KIN 425 Athletic Injuries Clinical V

Fall 2017

College: College of Health Professions
School: School of Health and Sports Science
Department: Kinesiology (KIN)
Faculty: Lori DeLong, PhD, ATC
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Office: Weaver 214
Office Hours: MW 8:30-9:30, W 11-12, TR 8:30-11 & 1:30-2, R 11-12
Course: KIN 425 Athletic Injuries Clinical V
Credit: 3 Semester Hours

Definition of Credit Hour:
One credit hour is equivalent to fifteen hours of faculty instruction and a minimum of thirty hours of student reading and work on other assignments in addition to class time. Online classes involve equivalent amounts of time for instruction and coursework or otherwise demonstrate student mastery of concepts through assessments which are appropriately mapped to course learning outcomes.

PREREQUISITE:
Admission into the Athletic Training Education Program

COURSE DESCRIPTION:
This course is designed to increase the athletic training student’s level of confidence in dealing with all aspects of the athletic training profession while under the direct supervision of the clinical supervisor (Preceptors). Emphases in this course include organization and administration competencies as well as the clinical integration competencies where all aspects of athletic training are put together.
COURSE OBJECTIVES:
CAATE Competencies assigned to HPE 425 Appendix I

PURPOSE OF THE CLINICAL EXPERIENCE:
This course is designed to take didactic instruction and begin to learn how it will be applied in a clinical setting - in essence, taking the classroom into the clinic.

**** Athletic training students are not permitted to practice unsupervised at any clinical site! ****

CLINICAL EXPECTATIONS:
Upon successful completion of this course, as measured by practical and one-on-one mastery evaluations, the athletic training student shall have successfully completed the competencies set forth by and established from CAATE. A list of these Competencies is listed on the back of this syllabus. Failure to meet any of the required competencies will result in a failing grade for the course.

LEARNING OVER TIME:
It is extremely important that you utilize your clinical practicum to facilitate learning over time. Review what you learned in the classroom, practice your skills with you peers and our clinical supervisor, and be cleared by your clinical supervisor to apply learning to actual patients care under direct supervision and then documentation of clinical proficiency mastery.

TEXTBOOK(S) AND OTHER MATERIALS:
** Access to umportal.umobile.edu ** Access to ramsmail

COURSE REQUIREMENTS:
- The Athletic Training Student will be responsible for all Documentation and Paperwork related to this course.
- The Athletic Training Student is responsible for entering their Documentation and Paperwork into A-Track and handing in Paperwork to Clinical Professor/Clinical Coordinator/Program Director where appropriate.
- The Athletic Training Student is responsible for acquiring all designated required Clinical Hours related to this course.
- The Athletic Training Student is responsible for conducting themselves as a healthcare professional and upholding the standard of care and proper work ethic.
<table>
<thead>
<tr>
<th>Type of Evaluation awarded</th>
<th>Explanation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student- Class Schedule/Work/Sport</td>
<td>Submitted in writing to Dr. Thomas within the first 2 weeks of class</td>
<td>10 points</td>
</tr>
<tr>
<td>Clinical Scheduled Hour Form</td>
<td>Submitted in writing to Dr. Thomas within the first 2 weeks of class</td>
<td>10 points</td>
</tr>
<tr>
<td>Clinical Experience Weekly Hour Form</td>
<td>Submitted in Paper form to Dr. Thomas weekly</td>
<td>50 points</td>
</tr>
<tr>
<td>Student Evaluation by Preceptor- Midterm</td>
<td>Make sure your preceptor has the forms needed to evaluate you <strong>prior to midterms</strong></td>
<td>50 points</td>
</tr>
<tr>
<td>Student Evaluation by Preceptor- Final</td>
<td>Make sure your preceptor has the forms needed to evaluate you <strong>at the end of the semester</strong></td>
<td>50 points</td>
</tr>
<tr>
<td>Student Evaluation of Preceptor and Site</td>
<td>Evaluate your site and your preceptor at the end of the semester</td>
<td>50 points</td>
</tr>
<tr>
<td>Weekly Attendance in Clinical Course</td>
<td>Attendance will be checked at each clinical class- <strong>Points are added through MYUM</strong></td>
<td>50 points</td>
</tr>
<tr>
<td>Weekly Scenarios/ Papers/ Labs</td>
<td>These will be in-class assignments within your clinical class</td>
<td>130 points</td>
</tr>
<tr>
<td>Clinical Experience Weekly ATrack Hours</td>
<td>Submitted on A-Track from week to week- <strong>Points are awarded based on the number completed</strong></td>
<td>200 points</td>
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</tbody>
</table>

600 total points
GRADING:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = < 60%

ATTENDANCE POLICY:

Your attendance will be checked every class. Each class you will be awarded points for attendance and participation. If you miss class, then you miss those points for the day. Excused absences are given for physician’s appointments, intercollegiate sports travel, and UM related trips from other areas on campus. It is your responsibility to make up any missed work. You will have 1 week form the time of absence to make up any quiz or test that was missed. After that timeframe a grade of 0 will be given.

Course Outline:  A tentative course outline can be found on MyUM under Syllabus.

Drop Date:  Tuesday, November 7, 2017.  Registrar’s Office is open from 8:00 am to 4:30 pm.

ADA STATEMENT:

It is the policy of the University of Mobile to provide reasonable accommodations for persons with disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Eligibility for services requires prior documentation of the disability. The Student Support Services Coordinator, Mrs. Julia Lucy (442-2284), coordinates services for students with disabilities and is an accommodation resource for faculty and administration.

ONLINE COURSE SITE:

A course site for this section can be found in MyUM on the Academic tab in Canvas. Faculty members may assign online tests that require identification verification measures. These measures may require additional fees. In order to comply with the Higher Education Act, which requires verification of student identity in online work, all online coursework submitted to the faculty member must be completed by secure login and passcode or sent from the student’s official University E-MAIL ACCOUNT.

TUTORING AND WRITING ASSISTANCE:

Tutoring in a variety of areas and writing assistance are available free of charge to UM students through UM’s Student Success (located behind Weaver Hall). Utilize the link below to schedule an appointment with a tutor online or call Student Success at 251-442-2377. Walk-Ins will be served if tutors are available.  https://umportal.umobile.edu/ICS/Campus_Life/Tutoring/  (Go to MyUM>Student Success.) Tutor.com (online tutoring service) is available to students enrolled in online sections within the online course sites.
FINAL EXAM SCHEDULING: Students are expected to take the final exam on the scheduled exam date. Students enrolled in face-to-face classes need to make all travel arrangements to accommodate the date of the final exam. The final exam should not be given early.

CAATE COMPETENCIES:

CE-7 Identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient's life.
CE-8 Explain the role and importance of functional outcome measures in clinical practice and patient health-related quality of life.
CE-9 Identify functional and patient-centered quality of life outcome measures appropriate for use in athletic training practice.
CE-19 Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status.

CIP-4 Perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.

CIP-4a upper extremity   CIP-4b lower extremity   CIP-4c head
CIP-4d neck   CIP-4e thorax   CIP-4f spine

CIP-5 Perform a comprehensive clinical examination of a patient with a common illness/condition that includes appropriate clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement the appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed, and identify potential restrictions in activities and participation. Formulate and communicate the appropriate return to activity protocol.

CIP-6 Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).

CIP-7 Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation.

CIP-8 Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and
education, and encourages the athletic trainer’s role of informed patient advocate in a manner consistent with current practice guidelines.

CIP-9 Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statues that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.

HA-4 Describe the conceptual components of developing and implementing a basic business plan.

HA-5 Describe basic healthcare facility design for a safe and efficient clinical practice setting.

HA-6 Explain components of the budgeting process including: purchasing, requisition, bidding, request for proposal, inventory, profit and loss ratios, budget balancing, and return on investments.

HA-7 Assess the value of the services provided by an athletic trainer (eg, return on investment).

HA-8 Develop operational and capital budgets based on a supply inventory and needs assessment; including capital equipment, salaries and benefits, trending analysis, facility cost, and common expenses.

HA-9 Identify the components that comprise a comprehensive medical record.

HA-10 Identify and explain the statutes that regulate the privacy and security of medical records.

HA-11 Use contemporary documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members.

HA-12 Use a comprehensive patient-file management system for appropriate chart documentation, risk management, outcomes, and billing.

HA-13 Define state and federal statutes that regulate employment practices.

HA-14 Describe principles of recruiting, selecting, hiring, and evaluating employees.

HA-15 Identify principles of recruiting, selecting, employing, and contracting with physicians and other medical and healthcare personnel in the deployment of healthcare services.

HA-16 Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infectious diseases and discuss how they apply to the practicing of athletic training.

HA-17 Identify key regulatory agencies that impact healthcare facilities, and describe their function in the regulation and overall delivery of healthcare.

HA-18 Describe the basic legal principles that apply to an athletic trainer’s responsibilities.

HA-19 Identify components of a risk management plan to include security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.

HA-20 Create a risk management plan and develop associated policies and procedures to guide the operation of athletic training services within a healthcare facility to include issues related to security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.

HA-21 Develop comprehensive, venue-specific emergency action plans for the care of acutely injured or ill individuals.

HA-22 Develop specific plans of care for common potential emergent conditions (eg, asthma attack, diabetic emergency).

HA-23 Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities' rules, guidelines, and/or recommendations.

HA-24 Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics.

HA-25 Describe common health insurance models, insurance contract negotiation, and the common benefits and exclusions identified within these models.
HA-26 Describe the criteria for selection, common features, specifications, and required documentation needed for secondary, excess accident, and catastrophic health insurance.

HA-27 Describe the concepts and procedures for revenue generation and reimbursement.

HA-28 Understand the role of and use diagnostic and procedural codes when documenting patient care.

HA-29 Explain typical administrative policies and procedures that govern first aid and emergency care.

HA-30 Describe the role and functions of various healthcare providers and protocols that govern the referral of patients to these professionals.

PD-4 Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.

PD-5 Access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic Training Educational Competencies, the BOC Standards of Professional Practice, the NATA Code of Ethics, and the BOC Role Delineation Study/Practice Analysis.

PD-6 Explain the process of obtaining and maintaining necessary local, state, and national credentials for the practice of athletic training.

PD-7 Perform a self-assessment of professional competence and create a professional development plan to maintain necessary credentials and promote life-long learning strategies.

PD-9 Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.

PD-10 Develop healthcare educational programming specific to the target audience (eg, clients/patients, healthcare personnel, administrators, parents, general public).

PD-11 Identify strategies to educate colleagues, students, patients, the public, and other healthcare professionals about the roles, responsibilities, academic preparation, and scope of practice of athletic trainers.

PD-12 Identify mechanisms by which athletic trainers influence state and federal healthcare regulation.

PHP-19 Instruct clients/patients in the basic principles of ergodynamics and their relationship to the prevention of illness and injury.

PHP-33 Educate clients/patients on the importance of healthy eating, regular exercise, and general preventative strategies for improving or maintaining health and quality of life.

PS-10 Explain the impact of sociocultural issues that influence the nature and quality of healthcare received (eg, cultural competence, access to appropriate healthcare providers, uninsured/underinsured patients, insurance) and formulate and implement strategies to maximize client/patient outcomes.

PS-18 Provide appropriate education regarding the condition and plan of care to the patient and appropriately discuss with others as needed and as appropriate to protect patient privacy.