**Course Number:** Athletic Training 312  
**Course Title:** Athletic Training Practicum  
**Prerequisites:** Good Standing in the Athletic Training Program.  
**Credit Hours:** 2 credit hours  
**Contact Hours:** 118 hours per semester  
**Time and Place:** PT 110 W, 12:00-12:50pm

**Course Facilitator:** Dr. Jeff Sischo, DPT, LAT, PT  
Office: PT 116  
Office Hours: By Appointment  
Email: jsischo@carrollu.edu  
Phone: 262-951-3049

**Course Faculty:**  
Prof. Tom Phanke, MS, LAT, PT  
Office: PT 116  
Office Hours: 10:30 – 12:00 Tues  
Email: tpahnke@carrollu.edu  
Phone: 262-951-3158

Leah Hudnut, M.Ed, LAT  
Office: VM 148  
Office Hours: By Appt.  
Email: lhudnut@carrollu.edu  
Phone: 262-650-4863

Steve Staab, M.Ed, LAT, NASM-PES  
Office: VM 154  
Office Hours: By Appt.  
Email: sstaab@carrollu.edu  
Phone: 262-524-7379

**Course Text:** None

**Course Description:** This practicum course is a primary venue for the synthesis and integration of knowledge, skills, and clinical decision-making used in actual client/patient care. Students will gain experience with multiple sports including but not limited to: baseball, softball, track, soccer, wrestling, and basketball as well as work with other physically active populations. Settings include high school, university, and outpatient rehabilitation clinic experiences. Students are not compensated through the University work/study program.

**Course Format:** Students participate in field and clinical experiences that are affiliated with the Carroll University Athletic Training Program for 14 weeks. Students are to be directly supervised by their preceptor. These preceptors are working allied health care professionals that may include, but not limited to, certified athletic
trainers, physicians, physical therapists, nurses and strength and conditioning coordinators. Students are not to be working independently of the allied health care professional or in lieu of the allied health care professional during their clinical practicum.

**Attendance:**
Students must attend field experiences and act in accordance with the Athletic Training Student Handbook Policies and Procedure and the clinical site policies and procedures. Students are evaluated by the clinical instructor on competence, attendance, professionalism, promptness, and demeanor. Attendance at all scheduled practicum experiences is required. If there is known conflict with a practicum experience an absence must be preapproved by the course instructor and site preceptor within the first week of the experience. In the event of illness the student is expected to notify the instructor and preceptor prior to the experience. As practicum experiences often times cannot be made up repetitive absences or an unexcused absence is grounds for an Unsatisfactory course grade.

Students will be expected to complete a minimum of 118 hours of didactic and practical experience for satisfactory completion of this course. The following hours are delineated for each component of the course:

- **Carroll University Sport Coverage** (Minimum 21 hours over the semester) Men’s and women’s basketball, baseball, softball, men’s and women’s lacrosse. Sign up for sport times via the link on the course eLearning site.

- **Carroll University Rehab** (Minimum 18 hours over the semester) Sign up for rehab times via the link on the course eLearning site.

- **High School** (Minimum 63 hours over the semester) Boys’ and Girls’ basketball, hockey and wrestling, gymnastics, Soccer, softball, track and field

- **Fitness Testing** (Minimum of 2 hours) Carroll University Athletics Combine

- **CU physicals** (Minimum of 2 hours)

- **Outpatient Physical Therapy** (Minimum of 3 hours) See attached grid for assignments.

- **Class meetings** (10 hours)

**Grading:**
Grading will be based on successful completion of attendance policies, assignments, completion of field experiences, and timeliness of assignment completion. Students will be required to upload their preceptor validated log of their hours and their self-reflection of personal strengths and weaknesses with a development plan following the High School and Carroll rotations.
Students will receive a grade of satisfactory for achieving 80% or greater on all assignments or unsatisfactory for less than 80%.

Unsafe, unethical, or illegal behavior exhibited by the student is grounds for an unsatisfactory grade. For each offense the Course Instructor will be notified by the preceptor.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Evaluator</th>
<th>Learning objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Core Professional Behaviors</td>
<td>Preceptor</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>2. Core Professional Behaviors</td>
<td>Self-assessment</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>3. Special Topic Review Assignment</td>
<td>Course Faculty</td>
<td>1, 10</td>
</tr>
<tr>
<td>4. SOAP notes</td>
<td>Course Faculty</td>
<td>1, 3, 4, 6, 8</td>
</tr>
<tr>
<td>5. Activity Logs and Knowledge/Skill Reflection</td>
<td>Preceptor/Student</td>
<td>1, 2, 3, 8, 9</td>
</tr>
</tbody>
</table>

**Course Learning Objectives:**

Upon successful completion of the course, the student will:

1. Demonstrate a beginning level of Core Professional Behaviors in their interactions with patients and other healthcare providers.

2. Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury for safe participation in sport or other physical activity.

3. Perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, 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 and/or 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.

4. Differentiate between an initial injury evaluation and follow-up/reassessment as a means to evaluate the efficacy of the patient's treatment/rehabilitation program, and make modifications to the patient's program as needed.

5. Determine when the findings of an examination warrant referral of the patient.
6. Use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued.

7. Inspect therapeutic equipment and the treatment environment for potential safety hazards.

8. Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, or parents / family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes using a comprehensive patient-file management system for appropriate chart documentation, risk management, outcomes, or billing.

9. Perform a self-assessment of professional competence and create a professional development plan to assist in the promotion of life-long learning strategies.

10. The student will describe, analyze and appraise a contemporary issue and/or situation in athletic training practice.

Liability
All students will be expected to purchase liability insurance for the class. This payment provides coverage for the entire year. Payments will go to Carroll University.

Confidentiality/Release of Liability
Students will be expected to sign a letter of statement regarding patient confidentiality and upholding moral and ethical standards regarding confidential information. A Release of Liability/Informed Consent is also expected to be signed to inform you of risks that are associated with this course.

Statement on Academic Integrity – The Carroll University Academic Integrity Policy is located in your student handbook. Students are encouraged to familiarize themselves with it. If a student violates this policy in any way, the instructor(s) reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask your instructor(s).

Accommodation for Disabilities – Any requests for accommodation must be made through Martha Bledsoe, Disability Services Coordinator at Carroll University. I will make appropriate accommodations once I receive notification from Ms. Bledsoe.

Modifications to the syllabus: The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).
ATH 312 Course Outline Spring 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/25</td>
<td>Intro to course, logistics and clinical assignments. Soap note discussion</td>
</tr>
<tr>
<td>2/1</td>
<td>Clinical Professional Behaviors.</td>
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<tr>
<td>2/8</td>
<td>No Class</td>
</tr>
<tr>
<td>2/15</td>
<td>Student discussions (4).</td>
</tr>
<tr>
<td>2/22</td>
<td>No Class</td>
</tr>
<tr>
<td>3/1</td>
<td>Student discussions (5).</td>
</tr>
<tr>
<td>3/8</td>
<td>Core Professional Behaviors meetings with faculty. Self Assessment Due 3/6 Midnight.</td>
</tr>
<tr>
<td>3/15</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/22</td>
<td>Student discussions (5).</td>
</tr>
<tr>
<td>3/29</td>
<td>No Class</td>
</tr>
<tr>
<td>4/5</td>
<td>Student discussions (5).</td>
</tr>
<tr>
<td>4/12</td>
<td>No Class</td>
</tr>
<tr>
<td>4/19</td>
<td>Student discussions (5).</td>
</tr>
<tr>
<td>4/26</td>
<td>Student discussions (5).</td>
</tr>
<tr>
<td>5/3</td>
<td>Core Professional Behaviors meetings with faculty. Self Assessment Due 5/1 Midnight.</td>
</tr>
</tbody>
</table>

**Finals Week**  
**Senior presentations**

**Soap notes.** Students will complete SOAP notes during the semester that will be reviewed by their preceptors to ensure satisfactory completion. If a note is deemed to be unsatisfactory, the student will be required to revise the note to meet professional standards. Students must submit all written notes to the preceptor for evaluation and be deemed acceptable to achieve a “Satisfactory” course grade. If a student requires more than 2 revisions of a clinical note, ancillary learning experiences may be required. Inability of the student to consistently complete SOAP notes with two or less revisions after ancillary learning will result in an “Unsatisfactory” course grade.

**Core Professional Behaviors**  
Students and preceptors will complete a mid semester and final evaluation of the student’s practicum experience performance. The evaluation consists of ten core professional behaviors (CPB) and qualities. Students will rate themselves on commitment to learning, interpersonal skills, leadership, effective use of time and resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking, and time management. Students will schedule a time to meet with the course faculty to review evaluations at midterm and final. It is expected that students will receive at least and 8 rating in at least 8 of the 10 CPBs to achieve a “Satisfactory” course grade.

**Activity Logs**  
Students are required to submit activity logs at the completion of the high school and rehabilitation rotations (The format will be provided). In addition to completion of the log, the student must self-reflect on the areas they feel confident in and areas that need continued development, as well as strategies to continue development of previously instructed knowledge and skill. Student must complete all scheduled hours and complete the experience reflection to receive a “Satisfactory” course grade.

**Student Led Discussions**  
The student will lead the class in a 10 minute discussion in an issue and/or situation encountered in contemporary athletic training practice. This discussion could be related
to a specific issue/situation encountered in the practicum experience or be an issue relevant to contemporary practice. The student must describe, analyze and ultimately appraise or give an opinion on the stated issue/situation. Verbal presentation and facilitation of discussion will be assessed via the presentation rubric by the course faculty.

Topic Ideas include, but are not limited to:

- Emergency Action Plans
- Standards of Practice
- NATA/Professional Membership
- Interesting patient injury/rehab
- Inter-professional communication (Coaches and parents)
- Environmental conditions
- Emerging settings
- Work/Life balance