



01/2010

College of Life Sciences

Department of Exercise Sciences



ATHLETIC TRAINING CLINICAL EDUCATION II EXSC 395 – WINTER 2010

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Aims of a BYU Education

A BYU education should be (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service.

Course Description

ExSc 395 is a practicum course providing students with opportunities to integrate cognitive and psychomotor skills with affective competence/core values through both classroom and clinical education. Development of psychomotor skills/clinical proficiencies will represent a significant focus of the course, with opportunities provided for the development, synthesis, and demonstration of cognitive competency (i.e., learning over time) and professional behavior. Students are expected to voluntarily devote 20–25 hours/week in the clinical setting to solidify material covered enabling them to demonstrate competency.

Required Texts

- BYU Athletic Training Student Handbook
- Basic Athletic Training Taping and Wrapping DVD
- Starkey, C and Ryan, J. Evaluation of Orthopedic and Athletic Injuries. (2nd Ed). Philadelphia, PA: F.A. Davis, 2002.
- Konin, JG, Wiksten, DL, and Isear JA Jr. Special Tests for Orthopedic Examination. (2nd Ed). Thorofare, NJ: Slack, Inc. 2002.
- Houglum, PA. Therapeutic Exercise for Musculoskeletal Injuries. (2nd Ed). Champaign, IL: Human Kinetics, 2005.

Recommended Text

- Starkey, C and Johnson G Eds. Athletic Training and Sports Medicine. (4th Ed). Sudbury, MA: Jones and Barlett Publishers, 2006.

Optional Texts

- Prentice, WE. Arnheim's Principles of Athletic Training. (12th or 13th Ed). McGraw-Hill Companies, Inc.
- Hoppenfeld, S. Physical Examination of the Spine and Extremities. Norwalk, CT: Appleton – Century – Crofts, 1976.
- Magee, DJ. Orthopedic Physical Assessment. (5th Ed). Philadelphia, PA: W.B. Sanders, 2008.

Learning Outcomes

After completing this course, the student will be able to:

1. Demonstrate competency and clinical proficiency in taping and bracing.
2. Demonstrate the skills necessary to properly evaluate and care for upper extremity injuries.
3. Demonstrate rehabilitation skills, including aquatic therapy, joint mobilizations, proprioception, neuromuscular control, and agility exercises.

Requirements for this course

1. Class attendance.
2. Pass off required competencies and clinical proficiencies via clinical modules and case studies.
3. Oral examinations.
4. Record of hours accumulated during clinical experience:
 - a. Weekly hourly summary
 - b. Accumulative record of semester's activity
5. Fulfilling closing assignments as scheduled by AT clinical faculty member.
6. Two self-evaluations and one evaluation by your approved clinical instructor.
7. One evaluation of your approved clinical instructor and clinical education assignment.

Attendance

Students are expected to attend every class. This includes being on time for class or testing times. In order for any missed assignments or exams to be made up you **MUST** contact the instructor prior to missing the assignment or exam and arrange for a time outside of class to complete the assignment or exam with the instructor.

Clinical modules

The athletic training education program is a competency-based curriculum. The athletic training student is expected to demonstrate competency and clinical proficiency of the assigned modules during each semester of progression in the program. All modules will be discussed in class. Your competency will be assessed through check offs and/or via case studies. Case studies are designed to help you internalize the information presented and to allow you to further demonstrate competency. Cases will be given out throughout the semester and will be evaluated by your assigned ACI.

Oral examinations

Two practical examinations will be administered during this course, mid-semester and during finals. The mid-semester examination will focus on specific material covered up until that point. The final examination will be cumulative, focusing on your ability to synthesize and demonstrate an understanding of the course as a unified whole.

Recording of Clinical Assignment Hours

It is very important that you keep an accurate record of your athletic training experience hours. Utilizing the Time Tracker software, you need to clock in and clock out each day at your assignment. At the end of each month you need to certify these hours with your ACI. A copy of your hours with your ACI's signature certifying correctness must be completed and signed by the 5th of the next month and are to be kept in your athletic training student file (SFH athletic

training room filing cabinet). In the event that your clinical site does not have computer access, use the hours reporting forms available in the SFH athletic training room.

Closing assignments

An important part of your responsibilities as an athletic training student is to close the various BYU athletic training rooms. A missed assignment will result in a corresponding decrease in your grade (10 points for each missed assignment). In the event you need to switch an assignment with another athletic training student, provide Carolyn Billings with documentation of the switch containing the name of the individual you have switched with, signed by the supervising staff athletic trainer or graduate assistant.

Evaluations

During the course of the semester, you will complete 2 self-evaluations. The first one will be completed during the first few weeks of the semester. It will serve as a starting point for the semester and give you an opportunity to set some goals. You will complete a second self-evaluation at the end of the semester. It will serve as a review of your semester and how you did at accomplishing your goals. Your ACI will also evaluate you at this time. At a mutually convenient time, discuss these evaluations with your ACI so that the grade you receive from them is not a surprise, and to ensure you are both on the same page with your progression as an athletic training student. These evaluations serve to maximize your learning and education and account for your time and performance while in the clinical assignment. Additionally, you will evaluate your approved clinical instructor at the end of the semester. Responses on these forms are confidential; summary data will be given to the ACIs at the end of the school year. Due dates for all of the evaluations appear in the schedule below.

Late Policy

All assignments are due by 5 pm of the date indicated, unless previous arrangements have been made. Any assignments that are turned in after this time will automatically receive only ½ credit. Please bear in mind all assignments must be turned in, regardless of point value, for you to pass the course. Email is acceptable but not always reliable. It is strongly recommended that you turn in assignments face to face to ensure full credit.

H1N1 Flu

The CDC recommends that if you have the flu or a flu-like illness, you should stay home for at least 24 hours *after* you no longer have a fever (100 degrees Fahrenheit or greater) or signs of a fever. This should be determined *without* the use of fever-reducing medications. If your symptoms worsen, contact your health care provider. Also, please alert your professor through email or by telephone if you have the flu or are showing signs of the flu. You should not come to class ill, since your attendance will risk further spread of a serious virus. Communicate with your professors the seriousness of your illness and discuss ways you can submit work and make up any missed work without attending class.

Academic Honesty

The first injunction of the BYU Honor Code is the call to “be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught, “character is the highest aim of education” (*The Aims of a BYU Education*, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 801-367-5689 (24-hours); or contact the Honor Code Office at 801-422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC) Office (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the UAC Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 801-422-5895, D-285 ASB.

Diversity

A classroom is similar to the workplace. In the workplace, it is illegal to discriminate based on race, color, religion, gender, national origin, disability, or age. Furthermore, we believe Christ would never belittle anyone based on his or her race, color, religion, gender, national origin, disability, or age. Therefore, we feel strongly that no one in a classroom should be belittled for any reason. If you experience such an offense in any class in this Department (caused either by the instructor or a fellow student), we strongly encourage you to contact the Department Chair.

Dress and Grooming

“The dress and grooming of both men and women should always be modest, neat, and clean consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher education.” Students understand and have committed to obey this policy, thus instructors or other students should never be placed in the uncomfortable situation of having to remind someone of adhering to the sacred honor they have pledged.

Policy on the Use of Technology in the Classroom

Technology is an essential part of today's learning environment. However, technology, when used inappropriately, can also hinder learning. Most students have, at some point, sat next to students who use their laptops or PDAs in class to check e-mail, talk to friends, instant message, search the internet, or play on-line games. Unfortunately, every person sitting around such students is distracted by this behavior and classroom learning decreases. As a result of these distractions, the Department of Exercise Sciences has implemented the following policy:

Using laptops or PDAs in class to legitimately take notes or work on class projects is allowed, but all other use of laptops, PDAs, or other electronic devices in class is prohibited. Please respect your fellow students and professors and abide by this department policy (and courtesy).

This would naturally include not reading newspapers, doing work for another class, or other potentially disruptive activities not associated with the class in session.

Cell Phone Policy

Students are not allowed to use cell phones in classes in the Department of Exercise Sciences. Please turn them off as you enter the classroom and keep them stored out of sight in your backpack, purse, or pocket.

Grading:

• Examinations – mid-semester and final (100 each)	200 pts
• Check offs (2 * 10 pts/each)	20 pts
• Completion of case studies (6 * 10 pts/each)	60 pts
• Hours sheets (3 * 10 pts/each)	30 pts
• One (1) ACI Evaluation	100 pts
• Two (2) self-evaluations (25 each)	50 pts
• One (1) Evaluation of ACI	<u>25 pts</u>
Total:	485 pts

Grade Breakdown:

94 - 100% = A	90 - 93% = A-	87 - 89% = B+	84 - 86% = B	80 - 83% = B-	77 - 79% = C+
74 - 77% = C	70 - 73% = C-	67 - 69% = D+	63 - 66% = D	60 - 62% = D-	Below 60% = E

Tentative Course Outline

Date	Topic	Item Due
01.05	Introduction and Overview of the Course	
01.07	201 – Taping	
01.12	201 – Taping	
01.14	201 – Taping	
01.18	NO CLASS – Martin Luther King Day	
01.19	201 – Taping Check off	
01.21	202 – Aquatic Therapy	201 Due
01.26	202 – Alter-G	
01.28	202 – Joint Mobilizations	
02.02	203 – Neuromuscular Control & Agility Exercises	
02.04	202/203 Check off via Blackboard	SE I, Assignment Application Due
02.09	204 – Thorax and Abdominal Evaluation	202 Due
02.11	204 – Thorax and Abdominal Evaluation	
02.16	NO CLASS–Monday Instruction	
02.18	204 – Thorax and Abdominal Evaluation	
02.23	205 – Shoulder Evaluation	204 Due
02.25	205 – Shoulder Evaluation	
03.02	205 – Shoulder Evaluation	
03.04	Mid – Semester Oral Examination	Jan/Feb Hrs Due
03.09	Mid – Semester Oral Examination	Jan/Feb Hrs Due
03.11	206 – Upper Arm, Elbow, Forearm, Wrist, and Hand Evaluation	205 Due
03.16	206 – Upper Arm, Elbow, Forearm, Wrist, and Hand Evaluation	
03.18		
03.23	206 – Upper Arm, Elbow, Forearm, Wrist, and Hand Evaluation	
03.25	207 – Cervical Spine Evaluation	206 Due
03.30	207 – Cervical Spine Evaluation	
04.01	208 – Head and Face Evaluation	
04.06	208 – Head and Face Evaluation	207 Due
04.08	208 – Head and Face Evaluation	
04.13	Review – Wrap up <i>Last Day of Classes</i>	
04.17	Final Oral Exam 3:00 – 6:00 p.m.	SE II, ACIE, EACI Due 208, Mar/Apr Hrs Due