

UNIVERSITY OF WISCONSIN – STEVENS POINT – MASTER OF SCIENCE - ATHLETIC TRAINING  
SCHOOL OF HEALTH CARE PROFESSIONS

<b>Course Title: Clinical Education IV – AT 784</b>	<b>Term: Spring</b>	<b>Credits: 4-8</b>
<b>Instructor: Danelle Smith</b> <b>Phone: Email: dasmith@uwsp.edu</b>		
<b>Time and Place: hybrid – online mostly</b>	<b>Office hours: TBD; Available by appointment</b>	
<b>Required Textbook(s):</b>	<b>None</b>	

**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, AT 783*

**Enduring Understanding:**

Athletic Training Students will understand that...

- Critical thinking, problem solving, and the use of evidence-based practice is necessary in the delivery of athletic training services.

**Essential Questions:**

- How is the integration of clinical decision-making and understanding of functional movement and performance utilized for athletic training patient care?
- How do critical thinking and evidence-based practice provide the framework for successful delivery of athletic training services?

**Knowledge (Know):**

Athletic training students will be able to/can...

- Identify the signs, symptoms, and indications of common conditions/injuries for active patients.
- Understand the integration of athletic training knowledge and skills needed when working with real-life patients under the supervision of different clinical preceptors.

**Skills (Able to do):**

Students will be able to/can...

- Perform a comprehensive evaluation to determine a clinical diagnosis and treatment plan.
- Assess and manage patients with acute or chronic conditions including triage for emergent patients.
- Provide patient education on the physiological, psychological, and social effects of conditions/injuries.

**Dispositions (Value/appreciate):**

Students will be able to/can...

- Appreciate the significance that injury prevention and patient education can have on health, well-being, and the ability to be active.
- Value patients, healthcare professionals, administrators, and other stakeholders without discrimination.

**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 (200 for 4 credits, 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:**

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:

- Completion of an orientation sheet, hour log, mid-rotation evaluation, and end-of-rotation evaluation with the clinical preceptor. The mid-rotation and end-of-rotation evaluations will use the following 4-point scale:
  - 1= (70%) = Needs remedial aid in this area prior to advancing clinical education
  - 2= (80%) = Performs duties/skills at appropriate level with moderate CP intervention
  - 3= (90%) = Performs duties/skills at above average level with minimal CP intervention
  - 4= (100%) = Performs duties/skills at excellent level with no CP intervention
- Completion of a case study as assigned by the instructor.
- Participation in 4 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.
- Completion of Clinical Integrative Proficiencies (CIPs) as assigned by the instructor and evaluated by the clinical preceptor prior to the completion of the course. These CIPs will be evaluated on the following 4-point scale:
  - 1 = (70%) = Not proficient in skills or knowledge
  - 2= (80%) = Proficient with significant assistance from the preceptor
  - 3= (90%) = Proficient with minimal assistance from the preceptor
  - 4= (100%) = Proficient with no assistance from the preceptor

### **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](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.

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

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

## Timeline (tentative)

Week 1	Introduction, Discussion 1 – Where are we?
Week 2	Looking at BOC, Questions on skills, practice, areas of concern
Week 3	Discussion 1 Due – Practice Quiz 1
Week 4	Discussion 2 – Documentation in changing settings
Week 5	Practice Quiz 2 - Case report check-in (look for pt and initial eval info)
Week 6	Discussion 2 Due, Discussion 3 - General Medical and non-acute injury eval and management
Week 7	Complete Practice Exam
Week 8	Practice Exam results – Assignment - How do we use this now?
SPRING BREAK – March 14-22	
Week 9	Discussion 3 Due, Check hour logs and procedures on eValue
Week 10	Discussion 4 – New skill or method
Week 11	Case report outlines and work
Week 12	Discussion 4 Due, WATA Meeting
Week 13	Discussion 5 – Finishing up?
Week 14	Case Report Due
Week 15	Discussion 5 Due