

AT 6300

Introduction to Clinical Education

10am-12:30am

Summer II 2021



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**Office Hours: By Appointment Only**

## **Course Information**

### **Course Description**

This course introduces athletic training students to basic skills and tasks used during the clinical experience portion of the ATEP. Students acquire skills in patient interaction, equipment fitting, taping, wrapping, and PPE screening. The course instructs students on program policy and procedures and the methods used to submit electronic paperwork required of all students in the MAT Program.

### **Course Credits**

(2-2-0)

### **Prerequisite and Co-requisite Courses**

**Prerequisites:**

Must be admitted into the Entry-Level MAT

## Program Outcomes

Upon completion of the program of study for the Health Science Professions Program, the graduate will be prepared to:

## Student Learning Outcomes

<p align="center"><b>Student Learning Outcome</b> By completing all course requirements, students will be able to:</p>	<p align="center"><b>Assignment(s) or activity(ies) validating outcome achievement:</b></p>	<p align="center"><b>CAATE Standard</b></p>
Develop understanding of how to provide Athletic Training services in a manner that uses evidence to inform practice, and practice in a manner that is congruent with the ethical standards of the profession.	Lectures, quizzes, exams, assignments	EBP-62, PRO-65
Identify and perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services.	Lectures, quizzes, exams, assignments	HCA-88
Identify parameters on establishing a working relationship with a directing or collaborating physician.	Lectures, quizzes, exams, assignments	HCA-90
Develop, implement, and revise policies and procedures to guide the daily operation of Athletic Training services and gain understanding on how to appropriately advocate for the profession of Athletic Training. In doing so, begin self-assessment of professional competence and begin implementing plans for professional development.	Lectures, quizzes, exams, assignments	HCA-91, PRO-68, 67
Develop understanding of how to apply contemporary principles and practices of health informatics to the administration and delivery of patient care.	Lectures, quizzes, exams, assignments	HCI-64
Identify ways to advocate for the health needs of clients, patients, communities, and populations. Identify HC delivery strategies that account for health literacy and variety of social determinants of health.	Lectures, quizzes, exams, assignments	PCC-56 & PCC 57
Utilize the International Classification of Functioning, Disability, and Health as a framework for delivery of patient care and communication about patient care.	Lectures, quizzes, exams, assignments	PCC-60
Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent including musculoskeletal injuries.	Lectures, quizzes, exams, assignments	PCL-70.14
Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including: Durable medical equipment, orthotic devices, taping, splinting, protective padding, and casting.	Lectures, quizzes, exams, assignments	PCL-78-78.3
Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.	Lectures, quizzes, exams, assignments	PHP-86
Identify and understand health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizationl, local, state, and federal laws, regulations, rules, and guidelines. This includes but is not limited to: requirements for physician direction and collaboration, mandatory reporting obligations, HIPAA, & FERPA.	Lectures, quizzes, exams, assignments	PRO-66-66.4

## Course Delivery

This is a face-to-face course with learning resources and supplemental materials posted in [ASU's Blackboard Learning Management System](#).

## Required Texts and Materials

- Prentice WE. *Principles of Athletic Training; A guide to Evidence-Based Clinical Practice*. 17<sup>th</sup> ed. New York, NY: McGraw-Hill Education; 2020. ISBN: 978-1260241051
- Beam JW. *Orthopedic taping, wrapping, bracing, & padding*. 4<sup>th</sup> ed. Philadelphia, PA: F. A. Davis Company; 2021. ISBN: 978-1719640671

## Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

## Grading

This course is graded strictly on points NOT percentages. The amount of points you earn determines your grade in the course. I DO NOT ROUND UP GRADES at the end of the semester. It is your responsibility to keep track of the total course points you have accumulated and take advantage of any bonus points available in the course.

## Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Points of Total Grade
3 Exams (100 pts each)	300
Comprehensive Final Exam	150
Final Practical (all skills)	200
Assignments	350
P&P Video Quiz	50
Online Position Statement Quizzes (15pt each)	150
<b>Total</b>	<b>1,200</b>

### Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 1200-1080 points
- B = 1079.99-960 points
- C = 959.99-840 points
- D = 839.99-720 points
- F = 719.99-0 points

## Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

## Assignment & Activity Descriptions

### Assignments

- **PR Project (100 points)** - Students will develop materials that can be used to educate the public about the profession of athletic training. These materials should be used to inform family, friends, and others about the knowledge, skills, and abilities of athletic trainers. Discussion of strategies and appropriate materials will take place in class.
- **Job Setting Reflections (x6; 25 points each)**- Each student will write 6 reflections after reading or watching the video of any of the “Career Spotlights” provided on the course Blackboard page. Students are encouraged to choose athletic training spotlights in work settings they are unfamiliar with to read and reflect upon. These reflections will be written as a ‘journal’ in the course Blackboard page.
  - **Guidelines for writing reflections:**
    - I. Proper spelling, grammar, and punctuation are expected
    - II. Career spotlight chosen, and athletic trainer featured information should be included
    - III. The following questions should be answered in the reflection:
      - a. Why did you choose this athletic training work setting?
      - b. What do you think a ‘typical’ day would be like for this athletic trainer?
      - c. What are some positive and some negative aspects you see in this type of position?
      - d. Is this the type of work setting you would like? Why or why not?
      - e. Are there any additional qualifications (other than being an athletic trainer) and/or character traits that a person should have to be successful in this type of work setting?
- **Informative Website Assignments (x2; 50 points each)** Being a member of a particular profession comes with certain professional responsibilities. Students should begin familiarizing themselves with professional organizations early, including the Board of Certification and the NATA websites.

**Position Statement Quizzes (x10; 15 points each)** The NATA publishes position statements to promote awareness of certain issues to its members. You will read each assigned position statement and then take an “open-book” quiz pertaining to each position statement. The position statements incorporated in this course do not include all of the NATA positions statements, but will focus on those relevant to material covered.

**Policies and Procedures Video Quiz (50 points)** You’ll need to watch the Policies and Procedure video in its entirety (worth 30 points) and answer various questions throughout (worth 20 points). This information is important to understand and acknowledge before starting your clinical education.

### Assignment Submission

All assignments **MUST** be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at [cprocter@angelo.edu](mailto:cprocter@angelo.edu) and attach a copy of what you are trying to submit. **Please contact the IT Service Center at (325) 942-**

2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

### **Late Work or Missed Assignments Policy**

Late work will not be accepted unless you have received permission from the instructor prior to the due date. If you miss an assignment due to an unexcused absence, you are out of luck. Show up for class!

## **General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)<sup>1</sup>
- [Angelo State University Catalog](#)<sup>2</sup>

### **Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).<sup>3</sup>

### **Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).<sup>4</sup> The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)  
Houston Harte University Center, Room 112

### **Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course

work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)<sup>5</sup> for more information.

## Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)<sup>6</sup> for more information.

## Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

## Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

## Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit:

[www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

# Course Schedule

Date	On-line Lecture Topic	Assignment	Lab	Chapter
7/12	Syllabus, Standards, and the Profession of Athletic Training & Clinical Education: Expectations, Documentation, & Experiences	PS Quiz #1: Work-Life Balance	Vital Signs	Prentice 1
7/13	Athletic Training Domains & Evidence Based Medicine	Job Reflection #1 PS Quiz #2: Sports Medicine Management Consensus Statement	Foot, Toe, Arch	BOC Practice Analysis, 7 <sup>th</sup> Edition Beam-3
7/14	Running an Athletic Training Clinic & Legal Issues		<b>CPR DAY</b>	Prentice 2 & 3
7/15	Environmental Conditions	PS Quiz #3: Heat Acclimatization Job Reflection #2		Prentice- 6
7/16	Sports Injury Pathology & Tissue Response to Injury	PS Quiz #4: PPE and Disqualifying Conditions		Prentice- 9 & 10
7/19	<b>Exam #1- Opens on Sunday 7/18; Closes at 11:59pm on 7/19 Covers Chapters- 1, 2, 3, 6, 9, 10</b>	Policies and Procedures Video Quiz	Ankle, Lower Leg, Knee, Thigh, Hip, & Pelvis	Beam- 4, 5, 6, & 7
7/20	Emergency and On-Field Care & Off the Field Evaluation	PS Quiz #5: Exertional Heat Illness	Shoulder, Upper Arm, & Elbow	Prentice 12 & 13 Beam- 8 & 9
7/21	Injury Prevention through Fitness and Conditioning.	Job Reflection #3	Forearm, Wrist, Hand, & Fingers (Morning) Heat Illness Lab (Afternoon)	Prentice- 4 Beam- 10 & 11
7/22		PS Quiz #6: Lightening Safety		
7/23	Nutrition Considerations	PS Quiz #7: Dietary Supplements for Performance Nutrition		Prentice Ch. 5

Date	On-line Lecture Topic	Assignment	Lab	Chapter
7/26	Exam #2 Opens on Sunday 7/25; Closes at 11:59pm on 7/26 Covers Chapters- 4, 5, 13, 8, 9  Protective Equipment	BOC Website Assignment Job Reflection #4	Helmet/Shoulder Pads Fitting	
7/27	Crutches, Canes, and Splinting Handout	PS Quiz #8: Fluid Replacement	Shannon ATs Casting Session 10am-12pm Crutches, Canes, Splinting & Casting	Prentice Ch. 7
7/28	Concussion Recognition and Treatment	Exploring the NATA Assignment PS Quiz #9: Management of Sport Concussion	Concussion Sideline Testing (Mia Lopez)	Prentice- Ch. 12 &26
7/29		PS Quiz #10: Emergency Planning		
7/30		Job Reflection #5		
8/2		PR Project Due	Spine boarding /Equipment Removal	Prentice- Ch. 10
8/3	Spine Boarding Lab Day		Foam Pit	
8/4	Spine Boarding Lab Day		Pool (Evening?) Or On Friday Morning?	
8/5		Job Reflection #6		
8/6	Afternoon ASU Orientation			
8/7	Skills Day @ ASU Orientation			
8/8	ASU Orientation Social Day			
8/9	Exam #3 Opens on Sunday 8/8; Closes at 11:59pm on 8/9 Covers Chapters- 7, 12, 26		EMS DAY	
8/10	Review			
8/11	Comprehensive Practicals Taping- (Morning) Emergency (Afternoon)			
8/13	Final Comprehensive Exam	10:15-12:15		



Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Learning how to find, evaluate, and use resources to explore a topic in depth
5. Learning to apply knowledge and skills to benefit others or serve the public good

### CAATE 2020 Standards for Accreditation of Professional Athletic Training Programs

Code	Description
EBP-62	Provide athletic training services in a manner that uses evidence to inform practice
HCA-88	Provide athletic training services in a manner that uses evidence to inform practice
HCA-90	Establish a working relationship with a directing or collaborating physician.
HCA-91	Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services
HCI-64	Apply contemporary principles and practices of health informatics to the administration and delivery of patient care
PCC-57	Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.
PCC-60	Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.
PCL-70.14	Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent, including musculoskeletal injuries.
PCL-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, splitting, protective padding, and casting.
PHP-86	Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.
PRO-65	Practice in a manner that is congruent with the ethical standards of the profession.
PRO-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. This includes requirements for physician direction and collaboration, mandatory reporting obligations, HIPAA, & FERPA.
PRO-68	Advocate for the profession.

## End of Syllabus

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<sup>1</sup> <https://www.angelo.edu/student-handbook/>

<sup>2</sup> <https://www.angelo.edu/catalogs/>

<sup>3</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>4</sup> <https://www.angelo.edu/services/disability-services/>

<sup>5</sup> <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

<sup>6</sup> <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>