Course Number: Athletic Training 499
Course Title: Capstone Internship Experience
Prerequisites: Good standing in Athletic Training Program and successful completion of all professional phase academic coursework.
Credit Hours: 14 credit hours
Contact Hours: 40 hours per week x 14 week, Minimum 560 hours
Start Date: January 24, 2017
End Date: May 3, 2017
Time and Place: To be determined by internship site and clinical supervisor
Course Facilitator: Jamie Krzykowski, PhD, LAT, CISSN, TNC
Clinical Assistant Professor of Athletic Training
Clinical Assistant Professor of Exercise Science
Clinical Coordinator Athletic Training Program
Phone: (262) 951-3035
Cell: (262) 349-6738
Email: jkrzykow@carrollu.edu

Course Description
Students will gain experience in the field of athletic training and perform competencies and display knowledge expected of the entry-level certified athletic trainer outlined by the National Athletic Trainers’ Association. A certified athletic trainer or health care provider directly supervises this internship experience. Students will present a case study modeled after the Journal of Athletic Training’s format for a case study and present to faculty and students.

Format
Students participate in a full-time capstone internship for 14 weeks working under the direct supervision of a Preceptor at a site that is affiliated with the Carroll University Athletic Training Program. Throughout the internship the students are expected to perform at the level of an entry-level certified athletic trainer, under the supervision of the Preceptor. The student is also encouraged to gain interdisciplinary experience working with other allied health care professionals including, but not limited to, physicians, physical therapists, and strength and conditioning coaches. The student will not be working independently of the allied health care professional or in lieu of the allied health care professional.

ATH 499 Course Objectives
These course objectives are based on the National Athletic Trainers’ Association’s Athletic Training Educational Competencies and Proficiencies 5th Edition. Upon successful completion of the course, the student will:
1. Effectively manage health care problems associated with physical activity that is expected of an entry level certified athletic trainer.
2. Practice consistently within the professional code of ethics and current guidelines of practice outlined by the National Athletic Trainers’ Association.
3. Practice and promote prevention and wellness associated with physical activity.
4. Display knowledge and skills needed for:
   - Risk management and prevention of injuries associated with physical activity Pathology of injury and illnesses
   - Assessment and evaluation
   - Acute care of injuries and illnesses
   - Pharmacology of athletic trainers
   - Therapeutic modalities
   - Therapeutic exercise
   - General medical conditions and disabilities
   - Nutritional consideration for entry level athletic trainers
   - Psychosocial intervention and referral
   - Health care administration
   - Professional development

5. Effectively communicates to health care providers, athletic administrators, coaches, athletes, family, and community to ensure efficient delivery of athletic training.

6. Successfully manages human, financial, and physical resources.

7. Effectively problem solves and displays up to date knowledge and modern approaches and trends for the delivery of athletic training.

8. Demonstrates ethical and moral values that contribute to practice setting.

9. Develop a case study that presents a thorough literature review, an interpretation of the specific patient condition(s), and effectively analyzes treatment and rehabilitation outcomes with the respective case study. Or develop a critically appraised topic (CAT), reviewing the evidence regarding a specific clinical question and summarizing your findings.

Course assessment:
Grading for the course will be satisfactory or unsatisfactory. Students are expected to meet all criteria for each course activity to obtain a satisfactory grade for the course/capstone experience. Deficient performance in any of the assessment categories will result in an unsatisfactory grade in the entire course. Please see the grading criteria for each assignment below. Students will be evaluated by the Preceptor for performance of knowledge and skills displayed for an entry-level certified athletic trainer consistent with the Carroll University undergraduate athletic training program goals. A student with a grade of unsatisfactory will have to repeat the internship and will not graduate until satisfactory completion is attained.

Students will be required to complete a learning over time psychomotor skills checklist, two online NATA BOC mock Exams, several focus testlets and quizzes using the BOC Entry Level Athletic Trainer Certification Examination textbook and complete a case study or CAT with a poster, paper and oral presentation as described below.

At the completion of the internship, students will give a formal presentation to staff, faculty, and students on a specific case that they worked with during their internship experience or their CAT. The Preceptor will complete two Core Professional Behavior Assessments on the student and the student will complete two Core Professional Behavior Self-Assessments. One will be completed at mid-semester and one at the completion of the internship.

**Course Activities:**

1. Psychomotor Skills Log
2. Quizzes/Prep Exams
3. Case Study or CAT Poster
4. Case Study or CAT Paper and Presentation
5. Core Professional Behavior Self-Assessments
6. Core Professional Behavior Assessments

**Evaluator**

- Psychomotor Skills Log: PRECEPTOR
- Quizzes/Prep Exams: Carroll University Athletic Training Faculty
- Case Study or CAT Poster: PRECEPTOR/Carroll University Athletic Training Faculty
- Case Study or CAT Paper and Presentation: Carroll University Athletic Training Faculty
- Core Professional Behavior Self-Assessments: PRECEPTOR/Carroll University Athletic Training Faculty
- Core Professional Behavior Assessments: PRECEPTOR
Grading for the course Satisfactory (S) Unsatisfactory (U)

Course Activities:       Linked objective:

1. Psychomotor Skills Log       S/U       1, 3, 4, 7
2. Online Prep Exams (6 minimum)       S/U       1,2,3,4,5,7,8
   a. NATA/ACES online prep exams (2)
   b. Study Guide for the BOC textbook
       i. Quiz with Five Focus testlets
       ii. Two 50 questions multiple choice quizzes
           Quiz one will include: Clinical Evaluation and Diagnosis, Immediate Care Treatment,
           Rehabilitation and Reconditioning
           Quiz two will include: Organization and Administration, Prevention, Professional Responsibility
       iii. One practice exam 150 question with 5 testlets

3. Case Study or CAT Poster       S/U       1,2,3,4,5,6,7,8,9
4. Case Study or CAT Paper and Presentation       S/U       1,2,3,4,5,6,7,8,9
5. Core Professional Behavior Assessments       S/U       1,2,3,4,5,6,7,8,9

Study Plan and Prep
Students will complete a study plan based on the ACES results from the November testing and training. The study plan should be based on areas of weakness with special focus on the lowest scoring tasks within each domain. Please refer to the NATA Role Delineation study to create your study plan. The initial study plan is due by 9:00am Central Time (CT) on Friday, January 27th, 2017.

Complete Appendix B worksheet from the BOC Entry Level Athletic Trainer Certification Examination textbook and revise the study plan that you initially created above after completing your first NATA/ACES BOC prep exam 1. Please upload Appendix B and your revised plan in 1 document in ‘coursework’ on LMS by 9:00am on Monday, February 13 or 27, 2017, based on when you plan to take the BOC exam (refer to course timeline below).

Psychomotor Skills Log
These items are organized to test the athletic training student's psychomotor ability to perform the skills. All of the skills in this document have been previously instructed and tested in the Athletic Training Program curriculum. These skills are used in the day to day duties of an athletic trainer and the athletic training student will be able demonstrate the skill at a mastery, or proficient, level in front of the capstone PRECEPTOR. Please refer to the Learning Over Time Psychomotor Competencies checklist assignment. All psychomotor skills must be performed at a proficient level to receive a ‘satisfactory’ grade.

On Line Prep exams
Students will take six practice exams/quizzes. Two online practice exams by the NATA/ACES and four practice tests/quizzes from the BOC Entry level Athletic Trainer Certification Examination textbook and CD software that each student has. Results from all of the exams, tests/quizzes are to be uploaded in ‘coursework’ on LMS with a detailed breakdown of your results (this may vary, depending on the type of quiz or practice exam being taken).

Study Guide for the BOC Entry level Athletic Trainer Certification Examination textbook
   i. Quiz one will include: 50 questions related to Clinical Evaluation and Diagnosis, Immediate Care Treatment, Rehabilitation and Reconditioning. This will require a minimum of an 70% or better to be considered satisfactory. Monday January 30 by 9:00am
   ii. Quiz - Five Focus testlets, Friday February 17 by 9:00am. This will require a minimum of an 80% or better to be considered satisfactory.
iii. **Quiz two** will include: 50 questions related to Organization and Administration, Prevention, Professional Responsibility. This will require a minimum of a 70% or better to be considered satisfactory. **Wednesday March 1 by 9:00am**

iv. **One practice exam of 150 question with 5 testlets Monday, March 20 by 9:00am or Monday, April 24 by 9:00am, depending on your BOC exam date** This will require a minimum of a 70% or better, a submission of the final test results scoresheet as well as a description of your specific plan to address weaknesses identified in the detailed breakdown of your test results in order to be considered satisfactory.

**Scoring for testlets and quizzes will require a minimum of an 70% or better to be considered satisfactory.**

*Please note that students wanting to take the BOC exam in March/April must score at least a 70% or higher on at least one of their NATA/ACES prep exams in order to be authorized to register for the March/April testing dates.*

Individuals authorized to take the exam in **March/April or May/June** must register with the BOC, see timeline below.


**Apply for Exam** [http://www.bocatc.org/candidates/apply-for-exam](http://www.bocatc.org/candidates/apply-for-exam)

### Deadlines for April Exam

<table>
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<th>Step</th>
<th>Date Details</th>
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| **Apply*** | Application Deadline: February 27, 2017 (5:00pm CT)  
Candidate must complete Steps 1 & 2 (Forms AT101 & AT102) by Application Deadline |
| **Register*** | February 24, 2017 (9:00am CT) - March 6, 2017 (5:00pm CT) |
| **Schedule+** | March 15, 2017 (or when scheduling email is received from Castle) - April 3, 2017 |
| **Exam#** | March 25, 2017 - April 8, 2017 |
| **Scores** | Exam results will be posted in BOC Central™ and mailed between April 22, 2017 and May 8, 2017 |

### Deadlines for June Exam

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<th>Step</th>
<th>Date Details</th>
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| **Apply*** | Application Deadline: May 1, 2017 (5:00pm CT)  
Candidate must complete Steps 1 & 2 (Forms AT101 & AT102) by Application Deadline |
| **Register*** | April 28, 2017 (9:00am CT) - May 8, 2017 (5:00pm CT) |
| **Schedule+** | May 19, 2017 (or when scheduling email is received from Castle) - June 5, 2017 |
| **Exam#** | May 27, 2017 - June 10, 2017 |
| **Scores** | Exam results will be posted in BOC Central™ and mailed between June 24, 2017 and July 10, 2017 |
Case Study or Critically Appraised Topic (CAT): Student will select a topic of interest and discuss with the Preceptor. The student and Preceptor will collaborate on possible case study or CAT topics within the first two weeks. If the student selects a case study they will begin to gather the documentation such as initial injury report, progress notes, etc. (No names of patients are to be included.) If the student selects a CAT they will begin to gather relevant research to review. For more information regarding CATs, please review the documents provided on LMS.

If the case study is based on a patient that they did not originally see or they are researching a particular injury, the athletic training student will gather all background information so they can add the past medical history of the patient to their information in order to gain a more complete medical history for the case study. This will include, if possible, an initial injury report and progress notes as well as any other reassessments and subsequent reports. X-rays or MRI or surgical pictures can be included or stock photos can be incorporated into the final presentation.

Students must submit a clear description of the proposed case study or CAT on LMS by 9:00am on Friday, February 3.

You must register for Celebrate Carroll by TBD (last year it was March 6). I will email you the information once I receive updated information.

Case Study or CAT Poster Presentation

A poster will be developed for the case study or CAT. Information included on the poster should include medical history, athlete/patient demographics, i.e. age, activity involved in etc. (No names of patients are to be included.) How injury was managed, initial treatment, progress made during therapy, goals, conclusions and any references. The poster will be submitted in power point. Under "design" which is on the slide master tool bar along the top you will select ‘page setup’ and will format your poster to 4 feet wide (48 inches) and 3 feet tall (36 inches) Initial posters need to be submitted to course coordinator electronically by Monday March 6 by 9:00am CT. The course coordinator will review all posters and make recommendations for edits. Students will then revise their posters. Those accepted to present at WATA must submit their final poster by Monday, March 20 by 9:00am. All other students must submit their final posters by Monday, April 10 by 9:00am. Posters will be displayed at Celebrate Carroll. Students who are attending in-state Capstones are expected to attend and present at Celebrate Carroll. Students who are attending a Capstone out of state will still adhere to all poster guidelines described but will present their poster in digital form to their Preceptor and other interested AT staff and students. All student posters will be displayed at Celebrate Carroll.

Samples of posters and an article on creating effective medical presentations are available on the course ‘main page’ in MyCourses.

1. Case Study or CAT Presentation

A powerpoint presentation will be submitted by 5:00pm on Monday, May 8. The power point should be of enough length to present clearly the background of the injury, history of what happened to the athlete/patient, how injury was managed, progress or complications encountered during the rehabilitation phase and final results or status of individual when the case study ended. The presentation should also include a mini literature review of the injury sustained by the case study athlete as well as the treatments chosen with proper AMA referencing throughout. If the student conducts a CAT the presentation should clearly indicate the background of the CAT and a mini literature review, with proper AMA referencing throughout. The power point presentation will be electronically submitted in ‘coursework’ in MyCourses by 5:00pm on Monday, May 8. Presentations will most likely be on May 9th from ~11-1pm. The oral case presentation should be 10 minutes. Exact time and location of presentations to be determined at a later date. *Please also include a few slides regarding your capstone site in your presentation (pictures of your site are helpful, along with cost of living, special features of your site such as certain sports or opportunity for interdisciplinary experiences, etc).
Core Professional Behavior Assessments
Students will be evaluated by their site Preceptor at the midpoint of the semester using the Carroll ATP Core Professional Behavior Assessments (CPBA). During the semester, there may be an onsite and/or phone visit between the course coordinator, the Preceptor, and the student. Please review the CPBAs and provide them to the Preceptor at the beginning of the semester. Preceptors can email, fax or mail their evaluations to me directly. Students will also complete a CPBA self-assessment at mid-term and submit it to the course coordinator. Both mid-term assessments are to be submitted by Monday, March 6 by 9:00am. Students will then utilize the mid-term CPBAs to develop goals for the remaining of the semester. The final CPBA is due by Thursday, May 4 by 6:00pm. Students much be assessed at ‘Entry Level’ for each CPB on the final assessment in order to receive a satisfactory grade.

Attendance
Students are expected to attend the clinical internship each day in accordance with the Athletic Training Student Handbook Policies and Procedures and the internship site policies and procedures. Students are evaluated by the Preceptor on daily attendance, professionalism, promptness, and demeanor. Students who cannot attend due to an illness, personal/family issues, must coordinate with the clinical supervisor with regards to the policies and procedures for that particular site. **Students are to attend daily and have no more than four excused absences.** In the event that a student does not meet the recommendations of the Preceptor or internship site, this may result in an unsatisfactory grade and failure of the capstone. Unsafe, unethical, or illegal behavior exhibited by the student is grounds for an unsatisfactory grade. If a grade of unsatisfactory is earned for the course, the student will have only one opportunity to re-take the course. Students will receive a verbal warning by the Preceptor for any unsafe, unethical, illegal behavior, or unexcused absences. A second offense will result in a written warning with a third offense being grounds for an unsatisfactory grade. For each offense the Athletic Training Program Director and Course Coordinator will be notified by the Preceptor.

Hours
Students are expected to maintain a log of athletic training hours using the hours sheet provided on MyCourses. Preceptors should sign the document weekly, or more frequently, if desired. Students will submit their logged hours each month, as indicated on the course outline, on LMS.

Housing and Costs
Students are responsible for costs incurred during internship including housing and/or meals. Students may not be paid for work completed, but are eligible to receive a stipend for housing and/or meals.

Liability
All students will be expected to purchase liability insurance for the class. The cost of the insurance is $15.00 and will be payed through your University bill. If you have already purchased the liability insurance in the fall (2016), then you will not need to pay this fee.

Confidentiality
Students will be expected to sign a letter of statement regarding patient confidentiality and upholding moral and ethical standards regarding confidential information.

Statement on Academic Integrity – The Carroll University Academic Integrity Policy is located in your student handbook. I encourage you to familiarize yourself with it. If a student violates this policy in any way, I 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.

Accommodation for Disabilities – Any requests for accommodation must be made through Martha Bledsoe, Disability Services Coordinator at Carroll University, mbledsoe@carrollu.edu. 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 499 Timeline

<table>
<thead>
<tr>
<th>Project</th>
<th>Due date and Time (all times are Central Time)</th>
<th>Status</th>
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<tbody>
<tr>
<td>Submit your BOC study plan (everyone)</td>
<td>Friday, January 27 by 9:00am</td>
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<tr>
<td>Study Guide for BOC book CD, Quiz one will be 50 questions and include:</td>
<td></td>
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<tr>
<td>Clinical Evaluation and Diagnosis, Immediate Care, Treatment, Rehabilitation and Reconditioning</td>
<td>Monday, January 30 by 9:00am</td>
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<tr>
<td>Case Study or CAT selection with description</td>
<td>Friday, February 3 by 9:00am</td>
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<tr>
<td>January hours log</td>
<td>Friday, February 3 by 9:00am</td>
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<tr>
<td>NATA/ACES BOC prep exam 1 (if wanting to take BOC in March/April)</td>
<td>Wednesday, February 8 by 9:00am</td>
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<tr>
<td>Login instructions to be emailed to you</td>
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<tr>
<td>Submit revised BOC plan and Study Guide for BOC Appendix B (if wanting to take BOC in March/April)</td>
<td>Monday, February 13 by 9:00am</td>
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<tr>
<td>Study Guide for BOC, Everyone</td>
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<tr>
<td>Your choice: pick Five Focus testlets</td>
<td>Friday, February 17 by 9:00am</td>
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<tr>
<td>NATA/ACES BOC prep exam 1 (if wanting to take BOC in May/June)</td>
<td>Friday, February 24 by 9:00am</td>
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<td>Login instructions to be emailed to you</td>
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<tr>
<td>NATA/ACES BOC prep exam 2 (if wanting to take BOC in March/April)</td>
<td>Friday, February 24 by 9:00am</td>
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<tr>
<td>Submit revised BOC plan and Study Guide for BOC Appendix B (if wanting to take BOC in May/June)</td>
<td>Monday, February 27 by 9:00am</td>
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<tr>
<td>Celebrate Carroll online registration deadline</td>
<td>TBD (Mar __ ? __ )</td>
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<tr>
<td>Study Guide for BOC, Quiz two (everyone) will be 50 questions and include:</td>
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<tr>
<td>Organization and Administration, Prevention and Professional Responsibility</td>
<td>Wednesday, March 1 by 9:00am</td>
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<td>Abstract due for WATA case study poster presentation (optional, information available on WATA website <a href="http://www.watainc.org">www.watainc.org</a>)</td>
<td>Wednesday, March 1st</td>
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<tr>
<td>February hours log</td>
<td>Friday, March 3 by 9:00am</td>
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<tr>
<td>Psychomotor Skills Log</td>
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<td>Should be half way completed</td>
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<tr>
<td>Core Professional Behavior Assessments (self and PRECEPTOR) and Psychomotor skills update</td>
<td>Monday, March 6 by 9:00am</td>
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<tr>
<td>Case Study or CAT initial poster emailed to Course Coordinator</td>
<td>Monday, March 6 by 9:00am</td>
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<td>Study Guide for BOC - One practice exam 150 question with 5 testlets</td>
<td>Monday, March 20 by 9:00am</td>
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<td>(if taking BOC in March/April)</td>
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<td>Finalized Case Study Poster (for those accepted to present at WATA)</td>
<td>Monday, March 20 by 9:00am</td>
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<td>NATA/ACES BOC prep exam 2 (if wanting to take BOC in May/June)</td>
<td>Friday, March 31 by 9:00am</td>
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<tr>
<td>March hours log</td>
<td>Monday, April 3 by 9:00am</td>
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<tr>
<td>Finalized Case Study Poster for everyone</td>
<td>Monday, April 10 by 9:00am</td>
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<tr>
<td>Study Guide for BOC - One practice exam 150 question with 5 testlets</td>
<td>Monday, April 24 by 9:00am</td>
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<tr>
<td>(if taking BOC in May/June)</td>
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<tr>
<td>Celebrate Carroll</td>
<td>Wednesday, April 26</td>
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<td>Final Core Professional Behavior Assessments (self and PRECEPTOR) and psychomotor skills completed</td>
<td>Thursday, May 4 by 6:00pm</td>
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<tr>
<td>April hours log</td>
<td>Wednesday, May 3 by 9:00am</td>
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<tr>
<td>Final Capstone Case Study powerpoint presentation</td>
<td>Monday, May 8 by 5:00pm</td>
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<tr>
<td>Final Capstone Case Study presentations</td>
<td>Tuesday, May 9? TBD</td>
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<tr>
<td>Senior Exit Interviews</td>
<td>May 10</td>
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