KINE 5225
Clinical Practicum VI
Spring 2020
Friday
8:00-10:00AM
Room: PEB 303

Instructor: Meredith Decker-Hamm, MS, ATC, LAT, PES
Office: PEB 112 F
Office Phone: 817-272-6307
E-mail: mdecker@uta.edu
Office Hours: By appointment

Required Texts:
- *Athletic Training Educational Competencies*. 5th ed. NATA. 2010
- Other resources as assigned

Required Computer Access:
- Typhon - Clinical Management System

Course Description
The purpose of this clinical practicum course is to expose students to the skills that a certified athletic trainer must possess to effectively deliver health care in an athletic training facility. Athletic training students will receive guided clinical supervision with a trained clinical preceptor. During the spring season, athletic training students are assigned to one clinical site. AT students are allowed to continue clinical relations with previous settings by participating in clinical experiences like spring football and PPEs. This course requires the completion of a minimum **365 clinical experience hours** in the UT-Arlington athletic training room or other approved clinical site, the completion of clinical paperwork, and the completion of clinical proficiencies.

Course Objectives
1. To evaluate the following clinical proficiency contained in the 5th edition of the Athletic Training Educational Competencies.
   a. CIP #5, 6, 9
2. To provide athletic training students with further understanding and application of the Foundational Behaviors of Professional Practice.
   a. Primacy of patient; Teamed approach to patient; Legal practice; Ethical practice; Advancing knowledge; Cultural competence; Professionalism.
3. To allow for critical thinking that involves application of scientific knowledge and problem solving to athletic training skills.
4. To give the opportunity for athletic training students to interact and learn from allied health care professionals in a clinical setting.
Student Learning Outcomes
After completing this course, students should be able to:
1. Search for a job, interpret job applications and job packages, understand how to incorporate a budget within salary offerings
2. Apply disablement models to patient care situations in athletic training
3. Successfully accumulate and report CEU’s upon graduation and transition to practice
   a. PD #6, 7
4. Integrate the knowledge from Applied kinesiology, Concepts of Athletic Training, Preventative and Acute Care Techniques, Orthopedic Assessment I, Therapeutic Interventions I, and Exercise Physiology in your assessment and evaluation of individual patient needs.

Tentative Course Schedule (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24</td>
<td>Introduction/Syllabus Job Searching; Interviewing; Components of Job Packages</td>
<td></td>
</tr>
<tr>
<td>1/31</td>
<td>No Class – SWATA Competency Workshop or Clinical Site Attendance</td>
<td>NATA Transition to Practice Checklist – New AT due</td>
</tr>
<tr>
<td>2/7</td>
<td>Negotiating the job; The role of HR; Job Onboarding</td>
<td>Immersion project ideas due; Job packages and negotiations worksheet due</td>
</tr>
<tr>
<td>2/14</td>
<td>No Class - Full-Time Clinical Immersion</td>
<td></td>
</tr>
<tr>
<td>2/21</td>
<td>No Class - Full-Time Clinical Immersion</td>
<td></td>
</tr>
<tr>
<td>2/28</td>
<td>No Class - Full-Time Clinical Immersion</td>
<td></td>
</tr>
<tr>
<td>3/6</td>
<td>No Class - Full-Time Clinical Immersion</td>
<td></td>
</tr>
<tr>
<td>3/13</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>3/20</td>
<td>No Class - Full-Time Clinical Immersion</td>
<td></td>
</tr>
<tr>
<td>3/27</td>
<td>No Class - Full-Time Clinical Immersion</td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>Full-Time Immersion Group Reflection Grand Rounds</td>
<td>Immersion Project Due Clinical Case Study PPT Due</td>
</tr>
<tr>
<td>4/10</td>
<td>Grand Rounds</td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>New job: How to budget your new salary</td>
<td>Expenses worksheet due</td>
</tr>
<tr>
<td>4/24</td>
<td>CEU accumulation and reporting; Planning for continuing education</td>
<td>Developing a CEU plan worksheet due</td>
</tr>
<tr>
<td>5/1</td>
<td>Interprofessional Practice: maximizing and utilizing your resources; Transitioning from one job to another</td>
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</tr>
<tr>
<td>5/8</td>
<td>Kinesiology Graduate Research Day</td>
<td>SEU’s, Special Event forms and all end of semester clinical paperwork due by 12pm</td>
</tr>
</tbody>
</table>
Course Evaluation (subject to change):

<table>
<thead>
<tr>
<th>Clinical Requirements:</th>
<th>Points Possible (60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Education Hours*</td>
<td>5%</td>
</tr>
<tr>
<td>Clinical Attendance</td>
<td></td>
</tr>
<tr>
<td>Time Logs</td>
<td></td>
</tr>
<tr>
<td>Case Logs</td>
<td>5%</td>
</tr>
<tr>
<td>Clinical Performance Evaluations*</td>
<td>25%</td>
</tr>
<tr>
<td>• Midterm (CP assessment) - 2.5%</td>
<td></td>
</tr>
<tr>
<td>• Final (CP assessment; includes Milestones) - 15%</td>
<td></td>
</tr>
<tr>
<td>• Clinical Proficiencies – 7.5%</td>
<td></td>
</tr>
<tr>
<td>ATS submission of completed clinical requirements &amp; paperwork (CPR renewal, clinical liability insurance, goals, schedule agreement, CP evaluations, mentoring, etc) *</td>
<td>10%</td>
</tr>
<tr>
<td>Supplemental Education Units (SEU's)*</td>
<td>2.5%</td>
</tr>
<tr>
<td>Special Events*</td>
<td>2.5%</td>
</tr>
<tr>
<td>Interprofessional Education (IPE)</td>
<td>2.5%</td>
</tr>
<tr>
<td>Standardized Patient Assessment*</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Requirements:</th>
<th>Points Possible (40%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worksheets and Assignments</td>
<td>5%</td>
</tr>
<tr>
<td>Clinical Case Study/Grand Rounds</td>
<td>10%</td>
</tr>
<tr>
<td>Immersion Project</td>
<td>15%</td>
</tr>
<tr>
<td>Capstone Retake OR Self Analysis Submission*</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

* All items with a star must be completed to earn a course grade. If not completed by the due date, the student will earn an “I” for the course and a deduction in 5 percentage points will apply to the overall grade.

Methods of Evaluation:
Grading Scale: A = ≥90%; B = 80-89%; C = 70-79%; D = 60-69%; F = < 60%

Course & Program Policies:
Master of Science in Athletic Training Program Retention Criteria and Policy:
MSAT students’ academic and clinical progress will be closely monitored each semester. In order to remain in the MSAT program, students must:
1. Maintain a cumulative GPA of 3.0 or higher.
2. Maintain a 3.0 GPA or higher in athletic training core courses.
3. Students may not earn a “C” grade or lower in any required course containing AT education competencies. Students who earn a grade of “C” or lower in any required course must meet with their academic advisor and petition to continue in the MSAT Program.
   a. Any student who fails to meet the retention criteria will be placed on probation in the MSAT program. If standards are not met by the end of the probationary period, the student will be dismissed from the program.
b. If allowed to repeat a course, the student must earn a grade of B or higher in order to remain in the program. Students will not be allowed to continue in the program until the course is repeated with a grade of a B or higher. For example, if a student earns a “C” in a course only offered in the fall semester, he/she must wait until the course is offered again (the next fall) before proceeding in the program.

c. Failure to repeat the course, or earn a grade of “B” or better, will result in dismissal from the program.

d. Students who do not gain good academic standing with the program in the semester following completion of the probation semester will be academically dismissed.

e. A student who has been dismissed for failure to maintain a GPA 3.0 may petition the AT Faculty Committee to continue in the program. See section below concerning petitions*.

4. Adhere to professionalism standards and documents cited in the MSAT Policies and Procedures Manual including but not limited to: the university's academic integrity policies, the NATA Code of Ethics, the BOC’s Standards of Practice, course syllabi, to the MSAT Policies and Procedures Manual, and to policies/regulations established at each assigned clinical site. Students with three professional conduct/digression reports may be suspended or dismissed from the program. If students have a history of professional conduct or behavior issues, with a written record of conduct warning or digression reports, and earn a “C” in a course, the student will be required to meet with the faculty to determine if the student can continue.

   a. For minor professionalism infractions, the faculty/staff/preceptor will complete “Student Conduct Warning” form. If a student obtains 3 of these, he/she will be dismissed from the program (3 strike and you're out rule).

   b. For major professionalism offenses (serious offenses such as a confidentiality breach, etc.) a Student Conduct Digression Report will be completed the student may be dismissed from the program depending on the nature of the offense. The Athletic Training Program faculty committee will make the determination on whether or not the student can repeat the course and continue in the program.

*Petitions to Continue in the MSAT Program
Students who wish to submit a petition to continue in the MSAT Program must meet with their Academic Advisor. During that meeting, students should be prepared to discuss how/why plans to regain good academic standing during the probation semester were not successful and develop a specific plan for improvement. The student is responsible for submitting the petition to the MSAT program director.

The student’s petition to continue in the MSAT program will be reviewed by the Athletic Training faculty committee. If the committee agrees to approve the student’s petition to continue, the Academic Advisor will work with the student to review/revise the student’s degree plan and assist with clearing the student for enrollment.

Expected Professional Behavior
Students are expected to adhere to the NATA Code of Ethics and to behave professionally, as described in the MSAT Policies and Procedures Manual.
**Note:** Failure to meet the above retention standards may result in probation, suspension, or termination from the MSAT Program.

**Attendance:** Students are expected to be in attendance for each class meeting. If a student has a university-approved excuse, arrangements may be made prior to the missed day. If a student is sick, then a doctor’s note must be provided. **After a second unexcused absence, a student's grade will be dropped by one letter grade.** Being late to class is unacceptable. Late arrivals will be recorded by the instructor. If a student is late to class more than once, the second late arrival will equal one unexcused absence and will be recorded by the instructor at each class. Each late arrival after the second will continue to count as an unexcused absence.

**Cell Phone Policy**
No cell phones in class for verbal or text message conversations. Please turn them off or silence them during our class period. Cell phone use during class will follow the same penalty guidelines as being absent. You will receive 2 warnings. The third warning will result in the drop of your grade by one letter (i.e., A to B, B to C, etc.).

**Submission of Course Materials**
Any assignments submitted, or quizzes completed during another course's scheduled time will result in the grade of a zero for that assignment, quiz, etc. Doing class work in other courses is unacceptable.

*Late submissions* - all assignments that are submitted past the designated due dates will receive a 20% deduction in the course grade for each day late.

**Clinical Requirements:**
**Clinical Education Hours, Attendance & Time Logs**

**Clinical Hours:** This course requires the completion of minimum 365 clinical education hours (max 600 hours) at an approved clinical education site.

Clinical Rotation Duration: January 21, 2020 – May 8, 2020

**A minimum of 15 hours per week throughout the duration of the semester must be accrued by each student each week throughout the duration of the rotation. Further details of the student's clinical schedule is agreed to by the student, Clinical Preceptor, and Clinical Education Coordinator in the Clinical Schedule Agreement document. If a student does not think they'll get 15 hours in a week, they need to contact the CEC via email to make arrangements for other clinical experiences or gain approval from the CEC to log less than the minimum requirement for that week.**

Failure to complete 15 hours in a given week will result in a 1% deduction in the grade for this requirement. Multiple point deductions may occur in conjunction with multiple violations.
Students are able to attend other clinical sites to gain clinical hours, but it should not interfere with the schedule of the student's current assigned clinical site. Hours that are obtained at another clinical affiliated site, other than the one a student is directly assigned to, need to be approved by the CEC with written or email verification. Hours not approved by the CEC are subject to being removed from the student's log and not counted towards that week or semester total.

All clinical hours must be completed and submitted on Typhon by Friday, May 8, 2020 by 11:59PM. Failure to meet the semester minimum of hours by the last day of classes will result in the grade of an “incomplete” in the course, a deduction in 5% of the overall course grade, and will prohibit the student from progressing in the program until clinical hours are completed.

Clinical Attendance: Attendance at a clinical rotation is mandatory on clinical immersion days and throughout the entirety of the full-time immersion period. Each student’s schedule will vary depending on their site/sport assignment. Absences at a clinical site will be treated in the same way as they are for missing class.

“Excused” absences are at the discretion of the CP and the CEC, and include, but are not limited to jury duty, an illness (accompanied by a doctor’s note), military service, and family emergencies. Any other absence, or those that are not deemed “excused” by the CP, will be considered personal absences. Each student is limited to (2) personal absences per semester. If a personal absence or approved excused absence causes a student to be below the 15 hour minimum for that week, no deductions in the grade will occur as long as the CEC was informed of the absence.

ALL absences on required clinical days that are both excused and personal, must be logged (1) as a day off time log on Typhon (see logging off days policy below), as well as (2) using the ‘MSAT Student Clinical Absence’ form. The form should be submitted no less than 48 hours prior to the absence (unless an unexpected medical or family emergency arise). If a medical injury or illness occurs, the form should still be submitted when possible and an appropriate doctor’s note must be provided to the CP and CEC. The note must be signed by the healthcare provider treating the student and must include the student’s name, date of treatment, condition being treated/reason for absence, and all necessary contact information for the clinic and healthcare provider. If a long-term medical illness or injury arises that will result in a prolonged period of absences, more than a day, a doctor's note will need to be provided to the CEC explaining the length of time the student is expected to be absent.

Loss of points will be due to: a student exceeds (2) personal absences; a student does not communicate with the CP and CEC about an absence prior to 48 hours; and other violations of this policy. For each violation to the clinical attendance policy, a student will lose 1% of this section of the clinical grade, up to a maximum of 5%. Multiple offenses may result in a Digression Report.
If a student or an instructor identifies that a student is experiencing academic struggles in a course, the student’s clinical schedule may be altered. The CEC and PD will help to determine the adjusted schedule. An agreement will be drafted by the CEC to determine the minimum hours, weekly schedule, etc. to ensure student success in the course(s).

**Time Logs:** Each student is to record his or her daily hours using the Typhon software. Hours must be recorded within 7 days of completion. Students who fail to log hours on required clinical days will receive a deduction in ½% for this requirement for each day that is not logged up to a maximum of 5%. Falsifying clinical hour entries will result in disciplinary action.

**Logging “Off Days”:**
As indicated in the Clinical Attendance Policy above, students must submit the Typhon form when absent from the clinical site on a required clinical day. In addition, students must log “off” days in their time logs on Typhon when missing a required day (immersion days and Fridays). For each day off that is not approved by the CEC and/or not logged in Typhon, students will receive 1% deduction from the course grade, up to a maximum of 5%.

**Case Logs**
Students are required to maintain a complete log of all patients they encounter at a site in which they partially or fully participated in patient care. Each student is to record his or her daily patient encounters using the Typhon software. Case logs must be recorded within 7 days of completion. Students must log a minimum of 12 case logs in a week (Monday-Sunday), with only 6 required in shorter weeks (i.e. week of Thanksgiving). If a student does not think they’ll get 12 case logs in a week, they need to contact the CEC to make arrangements for other clinical experiences. Group encounters will only count as 1 case log. Failure to do so will result in a deduction in 1% for this requirement for each violation. Falsifying case log entries will result in disciplinary action.

**Clinical Performance Evaluations**
**Midterm and Final Evaluations:** The grades associated with these evaluations will be determined by the Clinical Preceptor, based off of the ATS’ performance at the clinical site.

**Clinical Proficiencies:** Each student is required to complete clinical proficiencies each semester that coincides with information instructed on in previous semesters. **This document is to be completed and submitted by 12pm on the last day of classes and is submitted with a paper copy.** An overall grade of for each proficiency will be given, but the total of those grades for all required CIPs will go towards the final grade for Proficiencies. If a student receives a score below an 80% on a proficiency, he or she will have to remediate that proficiency in the following semester. Failure to complete any proficiencies will result in an “Incomplete” in the course until the skills are completed and a 5% deduction in overall course grade.
ATS Submission of Completed Clinical Requirements & Paperwork

Clinical Schedule Agreement: An agreement is to be submitted at the start of each new rotation within one week of the start date of the clinical rotation. This agreement binds the student to a rough weekly schedule and minimum weekly hour requirement. A specific schedule will be made and maintained through the full-time immersion period. Failure to comply with either of these requirements will result in a 1% deduction in this grade for each offense, along with possible disciplinary action. In addition, submission of the schedule agreement after the due date will result in a 2% deduction in the course grade for this requirement.

Clinical Orientation Checklist: Per CAATE standards, orientations must occur before students can encounter patients at the site. This checklist must be submitted on Typhon no later than the first day of a student’s clinical rotation. Failure to do so may result in removal from the clinical site and this will result in a 2% deduction in the course grade for this requirement.

Clinical Education Documentation & Requirements (Evaluations, Goals, etc): All documentation is to be submitted on Typhon or to the CEC in a timely manner. Documentation that is submitted late will result in a 2% deduction in the course grade for this requirement. Multiple late submissions may result in further disciplinary actions.

**Forms due at the start of a rotation:**
- Clinical Orientation Checklist – due no later than the end of the first day of the clinical rotation
- Clinical Schedule Agreement & Clinical Rotation Goals – due within one calendar week of the first day of the clinical rotation

*Midterm Evaluation Due Dates* (by 11:59pm on the designated day):
Friday, March 20, 2020

*Final Evaluation Due Dates* (by 11:59pm on the designated day): due by the last day of an assigned rotation. The final rotation in the spring semester will have a due date of the last day of classes.

  Forms due:
  - Final Evaluation of Clinical Preceptor
  - Clinical Assignment Evaluation

**CP’s will have the same due dates as their assigned student(s)**

CPR Renewal, BBP Training, Clinical Liability Insurance, etc: These requirements are the responsibility of the ATS. The ATS will not be able to attend the clinical site if these requirements are not completed and this will result in a 2% deduction in the course grade for this requirement.
Incomplete Paperwork: Students are expected to turn-in fully completed paperwork (schedule agreements, orientation checklists, CIPs, etc). If paperwork is not complete upon submission, the instructor will return to the student for completion and a ½% grade deduction will occur.

Student/Clinical Preceptor Assignments: 
MSAT students must submit midterm and final evaluations on ALL CP’s listed alongside their name below. Clinical Assignment Evaluations will be completed at the end of a rotation for each clinical site listed below:

<table>
<thead>
<tr>
<th>MSAT Student</th>
<th>Clinical Sites</th>
<th>Clinical Preceptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morgan Edwards</td>
<td>UTA Track &amp; Field</td>
<td>Lauren Jordan; Sam Lauman</td>
</tr>
<tr>
<td>Bethany Garrison</td>
<td>Lone Star Brahas; AOA</td>
<td>Cynthia West</td>
</tr>
<tr>
<td>Hannah Gartman</td>
<td>Movin’ Mavs; Dallas Renegades</td>
<td>Lauren Wernet; Kristen Nielson &amp; Phil Hedrick</td>
</tr>
<tr>
<td>Yesenia Hernandez</td>
<td>Irving Nimitz HS</td>
<td>Cassie Shultz</td>
</tr>
<tr>
<td>Bailey Johnson</td>
<td>UTA Track &amp; Field</td>
<td>Lauren Jordan; Sam Lauman</td>
</tr>
<tr>
<td>Katie Jordan</td>
<td>SOS/OMS</td>
<td>Michelle Holt</td>
</tr>
<tr>
<td>Joshua Peralta</td>
<td>UT Dallas</td>
<td>Josh Dreher, Branay Hicks, Matthew Walters</td>
</tr>
<tr>
<td>Jessa Salinas</td>
<td>UTA Volleyball &amp; Tennis</td>
<td>Gina Giammanco</td>
</tr>
<tr>
<td>Sarah Seedle</td>
<td>South Grand Prairie HS</td>
<td>Lance Gholston, Jessica Maceyra, TJ Swain</td>
</tr>
<tr>
<td>Andrew Smith</td>
<td>Euless Trinity HS</td>
<td>Trina Hughes, John Brunett</td>
</tr>
<tr>
<td>Britany South</td>
<td>Texas Sports Rehab</td>
<td>Sarah Cayton</td>
</tr>
<tr>
<td>Taylor Templin</td>
<td>UTA Women’s Basketball</td>
<td>Tasha Koontz</td>
</tr>
<tr>
<td>Olivia Triplett</td>
<td>UTA Men’s Basketball</td>
<td>Chris Marrs</td>
</tr>
<tr>
<td>Cody Wimpee</td>
<td>THSM - Arlington</td>
<td>Devin Moss, Erica Harris</td>
</tr>
<tr>
<td>I Te (Edward) Yu</td>
<td>UTA Softball &amp; Tennis</td>
<td>Alex Dreher</td>
</tr>
</tbody>
</table>

Supplemental Education Units (SEU’s): There are a variety of continuing education opportunities offered each semester through the Department of Kinesiology, the Athletic Training Education Program, Ben Hogan Sports Medicine, and many other sports medicine institutions or organizations. You are expected to obtain a minimum of 5 contact hours of continuing education outside of scheduled class activities. Opportunities will be posted as they are developed. These continuing education hours must be documented on the SEU Documentation Form found on Typhon. Note: Documentation verifying your attendance must be attached to the SEU Documentation Form (i.e. CEU certificate, registration confirmation for a large conference, or a signed blank SEU form if a certificate is not available). All SEU’s require proof of purchase or attendance to count as credit towards the 5 total SEU’s needed in a semester. Only 1 hour of these SEU’s may be completed online. The SEU form and the associated attachments must be submitted by the last scheduled day of the clinical course. It is unacceptable to miss class to attend an SEU. If this occurs, the student will receive a ‘zero’ for the requirement. In these cases, no additional
SEUs will be counted toward the course grade. A $\frac{1}{2}\%$ deduction in the course grade will result for every day the form is late, up to a maximum of 2.5% from the total grade. The SEU breakdown is as follows:

1 SEU:
- Any 1-2-hour lecture/talk on or off campus
- Networking provided by the ATP (i.e. Airport pick-ups of NATA leaders)
- MSAT Interview Committee (1 SEU per day of attendance)

2 SEU's:
- Any full day SEU event -multiple lectures/talks (i.e. one day of the DFW Symposium)

3 SEU's:
- Attending a multi-day conference (i.e. SWATA Competency Workshop, DFW Symposium)

**Special Events:** Each student is required to complete three special events at an affiliated clinical site each semester. Two events will be “smaller” events and 1 event will need to be a “larger” event. These will be determined by the CEC and students will be notified when these opportunities come up. The student is to turn in the completed Special Event Form located in Typhon no later than one week after the event. *A $\frac{1}{2}\%$ deduction in the course grade will result for every day the form is late, up to a maximum of 2.5% from the total grade.* It is unacceptable to miss class to attend a special event. If this occurs, the student will receive a ‘zero’ for the requirement. In these cases, no additional special events will be counted toward the course grade.

*Signing up for special events:* To ensure all students are able to meet the requirement of 3 special events, you may only initially sign up for two special events. Once you have participated in your two required special events, you may sign-up for an open time slot within 48 hours of the event. You will also need to contact the supervising CP directly to inform them that you have signed up for the event.

Failure to attend an event that you signed up for will result in a zero for the grade for this requirement, as well as disciplinary action.

*Sign up sheet:*
https://docs.google.com/spreadsheets/d/1GLMqtrGmQTgUZLod35IxNBp9BBPbX3jxDnyB6_bNE/edit?usp=sharing

**Mentoring Meetings**
Students will be required to meet with their mentor at least one time by 3/6 and another time between 4/1 and 4/24. A Canvas submission explaining when and where the meeting took place as well as what was discussed must be submitted by the due date. Students are not expected to share the details of their meeting, rather give a general summary.
**Interprofessional Education (IPE)**

Students will participate in an IPE workshop, during which they will have the opportunity to work with students from several other health and healthcare professions – physical therapy, physician assistant, medicine (MD and DO), nursing, social work, public health, and healthcare administration. This workshop will take place at UNT Health Science Center in Fort Worth on the afternoon of EITHER April 1st OR April 8th. Students will be notified of which day they are scheduled to attend and should inform their preceptor as soon as they know their date/time. There will be pre-work due before attending the workshop and a post-workshop reflection due by the end of the day on Friday of the week students attend the workshop. All materials can be found on the MSAT IPE Canvas organization.

**Standardized Patient Assessments**

All students will complete one standardized patient (SP) encounter. These will take place April 2nd with debriefing to occur at 10:00am April 3rd or April 9th with debriefing to occur at 10:00am April 10th. If needed an additional day will be added on April 16th with debriefing to occur at 10:00am April 17th. Students will sign up for one of these dates/debriefings. Students will also view their recorded SP encounter, complete a reflection, and will be graded by Dr. Annaccone. SP encounter sign-ups and more information will be provided on the course Canvas page.

**Course Requirements:**

**Capstone Requirements**

**KINE 5224 Requirements**

The Capstone exam will be taken during the Fall of Year 2 within the KINE 5224 course. Students must score ≥75% to have passed the exam. There will not be any rounding up of final grades on the exam. Capstone requirements continue into the Spring of Year 2, within the KINE 5225 course, and are based on the status of a passing or failing exam grade.

**KINE 5225 Requirements**

**For those students that did pass the capstone exam in the Fall semester**

**Must be done before getting approval from Dr. K to take the BOC**

- Review the capstone exam
- Identify personal weaknesses, aka “themes” missed
- Create a self-analysis for all domains
  - Prioritize domains from weakest to highest
  - Include missed topics or themes
  - Identify weakness in answering questions (not content related)
- Come up with a plan of action to address these areas in need of further review
  - Submit plan to Meredith for review (the plan will be part of a grade for KINE 5225)
o Once the plan is received, Meredith will notify Dr. K so he can approve the BOC application to be moved forward when it is submitted by each individual student.

**For those students that did not pass the capstone exam in the Fall semester**

Students will have to undergo structured remediation for all domains below 75% within the Capstone exam. Students can begin remediation at the end of the Fall semester, but a majority of the remediation process will take place in the Spring semester. Approval to take the BOC will not be given until the Capstone exam is passed. **The January/February BOC test window will not be available for students that did not pass the Fall Capstone exam.**

For the Structured Remediation, the following steps MUST be completed in order:

1. Review the capstone exam
2. Develop a self-analysis related to your strengths and weaknesses in each domain below a 75% (this should not be solely focused around the capstone exam, but should encompass the whole domain)
   a. Review your self-assessment from KINE 5224
   b. Identify personal areas of weakness (themes; content; anatomy, etc...)
   c. Prioritize domains from weakest to highest. Include missed topics or themes. Identify weakness in answering different question types from the capstone (not content related).
3. Schedule an appointment with each designated faculty member for each domain below a 75%
   a. Suggest a meeting time and be prepared to meet for 30 minutes to 1 hour. (This is not a drop-in appointment).
4. Bring completed self-analysis & remediation packet
5. Complete remediation plan including study plan and plan potential remediation quiz dates with each faculty member
6. Carry out your study plan for each capstone domain
7. Schedule remediation quiz(zes) based on your readiness to complete capstone domain by passing quiz with greater than 80%. In order to take a domain quiz, you must complete any work assigned by the faculty member.
   a. If a remediation quiz is not passed, the student must reattempt the quizzes until an 80% is reached. If a quiz is not passed, the student cannot take a retake quiz any earlier than one calendar day after the failed attempt. Ultimately, the retake timeline of a quiz is at the discretion of the faculty member overseeing the domain.
8. Once the full remediation plan is completed (each domain has been passed), submit the packet to Meredith for review (the plan will be part of a grade for KINE 5225).
9. Schedule capstone retake on or before March 30th
   a. There must be at least 5 days between passing the last quiz and taking the capstone. This is done to ensure general study time for the capstone exam.
   b. Therefore, if you are still taking remediation quizzes for a capstone domain the week prior to March 30th; you MUST consider that you may not pass the quiz and you may NOT be allowed to retake and execute a passing score on
the quiz within the time frame required to arrange for a time to complete your capstone retake on or before March 30th.

c.  See results related to your completion of Capstone B
   i.  *Failure to take Capstone B
   ii. **Not passing Capstone B

*Failure to retake the capstone exam on or before March 30th will result in a zero for Capstone B in KINE 5225. The consequences of a zero are quite serious as it can drop your total grade below a C in KINE 5225, which is considered a non-passing grade. If you earn a C or lower, you will need to retake KINE 5225 the next calendar year (delaying your graduation at least 1 year). In the end, a Capstone B will still need to be completed and passed that following spring if you are seeking approval to take the BOC exam.

** If you do not pass Capstone B with a score of ≥ 75%, you will need to attempt Capstone C on or before the last day of spring classes (usually the first week of May). Failure to pass Capstone C with a score of >75%, will result in a grade of an “I” for KINE 5225, which will prohibit you from walking at the spring graduation and matriculating with your classmates.

- Failure of capstone B results in you repeating the Structured Remediation described above. Scheduling of the capstone will still only occur after successful completion of all remediation quizzes and faculty member approval.
  - Once the capstone has been successfully completed (a score of ≥ 75%), the grade in KINE 5225 will be changed from an “I” to the letter grade the student earned and the student will be able to apply for graduation at this time. However, the ATS not be graduating with their classmates and their graduation will be delayed until August or December. Please note at this time UT-Arlington does not hold a summer ceremony. Failure to take or pass the capstone within a year will result in the grade in KINE 5225 automatically changing to an “F”, which signifies that the ATS has NOT completed the MS in Athletic Training and will not be allowed to graduate until the course is repeated in the spring of the following year.

Full-Time Immersion Project
The purpose of the project is to provide students with enhanced socialization, improved transition to practice, and increased student accountability. Immersion tasks will be conducted individually at a site throughout the spring semester full-time immersion period and will graded by the student’s CP. All related materials will be provided to the students via Canvas. Late submissions will receive a 20% deduction in the course grade for each day late.

Clinical Case Study Presentations
Students will choose a case at their current clinical site to present on. Cases will follow the level guidelines of McKeon (2016) located on Blackboard. Students will present their cases to the class after the full-time immersion period. All related materials will be provided to the students via Canvas.
Worksheets and Assignments
Various assignments will be given throughout the semester. Information for each specific assignment will be given in class or on Blackboard.

University Academic Policies:
Academic Integrity and Scholastic Dishonesty
The University of Texas at Arlington strives to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and responsibility. Furthermore, it is the policy of the University to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic/non-academic misconduct.

What is Academic Integrity?
Academic integrity is defined as being in firm adherence to a code or standard of values. It is a commitment on the part of the students, faculty and staff, even in the face of adversity, to five fundamental values:

- Honesty
- Truth
- Fairness
- Respect
- Responsibility

"From these values flow principles of behavior that enable academic communities to translate ideals into action" (The Center for Academic Integrity, 1999). Unfortunately, when these ideals are not translated to each and every one in the academic community, academic dishonesty is inevitable.

What Constitutes Scholastic Dishonesty?
Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion on an examination or an assignment being offered for credit. Each student is accountable for work submitted for credit, including group projects.

Cheating
- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism
- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion
- Without authorization, collaborating with another when preparing an assignment
The Athletic Training Program take academic integrity very seriously. Any student who is found to have participated in scholastic dishonesty as defined above will receive an automatic zero on the assignment, written exam, practical exam or quiz and will be reported to UTA Office of Student Conduct. In addition, no make-ups of the work will be allowed.

Attendance:
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructors of this course, we expect students to be in attendance for each class meeting. The course attendance policy is provided below. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Attendance Policy: There is a relationship between attendance and grades. Class attendance is expected except in the case of an excused absence. An excused absence is one in which the instructor is notified in advance of class through e-mail with a reason for the absence, and the instructor approves the absence as excused. Examples of absences that would be excused are a funeral for an immediate family member, a medical emergency in the immediate family, or personal illness or medical emergency (written proof of illness by the treating healthcare provider is required). In the case of an excused absence, the student is responsible for obtaining work missed in class, and every effort possible should be made to complete in-class assessments (i.e. quizzes) prior to the absence. From time to time a student may be given the opportunity to travel with a team as part of their clinical experience. Team travel is a privilege that is earned through hard work and professionalism, and provides a valuable learning experience for students. Upon advanced notification, the instructor may approve absences for team travel when appropriate, however students must make up work ahead of time.

A student’s grade will be dropped by one letter grade if they have two or more unexcused absences. Unexcused absences are those absences that do not fall within the description of an excused absence (above). Being late to class is also unacceptable. If a student is late to class more than once, the second late arrival will equal one unexcused absence and will be recorded by the instructor at each class. Each late arrival after the second will continue to count as an
unexcused absence. Chronic tardiness or absences are evidence that the student is not ready to become a professional (or to graduate).

**Emergency Exit Procedures:**
Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located in the hallway leading to PEB 202. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Students should also subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at Emergency Communication System.

**Student Success Programs:**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

The IDEAS Center (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers free tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR):
The Writing Center offers free tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza (libraries.uta.edu/services/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation.

Librarian to Contact: Peace Ossom-Williamson. Each academic unit has access to Librarians by Academic Subject that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.
Peace Ossom-Williamson, 817-272-6208, peace@uta.edu
Athletic Training library guide: https://libguides.uta.edu/athletictraining/home

**Research or General Library Help**
Ask for Help
- Academic Plaza Consultation Services (libraries.uta.edu/services/academic-plaza)
• Ask Us (ask.uta.edu)
• Research HELP (https://libguides.uta.edu/researchcentral)

Resources
• Subject and Course Research Guides (libguides.uta.edu)
• Librarians by Subject (libraries.uta.edu/research/librarians)
• A to Z List of Library Databases (libguides.uta.edu/az.php)
• Course Reserves (https://uta.summon.serialssolutions.com/#/course_reserves)
• Study Room Reservations (openroom.uta.edu)

Emergency Phone Numbers
In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381.
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

### Your Options to an Active Threat

You Have Choices!

<table>
<thead>
<tr>
<th>AVOID</th>
<th>DENY</th>
<th>DEFEND</th>
</tr>
</thead>
</table>
| • AVOID the situation. Stay away from the area and campus.  
• If you can safely leave the area, RUN.  
• Get others to leave the area, if possible.  
• Prevent others from entering the area. | If you can’t leave the area safely, DENY or slow entry to the intruder:  
• Lock/barricade doors with heavy items.  
• Turn off lights/projectors/equipment.  
• Close blinds and block windows.  
• Stay away from doors and windows. | If you can’t AVOID or DENY entry to the intruder, DEFEND your location:  
• As a last resort, FIGHT for your life.  
• Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc.  
• Know your exit and escape options.  
• If in a parking lot, get to your car and leave.  
• If in an unaffected area, stay where you are.  
• When you are safe, call UTA PD at 817.272.3003 or 911 with information you have.  
• Silence phones and remain quiet. Don’t let your phone give you away.  
• HIDE and take cover to protect yourself.  
• Be prepared to run or defend yourself.  
• Use the element of surprise.  
• Work together as a team. Develop a plan. Commit to your actions. Your life depends on it.  
• Be aggressive, loud, and determined in your actions. |

Follow ALL instructions.

For more information, go to: [police.uta.edu/activeshooter](https://police.uta.edu/activeshooter)

Emergency: 817.272.3003
Non-Emergency: 817.272.3381
police.uta.edu

Additional information for active threat and other emergency situations can be found through the links below:

[police.uta.edu/activeshooter](https://police.uta.edu/activeshooter)
[police.uta.edu/em](https://police.uta.edu/em)