

**ATTR 455 Clinical Experience in Athletic Training III
Fall 2009 Syllabus**

Class Time: M, W, F 8-8:50am

Room:

Credit Hours: 6

Instructor: Leamor Kahonov

Office: Arena, C-33

E-mail:

Phone: 237-

Office Hours: by appointment

Clinical Coordinator: Lindsey E. Eberman, PhD, LAT, ATC

Office: Arena, C-10

E-mail: leberman@indstate.edu

Phone: 237-7694

Office Hours: By Appointment

Required Texts: Lancaster, L., Stillman, D; When Generations Collide: ISBN 9780066621074

Course Description: Students will complete structured practical rotations and demonstrate selected athletic training skills acquisition.

Prerequisite/Co-requisite: ATTR 356 and assignment of clinical experience by departmental committee.

Course Objectives: Structured clinical experience (minimum 240 hours) in athletic training practical rotations. Also requires mastery of advanced clinical skills and techniques in injury evaluation, modality application, post-surgical care, rehabilitation design, and other aspects of athletic training.

Clinical Education Requirements: *(Must be completed within 1 week of the start of classes. If not completed, student may not participate in 1st clinical rotation and will lose all credit for assignments associated with 1st rotation.)*

1. Criminal Background check
2. Blood Borne Pathogen Training
3. Sexual Harassment Training
4. HIPPA Training

Course Assignments and Requirements

1. Signed Policies and Procedures Handbook Acknowledgement Agreement
2. Rotation Introduction Form
3. Maintenance of Clinical Education hours of directed clinical experience (Weekly)
 - a. 200 hours total
 - b. 9 hrs/week [min] – 20 hrs/week [max]
 - c. No more than 7.5 hr/day
4. Signed and completed Approved Clinical Instructor evaluations of Athletic Training Student (2)
5. Signed and completed Athletic Training Student evaluations of Approved Clinical Instructor (2)
6. Comprehensive Clinical Proficiency Evaluation with attached injury evaluation form (2)
7. ATS Self-evaluations (2)
8. Clinical Proficiency demonstrations (must achieve 80% or better to receive credit)
9. Book review and class discussion: When Generations Collide
10. Discussion Journal (3)
11. Final/Mid-semester Project- Professional Portfolio
12. Senior Writing Project (Topic [1%], Search Requirements [1.5%], Draft [5%])
13. Case Studies (3)

Course Evaluation:

- | | |
|--|-------------------------------------|
| 1. Maintenance of clinical education hours | 5% |
| | Self-Evaluation |
| | Policy and Procedure Signature Page |
| | Goals Setting Assignment |
| | Court Case or Reflective paper |
| 2. Evaluation by ACIs (2- 10% ea.) | 20% |
| 3. Evaluations of ACIs (2- 2.5% ea.) | 5% |
| 4. Continuous Clinical Proficiency Evaluations (2- 5% ea.) | 10% |
| 5. Clinical psychomotor skill and proficiency demonstrations | 20% |
| 6. Book review | 7.5% |

7. Discussion Journal (3.)	7.5%
8. Professional Portfolio (Mid-Semester/Final)	7.5%
9. Senior Writing Project	10%
10. Case Studies (3)	7.5%
Total	100%

Late assignments will result in a ZERO for the assignment.

Failure to provide the ACI with at least 1 week to complete the evaluation will result in a ZERO.

Maintenance of Clinical Education Hours

Logging of clinical hours (250 hours minimum and no more than 20 hours a week) provided via ATrack and verified by clinical instructor. **Failure to obtain these hours will result in a failure of the class.**

Evaluation by ACI (2)

Completed and signed Approved Clinical Instructor Evaluation of Athletic Training Student (completed on ATrack).

Evaluation of ACI (2)

Completed and signed Athletic Training Student Evaluation of Approved Clinical Instructor (completed on ATrack).

Continuous Clinical Proficiency Evaluation (2)

Completed and signed Continuous Clinical Proficiency Evaluation (completed on ATrack).

Clinical Proficiency Demonstrations (must achieve 80% or better to receive credit)

Completed and signed Clinical Proficiencies on ATrack.

Book Reflection (When Generations Collide)

You will conduct two reflections (see calendar) online for the book mid semester and end of semester. You will be required to have read half the book by the mid-semester reflection. Complete the reflection prior to class. Individuals who do not complete the reflection will not receive points for the assignment after class discussion.

Journals Dialogue (3 per rotation)

Journal reflecting activities and thoughts about clinical education experiences. See calendar for due dates. This assignment is conducted on blackboard.

Senior Research Project: Critically Appraised Topic (CAT)

These manuscripts are a shorter summary of available evidence focused around a specific clinical question in sport rehabilitation. A critically appraised topic (CAT) is similar to a systematic review in that it summarizes the best evidence in a body of literature; however, it is a shorter manuscript and less rigorous critical review for answering the clinical question of interest. CATs provide an excellent mechanism for busy evidence-based practice clinicians to collect and disseminate information they find while searching for answers to important clinical questions. A CAT typically includes a critical appraisal of at least 3 high quality studies but not more than 5. Conversely, a summary of a single paper is referred to as a Critically Appraised Paper (CAP). A CAT seeks to find the best available evidence in a less rigorous search process, that is more readily available to clinicians, and then critically appraise the papers selected for inclusion using accepted standards for evidence-based practice. For an example of a CAT, please see Valovich McLeod, TC. The effectiveness of balance training programs on reducing the incidence of ankle sprains in adolescent athletes. *J Sport Rehabil.* 2008;17:316-323. More information about CATs is available at www.otcats.com and www.cebm.net.

Critically Appraised Topic Author Guidelines: These author guidelines were adapted from the Occupational Therapy Critically Appraised Topics CATS Template available at: <http://www.otcats.com/template/index.html>. JSR also recognizes the Centre for Evidence-Based Medicine as the source for defining Levels of Evidence and Strength of Recommendation (<http://www.cebm.net>). The template provided should be used when preparing CAT submissions to JSR **CAT submissions**. For an example of a Critically Appraised Topic, please see [Valovich McLeod, TC. The effectiveness of balance training programs on reducing the incidence of ankle sprains in adolescent athletes. J Sport Rehabil.](http://www.otcats.com) 2008;17:316-323.

Structured Abstract

Structured abstracts should provide the following key information in one page or less.

Clinical Scenario: A brief description of the clinical scenario leading to the clinical question.

Clinical Question: A focused clinical question of importance in sport rehabilitation.

Summary of Key Findings: A bullet point listing of the key clinical findings from the search.

Clinical Bottom Line: The most important take home message from the available evidence. Some statement regarding the level of available evidence and subsequent strength of recommendations is required.

Strength of Recommendation: A brief description of the strength of evidence summarized following the critical appraisal.

Main Text

Search Strategy: Describe the databases and sites searched, the search terms utilized, and any search limits. The search should ideally be conducted within several months of submission for publication and should seek to obtain the best available evidence.

Patient/Client and Condition:

Intervention (or Assessment):

Comparison:

Outcome(s):

Inclusion and Exclusion Criteria: Explicitly list all inclusion and exclusion criteria.

Search Results: In narrative form, describe the results of your search.

Best Evidence: Identify how many studies were chosen for inclusion and appraisal in this CAT and provide the reasons that these studies were selected (i.e., level 1 study, etc). JSR strongly recommends authors use the Centre for Evidence-Based Medicine's definitions in determining level of evidence (<http://www.cebm.net>).

Summary of Best Evidence: Each of the studies chosen for inclusion in the CAT should be critically appraised in a comparative table. The table might include the following headings:

Study Design:

Participants:

Intervention Investigated:

Control:

Experimental:

Outcome Measures (Primary and Secondary):

Main Findings:

Level of Evidence:

Validity Score:

Conclusion:

Implications for Practice, Education, and Future Research: Practical discussion based on the information provided from the appraisal of current literature. Anecdotal comments regarding whether or not this intervention is commonly used clinically, cost of this intervention, etc, are appropriate.

References:

Grading Scale:

A	> 92.5%
A-	= 89.5-92.4%
B+	= 86.5-89.4%
B	= 82.5-86.4%
B-	= 79.5-82.4%
C+	= 76.5-79.4%
C	= 72.5-76.4%
C-	= 69.5-72.4%
D+	= 66.5-69.4%
D	= 62.5-66.4%
D-	= 59.5-62.4%
F	< 59.4%

Note: Proficiencies will be evaluated once throughout the semester but may be evaluated more in order to obtain mastery level required of all proficiencies in this course. **A grade of D+ or lower will be assigned if any clinical proficiency has not met the mastery level by the end of this class.**

******Policies******

Attendance Policy:

Attendance in class AND at all PROGRAM MEETINGS is **mandatory**. Three or more absences will result in the deduction of 10 percentage points from your final grade. Three or more incidences of tardiness will result in the deduction of 5 percentage points from your final grade.

Academic Integrity

Students are expected to follow the guidelines stipulated in The Code of Student Conduct. The code is available at: <http://www.indstate.edu/sjp/code.html>. The Academic Integrity Policy will be explained on the 1st Day of Classes. Students are expected to avoid all forms of academic dishonesty, including, cheating on examinations, plagiarism, falsification, forgery, and obstruction, multiple submission, facilitating academic dishonesty, misconduct in research and creative endeavors, misuse of academic records, misuse of intellectual property, and violation of ethical and professional standards. Students who violate academic integrity will receive a failing grade in this course, or in severe cases, be suspended or expelled from the

University. Book reviews will be submitted to www.tunitin.com on or before the due date. A detailed explanation for submission guidelines will precede the due date.

Laptops in the Classroom

Because this class will often be a hands-on classroom experience, students are permitted to bring laptop computers to class on a limited basis. Please refer to the schedule to identify dates in which computers are permitted. All computing processes during class should be directly connected to classroom presentations/assignments. You are not allowed to check email messages, send or receive instant messages, or personal computing during class. Should issues arise with laptop conduct, the student may be instructed to discontinue his/her laptop use during this class.

Cellular Phone Policy

Students are not permitted to use cellular phones during class time. This includes calling, text messaging, instant messaging, calculator usage, web searching, game playing, etc. Failure to follow this policy may result in dismissal from the classroom and a ZERO for any coursework completed on that day.

Classroom Behavior

Students are expected to behave professionally in-class. This includes (but not exhaustive) dressing appropriately for class activities, using professional language, coming to class prepared, following course policies and the Student Policy and Procedures, treating classmates, faculty, and approved clinical instructors with respect, and following the NATA Code of Ethics and Standards of Professional Practice. Students may expect the same behavior from course faculty and approved clinical instructors and should contact the Clinical Coordinator (Dr. Lindsey Eberman 812-237-7694) with any concerns.

Recommended Course Activities

Non-traditional clinical experiences are available through the Clinical Coordinator's office. Several mass participation events, rodeo, NASCAR, trail/adventure running/mountain biking, etc. competitive events occur in the area. Throughout the semester, these activities will be presented to students and participation is HIGHLY RECOMMENDED. Extra credit may be available for continued participation in these events.

Classroom Accommodations

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 204A or www.indstate.edu/sasc/dss. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

**Indiana State University
Athletic Training Department
Fall 2009**

Course Schedule:

Date	Topic	Assignment
Wed Aug. 26	Brief Introduction	
Fri Aug 28	Professional Behavior and Communication	
Mon Aug 31	Developing Interpersonal Relationships	
Wed Sept 2	Developing your Professional Portfolio	
Fri Sept 4	How to Read the Research and apply it.	
Mon Sept 7	NO CLASS- LABOR DAY	
Wed Sept 9	How to Read the Research and apply it.	
Fri Sept 11	Cervical Spine/Cranial Nerve Evaluation – Review and Practice	
Mon Sept 14	Cervical Spine/Cranial Nerve Evaluation – Review and Practice	
Wed Sept 16	Competency Demonstration - C — Cervical Spine/Cranial Nerve Evaluation	
Fri Sept 18	Competency Demonstration — Cervical Spine/Cranial Nerve Evaluation	
Mon Sept 21	Case Study Competency Demonstration - Cervical Spine/Cranial Nerve Evaluation	Journal #1 Due on Blackboard
Wed Sept 23	Head and Face Evaluation – Review and Practice	
Fri Sept 25	Head and Face – Review and Practice	
Mon Sept 28	Head and Face – Competency Demonstration	
Wed Sept 30	Head and Face - Competency Demonstration	
Fri Oct 2	Case Study Competency Demonstration Head/Face, Cervical Spine/Cranial Nerves Evaluation	Bring a typed Case Report to class
Mon Oct 5	Case Study Competency Demonstration Head/Face, Cervical Spine/Cranial Nerves Evaluation	
Wed Oct 7	Discussion: When Generations Collide	Hour logs Due Book Review – online reflection due (blackboard)
Fri Oct 9	NO CLASS - FALL BREAK	
Mon Oct 13	Communication/Counseling Review	
Wed Oct 15	Nutrition In Athletic Training	
Fri Oct 17	Eating Disorder Review: Case Studies	
Mon Oct 20	Eating Disorder Case Studies	Bring Case Study on Eating Disorder to class (typed)
Wed Oct 22	Substance Abuse Counseling - Review	

Fri Oct 24	Case Study Substance Abuse	Bring a Case Study on Substance Abuse Counseling to class (typed)
Mon Oct 27	Modalities Review	Journal Due (Blackboard)
Wed Oct 29	Case studies - Modalities	
Fri Oct 31	Case Studies - Modalities	Bring a Case Study on assigned modality (typed)
Mon Nov 3	Proficiency Demonstration Modalities	
Wed Nov 5	Patient Assessment (Assigned student)	Outline for Senior Writing Project Due
Fri Nov 7	Patient Assessment (Assigned student)	
Mon Nov 10	Patient Assessment (Assigned student)	
Wed Nov 12	Patient Assessment (Assigned student)	
Fri Nov 14	Competency Demonstration (if necessary) Patient Assessment (Assigned student)	
Mon Nov 17	Competency Demonstration (if necessary) Patient Assessment (Assigned student)	
Wed Nov 19	Proficiency Demonstration — Head/Face, Cervical Spine/Cranial Nerves	
Fri Nov 21	Mock Interviews	Portfolio Due
Mon Nov 24	NO CLASS – CROSS COUNTRY NATIONAL CHAMPIONSHIPS	
Wed Nov 26	NO CLASS – THANKSGIVING BREAK	
Fri Nov 28		
Mon Dec 1	Mock Interviews	<i>Book Review Due (online)</i>
Wed Dec 3	Class Discussion: <u>When Generations Collide</u>	
Fri Dec 5	In- Class Final Project Preparation	<i>Reflective Journal 3 Evaluations/Hour Logs Due</i>
Mon Dec 8	Final Exam Week	<i>Senior Project- Literature Review Due</i>

Field trips are mandatory. (Transportation will be coordinated).

Program Meetings are mandatory.

*The above course schedule is subject to change at the professor's discretion.

ATTR 455 Psychomotor Competencies

Cognitive Competencies

PD-C11.0 Identify and access available educational materials and programs in health-related subject matter areas (audiovisual aids, pamphlets, newsletters, computers, software, workshops, and seminars).

PD-C13.0 Describe and differentiate the types of quantitative and qualitative research and describe the components and process of scientific research (including statistical decision-making) as it relates to athletic training research.

PD-C14.0 Interpret the current research in athletic training and other related medical and health areas and apply the results to the daily practice of athletic training.

PD-C15.0 Identify the components of, and the techniques for constructing, a professional resume.

Psychomotor Competency

PD-P4.0 Develop a research project (to include but not limited to case study, clinical research project, literature review) for an athletic training-related topic.

Clinical Proficiencies

NU-CP1.0 Demonstrate the ability to counsel a patient in proper nutrition. This may include providing basic nutritional information and/or an exercise and nutrition program for weight gain or weight loss. The student will demonstrate the ability to take measurements and figure calculations for a weight control plan (e.g., measurement of body composition and BMI, calculation of energy expenditure, caloric intake, and BMR). Armed with basic nutritional data, the student will demonstrate the ability to develop and implement a preparticipation meal and an appropriate exercise and nutritional plan for an active individual. The student will develop an active listening relationship to effectively communicate with the patient and, as appropriate, refer the patient to other medical professionals (physician, nutritionist, counselor or psychologist) as needed.

NU-CP2.0 Demonstrate the ability to recognize disordered eating and eating disorders, establish a professional helping relationship with the patient, interact through support and education, and encourage vocal discussion and other support through referral to the appropriate medical professionals.

PS-CP1.0 Demonstrate the ability to conduct an intervention and make the appropriate referral of an individual with a suspected substance abuse or other mental health problem. Effective lines of communication should be established to elicit and convey information about the patient's status. While maintaining patient confidentiality, all aspects of the intervention and referral should be documented using standardized record-keeping methods.

TM-CP1.0 Synthesize information obtained in a patient interview and physical examination to determine the indications, contraindications and precautions for the selection, patient set-up, and evidence-based application of therapeutic modalities for acute and chronic injuries. The student will formulate a progressive treatment and rehabilitation plan and appropriately apply the modalities. Effective lines of communication should be established to elicit and convey information about the patient's status and the prescribed modality(s). While maintaining patient confidentiality, all aspects of the treatment plan should be documented using standardized record-keeping methods.

TM-CP1.1 Infrared Modalities

TM-CP1.2 Electrical Stimulation Modalities

TM-CP1.3 Therapeutic Ultrasound

TM-CP1.4 Mechanical Modalities

TM-CP1.5 Massage and other Manual Techniques

MC-CP1.0 Demonstrate a general and specific (e.g., head, torso and abdomen) assessment for the purpose of (a) screening and referral of common medical conditions, (b) treating those conditions as appropriate, and (c) when appropriate, determining a patient's readiness for physical activity. Effective lines of communication should be established to elicit and convey information about the patient's status and the treatment program. While maintaining confidentiality, all aspects of the assessment, treatment, and determination for activity should be documented using standardized record-keeping methods.

MC-CP1.2 Head, including the Brain

MC-CP1.3 Face, including the Maxillofacial Region

MC-CP1.4 Thorax, including the heart and lungs

MC-CP1.5 Abdomen, including the abdominal organs, the renal and urogenital systems

MC-CP1.6 Eyes

MC-CP1.7 Ear, Nose, and Throat