**University of Wisconsin – Stevens Point – Master of Science - Athletic Training**

School of Health Sciences and Wellness

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| **Course Title: Clinical Education III – AT 783** | **Term: Fall 2021** | **Credits: 4** |
| **Instructor: Beth Kinslow****Phone: Email: bkinslow@uwsp.edu** |  |
| **Time and Place: hybrid – online or in-person meetings set individually** | **Office hours: TBD; Available by appointment** |

**Required Textbook(s): None**

**Required Course Resources: Available on Canvas throughout the course.**

**Course Description:** Athletic training clinical education experience under the supervision of a clinical preceptor. Immersive clinical experiences will focus on skill integration in all domains of athletic training to emphasize patient-centered care. A minimum of 12 credits need to be completed between AT 783 and AT 784.

*Pre-requisites: AT 782*

**Clinical Education Course Learning Outcomes (CAATE 2020 Standards)**

1. Identify the signs, symptoms, and indications of common conditions, acute and chronic injuries, emergent and general medical conditions for active patients. (70, 77)
2. Understand and demonstrate the integration of athletic training knowledge and skills within the ICF for delivery of effective patient/client care under the supervision of clinical preceptors and other health care and wellness professionals in a variety of settings. (60, 61, 90)
3. Apply knowledge of environmental conditions, evaluation, therapeutic intervention, and patient progression to develop a care plan for injury and illness prevention, treatment, and performance enhancement. (73, 78, 79, 80, 81, 82, 85, 87)
4. Perform a comprehensive evaluation to determine a clinical diagnosis and develop an individualized care plan. (70, 71, 72)
5. Assess and manage patients with acute or chronic conditions including triage for emergent patients and care for non-emergent patients. (70, 71, 75, 76)
6. Develop a care plan and provide patient education on the physiological, psychological, and social effects of conditions/injuries related to common orthopedic conditions, acute and chronic injuries, emergent and general medical conditions utilizing evidence-based practice. (62, 69, 71, 74, 83, 84, 86)
7. Utilize management and quality improvement strategies, healthcare informatics and electronic health records to improve communication and patient care in collaboration with other health care providers.  (63, 64, 88, 89)
8. Develop and implement policies and procedures related to daily operations of clinical settings, emergency and preparedness plans, and caring for patients in crisis based on evidence-based recommendations and state practice acts. (66, 91, 92, 93, 94)
9. Appreciate the significance that injury prevention, patient education, communication, holistic healthcare, and advocacy can have on health, well-being, and the ability to be active. (56, 57, 58, 59)
10. Demonstrate self-reflection, personal and professional development maintaining compliance with all applicable rules and regulations, holding the standards of ethical, nondiscriminatory practice, and advocating for patient-centered care and the athletic training profession.  (65, 66, 67, 68)

**COURSE POLICY and OTHER CONSIDERATIONS**

**Attendance and Participation**

This course is a practicum that will be arranged with UWSP Athletic Training and a clinical site supervisor/facility. It is designed to enhance the classroom instruction through hands-on learning and practice of skills under the supervision of a clinical preceptor. Students will arrange a schedule with the clinical preceptor (site LAT/ATC, or other healthcare professional) and will be expected to attend all scheduled experiences. Students will complete a minimum of 200 hours and a maximum of 800 hours of clinical time under the supervision of the assigned clinical preceptor. Students will be expected to contact their preceptor should anything arise that would necessitate missing any part of the assigned experience and make up the time accordingly. If extenuating circumstances cause a student to miss a significant portion of time, the student or preceptor can contact the clinical coordinator to make any adjustments possible. Students are expected to perform skills and demonstrate knowledge relative to their level in the program and level of competence under the supervision of a clinical preceptor. These experience hours are also a time to learn new skills and professionalism under the guidance of their preceptor and other healthcare professionals. Students are expected to complete the minimum number of clinical hours associated with this practicum based on the number of credits you registered for (200 hours but not more than 800) prior to the end of the semester. Failure to complete the minimum number of hours will result in a failing grade for this course.

* At all times, you are to silence your cell phone and have it out of view. Using your phone during class is a direct violation of professional behavior and not accepted during this course.
* There will be times when you will be asked to use your personal device (phone, tablet, computer) to access the Internet for learning resources. During this time, it is expected you stay focused within the learning exercise and refrain from being involved with email, messaging or social media. Again, this type of behavior is a direct violation of professional behavior.

**Communication:**

One of the key components to your success in the AT program is communication. Communicate with your instructor. Communicate with your classmates. Ask questions. Get the information you need. You are here as a student, as a learner. Be that person! Ask for help. The only way anyone will know if you need help is when your learning assessments come back with a poor grade. At that point, you are behind. Stay ahead and keep up! Communicate (meaning TALK) with your instructor. Set up a time to meet and talk through it. Every AT faculty and staff will be willing to help – that is what we are here for.

**Course Requirements and Assessment Methods:**

This course will include coursework and learning assessments specific to the CAATE Educational Competencies and the BOC Role Delineation Study to ensure we are working toward helping you become a competent athletic training professional. The specific competencies associated with the course and the assigned coursework and learning assessments will be fully communicated to you on the course schedule at the start of the course. The competencies associated with the course will also be provided in the AT Student Handbook under the curricular information.

Specific requirements include:

* **Didactive learning:**
	+ Case studies: Case studies will be assigned to by the instructor to review previously learned skills. The case studies will be available on Canvas with the associated rubric for assessment.
	+ Reflections will be required for each module. The module topics are provided in Canvas and will be completed this 16-week course. Rubrics for the reflection discussions are also posted on Canvas.
	+ Participation in a minimum of 4 in-person discussions with the instructor and other course participants throughout the semester, which may be completed on-campus or using technology for distance meeting if necessary. These discussions will be arranged through the instructor.
* **Clinical requirements:**
	+ Completion of an orientation sheet, consistent completion of hour log, and consistent completion of patient exposures on e-Value.
	+ Completion of at least ½ of Clinical Education Assignments (see more information later in syllabus) and evaluated by the clinical preceptor or the AT faculty prior to the completion of the course. The Clinical Education Assignments will be evaluated on the following 5-point scale:
		- 5= (Excellent) Performance exceeds expectations at this level. Displayed independence and confidence in skill performance. Required absolutely no intervention of clinical instructor.
		- 4 = (Above Average) Performance is above average at this level. Displayed independence in skill performance and skill explanation (why it is used); needs some verbal questioning to by CP to prompt further explanation or clinical decision making.
		- 3 = (Average) Performance is average at this level. Student performed hands-on skills accurately, but lacked accurate explanation and application. Needs minimal hands-on intervention and/or verbal guidance to perfect skill performance.
		- 2 = (Not proficient) Shortcomings in performance at this level. No independence or proficiency displayed during skill performance. Both verbal and hands-on guidance were necessary for skill performance, decision-making or problem-solving. \*
		- 1 = (Deficient) Clinical skills are inadequate even with hands-on intervention and verbal guidance from the clinical instructor. Student does not have the clinical skills or knowledge for independent problem-solving \*
	+ Completion of mid-rotation evaluation, and end-of-rotation evaluation with the clinical preceptor. The mid-rotation and end-of-rotation evaluations will use the following 5-point scale:
		- 5(100%)= Performs duties/skills at excellent level with no CP intervention
		- 4(90%) = Performs duties/skills at above average level with minimal CP intervention
		- 3(80%) = Performs duties/skills at appropriate level with moderate CP intervention
		- 2(70%) = Performs duties/skills below appropriate level with constant intervention from CP.\*
		- 1(60%) = Does not perform duties/skills, deficient in all areas. \*

\* Needs remedial aid in this area prior to advancing clinical education

**Clinical Education Assignments:**

To ensure you are competent and prepared to practice in all areas of athletic training, it is necessary for students to be evaluated didactically and clinically in all the CAATE Education Competencies (Standards 55-94). The Clinical Education Assignments are created as a means to help you track your clinical skill experiences as well as ensure proper evaluation while you are performing these skills in the clinical setting.

You will be provided with the Clinical Education Proficiency Manual in the Canvas course room. Within this manual are the Clinical Education Assignments you must complete with your preceptor during your practicums. You are able to complete these with one of the following situations: (1) you have encountered an actual patient or situation as identified in the Clinical Education Assignment during your practicum and fully participated in this case. Participation means you completed the skills indicated in the assignment – not observed or witnessed; or (2) your preceptor creates a simulation involving the requirements of the Clinical Education Assignment and you complete the simulation. In as many assignments as possible, an actual patient encounter or administrative situation is desired. However, since all cases will not present themselves in the clinical environment, simulations can be created. Examples of simulations will be provided to your preceptor by the course instructor if asked for.

The Clinical Education Assignments which are due during AT 783 will depend on your clinical practicum location. The instructor for this course will provide guidance to you during your individual meetings and required reflections. You must complete at least ½ of the assignments in the manual during AT 783. The additional ½ will then be required during AT 784 in the spring semester.

**Assessment of Clinical Requirements:**

**Acceptable level of performance on all Clinical Education Assignments:** Students are required to meet or exceed expectations on clinical practical simulations and/or clinical learning assignments. (3.0/5.0 on the grading scale or an 80% on graded performances) The preceptor would observe your skills during completion of the encounter or simulation, assess performance with the associated rubric, and provide additional feedback on your performance. In the case your performance did not meet a 3/5 or better in all areas, the assignment will need to be repeated.

**Grading scale:** The grades for your performance in this course will be awarded as follows:

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| **A:**  94-100% | **B:** 83-86% | **C:** 73-76% | **D:** 60-64% |
| **A-:** 90-93% | **B-:** 80-82% | **C-:** 70-72% | **F:** 59% or below |
| **B+:** 87-89% | **C+:** 77-79% | **D+:** 65-69% |  |

**ADDITIONAL INFORMATION**

**Open Learning Environment and Professional Behavior:**

In all AT courses, you will be expected to act professionally and ethically. The NATA Code of Ethics is a great reference to how you should model professional behavior – and it will start in the classroom and clinical education setting. As we talk about sensitive topics, you will have an open mind and actively listen. Our goal is to treat each individual in class fairly and listen to their opinion and thoughts. It doesn’t mean you always have to agree – but you need to be willing to try to understand. **All** students in the AT program, **WILL respect** individuality and diversity in the learning environment.

In many classes, you will be performing evaluation and touching each other as you will be doing in the AT profession. At all times, just like you would in the clinical setting, you will act professionally and properly communicate with your partner about what you will be doing. If at any time you feel uncomfortable with a certain skill or behavior, please talk to the instructor immediately.

**Academic Honesty:**

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

**Plagiarism** - presenting someone else's words, ideas, or data as your own work.

**Fabrication** - using invented information or the falsifying research or other findings.

**Cheating** - misleading others to believe you have mastered competencies or other learning outcomes

that you have not mastered.

**Academic Misconduct:** This includes academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

Academic dishonesty is NOT ACCEPTABLE. UWSP subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. The complete text of the chapter is available to you from the Dean of Students or you can visit <http://www.uwsp.edu/accreditation/docs/SA_PU_250.04.pdf> for more information.

**UWSP Policies**

Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current UWSP Course Catalog or Student Handbook.

**ADA Statement**

In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability Services for assistance with accommodations. It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature and extent of a disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability. Disabilities Services is located on campus at 103 Student Services Center, 1108 Fremont Street, UW-Stevens Point, Stevens Point, WI 54481.

**Timeline (Tentative)**

Module 1: Introduction to course, discussion of Clinical Learning Assignments, EValue requirements/paperwork, online meeting time TBD

Module 2: Introductions to settings – Where are you now? First Impressions, Initial setting take away lessons

Module 3: Things I’ve Learned – Discussions on teaching and learning in your clinical settings

Module 4: Review and BOC preparation work – Quizzes through Canvas

Module 5: Documentation and Experience updates – SOAP note assignments

Module 6: Putting it all together – Practical exam and Mock BOC