ATHLETIC TRAINING EDUCATION PROGRAM

Professional Practicum in Athletic Training
ENS 389 C
FALL 2014

COURSE COORDINATOR: Denise Lebsack, PhD, ATC

OFFICE: ENS Building- Room 310
E-MAIL: dlebsack@mail.sdsu.edu

OFFICE HOURS:
Tuesdays & Thursdays 10:00-11:00 or by appt.

PROGRAM DIRECTOR/CLINICAL COORDINATOR: Lea Thomann, DPT, ATC

OFFICE HOURS:
Tues. 10:00-12:00 OR Fri. 9:00-10:00

COURSE MEETING TIME:
ENS 389 Class Time: 7:00 – 8:45 AM Fridays,
Location: ENS Annex 106/107 or SDSU Athletic Training Room. See schedule for weekly locations
Clinical Hours: TBA at clinical site

REQUIRED MATERIALS:
1. Athletic Training Student Handbook & Guide
2. ENS 389- Psychomotor Competency Notebook

PREREQUISITES:
- To continue in ENS 389 B, C, D, E, F requires a B or better in 389A and in each subsequent ENS 389 Level, as well as a semester GPA of 2.75 or higher.

UNITS: 1 unit per semester of ENS 389, minimum of 4 successful units in SDSU Athletic Training Education Program required to meet program standards for Board of Certification (BOC) eligibility.

*COURSE PURPOSE AND DESCRIPTION:
This course is part of a four-semester practicum series. The practicum series incorporates both classroom time and clinical education experience at an assigned clinical site. The classroom time includes 1 hour, 45 minutes per week, while the clinical education experience encompasses an average of 20 hours per week. The practicum series is designed to cover the corresponding competencies and clinical integration proficiencies of the 8 content areas outlined by the NATA. Each level of ENS 389 builds upon specific competences learned in your academic coursework. The series follows a “Learning Over Time” concept with psychomotor skills being introduced, reviewed, practiced and tested over the course of four semesters. Each semester of ENS 389 is structured to coincide with a specific sequence of academic coursework so that student learning is maximized across cognitive and psychomotor constructs.

*PLEASE REFER TO YOUR ATHLETIC TRAINING STUDENT HANDBOOK AND YOUR ENS 389 PSYCHOMOTOR COMPETENCY NOTEBOOK FOR COMPLETE DETAILED DISCUSSION.
ENS SCHOOL LEARNING GOALS AND OBJECTIVES RELEVANT TO THE ENS 389 SERIES

Learning Goal 1. Demonstrate core critical thinking skills and dispositions to ask and answer questions relevant to exercise and nutritional science

Objective 1.1: Critically evaluate published research in the discipline.
Objective 1.2: Evaluate alternative solutions to a discipline-based problem.
Objective 1.3: Present opposing viewpoints and alternative hypotheses on issues in exercise and nutritional science.
Objective 1.4: Critically evaluate current trends and practices using disciplinary knowledge.
Objective 1.5: Actively seek out discipline-based questions as opportunities to apply core critical thinking skills.

Learning Goal 2: Demonstrate effective oral, written, and other interpersonal skills to help communicate knowledge and promote health and wellbeing in diverse communities.

Objective 2.1: Use effective technical writing skills to communicate information about exercise and nutritional science.
Objective 2.2: Use effective oral presentation skills to present information to peers and other professionals.
Objective 2.3: Use effective interpersonal skills as part of an ongoing and guided dialogue with individuals who may benefit from modifying their health behavior.

Learning Goal 3. Demonstrate understanding of scientific concepts, principles, and methods used in the study of exercise and nutritional science

Objective 3.1: Identify and explain the underlying assumptions of different research paradigms used in exercise and nutritional science.
Objective 3.4: Articulate the strengths and limitations of various research designs.

Learning Goal 4. Use an array of technologies to support inquiry and professional practice

Objective 4.2: Use various technology instrumentations to measure phenomena of interest.
Objective 4.3: Use software programs appropriate to discipline to organize, analyze and interpret findings.
Objective 4.4: Use presentation software to report project findings.

Learning Goal 5. Demonstrate ethical decision making, cultural competency, and civic responsibility when applying knowledge of exercise and nutritional science.

Objective 5.2: Use non-discriminatory/inclusive language when working with peers and clients in on-campus and off-campus settings.
Objective 5.4: Participate in a student/professional organization or community service activity related to exercise and nutritional science.

Learning Goal 6. Use biological, behavioral, psychosocial, and ecological theory-based perspectives to design and evaluate behavior change interventions in exercise and nutritional science.

Objective 6.2: Describe the biological, psychological, social, and environmental correlates and determinants of behavior change relevant to physical activity and diet.
Objective 6.3: Integrate multilevel determinants into behavior change interventions for individuals, communities, and populations.
Objective 6.4: Evaluate the efficacy and effectiveness of behavior change interventions in exercise and nutritional science.
Learning Goal 7. Use the principles of assessment to evaluate a variety of measurement tools in exercise and nutritional science.

Objective 7.1: Explain the various kinds of validity evidence necessary to determine the quality of objective and subjective measures used in exercise and nutritional science.

Objective 7.3: Evaluate the responsiveness, sensitivity, and specificity of measurement devices used in exercise and nutritional science.

Objective 7.5: Evaluate the feasibility of different measurement tools in various settings.

Learning Goal 8. Demonstrate the ability to integrate and apply knowledge and skills through experiential learning opportunities.

Objective 8.1: Implement a physical activity, rehabilitative, or nutritional plan in an applied setting and assess its effectiveness.

Objective 8.2: Administer assessments in a variety of special populations, including children/adolescents, young adults, and older adults.

Objective 8.3: Organize and structure learning and research environments to maximize their quality and safety.

ATHLETIC TRAINING LEARNING GOALS AND OBJECTIVES

Learning Goal 1: Students will use effective communication that builds positive professional relationships with patients, administrators, coaches, other healthcare providers, and the public.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>ENS Goal &amp; Objective Alignment</th>
<th>Assessment Indicators</th>
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</thead>
<tbody>
<tr>
<td>1 Use effective technical writing skills to communicate information about a patient’s health</td>
<td>2.1</td>
<td>Case study (ENS 463) Medical Record Keeping assignment (ENS 389B) History/Physical Report project (ENS 466)</td>
</tr>
<tr>
<td>2 Use effective oral presentation skills to present information to peers and other professionals</td>
<td>2.2</td>
<td>Oral/Practical exams (ENS 367, 368, 389 C/D, 463) Senior Colloquium presentation (ENS 389D)</td>
</tr>
<tr>
<td>3 Use effective, non-discriminatory interpersonal skills to develop positive professional relationships with patients, administrators, coaches, other professionals, and the public</td>
<td>2.3, 5.2</td>
<td>ENS 389A-D Evaluation forms (ENS 389A-D)</td>
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Learning Goal 2: Students will use systematic differential evaluation procedures specific to the athletic training discipline.

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<tr>
<td>1 Evaluate the implication of intrinsic and extrinsic risk factors relating to mechanism of injury/illness.</td>
<td>1.3</td>
<td>Discussion Board assignment #1 (ENS 365) Oral/Practical exams (ENS 367, 368, 389A-D, 463) History/Physical Report Project (ENS 466)</td>
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2. Critically evaluate the stage of healing and/or elements of tissue response/repair

3. Evaluate and interpret subjective data derived from patient population

4. Apply subjective data to plan and execute objective phase of evaluation plan

5. Conduct qualitative analysis of existing data to identify possible diagnoses and develop intervention strategy

Learning Goal 3: Students will apply athletic training knowledge, intervention strategies, and clinical management skills through didactic and experiential learning opportunities.

| Learning Goal 4: Students will use an array of technologies to support inquiry into injury/illness management and professional practice. |

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<td>2. Design, implement and monitor an injury/illness management plan in the classroom and clinical setting taking into consideration cultural differences that may affect implementation</td>
<td>5.3, 8.1</td>
<td>Case study (ENS 463) Discussion Board assignment #3 (ENS 365) ENS 389A-D Evaluation forms (ENS 389A-D)</td>
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<tr>
<td>3. Monitor and modify treatment plan based upon data findings</td>
<td>1.2, 1.5, 6.1</td>
<td>Case Study (ENS 463) Written exam (ENS 463) Essay question (ENS 463) ENS 389A-D Evaluation forms (ENS 389A-D)</td>
</tr>
<tr>
<td>4. Use appropriate referral for proper management of injury/illness</td>
<td>8.3</td>
<td>Written Exam essay questions (ENS 466) Written exam (ENS 265) Oral/Practical exams (ENS 367, 368, 389 A-D)</td>
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<td>1. Use presentation software to report findings from a project</td>
<td>4.4</td>
<td>Senior Colloquium presentation (ENS 389D)</td>
</tr>
<tr>
<td>2. Use the internet and email to communicate with others and find valid information</td>
<td>4.1</td>
<td>Annotated Bibliography (ENS 389B) Literature Review (ENS 389C) Discussion Board assignments #1-3 (ENS 365)</td>
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### Use various technology instruments to manage illness/injury and rehabilitation

- Discussion Board assignments #3 (ENS 365)
- Lab Exercises (ENS 463)

### Use the latest technology available to manage information and documentation of medical records

- Medical Record Keeping assignment (ENS 389B)
- Student Project (ENS 465)

**Learning Goal 5:** Students will integrate research into daily clinical practice through the acquisition, use, and practice of evidence-based medicine.

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| 1         | Identify and explain the underlying assumptions of different research paradigms as they relate to athletic training techniques | 3.1 | Discussion Board assignment #3 (ENS 365)  
|           |                               |                       | Literature Review (ENS 389C)  
|           |                               |                       | Senior Colloquium presentation (ENS 389D) |
| 2         | Select and apply appropriate evaluation/measurement and/or management techniques based upon valid and reliable scientific evidence. | 3.3 | Literature Review (ENS 389C)  
|           |                               |                       | Discussion Board assignment #3 (ENS 365)  
|           |                               |                       | Written Exam (ENS 367, 368)  
|           |                               |                       | Written Exam (ENS 465) |
| 3         | Articulate the strengths and limitations of various techniques based upon scientific evidence | 3.4 | Annotated Bibliography (ENS 389B)  
|           |                               |                       | Literature Review (ENS 389C)  
|           |                               |                       | Case Study (ENS 463) |

**Learning Goal 6:** Students will assume professional responsibility (including ethical decision making, cultural competence, and civic responsibility) and pursue avenues of professional development that promote athletic training as an allied health care discipline to colleagues and the general public.

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| 1         | Participate in a student/professional organization and/or community service activity | 5.4 | FATS Membership  
|           |                               |                       | NATA Student Membership  
|           |                               |                       | Community Service Project |
| 2         | Present at a professional meeting and/or symposium | 2.2 | Senior Colloquium presentation (ENS 389D)  
|           |                               |                       | FWATA Presentation  
|           |                               |                       | CSU Research Competition |
| 3         | Develop policies and procedures related to patient healthcare using current accepted legal and ethical guidelines. | 5.1 | Student Project (ENS 465) |
PRACTICUM SERIES COURSE LEARNING OBJECTIVES:
The student will be able to:

1. Apply Primary and Secondary Survey Evaluation procedures.
3. Conduct pre-participation screening examinations
4. Analyze the results of various evaluation procedures and develop an effective management plan for injured athletes.
5. Select appropriate management techniques and procedures for emergency care and of rehabilitation injured athletes.
6. Recognize safety considerations and injury producing situations.
7. Analyze safety and injury producing situations and provide interventions for athletic activities.
9. Apply athletic wrapping and taping procedures appropriately.
10. Select and apply various physical modalities in the rehabilitation process.
11. Select and apply emergency medical care for injured athletes.
12. Select, administer, and teach various rehabilitation techniques such as PNF, isotonic exercises, plyometrics and return to activity procedures.

PRACTICUM SERIES OUTLINE:
The following topics will be included, but not limited to:

1. Athletic Training Room Policies
2. Athletic Training Room Maintenance Procedures
3. Pre-Participation Screening and Fitness Testing
4. Application of PRICE Concept Procedures
5. Application of Basic Preventative Athletic Taping and Wrapping Procedures
6. Assist with Supervision of Practice and Athletic Contests
7. Application of Primary and Secondary Survey Procedures
8. The Emergency Medical System
9. Environmental Concerns
10. Application of Systemic Differential Evaluation Procedures
11. Selection and Application of Therapeutic Modalities
12. Selection and Application of Therapeutic Exercise
13. Selection and Construction of Protective Devices and Equipment
14. Travel Procedures for Athletic Teams
15. Record Keeping
16. Assist with Physicians Clinics
17. Sterile Techniques
18. First Aid Procedures

ENS 389C COURSE REQUIREMENTS:

Each semester the student will participate in a minimum of 20 weekly clinical athletic training hours in a traditional athletic training facility as assigned by the Clinical Coordinator and the clinical site Preceptor. PLEASE NOTE: The hours may not allow the same vacations/holidays as listed in the SDSU academic calendar.

As part of your clinical athletic training assignment, you will be evaluated using the ENS 389C Clinical Education Evaluation form included in your ATS Clinical Folder. Specific points on the Clinical Education Evaluation form are included for both clinical performance and professional responsibility. Academics points are assigned for attendance to the Friday morning classes, ENS 389A Projects, Psychomotor Competency Documentation, and Quizzes as outlined below:
1. **Attendance is MANDATORY** for A-D students at ENS 389 workshops from 7-8:45 AM each Friday.
   - Attendance will compute into your 389 grade as follows:
     - 100% attendance = 10/10 pts.
     - 1 unexcused absence = 5/10 pts. *
     - > 1 unexcused absence = 0/10 pts.

*Excused absences are allowed for team assignments and extenuating circumstances ONLY. Travel must be formally excused by the students’ Preceptor in writing/e-mail PRIOR TO the missed class. For ANY other absence to be excused, WRITTEN DOCUMENTATION is required within ONE WEEK of the absence. Granting an excused absence is at the discretion of the Instructor.*

**TARDIES.** If you are more than 10 minutes late to class, it will be counted as an UNEXCUSED absence. You will be able to stay and complete the scenario testing, however, you will NOT get credit for attendance.

2. **ENS 389C Projects.** All Students are required to complete two ENS 389C Projects. Projects are due to Dr. Lebsack on Dec. 5 by NOON. For Detailed descriptions of the Projects see your ENS 389 Psychomotor Competency Evaluation Notebook or refer to “Assignments” link on Blackboard course web-site.

3. **ENS 389C Psychomotor Competency Documentation.** Completion of the ENS 389C psychomotor competencies as outlined in the ENS 389 Psychomotor Competency Notebook by the last day of Finals. These include both checklist completion & satisfactory scenario completion. Should a student not satisfactorily complete the competencies by the last day of Finals, they will receive an INC (Incomplete) in the course. In this case, the student must make up INC before first day of 2ND week of the next semester. Failure to complete this procedure will cause the ATS to be ineligible to register and take the next ENS 389 series course.

4. **Quizzes.** There will be THREE quizzes during the semester that address content from NATA Position Statements.

**COURSE GRADING:**

1. **ENS 389C Clinical Evaluation Points** = 124 Points
2. **ENS 389C Academic Points**
   a. Attendance = 10 points
   b. ENS 389C Self Reflection Paper = 10 points
   c. ENS 389C Evidence Based Project = 50 points
   d. Three Quizzes (10 points each) = 30 points
   **Total Academic Points** = **100 Points**

**TOTAL POINTS** = **224 Points**

*Your final letter grade will be based off weighting of the total points as follows:

**WEIGHTED TOTAL**

| Clinical Evaluation Points | = 70% |
| Academic Points            | = 30% |

**NOTE:** You must obtain a B or better in each semester of ENS 389 in order to remain in good standing in the Athletic Training Professional Program.

- Should you receive a “C” in ENS 389A, B, or C, you will be put on “clinical probation”. You will be expected to obtain an “A” letter grade in the following semester of ENS 389, in order to secure a “B” letter grade average for the year.
- Should you receive a “C” in ENS 389D, you may risk the endorsement of the Program Director on your BOC exam application, and therefore be unable to take the BOC certification exam.

- Should you receive a “D” or less in any semester of ENS 389, that is considered a failing grade, and you will need to repeat that semester of ENS 389 the following year. You will be unable to progress in the program until a satisfactory grade is obtained.

CLASSROOM BEHAVIOR:

I maintain the expectation of mutual respect in my class. I will show you respect, and I expect you to show me and your fellow students respect. I expect you to avoid the following distracting behaviors: arriving late for class, talking during lectures, reading newspapers, listening to MP3 players, surfing the internet, etc. You are required to turn off all cell phones before entering class. Computers are allowed for taking notes ONLY. Should you engage in any of these distracting behaviors, you will be asked to leave for the remainder of that class. If the distracting behaviors become repetitive, I will file a discipline referral form with the Center for Students Rights and Responsibilities. For more information on expectations of Student Conduct, visit: http://www.sa.sdsu.edu/srr/conduct1.html

STUDENTS WITH DISABILITIES:

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

ACADEMIC INTEGRITY:

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, and paraphrases) must be properly acknowledged and documented. If in doubt, you are encouraged to review guidelines for the proper use of sources (e.g., http://www.hamilton.edu/academics/resource/wc/usingsources.html), as well as the University guidelines (including definition and policy) regarding cheating and plagiarism (http://its.sdsu.edu/resources/turnitin/pdf/Plagiarism_AcadSen.pdf)

CALENDAR/ IMPORTANT DATES:

Sept. 5 (Week 2): Orientation Session for ENS 389. Meet in ENS 106

Sept. 19 (Week 4) Quiz 1

Oct. 3 (Week 6) Quiz 2

Oct. 10 (Week 7): Mid-Semester Grade Checks and Clinical Evaluations Due

Nov. 7 (Week11): Elbow & Forearm Scenarios DUE AT SITE Quiz 3

Nov. 28 (Week 14): THANKSGIVING HOLIDAY - NO CLASS

Dec. 5 (Week 15): ENS 389A PROJECTS DUE

Last day of clinical assignment: TBA BY Preceptor
**SEE ATTACHED SCHEDULE for complete list of weekly topics, class locations, and presenters.**

RECOMMENDED TEXTS AND MATERIALS:

20. NATA Role Delineation Study.
23. Professional Journals:
   - *Journal of Athletic Training*
   - *The American Journal of Sports Medicine*
   - *Journal of Sports Rehabilitation*
   - *Physical Therapy*
   - *Journal of Bone and Joint Surgery* (American and British Editions)
   - *Journal of Orthopedic and Sports Physical Therapy*
   - *Medicine and Science in Sports and Exercise*
   - *Journal of Applied Physiology*