

performed under the supervision of an Approved Clinical Instructor and/or Clinical Instructor. Students will be evaluated by their ACI on the Level I clinical proficiencies during their clinical education experience.

Teaching Learning Outcomes:

Upon successful completion of this course, the student should be able to:

1. Obtain an accurate history to effectively evaluate an upper extremity injury.
2. Palpate the bony and soft tissue structures most commonly involved in lower extremity musculoskeletal injuries.
3. Assess active, passive, and resisted range of motion of the lower extremities.
4. Perform manual muscle tests to ascertain muscle strength in the lower extremities.
5. Perform orthopedic special tests to accurately assess lower extremity musculoskeletal injuries.
6. Perform Level I clinical proficiencies as evaluated by their ACI.

Competencies and Proficiencies:

This course is structured around the *Athletic Training Educational Competencies*, 4th ed., published by the NATA Education Council.

The specific competencies instructed and evaluated in this course include:

Diagnosis: P1-P10 (lower extremities)

Acute Care: P4h (lower extremities)

The specific clinical proficiencies evaluated in this course include:

Risk Management: CP2, CP3

Acute Care: CP1

Evaluation:

A. Clinical Requirements:

Clinical Education Experience Hours	125
Clinical Education Goals	25
Clinical Performance Evaluations (Level I Proficiencies)	
• Midterm (self assessment and ACI assessment)	50*
• Final (ACI assessment)	50*
Submission of Completed Evaluations	
• ACI	25
• Football Assignment or Clinical Assignment (if different from football)	25

B. Academic Requirements:

Evaluation Skills Checklists	500
• Foot and Toe Checklists = 100	
• Ankle/Lower Leg Checklists = 100	
• Knee Checklists = 100	
• Hip Checklists = 100	

• Lower Back Part A Checklist = 100	
Starkey HOPS Model Quiz	50
Documentation (SOAP) Worksheets/Quiz	50
Posture Evaluation Worksheets	50
Midterm Practical Exam	100
Final Comprehensive Practical Exam	150
Reflective Journal Entries (6 x 20 pts. each)	120
Saturday Morning Injury Clinic Attendance (1 x 25 pts)	<u>25</u>
	1345

**** Failure to complete ALL clinical proficiencies with a score of 3 (able to demonstrate proficiency and perform the task without intervention) will automatically result in a grade of C for this course.**

Grading Scale:

1210-1345	A = 90%	807-940	D = 60%
1076-1209	B = 80%	less than 806	F = < 60%
941-1075	C = 70%		

CLINICAL EDUCATION DOCUMENTATION (250 hours)

Clinical Hours

- Please log hours every week so you are kept up to date on your progress
- You are responsible for the maintenance of your clinical hour logs. You are encouraged to keep paper records of your hours.
- Your hours will be approved by your Clinical Instructor or Approved Clinical Instructor based on the schedule you have established with him/her.
- Remember each Level has hour accumulation requirements attached to their grade in the Clinical Practicum. Level IVs – 190 hours/semester and Level IIs/IIIs - 250 hours/semester. Any hour total under these numbers will result in a grade deduction.

Clinical Goal Setting

- Goals must be SMART
 - Specific
 - Measurable
 - Attainable
 - Realistic
 - Timed (Timely)
- ACI/CI must work with you and review goals. ACI/CI MUST sign. These are due to the instructor of your Clinical Practicum (3130, 4130, 4132) **NO LATER THAN Monday** the following date (write in)_____.
- Goals will be reviewed, copied, and returned. Then you need to place them in your clinical experience folder, so you can track your completion.
- At your Midterm evaluation you will be **assessed** on how well you are accomplishing clinical goals.

- At your Final evaluation you will be **graded** on how well you accomplished your clinical goals. See evaluation sheet for grade definitions.

Clinical Proficiency Evaluations

- Both midterm and final clinical proficiency evaluations offer the opportunity of being assessed live (in a clinical situation) or in a mock demonstration. This will need to be indicated on forms.
- Midterm Clinical proficiency evaluations are due _____
 - This will include a **self assessment (by you)** and an assessment by your ACI/CI (on-line)
 - The **self assessment** will be done on paper. It is located in your clinical experience folder.
 - Then you will make an appointment for review with your ACI/CI and they will complete on-line version.
 - Turn in your self-assessment to the instructor of your clinical practicum.
- Final Clinical proficiency evaluations are due _____
 - These will be completed by your ACI/CI on-line.
 - Once completed then you will make an appointment to review the contents of the evaluation.
 - After meeting, you and your ACI/CI will sign a verification form indicating that the evaluation has been reviewed. These verification forms will be due to your clinical practicum instructor.

Evaluation of Skills

Your ability to perform the lower extremity orthopedic evaluation skills will be assessed using individual skill checklists. All skills checklists are due on the date assigned and must include two signatures: that of a student or mentor peer and that of an ACI. Students who submit checklists after the assigned due date or that lack the necessary signatures will not receive course credit. All checklists must be completed with at least an 80% score in order to progress to the next level of the program.

When checklists are to be evaluated outside of class, it is the student's responsibility to schedule an appointment with ATEP Faculty or Graduate Teaching Assistant for skill evaluation. Upon approval of Dr. Trowbridge, you may use your ACI, however their primary role is to evaluate your clinical proficiencies associated with KINE 3130. Your ACIs are very busy providing quality healthcare to their student athletes; therefore, it is essential that you communicate with your ACIs.

Clinical Performance Evaluations

The Clinical Performance Evaluations serve **TWO** purposes:

- (1) to evaluate your day-to-day performance within your assigned clinical rotation
- (2) to evaluate your ability to perform Level I skills in the actual clinical setting (clinical proficiencies)

These evaluations are performed at both midterm and at the end of the semester. It is **YOUR** responsibility to schedule appointments with your ACI to be evaluated on your clinical proficiencies. Proficiencies that are not completed prior to the end of the semester will be considered deficient. Students with any clinical deficiencies will **automatically receive a grade of C in this course**. Clinical Practicum courses with a grade of C or lower must be repeated.

Notebook

You are required to turn in a notebook at the end of the semester. Your notebook should be organized with a table of contents and labeled tabs and should include all notes, handouts, worksheets, checklists, journal entries, and CEU documentation. Your notebook will be returned to you at the beginning of next semester. You should keep this notebook as it will serve as a resource for you as you begin preparing for your Texas Licensure and BOC Certification exams.

Clinical Experience Journals:

Several critical thought journal entries are assigned throughout this semester. The journals will be due on Mondays by 5 pm. See Appendix A for details concerning journal dates and topics.

Journal entries can be made electronically using MS Word. Journals must be submitted weekly (**beginning 8/31/2009**) and are **due on selected Mondays by 5 pm**. Address the Journals to pkrawietz@uta.edu.

Department of Kinesiology and University Academic Policies

Department of Kinesiology – Drop Policy

It is the responsibility of the student to **add or drop classes or withdraw from school** within the appropriate time frame established by the University Registrar. (The departments are not allowed nor obligated to add or drop students from classes.) Deadlines can be found in the current Schedule of Classes. **Deadlines may differ for Graduate Students and Undergraduate Students.**

The Department of Kinesiology Grade Requirement:

As stated in the undergraduate catalog, you are required to earn a “C” or better in ALL Kinesiology and Health courses to maintain your status as a Kinesiology major. Therefore, in the future, you will be required to retake any Kinesiology course in which you earned a “D” or “F”. These classes must be taken at UTA. If a “D” or “F” grade is earned you will need to contact your academic advisor, since you will need permission to continue to take Kinesiology and Health courses until the grade is replaced with a “C” or better grade. If you have any questions regarding this policy, please contact your academic advisor.

Grade Grievance Deadline Policy:

The student has one calendar year from the date a grade is assigned to initiate a grievance. The normal channels are: Department Chair or Program Director; Academic Dean; and the Provost.

Americans With Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily

rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and

it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Electronic Device Policy:

Use of cell phones, text messaging, and other electronic devices are a distraction to the learning environment. Students are expected to put away any electronic devices that will cause disruptions in class.

Library Information:

Eric Frierson is the primary Department of Kinesiology Librarian. If you need assistance in a library matter, contact him at: frierson@uta.edu or phone 817-272-7517.

KINE 3130
Clinical Practicum II
Course Outline and Tentative Schedule- Fall 2009

Date (Wed.)	Topic	Assessment (Monday following instruction)
8/26	Course Syllabus; Injury Evaluation Model (HIPS); History Taking	Journal Entry #1 Due Overview of Documentation
9/2	Clinical Evaluation vs. On-the Field/Sideline Evaluation; Goniometry QUIZ HIPS Model	Labor Day Holiday (no meeting)
9/9	Foot and Toes – History, Inspection, Palpation, ROM	
9/16	Foot and Toes – MMT, Stress/Special Tests, Neurological Tests	Foot & Toes Palpation and ROM Skills Journal Entry # 2
9/23	Ankle and Lower Leg – History, Inspection, Palpation, ROM	Foot & Toes MMT, Stress/Special Tests, Neurological Tests
9/30	Ankle and Lower Leg – MMT & Special Tests	Ankle and Lower Leg – History, Inspection, Palpation, ROM
10/7	Review Differential Diagnosis	Ankle & Lower Leg MMT & Special Tests Journal Entry # 3
10/14	Knee – History, Inspection, Palpation, ROM	Mid-Term Clinical Performance Evaluation
10/21	Knee – MMT, Ligamentous Tests	Knee – History, Inspection, Palpation, ROM Journal Entry #4 Due
10/28	Knee – Other Tests	Knee – MMT, Ligamentous Tests
11/4	Pelvis and Thigh – History, Inspection, Palpation, ROM	Knee – Other Tests Journal Entry # 5 Due
11/11	Pelvis and Thigh – Special Tests	Pelvis and Thigh – History, Inspection, Palpation, ROM
11/18	Low Back – History, Inspection, Palpation, ROM	Pelvis and Thigh – Special Tests
11/25	Postural Assessment Project	Low Back – History, Inspection, Palpation, ROM Journal Entry # 6 Due
12/2	Differential Diagnosis	Postural Assessment Project Final Clinical Performance Evaluation Journal Entry # 7 Due Other Clinical Education Evaluation Forms (ACI, Clinical Site, Football)
TBA	Final Cumulative Clinical Performance Evaluation	Notebook Due

**KINE 3130
Clinical Practicum II
Fall 2009**

Clinical Journal Entries

Requirements:

1. Journal entries are due on selected **Monday's** and are considered late after 5 PM.
 - a. Journals will be evaluated based on *thoroughness of content* and *timeliness*.
 - b. Use Journal Criteria (below) to guide your writing.
2. Please submit journal entries as electronic attachments to Paul Krawietz (pkrawietz@uta.edu). Please write Journal Entry (Number) and *Your Name* in the subject box. Use MS word or .pdf format for your submissions.

Goals of Journal Entries:

1. Develop critical thinking skills through writing and reflecting.
2. Give you insight as a learner and develop you as a life-long learner.
 - a. True reflection gives you the opportunity to analyze, synthesize, and evaluate your learning experiences.
 - b. "What is heard is forgotten; what is seen is remembered; but what is written is understood." - Anonymous
3. Give focus and perspective to your learning experiences and increase your depth of understanding.
4. Help you become more aware of how you organize your learning.
5. Help you become more aware of what kinds of learning situations you seek and which you avoid.
6. Help you reduce stress, anxiety, and/or frustration.

Journal Criteria

1. Each journal entry should be ½ to 1 page typed, single spaced, 12 point font.
2. Students will address an assigned topic (see assigned topics listed below).
 - a. This is not simply an account of practicum hours and experiences.
 - b. You are encouraged to explore the meaning of a critical incident and to develop your thoughts as fully as possible.
3. For each general journal entry (not an assigned topic), discuss **at least three or four** of the following, relative to the incident.
 - a. Describe what athletic training interventions occurred.
 - b. Describe the decision-making process.
 - c. Describe resources you used and your rationale.
 - d. Identify previously learned knowledge/clinical experiences that helped in this situation.
 - e. Describe the application of concepts, theories, or research you discussed in class as you move from theoretical to clinical practice.

- f. Describe your thoughts, feelings, and perceptions.
 - g. Describe any ethical situations/dilemmas.
 - h. Describe any interactions/experiences with other health care providers.
 - i. Describe what you would do differently when a similar incident occurs.
4. To help maximize your critical thinking, consider a few of the following questions for each general journal entry.
- a. What assumptions were made?
 - b. What facts supported the assumptions?
 - c. What intuition was involved in the decision-making process?
 - d. Did you consider alternatives?
 - e. Did you trust your judgment?
 - f. Did you reflect on the outcome?

Assigned Journal Topics:

- 1 **8/31** (A) Discuss the communication(s) that you've had with your equipment intensive CI and the process of transitioning into this new clinical assignment. (B) Are there any concerns that you have relative to your off-campus football assignment? (C) Do you feel as though you are clear on your role in this assignment and with your football CI (i.e. expectations of CI, tasks that you are allowed to perform on the field or on the sideline, etc.)
- 2 **9/21** (A) Discuss your procedure for practicing your LE evaluation skills outside of class. (B) Do you work with other classmates and practice as a group? (C) Do you work with the older students that you are assigned with in your clinical rotation? (D) What type of feedback do you get from your peers or mentors during your practice sessions? (E) How many times do you generally practice your skills before getting checked off by a peer and then your ACI?
- 3 **10/12** (A) Discuss your progress in meeting your clinical goals. (B) Which goals have you met? (C) Which goals have you not yet met? (D) What has prevented you from meeting these goals?
- 4 **10/26** (A) Discuss your progress in checking off on your clinical proficiencies? (B) Where are you in this process? (C) Do you actively initiate this process with your ACI?
- 5 **11/9** (A) Summarize your Saturday morning orthopedic experience. (B) Did your experience meet your expectations? (C) What do you feel like was the most positive aspect of this assignment? (D) Describe your experience in observing or participating in injury evaluations.
- 6 **11/30** (A) Summarize your clinical experience (i.e., value(s) obtained, challenges experienced, skills that you've strengthened; skills that you believe you still need improvement in; any other aspect of your clinical that you would like to share).

The University of Texas at Arlington College of Education and Health Professions: Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service. The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.