

College of Health and Human Services
Athletic Training Program

Athletic Training 502 - Clinical Education II – Spring 2022

Instructor: Karen Hostetter, Ph.D., ATC, LAT

Office: HSEB C612a

Office Hours: [Schedule an Appointment](#)

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Credit Hours / Meeting Times / Instruction Mode:

3 credits

Mondays Face-to-Face unless university administration makes adjustments due to the pandemic

10:40 – 11:30 a.m. and scheduled times with Clinical Preceptor (CP) at assigned clinical site

Course Pre-requisites:

Athletic Training (AT) milestones

Catalog Description:

The purpose of this course is for students to gain clinical education experiences. While in the course, students will review and be evaluated on core competencies required by the NAU AT Program and our professional accreditation through the CAATE. Clinical experiences will be gained at a primary clinical site, along with two one-week rotations designed to expose each student to non-sport patients outside of traditional AT settings.

Textbooks/Materials (R=required, O=optional):

No textbooks are required for this course; however, there may be supplemental EBP readings from scholarly journals to help students apply new knowledge at their clinical site.

Course Structure/Approach:

Dr. Hostetter will provide a brief review on a specified topic each week. CPs will help students practice clinical skills as well as evaluate and document student competence in the application of clinical skills at the students' assigned clinical site(s). Practical skills may be assessed in class.

Student Learning Objectives (SLO):

Upon successful completion of this course, the student will:

1. Demonstrate competence in the skills associated with this course (502A-502H; CAATE Standards 60, 62, 72, 73, 76, 70, 92, 93)
2. Exemplify the qualities associated with being a second semester MSAT student (professionalism, communication, work ethic, engagement/participation).
3. Understand the roles and responsibilities of an MSAT student.
4. Develop and attain student-specific goals related to being a second semester MSAT student.
5. Demonstrate reflective journaling based on observations and learning that takes place during Interprofessional Practice Clinical Rotations.
6. Understand the roles & responsibilities of medical and allied healthcare providers, other than athletic trainers.

Assessment of SLO:

1. All core competencies evaluated as competent (C in Typhon) by Clinical Preceptor (CP). (SLO 1)
2. Complete a practical exam. (SLO 1)
3. CP input on Pre, Mid, and End-Semester evaluations of the MSAT student indicates student demonstrates qualities associated with being a 2nd semester MSAT student. (SLO 2, 3)
4. CP input on Pre, Mid, and End-of-Semester evaluations of the MSAT student indicates formative (pre- & mid-semester evaluations) and summative (end-of-semester evaluation) progress towards specific goals. (SLO 3, 4)
5. Student reflections of weekly clinical experiences (SLO 2, 3)
6. Complete a Mock BOC Exam of items covered up to this point in the curriculum (SLO 1, 3)
7. Successful completion of reflective journals. This is meant to be reflective in nature to stimulate critical thinking processes regarding the integration of classroom skills with clinical practice. DO NOT SUBMIT A SUMMARY OF WHAT YOU DID OR OBSERVED DURING THIS ROTATION. (SLO 5 & 6)
8. Completion of 2 Interprofessional Practice Clinical Site Rotations (SLO 2, 6)

Course Evaluation:

This course is graded as **PASS/ FAIL**. Individual items within each area (1-5 below) must be attempted and must meet the criteria described for each item. In addition, students must attain a minimum of 70% to pass this course.

1. **Core Competencies (SLO 1) 40 points** - Core competencies are in blocks for completion during the semester. Competencies within each block must be evaluated by the CP as either **Novice (N), Advanced Beginner (AB) or Competent (C) prior to the block deadline.** Competencies are to be evaluated by your CP and tracked in Typhon for completion. CPs should select "Submit Survey" AFTER ALL competencies are marked "C". All core competencies must be marked "C" by 11:59 p.m. Friday, April 29, 2022.

Proficiencies:

- 502A – AT Services provided in a manner that uses evidence to inform practice
- 502B – prevention, preparedness, and response to medical emergencies
- 502C – International Classification of Functioning, Disability, and Health (ICF)
- 502D – diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram
- 502E - Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan
- 502F - interventions that align with the care plan
- 502G - Evaluate and treat a patient who has sustained a concussion or other brain injury
- 502H - Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries

Clinical Proficiency Tracking System: Typhon Tracking System: <http://typhongroup.net/nau>

These blocks should be followed and evaluated with an "N," "AB," or "C" by the following dates. Preceptors should select "SAVE PROGRESS AND EXIT" when completing each block.

Preceptors should select "SUBMIT SURVEY" after the final assessment for the semester (4/29/2022).

Block 1 (502 A, B)

Due Friday, February 25th by 11: 59 pm

Block 2 (502 C, D, E)

Due Friday, March 25th at 11:59 pm

Block 3 (502 F, G, H)

Due Friday, April 15th at 11:59 pm

Block 4 (502 A – H):

All marked "C" by Friday, April 29nd by 11:59 pm

2. **Preceptor Evaluations of AT Students and AT Student Evaluations of CP and Clinical Site (SLO 3 & 4) 35 points** - Students are expected to meet with their CP at 3 different times during the semester to discuss these evaluations (Pre-, Mid-, and End). More than 1 failure to have the evaluations completed by the stated deadline will result in a failing grade for this course. If you miss a deadline, the evaluation still needs to be completed. Unsatisfactory scores on the end-of-semester evaluation may result in a failing grade for this course.

Pre-Semester –	Due no later than Friday, January 21, by 11:59 p.m.
Mid-Semester –	Due no later than Friday, March 11, by 11:59 p.m.
End of Semester –	Due no later than Friday, April 29, by 11:59 p.m.
Student Evaluation of CP	Due no later than Friday, April 29, by 11:59 p.m.
Student Evaluation of Clinical Sites (2)	Due no later than Friday, April 29, by 11:59 p.m.

3. **Reflective Journals (SLO 2 & 3) 42 points** – Reflective journal entries are due through BBLearn every other Sunday by 11:59 p.m. A schedule will be provided to each student regarding their due dates for journal entries. Please record daily clinical hours for the previous week at the end of each entry. These journals are to be reflective of clinical experiences to stimulate critical thinking processes regarding the integration of classroom skills with clinical practice. The reflection from the two weeks of interprofessional practice rotations will be included as one of the required reflective journals.
 - The journal may be a place for you to reflect on issues with CPs and clinical sites, but please also report all potential issues with your CP and/or clinical site to the appropriate clinical coordinator.
 - The information presented in the journal will not be shared with CPs and feedback will be given weekly by the professor.
 - Repeated failure to be reflective will not be accepted and will be recorded as a non-submission.
 - Journal deadlines may only be missed twice, but all journals must be completed and submitted.
 - If a submission deadline is missed, the student has 48 hours to submit the late journal (Tuesday by 11:59 p.m.)
 - **More than 2 late journal submissions OR missing the 48-hour deadline more than once will result in a failing grade for this course.**

4. **Mock BOC Exam (SLO 1 & 3) 35 points** - Students are expected to complete a mock BOC exam based on the first-year courses in the curriculum. Students must pass this written exam with a minimum score of 70% in order to earn all 35 points for this course evaluation method (70-100% = 35 points; 60-69.9% = 30 points; 50-59.9% = 25 points; 40-49.9% = 20 points; 30-39.9% = 15 points; 20-29.9% = 10 points; <20% = 5 points). No retakes are scheduled for the Mock BOC Written Exam.

5. **Practical Exam (SLO 1) 35 points** – Students will complete an individual practical exam, addressing the clinical skills/core competencies addressed in the program during the student's first year. Students must pass this practical exam with a minimum score of 70% in order to earn the full 35 points for this course evaluation method (70-100% = 35 points; 60-69.9% = 30 points; 50-59.9% = 25 points; 40-49.9% = 20 points; 30-39.9% = 15 points; 20-29.9% = 10 points; <20% = 5 points). No retakes are scheduled for the practical examination.

6. **IPE Event Attendance (SLO 2 and 6) 5 pts: Students** are required to attend a minimum of 2 IPE events during their first year in the AT program. If a student attended 1 IPE event in the fall, only 1 IPE event is required during the spring semester. If no IPE events were attended in the fall, 2 IPE events are required during the spring semester. Each IPE event attended is worth 5 points (for a total of 10 points possible). Students must upload the IPE event completion certificate of attendance into the Typhon system (External Documents – IPE Events) no later than 11:59 p.m. on Friday April 29, 2022. Failure to attend or to submit completion certificate(s) will result in a failing grade for the course.

7. **Patient Encounters (SLO 5 & 6)** 50 points – 50 patient encounters are required to be reported in the Typhon System. It is recommended that you submit at least 3-4 patient encounters per week. Students will select at least 4 patient encounters (two per IPP rotation) from their IPP rotations during the semester.

Failure to complete all 50 patient encounters by 11:59 p.m., April 29, 2022 will result in a failing grade for the course. Please pay close attention to the types of conditions and patient populations that you are required to evaluate/have exposure to during the MSAT program, and enter these conditions/exposures as patient encounters.

Patient Populations (Clinical Practice Opportunities)	Conditions Commonly Seen in Athletic Training
Populations throughout the lifespan (pediatric, adult, elderly)	Emergent conditions
	Behavioral (Mental Health) conditions
Populations of different sexes / genders	Musculoskeletal conditions
Populations with different socioeconomic statuses	Neurological conditions
Populations with varying levels of activity and athletic ability (competitive and recreational, individual and team activities, high and low intensity activities)	Endocrine conditions
	Dermatological conditions
	Cardiovascular conditions
Populations who participate in non-sport activities (military, industrial, occupational, leisure activities, performing arts)	Respiratory conditions
	Gastrointestinal conditions
	Genitourinary conditions
	Otolaryngological conditions
	Ophthalmological conditions
	Dental conditions
	Environmental conditions

8. **Attendance/Participation (SLO 2 & 3) 28 points** – AT students are expected to attend all class meetings and attend their assigned clinical rotation for an average of 20-25 hours per week. See “University Policies” for further guidance regarding COVID-19 Policies and Procedures.

If a student needs to miss a class/exam/day for any reason, the student must notify the course instructor and clinical preceptor prior to the scheduled class/exam/day of attendance at clinical site. If unable to notify the course instructor prior to class or clinical site attendance due to unforeseen circumstances, the course instructor / clinical preceptor should be notified as soon as possible. AT students must notify the course instructor or CP before class/clinical site attendance with the reason for absence and must get a response that confirms the absence as either “unexcused” or “excused.” Late arrival to scheduled class or clinical time of more than 5 minutes will be counted as an unexcused absence. Unexcused or excused absences for class time will result in not being allowed to attend the clinical site on the day of the absence. More than 2 unexcused absences, didactic or clinical, will result in a failing grade for the course.

Grading System:	Points Per	Points	Approximate %
Core Competencies	5 points each	40	15
Preceptor Evals & Student Evals	5 points each	30	13
Reflective Journals (8)	5.25 points ea.	42	15
Mock BOC Exam	35 points	35	13
Practical Exam	35 points	35	13
IPE Event Attendance (2)	5 points each	10	2
Patient Encounters (50)	1 point each	50	19
Attend/Participation (14 classes)	2 points each	28	10
		270	100

Course Policies

Retests / Makeup Tests / Missed Assignments - Arrangements must be made, and approved by the instructor, *prior* to the scheduled exam date. **Failure to contact me, and get approval to adjust time prior to the scheduled exam time or assignment due date will result in your inability to make up the exam/assignment.** In the case of an unforeseeable situation, contact must be made with the instructor within 24 hours of scheduled exam/assignment.

Grade Appeals – Students have one week from the time an assignment, skill test, test, project or other course assignment is returned to question the grade calculation. During this week the professor will freely explain how the grade was arrived at and may make adjustments if errors are detected. After this time, each individual grade will stand as reported. All grade appeals during the semester and at the completion of the semester will take place between the faculty member and the individual enrolled student only. In the event the student and the instructor are unable to mutually agree on an outcome, the appeal will move to the program director (Dr. Edgerton), department chair and then may ultimately move to the dean or VP. At no time will friends, family members, or other students be involved with the grade appeal process.

Technology

Cell phones may not be used during class other than for purposes of accessing related learning material. Laptops may only be used in class for LEARNING purposes, such as note taking and online research related to AT 502 and the day's lesson. Out of respect for your peers and Dr. Hostetter please make sure that all cell phones are **turned off and put away before class begins**. Students using technology in any manner other than class-related activities during class or browsing the internet with any form of technology will be dismissed from class immediately with an unexcused absence recorded for the day. More than 2 unexcused absences will result in a failing grade for the course. Repeated offenses will result in a meeting with Drs. Hostetter, and Edgerton.

Sensitive Course Materials

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

University Policies:

COVID Policies/Procedures - To allow flexibility to pivot as the path of this virus continues to evolve, please refer to the *Jacks Are Back* webpage: <https://nau.edu/jacks-are-back/> . Any necessary information and updates will be posted there throughout this academic year. Please be sure to visit and read through this information at the start of the semester and discuss with your instructor as necessary.

Visit the University's website regarding Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity, via the Student Handbook Policies at: <https://nau.edu/university-policy-library/by-subject/>

Statement on Academic Integrity – Please see the University Academic Policies: <https://policy.nau.edu/policy/policy.aspx?num=100601>

Violations of the academic integrity policy or plagiarism on an assignment will result in a zero on that assignment and potentially course failure.

Withdrawal Policy - Please use the following link for drop/add and withdrawal dates <https://in.nau.edu/registrar/important-dates/>

Academic Contact Hour Policy –

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per

week, including but not limited to class time, preparation, homework, studying.

Students with Disabilities – If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 928-523-8773 (voice) or 927-523-6906 (TTY), DR@nau.edu (e-mail) or 927-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of students with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (928-523-3312).

Classroom Disruption Policy – Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students within or outside of a class. The complete classroom disruption policy is in Appendices of NAU's Student Handbook.

Emergency Textbook Loan Program

<https://nau.edu/dean-of-students/emergency-textbook-loan-program/>

Effective Summer 2014

Approved UCC – 1/28/14 Approved UGC – 2/12/14

Ltr	Std #	Core Competency
A	62	Provide athletic training services in a manner that uses evidence to inform practice.
B	92	Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.
C	60	Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.
D	72	Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.
E	79	Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions: • Adrenal diseases • Cardiovascular diseases • Diabetes • Neurocognitive disease • Obesity • Osteoarthritis
F	73	Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following: • Therapeutic and corrective exercise • Joint Mobilization and Manipulation • Soft Tissue techniques • Movement training (including gait training) • Motor control/proprioceptive activities • Task-specific functional training • Therapeutic modalities • Home care management • Cardiovascular training
G	76	Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines: • Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview • Re-examination of the patient on an ongoing basis • Recognition of an atypical response to brain injury • Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction) • Return of the patient to activity/participation Referral to the appropriate provider when indicated
H	93	Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following: • Education of all stakeholders • Recognition, appraisal, and mitigation of risk factors • Selection and interpretation of baseline testing • Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation

Tentative Course Schedule

	Date		Topic	Due
1	1/10	Mon	Introduction & Competency A (Throughout Sem)	
2	1/17	Mon	No Class – Martin Luther King, Jr Holiday	
	1/21	Fri		Pre-Semester Evaluation 11:59 pm
3	1/24	Mon	EAP – Competency B	
4	1/31	Mon	Lab Tests – Competency D – Teaching	
5	2/7	Mon	Lab Tests – Competency D – Lab Time	
6	2/14	Mon	ICF – Competency C	
7	2/21	Mon	ICF – Competency C	
	2/25	Fri	BLOCK 1	A, B Proficiencies Due 11:59 pm AND 20 patient encounters in Typhon
8	2/28	Mon	Mitigate Risks – Competency E	
9	3/7	Mon	Clinical Chats	
	3/11	Fri		Mid-Semester Evaluation 11:59 pm
	3/14 – 3/18		No Class - Spring Break	
10	3/21	Mon	ICF - Scenarios	
	3/25	Fri	BLOCK 2	C, D, E Proficiencies Due 11:59 pm AND 15 more patient encounters in Typhon
11	3/28	Mon	Concussion Guidelines & Policies – Competencies G & H	
12	4/4	Mon	Incorporate Interventions – Competency F	
13	4/11	Mon	Incorporate Interventions – Competency F	
	4/15	Fri	BLOCK 3	F, G, H Proficiency Due 11:59 pm AND 10 more patient encounters in Typhon
14	4/18	Mon	MOCK BOC	
15	4/25	Mon	Practical Exam – Extended class time	
	4/29	Fri	ALL COMPETENCIES “C”	End-of-Semester Evaluation 11:59 pm Student Evaluation of CP Student Evaluation of Site Preceptor Evaluation of Student 5 more patient encounters in Typhon

Note: Dates are subject to change depending on progress of course.