

AT 6205

AT Clinical Experience I



Archer College of Health and Human Services

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Office Hours:

Monday 2 – 4

Tuesday 9 - 11

Course Information

Course Description

The purpose of this course is to provide students the opportunity to observe and participate in psychomotor competencies associated with the management of risk, the prevention of injuries, and the acute care of injury and illness. After an orientation to clinical rotations covering bloodborne pathogens, students will begin clinical rotations, emergency action plans, and patient privacy policies have been completed. Students will review the competencies listed below and be evaluated on their proficiency in those competencies in the lab portion of the class. Competency evaluations will be performed by student presentations, scenarios, and simulations.

Course Credits

2

Prerequisite and Co-requisite Courses

TBA

Prerequisite Skills

Basic life support training and certification and bloodborne pathogen training.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:
Understand the clinical application of the 6 domains of athletic training.	Preceptor evaluations, Reflections, Simulations, and Scenarios
Know systems and keeping record keeping for the clinics observed.	Preceptor evaluations, Reflections, Simulations, and Scenarios
Understand and follow the risk management techniques practiced in the clinics observed.	Preceptor evaluations, Reflections, Simulations, and Scenarios
Practice the application of protective equipment.	Preceptor evaluations, Reflections, Simulations, and Scenarios

Observe, understand, recognize the pathology of sports injuries.	Preceptor evaluations, Reflections, Simulations, and Scenarios
Observe and assist in the management of emergencies on and off the field.	Preceptor evaluations, Reflections, Simulations, and Scenarios

Competencies Evaluated in this Course

Competencies	Assignment(s) or activity(ies) validating outcome achievement:
HCA-92 Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.	Presentation
PCC-56 Advocate for the health needs of clients, patients, communities, and populations.	Presentation
PCL-70.1 Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)	Scenario and Simulation
PCL-70.12 Wounds (including care and closure)	Simulation
PCL-70.2 Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)	Scenario and Simulation
PCL-70.3 Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)	Presentation and Simulation
PCL-70.4 Cervical spine compromise	Scenario
PCL-70.5 Traumatic brain injury	Presentation and Scenario
PCL-70.6	Simulation

Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)	
PCL-70.7 Fractures and dislocations (including reduction of dislocation)	Scenario and Simulation
PCL-70.8 Anaphylaxis (including administering epinephrine using automated injection device)	Scenario and Simulation
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:	Scenario and Simulation
PCL-78.1 Durable medical equipment	Scenario and Simulation
PCL-78.2 Orthotic devices	Scenario and Simulation
PCL-78.3 Taping, splinting, protective padding, and casting	Scenario and Simulation
PHP-81 Plan and implement a comprehensive preparticipation examination process to affect health outcomes.	Presentation
PHP-85 Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.	Presentation
PRO-66.1 Requirements for physician direction and collaboration	Presentation

- Note:

- EBP – Evidence-Based Practice
- HCA – Health Care Administration
- HCI – Health Care Informatics
- IPE – Interprofessional Practice and Interprofessional Education
- PCC – Patient-Centered Care
- PCL – Patient Client Care
- PHP – Prevention, Health Promotion, and Wellness
- PRE – Prerequisite Coursework and Foundational Knowledge
- PRO – Professionalism
- QIM – Quality Improvement

Course Delivery

This is a face-to-face and online course with learning resources and supplemental materials posted in Blackboard.

Required Texts and Materials

Prentice, W.E. (2017). Principles of Athletic Training, 16th ed. New York, NY: McGraw Hill
ISBN# 978-1-259-82400-5

Technology Requirements

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: Internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High-Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

Topic Outline

Date	Topic	Assignments	
First 8 Weeks	During Eight Week Immersive Clinical Rotation	Hour Log due each week Journals due every week	
Second 8 Weeks			
Date	Topic	Lab	Assignment
10/21/2021	Intro, Syllabus, Assign Presentations	Pulse Oximetry, Airways, Oxygen, Spirometry, Inhalers, Nebulizers	Scenario 1 & 2
10/28/2021	Presentations 1 and 2 1.EAP and 2.Advocating	BLS CPR	Scenario 3 & 4
11/04/2021	Presentation 3 3.Environmental Conditions	C-Spine, Equipment Removal, Fractures, Dislocations	Scenario 5 & 6
11/11/2021	Presentation 4	Wounds, internal and external hemorrhage, and tourniquet	Scenario

	1.Traumatic Brain Injury		7 & 8
11/18/2021	Presentation 5 2.PPE	Taping, splinting, padding, casting,	Scenario 9 & 10
12/02/2021	Presentation 6 3.Physician Direction	Durable medical equipment, orthotic devices	Scenario 11 & 12
12/9/2021 Final	Final	Comprehensive Practical	

Communication

Faculty will respond to email and/or telephone messages within 48 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

Evaluation and Grades

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

Assessment	Percent/Points of Total Grade
Clinical Experience Immersive Hours (280-320)	250
Student/Preceptor Orientation Forms (x4, 5 pts each)	20
Journals (x8, 20 pts each)	160
CIP Completion (x10, 5pt each)	50
Student, Preceptor and Clinic Evaluations (x4, 5 pts each)	20
Presentations (X2, 100 points each)	200
Senarios (x12, 10 points each)	120
Lab Participation (x6, 10 points each)	60
Final Practicum	120
TOTAL	1000

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 = 1000-900 points
- B = 899.99-800points
- C = 799.99-700 points
- D = 699.99-600 points

F = 599.99-0 points (Grades are not rounded up)

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 and Activity Descriptions

Clinical Experience Immersive Hours

Students will participate in clinical experiences with their assigned preceptor over the course of the 1st 8 weeks of the Spring Semester. The clinical education component of this course is the time set aside for acquisition and practice of clinical skills. It is designed to ensure that students are provided with ample clinical experience and educational opportunity. Students will complete between 280 and 320 clinical experience hours with their assigned preceptor, no later than the last day of the the 1st 8 week session (Sunday, March 21st). **Students completing less than the minimum clinical hour requirement will not receive credit for their clinical experience and will fail this class.** The student MUST be supervised and MUST have documentation of progress toward the mastery of clinical integration proficiencies (CIPs).

Students must maintain an accurate record of clinical hours and learning experiences using the ATrack online database. Time in/out, preceptor, clinical site (and location, when applicable), and all activity types must be selected when logging clinical experiences. In addition, a short description (1-2 sentences) of activities which you were a part of should be included. Hours are reviewed on a weekly basis by the clinical coordinator; therefore it is imperative that the preceptor makes a conscious effort in approving the athletic training student's hour log daily. No backdating or signing should occur. In order to receive credit for clinical hours, students must report their hours on the ATrack online system (www.atrackonline.com) within 1 week of obtaining these hours. Students WILL NOT be allowed to record hours later than 1 week after obtaining them.

Student/Preceptor Orientation Forms

To assist with the scheduling and determination of clinical experience hours, each student must complete a clinical orientation form, which includes a tentative weekly clinical schedule, with their assigned preceptor. Included in this schedule will be the opportunity for the student to request known days off from the clinical experience. The student is excused from clinical experiences for personal illness and for family emergencies (immediate family only). For other excused absences, the student must seek the permission of his/her assigned preceptor. Orientation forms will be provided by the clinical coordinator and must be turned in to the clinical coordinator by: 1st Clinical Immersion: Thursday 1/28/21 by 5pm.

2nd Clinical Immersion: Thursday 2/25/21 by 5pm.

Journals

Students are also required to maintain a journal of their clinical experiences. Journal entries are included to ensure students reflect on their own learning and critically think about their activities from the week. They must contain an accurate account of clinical experiences, and be formatted according to the guidelines below. Journals must be

turned in by 11:59pm every Sunday on the course Blackboard page for experiences the prior week. Exact journal due dates are included in the course schedule.

Throughout the semester you will be required to complete a minimum of 8 journal entries. These journal entries must be a minimum of 300 words (this does not include your name, date, or any headings you may use). In each journal entry you must include the following sections of information:

Your name and your clinical instructor; Describe the patients/injuries you treated; Other athletic training skills did you get to practice this week either in the clinical setting or in class.

It is not appropriate to report..."I didn't get to see anything or do anything this week." If you truly didn't get to see or attend your clinical site this week then you must find a case study on any orthopedic injury of a physically active person. You must then write about this case study. Again the minimum length acceptable is 300 words."

CIP Completion

The minimum required documentation of progress in CIPs is at the time of the end of your first clinical immersion and end of your second clinical immersion. Students and preceptors are strongly encouraged to document CIP attempts weekly. During their designated clinical experience time, the student must be working towards the completion of the clinical integration proficiencies through actual patient encounters in the athletic training clinic, practice, and/or game or in mock scenarios. Skill acquisition should occur on real patients in real situations as much as possible, however if the opportunity does not present itself scenarios can be conducted by the preceptor.

Students should remind their preceptor to record CIP attempts, as it is the student's responsibility to ensure CIPs are attempted over time and their preceptor has adequate time to complete the documentation.

Student, Preceptor, and Clinic Evaluations

Preceptors will complete end-of-rotation evaluations regarding students' clinical skills and professional behaviors, as well as strengths and areas in need of improvement. Although these evaluation forms will be completed online (ATrack), they must be discussed between the preceptor and student in person. ***Once again, students should remind their preceptor of upcoming deadlines so their preceptor can plan for adequate time to complete the documentation. Students are responsible for ensuring all requirements for the course are satisfied appropriately.***

Students will also have the opportunity to evaluate their preceptor, the clinical site, and the athletic training program in general. These evaluations will be completed anonymously online and can be completed on ATrack. Students are strongly encouraged to take these evaluations seriously and allow time for thoughtful and constructive feedback. Students must complete each of their evaluations of their various clinical experiences by the date listed in the course schedule.

Presentations: 2 X 100 points

Each Group will have two assigned presentations. Presentations will be graded using the attached rubric. Presentations are expected to be formal and will be held to the standards of presenting at a professional conference.

Scenarios: 12 X 10 points

Scenarios will be completed on BlackBoard each week. The scenarios are found in the *Athletic Training Case Scenarios* book. Scenarios will be due Wednesday night at 11:59 pm. Students are to turn into BlackBoard answers to the discussion questions for each scenario and reflect on the resolutions for each scenario. Total student

response should be at least one page in length, but not more than two pages. The purpose of the scenarios is to have the student critically think about topics related to this course.

#	Date Due	Topic	Page number
1	10/27/2021	Is a Policy and Procedure Manual Helpful?	199
2	10/27/2021	Working Relationship Between Athletic Trainers and Emergency Medical Services	175
3	11/03/2021	Gunshots at Youth Football Practice	7
4	11/03/2021	Football Huddle Collapse	19
5	11/10/2021	Cervical Spine Injury in a Collegiate Football Player	87
6	11/10/2021	Management of Multiple Injured Athletes	91
7	11/17/2021	Pole Vaulting Incident	107
8	11/17/2021	Soccer Goalie Collision with Field Players	111
9	12/01/2021	Emergency Abdominal Injury	115
10	12/01/2021	Posterior Wall Myocardial Infarction of a Football Player	121
11	12/08/2021	Post-Practic in a Hurry	131
12	12/08/2021	Fighting for Life	137

Final Practicum: 120 Points

The final practicum will be a comprehensive practical examination of all the skills practiced in the lab.

Assignment Submission

All assignments will be submitted through the Assignments link on the Blackboard except for Scenarios and Simulations. 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 mterrill1@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](#)¹

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

- [Angelo State University Catalog](#)²

Recommended Use of Masks/Facial Coverings by Students in Class At ASU

As a member of the Texas Tech University System, Angelo State University strongly recommends the use of masks/facial coverings to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, we strongly recommend that students in this class wear a mask/facial covering before, during, and after class. Faculty members will also ask you to display your daily screening badge as a prerequisite to enter the classroom.

Student Responsibility and Attendance

It is the student's responsibility to be on time for class, participate in class discussions, and be actively engaged in the learning process. Instructions and assignments will often be given during class, therefore it is in your best interest to attend. If you have to miss class due to an unforeseen event/accident or illness, please contact the instructor prior to the start of class. Pending the reason for your absence, the instructor may inform you of any missed homework assigned during class. Not acceptable reasons for absences include but are not limited to: over sleeping, work, wanting to leave early or come back late from the weekend, and celebrating a friend, relative or pet's birthday. If you are sick, let the instructor know and bring a physician's note when you come back to class.

Food and Drink Policy

Only bottles of water or water in containers with lids are allowed in the HHS building.

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](#).³

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

² <https://www.angelo.edu/catalogs/>

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

Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁴ 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
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](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).⁷

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](#)⁸ for more information.

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

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

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁸ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>

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

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: 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.

Student Evaluation of Faculty and Course

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.

Student Learning Outcomes

Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

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

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

End of Syllabus

Criteria	0 Points	6 Points	10 Points	Score
References	No references, incorrect references, or AMA format not used	Fewer than 3 references or some incorrect references	Minimum of 3 references and references are correctly cited on reference page	
In-Text Citations	Citations are not in AMA format; no in-text citations are utilized.	Citations are in AMA format, but are not properly used throughout the project.	Proper in-text citations in AMA format are used throughout the project.	
Information	Information provided was inconsistent/incorrect	Information provided had minor inconsistencies/ incorrect components	Information provided was correct and consistent	
Sentence Structure	Unclear, incorrect, and/or ineffective sentence structure	Simplistic and/or awkward sentence structure	Organized and clear sentence structures.	
Grammar	Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with clarity	Nearly error-free which reflects clear understanding and thorough proofreading	
Vocabulary	Apparent confusion with the use of language	Simplistic and/or unclear language	Effective language	
Meaningful Development of Ideas	Ideas are unclear and/or not well developed	Unelaborated ideas that are not fully explained or supported; repetitive details	Depth of thought supported by elaborated, relevant supportive evidence provides clear vision of the idea; contains details	
Visual Aids	No visuals/images were utilized. Project lacked aesthetic appeal.	Visuals and images were used, but were unclear and did not aid in the presentation of the information.	Visuals/images were used correctly to compliment the given information. Aesthetically pleasing presentation.	
Organization of Project	Weak organization of ideas; information does not flow well	Somewhat unfocused and/or unclear	Logical organization of ideas	
Overall Presentation of Project	Material is sloppy with little attention paid to how the public would receive the information. Under 5 min.	Somewhat neat but not at a level that would warrant release to the public Under 15 min over 30 min.	Material is presented neatly and would warrant release to the public. Between 15 and 30 min.	
Total				/100

