

**ATTR 2300 – INTRODUCTION TO ATHLETIC TRAINING
SPRING 2018**

ATTR 2300 is a required course for the Bachelor of Science in Athletic Training Program.

**College of Health Sciences
Department of Kinesiology**

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 recommended.
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Text/Readings:

Required Textbook: Prentice, W. E. (2016). *Principles of Athletic Training: A Competency-Based Approach* (16th ed.). McGraw-Hill, ISBN: 0078022649

Additional Sources and Readings:

Buell, J.L., Franks, R., Ransone, J., Powers, M.E., Laquale, K.M., Carlson-Phillips, A. (2013). National Athletic Trainers' Association Position Statement: Evaluation of Dietary Supplements for Performance Nutrition. *Journal of Athletic Training*. 48(1):124–136 doi: 10.4085/1062-6050-48.1.16

Casa, D.J., Guskiewicz, K.M., Anderson, S.A., Courson, R.W., Heck, J.F., Jimenez, C.C., McDermott, B.P., Miller, M.G., Stearns, R.L., Swartz, E.E., Walsh, K.M. (2012). National Athletic Trainers' Association Position Statement: Preventing Sudden Death in Sports. *Journal of Athletic Training*. 47(1):96–118

McCrory, P., Meeuwisse, W. H., Aubry, M., Cantu, B., Dvořák, J., Echemendia, R. J., ... & Turner, M. (2013). SCAT3. *British Journal of Sports Medicine*. 2013c, 47(5), 259-262.

Neal, T.L., Diamond, A.B., Goldman, S., Klossner, D., Morse, E.D., Pajak, D.E., Putukian, M., Quandt, E.F., Sullivan, J.P., Wallack, C. Inter-Association Recommendations in Developing a Plan for Recognition and Referral of Student Athletes with Psychological Concerns at the Collegiate Level: A Consensus Statement

Prehospital Care of the Spine Injured Athlete: A Document From the Inter-Association Task Force for Appropriate Care of the Spine-Injured Athlete (2001).

Walsh, K., Cooper, M., Holle, R., Rakov, V., Roeder, W., Ryan, M. (2013). National Athletic Trainers' Association Position Statement: Lightning Safety for Athletics and Recreation. *Journal of Athletic Training*. 48(2):258–270 doi: 10.4085/1062-6050-48.2.25

www.DrugFreeSport.com

Course Description: The course is an introduction to the profession of Athletic Training. Topics include care, treatment, and rehabilitation of athletic injuries. Laboratory experiences are provided to assist the student with athletic injury scenarios. Prerequisite: None. Credit 3.

This course meets from 11-12:20pm on Monday and Wednesday in HKC 240 (January 17, 2018 –May 10, 2018)

Please note that this course is intended for students seeking admission into the B.S. in Athletic Training Program at Sam Houston State University. Students must earn a minimum of a “B” in this course to meet the admission pre-requisite requirements for this course.

Standards Matrix:

| Objectives/Learning Outcomes Upon completion of this course, the student will be able to: | Activities (* indicates field-based activity) | Performance Assessment | Standards: • <i>CAATE Competencies</i> |
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| Describe and Implement disinfectant procedures to prevent the spread of infectious diseases and comply with the Occupational Safety and Health Administration (OSHA) and other federal regulations of to control bloodborne pathogens. | Chapter Readings, Classroom Discussion/Lecture, Clinical Observation Experiences* | Test 1 Bloodborne Pathogens Quiz Final Examination | <i>PHP-7</i> |
| Summarize the history and development of the athletic training profession and explain legal, moral, and ethical parameters that define the scope of practice and identify proper roles and responsibilities of the Certified Athletic Trainer. | Chapter Readings, Classroom Discussion/Lecture, Clinical Observation Experiences* | Test 1 Final Examination | <i>AC-1 & AC-2</i> <i>PD-1</i> |
| Differentiate the roles and responsibilities of the athletic trainer from those of other medical and allied health professionals who provide care to patients involved in physical activity. | Chapter Readings, Classroom Discussion/Lecture, Clinical Observation Experiences* | Test 1 Final Examination | <i>PD-8</i> <i>HA-1</i> |

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| Explain the role and function of the state athletic training practice acts and registration, licensure, and certification agencies along with professional organizations that influence the practice of athletic training. | Chapter Readings, Classroom Discussion/Lecture, Clinical Observation Experiences* | Test 1 Final Examination | <i>PD-2, PD-3, PD-4 PD-6</i> |
| Describe the impact of organizational structure and issues relative to operating an athletic training program in a variety of healthcare settings. | Chapter Readings, Classroom Discussion/Lecture, Clinical Observation Experiences* | Test 1 Final Examination | <i>HA-1, HA-2</i> |
| Describe basic healthcare facility design for safe and efficient clinical practice and patient care. | Chapter Readings, Classroom Discussion/Lecture, Clinical Observation Experiences* | Test 1 Final Examination | <i>HA-5</i> |
| Identify and explain the recommended or required components of a per-participation examination based on appropriate authorities' rules, guidelines, and/or regulations. | Chapter Readings, Classroom Discussion/Lecture | Test 1 Final Examination | <i>PHP-8, PHP-9 HA-23</i> |
| Identify the components of a medical record, statutes that regulate privacy and security of medical records (HIPAA, FERPA), and use documentation strategies. | Chapter Readings, Classroom Discussion/Lecture, Clinical Observation Experiences* | Test 1 Final Examination | <i>HA-9, HA-10, HA-11</i> |
| Describe basic legal concepts as they apply to a healthcare provider's responsibilities (e.g. liability, negligence, informed consent, assumption of risk, product liability). | Chapter Readings, Classroom Discussion/Lecture, Clinical Observation Experiences* | Test 1 Final Examination | <i>HA-18</i> |

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| Explore and explain the various types of insurance which protect the patient, and those which protect the healthcare provider. | Chapter Readings, Classroom Discussion/Lecture, Health Insurance Assignment | Test 1 Health Insurance Assignment Final Examination | <i>HA-25</i> |
| Identify the principles of conditioning including the evaluation of strength, flexibility, and cardiorespiratory endurance for both athletic performance and injury prevention. | Chapter Readings, Classroom Discussion/Lecture | Test 1 Final Examination | <i>PHP-24, PHP-25, PHP-26, PHP-27, PHP-29</i> |
| Define evidence-based practice as it relates to the clinical practice and decision making. | Chapter Readings, Classroom Discussion/Lecture, EBP Assignment, Clinical Observation Experiences* | Test 2 EBP Assignment Final Examination | <i>EBP-1, EBP-2</i> |
| Describe and implement a systematic approach to create and answer a clinical question including the development of a relevant clinical question, conducting a literature search, and differentiating between types of research studies. | Chapter Readings, Classroom Discussion/Lecture, EBP Assignment | Test 2 EBP Assignment Final Examination | <i>EBP-4, EBP-5, EBP-6, EBP-7, EBP-8</i> |
| Design a meal plan to fit specific patient needs (losing or gaining weight, pre-activity, post-activity, performance, etc.) using the principles of caloric balance along six classes of nutrients and their role in enhancing performance and preventing injuries. | Chapter Readings, Classroom Discussion/Lecture | Test 2 Nutrition Plan Assignment Final Examination | <i>PHP-32, PHP-34, PHP-35, PHP-36, PHP-37, PHP-41</i> |

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| Explain usage patterns, banned substances, and effects for commonly used dietary supplements, performance enhancing drugs, and recreational drugs. | Chapter Readings, Classroom Discussion/Lecture, In-Class Activity (DrugFreeSport.com) | Test 2 Final Examination | <i>PHP-48, PHP-49</i> |
| Recognize the signs and symptoms of disordered eating and eating disorders, and identify the appropriate method of management and referral for these conditions which are consistent with current practice guidelines. | Chapter Readings, Classroom Discussion/Lecture | Test 2 Final Examination | <i>PHP-46, PHP-47, AC-36d</i> |
| Identify causes, recognize signs and symptoms, and manage heat and cold related illnesses. | Chapter Readings, Classroom Discussion/Lecture, Environmental Conditions Assignment | Test 2 Environmental Conditions Assignment Final Examination | <i>PHP-10, PHP-11, PHP-12, AC-27, AC-28, AC-29, AC-30</i> |
| Discuss precautions that should be taken to prevent injuries and illnesses related to environmental conditions (e.g. lightening, heat illness, hypothermia, sun exposure, air pollution, urine color, body weight recording). | Chapter Readings, Classroom Discussion/Lecture, Environmental Conditions Assignment, Skills Lab #1 | Test 2 Environmental Conditions Assignment Skills Lab #3 Final Examination | <i>PHP-10, PHP-11, PHP-12, PHP-14, PHP-17d, PHP-17e, PHP-17i</i> |
| Measure and evaluate heat index and Web Bulb Globe Temperature (WBGT) as to determine appropriate restrictions and precautions regarding participation in physical activities. | Chapter Readings, Classroom Discussion/Lecture, Environmental Conditions Assignment, Skills Lab #1 | Test 2 Environmental Conditions Assignment Skills Lab #3 Final Examination | <i>PHP-12, PHP-13</i> |
| Select and fit selected protective equipment properly (e.g. football helmets, shoulder pads, and running shoes). | Chapter Readings, Classroom Discussion/Lecture, Skills Lab #2 | Test 2 Skills Lab #4 Final Examination | <i>PHP-20, PHP-21, PHP-22, PHP-23</i> |

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| Describe the emergency management of on-the-field acute injuries including the execution of an Emergency Action Plan (EAP), primary and secondary survey, and acute care of life-threatening injuries. | Chapter Readings, Classroom Discussion/Lecture | Test 1 & 3 Final Examination | <i>AC-4, AC-6, AC-7</i> |
| Demonstrate emergency management of musculoskeletal injuries including splinting and techniques for moving and transporting injured patients. | Chapter Readings, Classroom Discussion/Lecture, Skills Lab #3 | Test 1 Skills Lab #1 Final Examination | <i>AC-37, AC-38, AC-39, AC-40, AC-41, AC-42</i> |
| Demonstrate bandaging and wound closing techniques to manage bleeding and open skin wounds. | Chapter Readings, Classroom Discussion/Lecture, Skills Lab #4 | Test 1 Skills Lab #2 Final Examination | <i>AC-19, AC-20, AC-21, AC-22</i> |
| Explain the etiology and prevention guidelines associated with cervical spinal injuries as a cause of sudden death during physical activity. | Chapter Readings, Classroom Discussion/Lecture Spinal Stabilization Assignment Skills Lab #5 | Test 3 Spinal Stabilization Assignment Skills Lab #5 Final Examination | <i>PHP-17h</i> |
| Utilize spinal stabilization and equipment removal techniques for situations which involve injuries to the head and neck. | Chapter Readings, Classroom Discussion/Lecture, Spinal Stabilization Assignment, Skills Lab #5 | Test 3 Spinal Stabilization Assignment Skills Lab #5 Final Examination | <i>AC-8, AC-9, AC-10, AC-23, AC-24, AC-25, AC-26, AC-36c, AC-42</i> |
| Identify signs and symptoms of head injuries including concussions, and utilize the SCAT3 to assess cognitive functioning. | Chapter Readings, Classroom Discussion/Lecture, In-Class Activity (SCAT 3) | Test 3 Final Examination | <i>PHP-17c, AC-34, AC-36b,</i> |

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| Utilize injury evaluation terminology to execute the HOPS off-the-field evaluation scheme and SOAP note organization process for documenting the findings of the evaluation. | Chapter Readings, Classroom Discussion/Lecture, In-Class Activity (SOAP Notes) | Test 3 Final Examination | <i>AC-5,</i> <i>HA-11</i> |
| Identify the various methods by which drugs can be administered. | Chapter Readings, Classroom Discussion/Lecture | Test 3 Final Examination | <i>TI-24, TI-27</i> |
| Explain the difference between administering and dispensing medications, and the legal considerations for administering medications to the athletic population. | Chapter Readings, Classroom Discussion/Lecture | Test 3 Final Examination | <i>TI-21, TI-22</i> |
| Categorize the various drugs that can be used to treat infection, reduce pain and inflammation, relax muscles, treat gastrointestinal disorders, treat symptoms of colds and congestion, and control bleeding. | Chapter Readings, Classroom Discussion/Lecture | Test 3 Final Examination | <i>TI-29, TI-30</i> |

Web address for *CAATE standards*: <http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>

Course Format:

The content of this course is delivered in a traditional classroom setting, with Blackboard serving as an ancillary resource. In addition, course concepts are learned through self-study, in class skill lab activities, classroom discussions, and minimum of 100 hours of clinical observation experience. Evaluation consists of professor assessments of examinations, skills lab activities, assignments, clinical observation hours, and clinical evaluation.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important:

1. Learning to *apply* course material (to improve thinking, problem solving, and decisions).

Course Content (Tentative Course Schedule):

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| WEEK 1 | Jan 17 | Course Overview/Resources Syllabus Acknowledgement and Course Introduction on Blackboard (Bb) |
| WEEK 2 | Jan 22 | Guest Speaker – Dr. Williams, AT Program Director AT Student Handbook Discussion and Questions Emergency Action Planning (EAPs) – Essential elements of an EAP Handbook Acknowledgment and Quiz, EAP Quiz (Bb) Clinical Site Orientations with Preceptor |
| | Jan 24 | Guest Speaker – Mr. Grahovec, Clinical Education Coordinator Overview of Clinical Observation Experience Expectations ATrack review for logging clinical experience hours Clinical Assignments |
| WEEK 3 | Jan 29 | Guest Speaker – Dr. Williams, AT Program Director Ch 14-Infectious Diseases, Blood-borne Pathogens, and Universal Precautions (Proper use of gloves and biohazard equipment) BBP Quiz (Bb) <i>Note: Students must successfully complete Blood-borne Pathogens Training and the quiz prior to beginning any clinical observation experience hours</i> |
| | Jan 31 | Chapter 12 – On-the-field Acute Care and Emergency Procedures Lecture – First Aid Skills Lecture [Start Clinical Observation Rotations once cleared by Dr. Williams] |
| WEEK 4 | Feb 5 | Chapter 12 – Skills Lab #1 – Splinting, Crutch Fitting & Use |
| | Feb 7 | Chapter 12 – Skills Lab #2 – Wound Care, Bandaging, and Closing Wounds |
| WEEK 5 | Feb 12 Feb 14 | Chapters 1-2 - The Athletic Trainer as a Healthcare Provider Chapters 1-2 - The Athletic Trainer as a Healthcare Provider |
| WEEK 6 | Feb 19 Feb 21 | Chapter 3 – Legal Concerns and Insurance Issues Chapter 4 – Fitness and Conditioning Techniques Health Insurance Assignment Due |
| WEEK 7 | Feb 26 Feb 28 | Chapter 4 – Fitness and Conditioning Techniques Test 1 Review (Chapters 12, 1-4 including skills labs) |
| WEEK 8 | Mar 5 Mar 7 | Test 1 (Chapters 12, 1-4 including skills labs) Chapter 5 – Nutrition and Supplements |
| Spring Break – Mar 12 – Mar 16 | | |

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| WEEK 9 | Mar 19 | Chapter 5 – Creating a Nutrition Plan and Using Drug Free Sport Resources Start 7 Day Food Log and Nutrition Plan |
| | Mar 21 | Chapter 6 – Environmental Conditions (Heat Illnesses) |
| WEEK 10 | Mar 26 | Chapter 6 – Environmental Conditions (Heat Illnesses) Review of Environmental assignment Weight Chart/Urine color observation |
| | Mar 28 | Guest Speaker – Dr. Williams- Introduction to Evidence Based Practice Last Day of 1st Clinical Rotation- Preceptor Evaluations are due Clinical Site Orientations with Preceptor - Clinical Rotation #2 Begins today |
| WEEK 11 | Apr 2 | Chapter 6 – Skills Lab #3 – Evaluating Heat Index and WBGT and Implementing Appropriate Restrictions to Activity Nutrition Plan Assignment Due |
| | Apr 4 | Chapter 6 - Environmental Conditions (Cold Illnesses and Lightening) Skills Lab #3 Due |
| WEEK 12 | Apr 9 | Chapter 6 - Continued Chapter 7 - Protective Equipment |
| | Apr 11 | Chapter 7 – Skills Lab #4 – Fitting Helmets, Shoulder Pads and Shoes Skills Lab #4 Due |
| WEEK 13 | Apr 16 | Chapter 12 – On-the-field Acute Care and Emergency Procedures - Spinal Stabilization Assignment |
| | Apr 18 | Test 2 (Chapters 5-7 and EBP) |
| WEEK 14 | Apr 23 | Chapter 12 – Skills Lab #5 – Practice Spinal Stabilization and Equipment Removal Writing a SOAP Note |
| | Apr 25 | Guest Speaker –Head Injuries and Concussion Management (On-the-field management) Using the SCAT 3 Concussion Instrument Spinal Stabilization Assignment Due |
| WEEK 15 | Apr 30 | Chapter 17 – Pharmacology, Drugs, and Sports SOAP Note Due |
| | May 2 | Chapter 17 – Pharmacology, Drugs, and Sports Pharmacology Assignment Due |
| WEEK 16 | May 9 (Noon) | Final Exam- Test 3 (Ch 12, 17, Head Injuries, and SOAP notes) <i>Must have a minimum of 100 Clinical Observation Hours Logged</i> Clinical Evaluation #2 Due |

Course Requirements and Expectations:

1. **Technical Requirements:** Students must have access to the Internet, Blackboard, and e-mail. Additional information about Blackboard can be found <http://distance.shsu.edu/current-students/> . Although not required, it is recommended that you install the Blackboard Learn App to your phone or tablet. This app will enable you to get notifications directly to your phone or tablet when announcements or assignments are posted, and when grades are made available. It is recommended that you log in and check Blackboard daily for updates. For any technical support issues with Blackboard, call 936-294-2780 or e-mail blackboard@shsu.edu .
2. **Communication and E-mail Etiquette.** Questions about the course should be asked during or after class as appropriate. However, if a question does arise outside of class, it is advised that the student e-mail the instructor directly at DLeNorman@shsu.edu . When e-mailing the course instructor, provide the following:
 - Include the course number in the subject line of your e-mail (please remember that the instructor may be teaching multiple courses during any given semester).
 - Following the course number, provide a meaningful subject to your e-mail. This helps to clarify what your message is about or pertaining to, and can help the instructor prioritize e-mails in an appropriate order.
 - Address your instructor professionally such as Mr. LeNorman . . . Beginning e-mail correspondence with phrases such as “Hey” is not professional, and will likely be returned to the sender.
 - Use standard spelling, punctuation, and capitalization. Do not write a professional e-mail in the same manner in which you would send a text message. Remember, this is professional correspondence. Avoid using all caps, abbreviations, and emoticons.
 - Write clear paragraphs that provide context and details so that the instructor has a clear picture of the question you are asking.
3. **Usage of Electronic Devices in Class:** Telephones, computers, and similar devices are part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The use by students of electronic devices that perform the function of a telephone or text messages during class-time is prohibited as it is disruptive to the conduct of class. Laptop computers and other such note-taking devices are allowed provided they are being used for the purpose of taking notes or engaging in interactive content in class as a part of an exercise. If you are found to be using your computer for other purposes, you will be asked to discontinue use of your computer and/or leave the classroom. If you have a potential emergency situation that requires you to be available via text message or phone, you must notify the course instructor at the beginning of class. Failure to comply with this policy could result in confiscation of your device for the duration of class, expulsion from the classroom, or, with multiple offenses, failure of the course.

Any use of a telephone, text messaging device, or any other electronic device that performs these functions during a test period is **prohibited**. These devices should not be present during a test and should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty ([Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728](#)).

4. **Class Materials:** You are responsible for reading the materials assigned in class. This can include readings from the book and handouts distributed in class or on Blackboard. In addition, material covered by any invited guest speakers may be included on an exam as well. *Make sure you keep up with the readings!*
5. **Intellectual Property:** All materials distributed by the instructor of this course including but not limited to class notes, handouts, assignments, exam reviews, quizzes, and exams are given to the student to facilitate and enhance the learning process. However, all course materials distributed to students either in person or electronically is the property of the course instructor, a collaborative group of faculty, the textbook publisher, and/or Sam Houston State University. Therefore, any sharing, selling, or reproduction of course content will be considered a violation of intellectual property use, and could be considered academic dishonesty. Sharing course material includes but is not limited to the posting of course information on-line via YouTube, social media sites, and blogs. Course materials may only be shared, sold, or reproduced with the written permission of the faculty member teaching this course or the publisher of the textbook (whichever applies).

Recording any or part of the class presentation, discussion, or activities either in person or on-line is strictly prohibited in this class. Like course materials, presentations are the property of the presenter and should not be shared, sold, or reproduced. There will be zero tolerance for taking photos, screenshots, or video of class lecture, presentations, discussions, or course materials unless it is allowed in writing by the course instructor.

6. **Self-Plagiarism [Department Policy]:** “Self-plagiarism represents a significant problem in academia as it serves to undermine the learning process and outcomes that are a key feature of each course that is offered as a part of a student’s curriculum. As a result, the Department of Kinesiology has a strict policy in place to prevent self-plagiarism in the classroom. Self-plagiarism is defined as the submission of any type of assignment that contains content that is recycled from other assignments or a prior publication that one submits for course credit in another course.

Each instructor is provided the discretion to evaluate whether a student has engaged in self-plagiarism on a course assignment. If a student is unsure whether use of prior content would constitute self-plagiarism, they must consult with the instructor of the course within a reasonable period of time prior to the due date of the assignment. In most cases, this consultation should take place a minimum of 10 business days prior to submission. Following submission of the assignment, if the instructor deems that the student has engaged in self-plagiarism, he or she has the right to state that the student has violated Section 5.3 of The Texas State University Rules and Regulations dealing with Academic Honesty and the student is thereafter subject to any and all penalties and punishments present in the policy. This may include failure of the assignment and/or failure of the course. Additionally, the student may be referred to the Department Chair of Health and Kinesiology, the Dean of the College of Health Sciences, the Dean of Students, and/or the Provost and Vice-President for Academic Affairs for further academic review.”

7. **Class Behavior:** Disruptive behavior will result in the student being asked to leave the classroom and will count as a class absence. A second violation and the student will be dropped from the class. Any distractive or disruptive behavior such as sleeping during class,

use of cell phones or other devices, and side conversations disrupt those around you. Remember, this is a professional learning environment.

8. **Attendance** is expected in this course. Moreover, it is imperative that you not only attend, but also participate. Attendance will be taken on a regular basis. It is your, *the student's, responsibility to sign in each class day*. Signing in another classmate will not be tolerated and will result in 0 attendance points earned in the course. If you have an excused absence, it is your, the student's, responsibility to provide written documentation to the instructor. In addition to being in attendance and participating, it is equally important to be on-time. In this course, a tardy will be entering the class once the course instruction has begun. Two tardy days will be equivalent to an absence in the course. Please notice that this lab class meets only one day per week, so it is critically that you are in class every scheduled day.

If you receive more than two absence and/or two tardy days, you will receive a five percentage point (5%) reduction in your final course grade. For example, if you have a 90% final grade in the class, and you have exceeded one absence and/or two tardy days, you will receive a final course grade of 85%.

Students who miss class will receive a 0% on in-class coursework, quizzes, and other assignments completed during class with no chance of making up the work. It is your responsibility to obtain notes, readings, and information about upcoming assignments/quizzes/tests that you may have missed due to any absences. If you miss class because of what you believe should be an excused absence (i.e. illness), it is your responsibility to provide the instructor with evidence for consideration of an excused absence. Whether an absence is excused or unexcused is solely the judgment of the professor.

Make-up exams, assignments, and quizzes will not be allowed unless you, the student, provide sufficient documentation to excuse the absence. If you, the student, know you are going to miss an exam, assignment, quiz or any other course work for an excusable reason, notification to the instructor is required via e-mail, voice mail, or other acceptable method. Students who do not communicate with the instructor prior to the exam and provide sufficient documentation, will not be allowed to make up the work.

9. **Clinical Observation Hours** are a critical component of this course. As you will recall, this course is intended for students seeking admission into the Bachelor of Science in Athletic Training Program at SHSU. Part of understanding if Athletic Training is the best career choice for you is experiencing it first-hand. As part of this course, you must complete a **minimum of 100 Clinical Hours** at assigned clinical rotations during the course of this semester. It is the student's responsibility to accurately record hours via ATrack (www.atrackonline.com) where they will be approved by that student's clinical preceptor. This time should be used to familiarize yourself with the profession, ask questions, and observe your Clinical Preceptor. Your Clinical Preceptors (2) will evaluate you at the end of your rotation with them.

As a student in this course (ATTR 2300) you are representing the Athletic Training Program, the Department of Kinesiology, and the College of Health Sciences. You are being invited to gain these experiences through the Intercollegiate Athletics Department at SHSU. Therefore, your professional behavior is of utmost importance. You will be provided a student handbook and orientation to review the expectations, rules, and guidelines that must be

followed during your Clinical Observation Hours. Behavioral Incident Reports may be used by Clinical Preceptors for unprofessional behaviors.

10. **Clinical Request Forms:** If a student would like to gain additional meaningful experiences outside their assigned clinical rotation, the student may complete a Request for Special Event/Learning Opportunity. The request form must be submitted to the Clinical Education Coordinator (CEC) and/or Program Director (PD) prior to the event. The purpose of the request form is primarily for student learning, and should be used only when participation in extra events will allow for extra learning opportunities. All extra learning opportunities must be completely voluntary on the part of the student. Request forms can be used multiple times throughout the course of a semester so long as they have been approved by the CEC or PD. Students are permitted to exceed the maximum weekly hour requirement for approved special events/learning opportunities.
11. **Clinical Evaluations** will be completed by two Clinical Preceptors who supervise you during your Clinical Observation Hours. Please know that your performance during this time does affect your course grade and also plays a role in selecting applicants for admission into the Athletic Training Program. It is your responsibility to meet with each preceptor in-person to review your clinical evaluation at the end of each rotation.
12. **Clinical Experiences Behavioral Incident Reports:** Student Behavioral Incident Reports may be used by Clinical Preceptors and the AT Program to provide a tool for documenting inappropriate behavior and subsequent discussions regarding the behavior. Behavioral Incident Reports will directly influence clinical experiences grades by dropping the final grade according to the severity of the violation.
 1. A Behavioral Incident Report must be completed within 3 weekdays of a violation.
 2. A meeting must be conducted between the clinical preceptor and the student within 3 weekdays to discuss the report or the student is not allowed to engage in his/her clinical experiences.
 3. The student is allowed the opportunity to add their comments to the Behavioral Incident Report regarding the incident.
 4. Violations will be ranked:

Severe Violations include, but are not limited to: very serious offenses that show disregard for the NATA Code of Ethics, breaking patient confidentiality, safety of a student-athletes or patients, violation of university or clinical site regulations, or theft or destruction of university or clinical site equipment or property.

Moderate Violations include, but are not limited to: inappropriate or disrespectful communication with preceptors, peers, or employees; failure to abide by policies and procedures set forth in the athletic training student handbook or specific to the clinical site; and being habitually late or absent for clinical assignments.

Minor Violations include, but are not limited to, minor infractions of student handbook rules or inappropriate behaviors displayed by the student such as: tardiness, unprofessional language and conversation, and unauthorized use of equipment and supplies.

Overall, clinical experience course grades (percentages) will be impacted based on the severity of the violation (severe: 25 percentage points, moderate: 15 percentage points, minor: 5 percentage points).

A clinical preceptor may immediately suspend a student from his/her clinical rotation due to student-athlete or patient safety issues, use of or influence of illegal drugs or alcohol, or destruction of property. A meeting must be conducted between the Program Director, the Clinical Education Coordinator, the clinical preceptor, and the athletic training student within 3 weekdays to discuss the incident. The student may then be dismissed from the Athletic Training Program.

13. **Four Examinations** will be given during the semester. The examinations will come from readings in the text, notes, handouts, assignments, skills labs and material presented by invited speakers. Specific format will be discussed prior to each exam. The final exam will be cumulative, and will cover course material from all course units.
14. **Five Skills Labs** will be included in the course to provide instruction and practice of skills which are required of a professional Athletic Trainer. Students are expected to engage in practice sessions as to learn and improve upon these skills.
15. **Five Assignments and one Bloodborne Pathogens Quiz** will be given to students and will align with topics presented in class. Students are expected to read as part of these assignments as to inform basic knowledge and application of skills within the context of the Athletic Training Profession.

Note: Make-up exams, skills labs, assignments, and quizzes will not be allowed unless you, the student, provide sufficient documentation to excuse the absence. If you, the student, know you are going to miss an exam, skills lab, assignment, quiz or any other course work for an excusable reason, notification to the instructor is required via e-mail, voice mail, or other acceptable method. Students who do not communicate with the instructor prior to the exam and provide sufficient documentation, will not be allowed to make up the work.

Assessment and Evaluation (* indicates field-based activity):

Attendance:

- Attendance is expected!
- It is the student's responsibility to sign in each day.
- **If you, the student, feel that you have an excusable absence, you must submit written documentation to the instructor within 1 week of the absence for it to be considered excused.**
- **If you receive more than two absence and/or two tardy days, you will receive a five percentage point (5%) reduction in your final course grade. For example, if you have a 90% final grade in the class, and you have exceeded one absence and/or two tardy days, you will receive a final course grade of 85%.**

Exams: 300 Points

- There are 3 exams which will be 100 points each. One of these will be final exam that will be 60% unit 3 material, and 40% cumulative. The final exam will be held on the final exam day per the SHSU final exam schedule.
- The format of the exams may vary depending on the content. The course instructor will notify students of the exam format prior to the exam either in class or via Blackboard.

- Any form of cheating or dishonesty will result in an automatic 0 points on the exam, and documentation will be sent to the Athletic Training Program Director and placed in your permanent program file.

Skills Labs: 100 Points

- There are 5 skills labs in the course which will be worth a total of 20 points each.
- Attendance and participation is required to receive skills lab points.

Assignments and Quizzes: 180 Points

- **Late assignments will not be accepted without proper documentation, and with the permission of the course instructor.**
- All assignments must have appropriate citations from assigned readings in APA format (Author, Year).
- Course Assignment Include:
 - Syllabus Acknowledgment (Bb) - 5 points
 - Course Introduction (Bb) - 5 points
 - Handbook Acknowledgment (Bb) – 5 points
 - Handbook Quiz (Bb) – 10 points
 - Blood-borne Pathogens Quiz (Bb) – 10 points
 - Clinical Site Orientation (ATrack) – 2 x5 points = 10points
 - Students must complete their site orientation prior to beginning clinical rotations to that site.
 - EAP Quiz (Bb) – 10 points
 - Health Insurance Assignment (Bb) – 25 points
 - Nutrition Plan Assignment (Bb) – 25 points
 - Spinal Stabilization Assignment (Bb) – 25 points
 - Pharmacology Assignment (Bb) – 25 points
 - SOAP Note Assignment (Bb) – 25 points

Clinical Observation Hours: 100 Points

- As part of this course, you must complete a minimum of 100 Clinical Hours at assigned clinical rotations during the course of this semester. This time should be used to familiarize yourself with the profession, ask questions, and observe your Clinical Preceptor. Your Clinical Preceptors (2) will evaluate you at the end of your rotation with them.
- The Athletic Training Student handbook provides rules, guidelines, and policies regarding student expectations and behavior during clinical experience hours.
- Clinical Experience Hours can begin **only** once a student has successfully completed the bloodborne pathogens training and successfully passed the bloodborne pathogens quiz.
- Students must log hours on an ongoing basis using the Clinical Experience Hours Log. It is the student's responsibility to gain signatures from assigned clinical preceptors **each week**. Additionally, it is the responsibility of the student to turn in the hours log at the mid-term and end-of-semester to Mrs. Hope Parker, Head Athletic Trainer for final a final signature.
- Clinical Experience Hours Logs will be kept in the student's file with the Athletic Training Program Director.
- 100 clinical hours = 100 points
75-99 clinical hours = 75 points
0-75 clinical hours = 0 points

Clinical Evaluations: 120 Points

- Students will be evaluated both at the mid-term and end-of-term by their assigned Clinical Preceptor (60 Points each).
- It is the responsibility of the student to give their assigned preceptor the evaluation form, and turn it in to the course instructor by the due date.
- Behavioral Incident reports may be used by Clinical Preceptors during Clinical Experiences hours. A copy of the behavioral incident report is included in the Athletic Training Student Handbook. Behavioral Incident Reports may negatively affect a student's grade in this course in the following way:

Total Course Points = 800 (Subject to change at Instructors discretion.)

Final Grade: (grades will not be curved)

| | | |
|------------------|---|----------|
| 100% to 90% | = | A |
| 80% to 89.99% | = | B |
| 70% to 79.99% | = | C |
| 60% to 69.99% | = | D |
| 59.99% and below | = | F |

SHSU Academic Policies:

- Class attendance policy (see [SHSU Class Attendance policy AP 800401](#)) – each faculty member is obligated to clarify her/his classroom policy regarding absences in writing to each student enrolled in class.
- [Procedures in cases of Academic Dishonesty AP 810213](#) (be sure to include statement regarding plagiarism)
- [Academic Grievance Procedures for Students AP 900823](#)
- [Students with Disabilities AP 811006](#)
- [Student Absences on Religious Holy Days AP 861001](#)
- [Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728](#)

Academic Honesty: The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines* published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

If you are found in violation of the academic honesty policy for this course, you will be referred to the Health & Kinesiology Department Chair, the Dean of the College of Health Sciences, and the Dean of Student Services for disciplinary action which could include failure of the course and expulsion from the university. Bottom line – make sure all work is yours and don't cheat!

Self-Plagiarism

"Self-plagiarism represents a significant problem in academia as it serves to undermine the learning process and outcomes that are a key feature of each course that is offered as a part of a student's curriculum. As a result, the Department of Health and Kinesiology has a strict policy in place to prevent self-plagiarism in the classroom. Self-plagiarism is defined as the submission of any type of assignment that contains content that is recycled from other assignments or a prior publication that one submits for course credit in another course.

Each instructor is provided the discretion to evaluate whether a student has engaged in self-plagiarism on a course assignment. If a student is unsure whether use of prior content would constitute self-plagiarism, they must consult with the instructor of the course within a reasonable period of time prior to the due date of the assignment. In most cases, this consultation should take place a minimum of 10 business days prior to submission. Following submission of the assignment, if the instructor deems that the student has engaged in self-plagiarism, he or she has the right to state that the student has violated Section 5.3 of The Texas State University Rules and Regulations dealing with Academic Honesty and the student is thereafter subject to any and all penalties and punishments present in the policy. This may include failure of the assignment and/or failure of the course. Additionally, the student may be referred to the Department Chair of Health and Kinesiology, the Dean of the College of Health Sciences, the Dean of Students, and/or the Provost and Vice-President for Academic Affairs for further academic review."

Clinical Experiences Hours Log**Student Name:** _____ **SAM ID #** _____

| Date (MM/DD/YYYY) | Activity | Time In/Time Out | Total Time | Clinical Preceptor Name | Clinical Preceptor Initials |
|------------------------------|-----------------|-----------------------------|-------------------|------------------------------------|--|
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Signature _____
Hope Parker, MA, ATC, LAT**Date** _____

Clinical Experiences Evaluation Form

Student's Name: _____

Date: _____

Clinical Setting: _____

Clinical Level: Pre-Professional/Observation

Form Completed by Clinical Preceptor: _____

Directions: Please respond to the following items with respect to the student's performance during their assigned clinical experience. For each of these items, indicate assessment from poor to excellent. Please use the following rating scale:

- 1 poor**—the attribute is successfully demonstrated 50-60% of the time
- 2 fair**—the attribute is successfully demonstrated 60-70% of the time
- 3 average**—the attribute is successfully demonstrated 70-80% of the time
- 4 good**—the attribute is successfully demonstrated 80-90% of the time
- 5 excellent**—the attribute is successfully demonstrated 90-100% of the time

| Evaluation Area | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|-----|
| Professional Evaluation: | | | | | | |
| Student is punctual in reporting for scheduled/assigned hours | | | | | | |
| Student dresses appropriately for clinical assignment | | | | | | |
| Student follows directions given by preceptor and other health care professionals in the clinical setting | | | | | | |
| Student demonstrates the initiative to learn | | | | | | |
| Student follows policies and procedures of the AT Program and clinical site | | | | | | |
| Student demonstrates the ability to accept criticism | | | | | | |
| Student demonstrates knowledge & use of clinical setting supplies appropriate for a pre-professional/observation student | | | | | | |
| Student demonstrates knowledge & use of clinical setting equipment appropriate for a pre-professional/observation student | | | | | | |
| Student demonstrates a positive attitude and professional demeanor | | | | | | |
| Student performs expected tasks without being told | | | | | | |
| Student treats health care professionals and athletes/patients with respect | | | | | | |
| Student demonstrates honesty & integrity | | | | | | |
| Student demonstrates effective interpersonal communication with health care professionals and athletes/patients | | | | | | |
| Student exhibits compassion and empathy | | | | | | |
| Student maintains confidentiality in the health care setting | | | | | | |

Identify the **Strengths** of the student (Characteristics that will enhance their ability as an Athletic Trainer. Include behavior qualities as well as knowledge).

Additional recommendations for student improvement. (Suggestions for improvement will enhance the student's ability as an Athletic Trainer. Include behavior qualities as well as knowledge).

Summary of Evaluation:

The student has met clinical setting expectations: YES NO

Total Points = / 75 Percentage =

It is the responsibility of both the student and clinical preceptor to discuss this evaluation in person prior to signing. If there is disagreement about any of this evaluation, it is the responsibility of the student to ask for an additional meeting with the clinical preceptor and the AT Program Director. If disagreement still exists about this evaluation, the student will follow the University policy regarding grade appeals.

Student Signature: _____ **Date:** _____

Clinical Preceptor (Supervisor): _____ **Date:** _____