinical hours = 60 pts</td>
<td>23 - 19 hrs.</td>
<td>70-79</td>
</tr>
</tbody>
</table>

Grade for the Immersive experience are dependent upon the ATS mirroring their preceptor’s hours.

B.) Evaluations – 20% of total grade:

- During all clinical experiences, evaluations (ATS, preceptor, and clinical site) will be completed every 4 weeks throughout the experience.
- During and/or at the completion of each clinical site rotation, the preceptor will perform an evaluation on all athletic training students under their supervision. During 8-week and full semester / season sport rotations, evaluations will be completed mid-way through the rotation as well. For example: An 8-week rotation – an evaluation will be completed at 4 weeks and at completion. Similarly, for a full semester / season sport, an evaluation will be competed at 4, 8, and 12 weeks and at completion.
- An orientation survey MUST be completed by the student within the first week of each NEW facility rotation. This survey is titled “SFA GATP - Clinical Site Orientation (ATS)” and is found in Typhon under EASI Evaluations / Surveys.
- At the completion of each clinical site rotation, the preceptor will perform an evaluation on all athletic training students under their supervision.
- 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 experience. These are titled “SFA GATP Clinical Site Evaluation (ATS)” and “SFA GATP Preceptor Evaluation” and found in Typhon under EASI Evaluations / Surveys.
- ALL clinical hours and evaluations are due on the Monday (prior to class time, 8:00am) after the end of every four weeks. Points will be deducted if the orientation survey, clinical site, or preceptor evaluations are late.
The ATS will use Typhon to record all clinical hours, complete evaluations, upload completed proficiencies, and record patient cases. The following clinical skills are required to be performed at specific clinical sites. The clinical skills should be selected under the procedures/skills in the case log.

C. Proficiencies - 35% of total grade:

- Refer to Graduate Athletic Training Policy and Procedures Manual.
- All proficiency skills will be located in the course on Brightspace. 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.
- It is the responsibility of the student to upload each proficiency into their Typhon account under external documents- select course ATTR 5551.02 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 must scan the documents into Typhon.
- 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 on different dates. 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.
- ATS in the 8-week specialty healthcare rotation MUST perform the practice & final proficiency with Dr Watts. To schedule the practice and final assessment, Dr Watts must be contacted via email no less than 48 hours prior to your requested proficiency date.
- 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.
- Comprehensive Proficiency testing will occur during the week of April 22-26. The ATS will be assessed over one of the proficiencies that occurred during the semester.

E.) Assignments - 20% of total grade:

1.) Quizzes
    - Quizzes may be delivered in a variety of ways- orally, hands-on application, paper, etc.
    - Any of the material covered from the previous class days could be on the quiz
    - Come to class prepared!

2.) Journal Reflections
    - Periodically throughout the semester journal reflections will occur. The assignment is completed during class.
    - Journal reflections are worth 10 points.

3.) Case Logs
    - Students will document the patient encounters from their assigned clinical experience in Typhon as case logs.
    - During the IMMERSIVE period the student is required to have 25 documented case logs at the conclusion of every four weeks. Less than 25 case logs results in a 0.
    - During the NON-IMMERSIVE period the student is required to have 15 documented case logs at the conclusion of every four weeks. Less than 15 case logs results in a 0.
    - 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>IMMERSIVE PERIOD - Grading Scale for Case Logs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Case Logs Completed (4 weeks)</td>
</tr>
<tr>
<td>25</td>
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<tr>
<td>&gt;25</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NON-IMMERSIVE PERIOD - Grading Scale for Case Logs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Case Logs Completed (4 weeks)</td>
</tr>
<tr>
<td>15</td>
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<tr>
<td>&gt;15</td>
</tr>
</tbody>
</table>

4.) Season Workbook
If you are in your Season Sport / Full semester, your assignment will be: Workbook - 20% of total grade (20 points each submission = 80 total points)
- Diary of monthly fieldwork experience. To be submitted on the last day of the ending of a 4th week period = totaling 4 submissions / semester, no matter the clinical experience.
- Diary should include but not limited to topics such as time spent at clinical site, work performed, conditions treated and treatments administered.
- Progression of skills, interaction and involvement with the athletes / team and management should be evident in the diary.
- Compile self-reflective notes on the nature and extent of the learning opportunities.
- Prepare and present a power point presentation of your experience.

**OR**

8-Week Case Study
If you are in the 8-week rotation, your assignment will be: Case Study presentation – 20% of total grade
- Present a case study – injury, treatment technique

*Those in a basketball (split AY rotation) will do the Case Study during the fall semester and the Workbook during the spring semester. Everyone will end up doing both, as to when it is completed will be dependent on your clinical assignments.

**Workbook Presentation Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>10</td>
</tr>
<tr>
<td>Quality of Information</td>
<td>8</td>
</tr>
<tr>
<td>Quality of Self-Reflection</td>
<td>5</td>
</tr>
<tr>
<td>Mechanics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**8-Week Case Study Presentation Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>10</td>
</tr>
<tr>
<td>Quality of Information</td>
<td>8</td>
</tr>
<tr>
<td>Quality of Lit Review</td>
<td>5</td>
</tr>
<tr>
<td>Review</td>
<td>3</td>
</tr>
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<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Total points = ________ / 40 points
their time in the program. The health professional clinical sites include Memorial Hospital ER, Nacogdoches County EMS, SFA

The ATS will use their Typhon account to reflect upon their clinical experiences with different healthcare professionals throughout the term rehab (minimum 4 weeks) patient from their immersive experience where they have provided care for initial injury to RTP. The ATS will utilize the patient’s data in Typhon to report patient-based outcomes and create a treatment plan. The ATS will print the patient record, present the patient case, and treatment plan in written form.

6.) Preceptor Project
These projects will utilize the athletic training student’s assigned preceptor to encourage discussion of topics to complete each project.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outstanding (5)</td>
</tr>
<tr>
<td>Narrative</td>
<td>The narrative is original, substantive, and offers a clear, insightful, in-depth response to the assignment directions.</td>
</tr>
<tr>
<td>Policy</td>
<td>Provided exceptional content for each component of the policy</td>
</tr>
<tr>
<td>Quality of Information</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>Presentation</td>
<td>Presentation has extreme content delivery.</td>
</tr>
<tr>
<td>Mechanics / Professionalism</td>
<td>No grammatical, spelling or punctuation errors were noted, followed APA format.</td>
</tr>
</tbody>
</table>

7.) Reflection- Professional Communication
The ATS must communicate effectively during their clinical experiences with the following individuals:
- Patients
- Family members of patient
- Coaches
- Administrators
- Other health care professionals
The student writes a reflection describing how he/she has communicated with each of the individuals listed above.

8.) Reflection- Advocating for health needs of the patient
The ATS will reflect on patient encounters they have submitted throughout their time as a level II ATS. They will provide two patient examples of when they advocated for the health needs of the patient. In addition, the ATS will list strategies to develop and how they will develop the strategies, in order to continue advocating for the health needs of patients as a future healthcare professional.

9.) Reflection- Healthcare Professionals
The ATS will use their Typhon account to reflect upon their clinical experiences with different healthcare professionals throughout their time in the program. The health professional clinical sites include Memorial Hospital ER, Nacogdoches County EMS, SFA.
Student Health Services, and the specialty healthcare clinical experience block. The specialty healthcare clinical sites include Regional or Nacogdoches Medical Center Physical Therapy, surgery observations, Overturf Orthopedics, Nacogdoches Neurosurgery, Nacogdoches Podiatry and Nacogdoches Health Partners (general physician).

The ATS will answer the following questions for the reflection project;
A) Explain what was learned at each clinical experience
B) How did each health professional differ with their clinical evaluation process?
C) Explain how you collaborated with each health professional at the clinical sites.

<table>
<thead>
<tr>
<th>Outstanding (10)</th>
<th>On target (8)</th>
<th>Under-developed (6)</th>
<th>Did not follow all instructions (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection is original, substantive, and offer clear, insightful, in-depth responses to the prompts, and questions. It is extremely evident that student provided to the reflection from patient encounters.</td>
<td>Reflection is right on target, clear, reasonable, well-developed to the prompts and questions. It is evident that student provided to the reflection from patient encounters.</td>
<td>Reflection is brief and/or too general, and/or vaguely align to prompts and questions. It is unclear if student provided to the reflection from patient encounters.</td>
<td>Reflection is minimal/absent and/or vague in content, and/or do not align to prompts, and questions. It is evident that no reflection from patient encounters was provided.</td>
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</table>

Total points: _______ / 10

10.) High School Physicals
The ATS will participate in the administration of physicals at the local high school. The ATS will receive a grade of pass or fail. Fail will be given if the ATS does not participate and/or attend the physicals.

**BE PREPARE AT ANY TIME TO PARTICIPATE AND DEMONSTRATE CLINICAL SKILLS, ALL SITUATIONS ARE TO BE ACTED AS IF REAL.**

IV. Evaluation and Assessments (Grading):

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Clinical Hours</th>
<th>Proficiencies and Sims</th>
<th>Assignments</th>
<th>Evaluations</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% - 90%</td>
<td>A</td>
<td>15%</td>
<td>35%</td>
<td>15%</td>
<td>35%</td>
<td>Refer to the Attendance policy in Section VIII - Ethics and Other Policy Information.</td>
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<tr>
<td>89% - 80%</td>
<td>B</td>
<td></td>
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<tr>
<td>79% - 70%</td>
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<tr>
<td>69% - 60%</td>
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<td>&lt;60%</td>
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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 OF</th>
<th>DISCUSSION</th>
<th>REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1.15.23</td>
<td>Martin Luther King Jr. HOLIDAY</td>
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<tr>
<td>2 – 1.22</td>
<td>Introduction; Syllabus; Reflections; Projects</td>
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<tr>
<td></td>
<td>Introduce Proficiency #1 – Organization &amp; Administration</td>
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<tr>
<td>3– 1.29</td>
<td>Proficiency #1 - Organization &amp; Administration (Complete in Class)</td>
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<tr>
<td></td>
<td>Introduce Proficiency #2 - Management of Emergency Conditions</td>
<td></td>
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<tr>
<td>4 – 2.5</td>
<td>Review Emergency Conditions</td>
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<td></td>
<td>Employment as an Athletic Trainer; JOBS</td>
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<tr>
<td>5 – 2.12</td>
<td>Proficiency #2 Due</td>
<td></td>
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<tr>
<td></td>
<td>Introduce Proficiency # 3- Clinical Evaluation of Spine</td>
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<tr>
<td></td>
<td>Spine Boarding</td>
<td></td>
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<tr>
<td>6 – 2.19</td>
<td>Check In</td>
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<tr>
<td></td>
<td>Simulation #1</td>
<td></td>
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<td></td>
<td>Taping Skills / Scenarios</td>
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<tr>
<td>7 – 2.26</td>
<td>Review of Gen Med Conditions</td>
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<td></td>
<td>Clinical Skills; Review Scenarios</td>
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<tr>
<td>Week</td>
<td>Event</td>
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</tbody>
</table>
| 8- 3.4 | **Proficiency #3 Due**; CE of Injury Review- Palpations, ROM, Tests  
Introduce Prof. #4- Clinical Evaluation of Injury (LE, UE, Gen Med) |
| 3.11 | *****SPRING BREAK***** |
| 9- 3.18 | Simulation # 2  
CHECK IN; Clinical Scenarios/ Skill Reviews |
| 10- 3.25* | **BOC Prep- *****NO CLASS******  
Select a Unique Case Log in Typhon for Next week. |
| 11 – 4.1* | Clinical Scenarios / Skill Reviews  
Case Log Discussions |
| 12 – 4.8 | Guest Speaker: Loree McCary – Caring for the AT; Tips for Transition to  
Professional; NATA/SWATA Involvement |
| 13– 4.15 | Prof. #4 DUE- Clinical Evaluation of Injury (LE, UE, Gen Med)  
Simulation #3; Clinical Skills |
| 4.22 – 4.26 | Comprehensive Final Proficiency Testing w/ Dr. Watts |
| 14 – 4.22 | Advocating for Patient- Reflection Due  
NURSING SIMS @ SON |
| 15 – 4.29 | Dead Week  
Case Study Presentations (4 CS)  
Healthcare Professionals Reflection Due |
| 16- 5.6 | FINALS  
Workbook/ Case Study Presentations (4 WB)  
Health Informatics EBP Case Study Due (16-week CE Only) |

*BOC Testing Window 3.23- 4.6*

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

Required Text:
The following books from other courses will be utilized:

Other Suggested Outside References:
- Campus Pipeline student account
- Journal of Athletic Training
- NATA News

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
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.
For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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 content 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. For additional information, go to [https://www.sfasu.edu/docs/hops/04-106.pdf](https://www.sfasu.edu/docs/hops/04-106.pdf).

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

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/docs/hops/02-206.pdf](https://www.sfasu.edu/docs/hops/02-206.pdf).

**Students 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/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

**Other important course-related policies:**

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: Resources**

**On-campus Resources:**

The Dean of Students Office (Rusk Building, 3rd floor lobby)

[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)

936.468.7249

dsos@sfasu.edu

SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)

Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

936.468.1041

SFASU Human Services Counseling Clinic Human Services, Room 202

[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)

dos@sfasu.edu

936.468.7249

SFA Human Services Counseling Clinic Human Services, Room 202

[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

936.468.1041

SFA Human Services Counseling Clinic Human Services, Room 202

[www.sfasu.edu/humanservices/139.asp](http://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)
- Crisis Text Line: Text HELLO to 741-741