



College of Life Sciences

Department of Exercise Sciences



08/2011

## Exercise Sciences 495

Fall Semester 2011

Section 1: 1121 SFH on M W at 10:00 am - 10:50 am

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### Texts & Materials

Required	Vendor	Price (new)	Price (used)
BYU Athletic Training Student Handbook By AT Faculty			
Previous AT Texts By Various Authors	n/a	<a href="#">n/a</a>	<a href="#">n/a</a>
Optional	Vendor	Price (new)	Price (used)
Assessing Clinical Proficiencies in Athletic Training (3rd Ed) By Knight, K	n/a	<a href="#">n/a</a>	<a href="#">n/a</a>

### Description

ExSc 495 is a practicum course where both classroom and field experiences or clinical education/experiences are required. Provides students opportunities to demonstrate knowledge and application of clinical techniques in athletic training. Verification of psychomotor skills/clinical proficiencies is the focus of the course. Professional behavior is expected. The field experience requires students to voluntarily complete 15–25 hours/week in the clinical setting.

### Prerequisites

Prerequisite: ExSc 494. Classroom and field experience. Modules include injury assessment and management, rehabilitation skills, nutrition, and dermatology.

### Attendance Policy

Your class room participation grade will consist of an assessment of your constructive, verbal contributions to each class meeting, as well as the amount of pre-class preparation time evidenced by your in-class performance such as contributing to class discussions. You will receive no credit for class participation unless you actively participate. In other words, never missing a class could, conceivably, still earn you an “E” in attendance and participation if you simply attend and do not participate in class discussions or related activities.

### Participation guidelines:

A	Always arrives to class on time, well-prepared and ready to participate. Participates actively in all classroom activities; volunteers frequently.
B	Usually arrives to class prepared and on time. Participates in activities on a regular basis. Volunteers, but often waits for teacher's cue.
C	Sometimes arrives to class unprepared and/or late. Contributes to activities occasionally, but usually only when asked to do so.
D	Frequently arrives to class unprepared and rarely participates in activities unless asked to do so.
E	Poor attendance, preparation and participation in activities.

### Learning Outcomes

- **Pharmacology**  
After completing this course, the student will:1. Demonstrate understanding of pharmacology, pharmacological processes, and the university's medication policies and procedures.
- **Basic Nutrition Guidelines**  
Demonstrate knowledge of basic nutrition guidelines for athletes.
- **Eating Disorders**  
Demonstrate knowledge of eating disorders and disordered eating and possess the ability to intervene with athletes who suffer from such disorders.
- **Upper and Lower Extremity Injuries**  
Demonstrate the skills necessary to properly evaluate, care for, rehabilitate, and prevent upper and lower extremity injuries.
- **General Medical Pathologies**  
Demonstrate the skills necessary to properly evaluate, care for, and prevent various general medical (common syndromes and diseases, dermatology) pathologies. Full evaluation and treatment from on-the-field to return-to-play.
- **Requirements for this course:**  
Class attendance – Participation. Class Presentation – (Individual or Group) Choose topic 1st week of class. Pass off required competencies and clinical proficiencies. Oral/ Practical examinations. Journal entries. (Minimum of 2) Record of hours accumulated during clinical experience using Timetracker ([timetracker.byu.edu](http://timetracker.byu.edu)). Weekly hourly summary can be view on Timetracker and it will show a cumulative record of semester's activity. Fulfilling opening and closing assignments as scheduled by AT staff member. Two self-evaluations and two evaluations by your clinical instructor one evaluation of your clinical instructor.

### Grading Scale

<b>A</b>	94–100	<b>B-</b>	80–83	<b>D+</b>	67–69
<b>A-</b>	90–93	<b>C+</b>	77–79	<b>D</b>	64–66
<b>B+</b>	87–89	<b>C</b>	74–76	<b>D-</b>	60–63
<b>B</b>	84–86	<b>C-</b>	70–73	<b>E</b>	59 and lower

### Assignment Descriptions

#### *Clinical Modules:*

The athletic training program is a competency-based curriculum. The athletic training student is expected to demonstrate competency of the assigned modules during each semester of progression in the program. You are expected to come to class prepared to present a topic, engage in discussion and complete each module. We will complete all the modules in class in the form of discussion and application. Successful completion of a module requires 85% accuracy. But we are always shooting for 100%. Additionally, to assess your competency on the modules you will be given 3 mid-semester mini-practical exams and 1 cumulative final practical exam. You will serve as an examinee, model, and examiner during these exams, helping you to solidify your knowledge.

#### *Presentations: Partners teach class:*

We will divide up and select presentation topics during the first week of class.

- A pair of you will present two 45 minutes practical presentations that have both didactic (10-15 minutes) and laboratory components (30-35 minutes) with an obvious emphasis on the laboratory component. The instructor (100 pts) and the rest of the class (20 pts) will evaluate your presentations.
- You are welcome to use Power Point but usually a single sheet listing your topics is adequate. When preparing your presentation the focus should be on the content you are discussing.
  - Refrain from using multiple different background designs, transitions or sounds...
- An electronic copy must be sent to Jihong at least 24 hrs prior to your presentation.
  - I will place documents on blackboard.
  - Ask question and discuss the topic presented is the responsibility of all students.
- I expect you to act professionally at all times.
- Use: The teach, demonstrate, practice, evaluate model during class time. Practice should dominate the time that we use in class.
  - Resources, resources, resources: Cite BOC sources.
    - § Published basic science manuscripts Published literature reviews
    - § Personal experience Class notes from previous courses
    - § Books Pictures Tables Figures Video

*Personal Goals Essay:*

You will be responsible for submitting two essays (35 pts each). For the first essay, you will write three leaning objectives. For the second essay will explain and demonstrate how objectives were attained. Objectives should be shared with the clinical instructors. Each essay should be at least one ½ page long, single-spaced, in Word format.

*Hours Recording Sheets:*

Timetracker... It is very important that you keep an accurate record of your athletic training experience hours. This also includes having your clinical instructor sign your hours. It is your responsibility to take your hour sheet for your clinical instructor to sign. Hours sheets must be complete and signed and kept in your athletic training student file (see specifics in ATS Handbook). Hours will be checked throughout the semester. Compliance with the clinical education hour’s policy found in the ATEP handbook must be maintained at all times by all students.

*Opening and Closing Assignments:*

An important part of your responsibilities as an athletic training student is to open and/or close the BYU athletic training clinic.

*Evaluations:*

At the end of each block, your clinical instructor will evaluate your performance in your clinical assignment. You will also conduct a self-evaluation at this time. At a mutually convenient time, discuss these evaluations with them 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.

**Point Breakdown**

<b>Assignments</b>	<b>Points</b>
Attendance/Participation ( 10 pts each day)	250
Completion of Fourth semesters skills on clinical skills checklist (10 pts each)	100
Practical exams (50, 50, 50, 100)	250
Two Personal Goals Essays (35 pts each)	70
Class Presentations	120
Two clinical instructor evaluations (50 pts each)	100
Two self-evaluations (20 pts each)	40
Records of 15–25 Clinical hours per week	270
<b>Total Points</b>	<b>1200</b>

## Course Schedule

Date	Topics	Assignments
M Aug 29	Introduction and Overview of the Course	Select Presenter for the semester
W Aug 31	Module 401 – Medication Resources, Policies, and Procedures (Jihong)	Select Presenter for the semester
M Sep 5	Labor Day	No class
W Sep 7	Module 401 – Medication Resources, Policies, and Procedures Module 401 Check off (Jihong)	Jihong/Dr. Diede
M Sep 12	Module 401 Check off , 402 – Performance Nutrition and Eating Disorders/Disordered Eating (Jihong)	<b>Personal Goals Essay 1</b>
W Sep 14	402 – Performance Nutrition, Module 402 Check off	<b>Self-Evaluation 1</b>
M Sep 19	Module 403 – Thoracic Spine and Abdominal Injury	Student Presentation
W Sep 21	Module 403 – Thoracic Spine and Abdominal Injury	Student Presentation
M Sep 26	Module 403 Check off and Mini Practical I	–
W Sep 28	Mini Practical I	<b>Quiz</b>
M Oct 3	Module 404 – Shoulder Injury Management	Student Presentation
W Oct 5	Module 405 – Upper Arm, Elbow, and Forearm Injury Management	Student Presentation
M Oct 10	Module 404 and 405 Check off	–
W Oct 12	Module 406 – Wrist and Hand Injury Management	Student Presentation
M Oct 17	Module 406 Check off,	–
W Oct 19	Mini Practical II	<b>Quiz: 1st ACI evaluation</b>
M Oct 24	Mini Practical II	<b>Mid term Self and ACI evaluation</b>
W Oct 26	Module 408 – Head and Face Injury Management	Student Presentation
M Oct 31	Module 408 – Head and Face Injury Management	Student Presentation
W Nov 2	Module 408 Check off	–
M Nov 7	Module 409 – Management of Simple Dermatological Conditions	Student Presentation
W Nov 9	409 continued Module 409 Check off	–
M Nov 14	Mini Practical III (blackboard?)	–
W Nov 16	Lower Extremity Review	Student Presentation
M Nov 21	Module 407 – Cervical Spine Injury Management	Student Presentation
W Nov 23	Thanksgiving Break	No class
M Nov 28	Modality Review	Student Presentation
W Nov 30	Module 407 Check off; Rehabilitation review	–
M Dec 5	Module 410 – Management of Common Syndromes and Diseases	Student Presentation
W Dec 7	Module 410 Check off, REVIEW	<b>Personal Goals Essay 2 Self-Evaluation 2</b>
M Dec 12	<b>Final Practical Exams</b>	–
W Dec 14	<b>Final Practical Exams</b>	–

## **Department and University Policies**

**Honor Code:** It is a violation of the Honor Code for a student to represent someone else's work as his or her own. Also, as a condition of attending BYU, you affirmed that you would help others obey the Honor Code. We view violations of the Honor code with extreme seriousness. It is a department policy that those who cheat on examinations or plagiarize the work of another are given a failing grade for the course.

**Dress and Grooming:** We will follow BYU Honor Code related to dress and grooming with the understanding that evaluation processes and athletic training technique practice may require athletic attire. Modesty will be maintained at all times.

### **Level 4 Modules:**

401 – *Medication Resources, Policies, and Procedures*

402 – *Performance Nutrition and Eating Disorders/Disordered Eating*

403 – *Thorax Spine and Abdominal Injury Management*

404 – *Shoulder Injury Management*

405 – *Upper Arm, Elbow, and Forearm Injury Management*

406 – *Wrist and Hand Injury Management*

407 – *Cervical Spine Injury Management*

408 – *Head and Face Injury Management*

409 – *Management of Simple Dermatological Conditions*

410 – *Management of Common Syndromes and Diseases*

- First self evaluation (via Google Docs) –
- First self evaluation, ACI evaluation (via Google Docs) -
- Hours for Jan/ Feb (via TimeTracker, timetracker.byu.edu) -
- Hours for March (via TimeTracker, timetracker.byu.edu) –
- Second self evaluation, ACI evaluation, and evaluation of ACI (via Google Docs, due last day of classes) –
- Hours for March/April – on the day of the final during finals week (via TimeTracker, timetracker.byu.edu) -

### **BYU Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 801-422-2847 if you have questions about those standards.

### **Preventing Sexual Discrimination and 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 that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC) (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. 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 by contacting the Equal Employment Office at 801-422-5895, D-285 ASB.

### **Academic Honesty Policy**

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 that '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.

### **Plagiarism Policy**

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.