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AHAT 412.01: Advanced Practicum in Athletic Training II

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Advanced Practicum in Athletic Training II
AHAT 412

Instructors: Valerie Moody, PhD, ATC, LAT, CSCS, WEMT-B **Credits:** 3
Jessica Moore MEd, ATC, LAT, PES

Semester: Spring 2014

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Class Meeting: Wednesday, 8:10-10 McGill Hall 235

Required Text and Readings:

1. Van Ost, L, Manfre, K, & Lew, K. Athletic Training Exam Review: A Student Guide to Success. 5th edition; SLACK incorporated; 2013.
2. NATA Position Statements- found online at www.nata.org

Optional Text:

1. Long, BH, & Hale, CW. Athletic Training Exam Review. LWW; 2010.

Course Objectives (also see Clinical Education Plan)

1. To evaluate athletic injuries with confidence and to communicate those findings with the supervising clinical preceptor and/or team physician
2. To determine appropriate use and selection of modalities and with what parameters
3. To devise and implement preventative, conditioning, post-injury, and post-surgical rehabilitation programs
4. Mentoring of the pre-professional athletic training students as well as other professional athletic training students
5. Increase working knowledge in the conduction of the general medical assessment, as well as communicating and working with a diverse population
6. Collaborate with other pre-professional athletic training students, other professional athletic training students, and supervising clinical preceptors
7. Gain a deeper understanding of administrative policies and procedures for a health care facility
8. Maintain current first aid and CPR for the Professional Rescuer/Health Care Provider certification
9. Increased responsibilities with practice and event coverage; play an active role in athlete's care
10. Prepare for the BOC exam

Evaluation of Student Outcomes:

A) Completion of/Participation in Weekly Review Activities

Each week activities and/or assignments will be given to help students review for the BOC examination. Each student will be expected to complete or turn in these assignments for evaluation/feedback.

B) Completion of Clinical Proficiencies

Completion of clinical proficiencies as assigned in the course. It is the student's responsibility to ensure that all clinical proficiencies are kept current and appropriate signatures are obtained.

C) Capstone Examination

Students will complete a comprehensive examination covering educational competencies and proficiencies learned from the academic program. The intent of the exam is to help students prepare for the Board of Certification exam. This examination will have three components (written, integrated, and practical). **Any station or skill that receives a score below an 80% will require remediation to be scheduled with the instructor.**

D) Clinical Rotations

Students will complete clinical rotations gaining a minimum of 200 clinical hours with assigned clinical preceptor. At the conclusion of each rotation, students will complete a self-evaluation and an evaluation of his/her clinical preceptor.

Attendance at spring seminar in May is mandatory.

E) Journals

Each student will develop a journal containing his or her thoughts, ideas and concerns regarding daily clinical experiences. The journal should also contain a case study of one patient or an injury witnessed that you followed during the clinical rotation. You should describe not only the case/injury but also your involvement with the assessment(s), treatment and / or rehabilitation of the athlete. The case study might include / describe a copy of the evaluation, documentation of treatment, a discharge plan, a copy of correspondence you wrote to other medical providers, or any assistance you provided in planning, assessing performance and modifying such a case. If an injury does not occur during the rotation, then a topic relevant to the rotation may be discussed.

The following guidelines should be followed in writing your journal entries:

- Submit at least one entry electronically (further information to be given in class) **by 5:00 pm every other Wednesday. Late journals will not be accepted.** Students are not responsible for journals the first week of class or finals week.
- Each entry should follow the ALAC* model described below.

1. Action:

Describe the type of clinical experience with which you were involved that week. For example: Women's soccer practice, baseball treatments in athletic

training facility, men's basketball off-season conditioning; general observation in athletic training facility. Students might also choose to include a learning experience that was outside of the traditional clinical environment (e.g. studying with a fellow athletic training student) but that caused the student to critically reflect on past clinical experiences and to re-evaluate his / her clinical actions based on this recent awareness.

2. Looking Back on the Action:

Describe the overall results of the clinical experience described. For example, an entry might say: "Practice went without incident of injury, however the athletes were late getting in for treatments so pre-practice preparation was a bit rushed." OR "It started raining during practice so I had to watch for lightening but it never stormed so we made it through practice. "There did seem to be a lot of minor injuries on the field." More specifically you might also include:

- a. Types of duties, injuries and/ or treatments observed and / or participated
(This might include your "case study" athlete)
- b. Practice, game, or travel experiences
- c. Problems associated with athlete, injury, or treatment
- d. Positive / negatives of the day

3. Awareness of Essential Aspects:

In this section reflect on the experience and determine why you think something occurred the way it did, why you did something or acted toward someone in a certain way, your thoughts, feelings and/or attitudes toward the experience in #1 & #2 , and why you think you felt that way. Describe relevant factors that may have influenced the situation and how/why they were relevant. This section requires careful thought and an honest analysis of your own actions and feelings. Your entry should be evident of critical thought and personal reflection.

4. Creation of Alternative Methods of Action:

After careful reflection and awareness of relevant factors influencing your above actions, determine how, if at all, **you** might do something different and based on this, describe any plans or goals you will set. For example, perhaps you determined that your lack of involvement during treatments was mainly due to your shyness and the fact that you don't know any of the athletes. Therefore, perhaps you decide to introduce yourself to all athletes and make an honest attempt to get to know them by asking questions and by asking the certified to help you get involved during treatments. (In your next journal entry, you may then write about how this worked, how you felt, any other plans or goals you might now establish to earn the athletes trust more, etc)

*****Journals that are not submitted in this format will not be given credit!!!*****

F) Cultural Competence Assignment

For this assignment, you will be asked to discuss a particular culture that you may encounter in your athletic training practice. You will develop a presentation that addresses the cultural beliefs and how this impacts their

healthcare, as well as the care we provide them. Although you are not limited to these questions, please use these as a guideline to help you with your paper. You must provide at least 5 peer-reviewed references for the presentation. Questions to answer/consider include: What is the culture you are researching? Is there a language barrier? What are their health care beliefs? Are there any health considerations specific to this culture (i.e., diabetes is increased in the Native American population)? What is their relationship with healthcare professionals? Who makes healthcare decisions? What are the beliefs regarding eye contact? Touch? Personal space? Do they have certain beliefs about death? Do they have beliefs regarding spirituality and/or religion (remember these are different) What is the family role in illness? Do they practice western medicine or traditional therapies? Do they believe in immunizations?

Grading Criteria:

Weekly Review Activities	20%
Clinical Proficiencies	10%
Capstone Exam	20%
Clinical Rotation (evaluations, performance, completion of hours)	20%
Journals	10%
Cultural Competence Assignment	<u>20%</u>
	100%

- All course requirements must be completed with a grade of C or better to successfully complete this course.

Attendance: Attendance is compulsory. Unexcused absences may result on a loss of 3% off the final grade for each incident.

Grading Scale:

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

The instructor reserves the right to award + or – grade where deemed appropriate

Americans with Disabilities Act (ADA):

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS).

“Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult

<http://www.umt.edu/disability>

Academic Misconduct:

All assignments and exams are intended to be individual efforts unless otherwise assigned as a group project. Plagiarism is a violation of the law and against the Student Code of Academic Integrity. Any plagiarism or use of someone’s paper will result in the student receiving an “F” for the final grade in the course. Further action will be at the instructor’s discretion in accordance with the University of Montana’s policy and procedures.

EMERGENCY PREPAREDNESS AND RESPONSE

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:



















- In the event we need to evacuate the building, our primary route will be through the main doors to McGill Hall located on the west side of the building. If that route is blocked, our secondary route will be through the east door located toward the north end of this wing of the building.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is in the area to the west of McGill Hall – at least 300 feet from the building exit. Our indoor rally point is in the Adams Center Lobby. We should reconvene as a group at the rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.
- As the instructor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.
- As soon as the class roster stabilizes, I will route a sign-up sheet for students to identify whether or not they possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.

AHAT 412

HHP 412 - (AHAT 412)Advanced Practicum in Athletic Training II			
Code	Description	Instructed	Evaluated
AC-31	<input type="checkbox"/> Assist the patient in the use of a nebulizer treatment for an asthmatic ... attack.		
AC-32	<input type="checkbox"/> Determine when use of a metered-dosed inhaler is warranted based on a ... patient's condition.		
AC-33	<input type="checkbox"/> Instruct a patient in the use of a meter-dosed inhaler in		



















	the presence of ... asthma-related bronchospasm.		
AC-35	<input type="checkbox"/> Demonstrate the use of an auto-injectable epinephrine in the management ... of allergic anaphylaxis. Decide when auto-injectable epinephrine use is warranted based on a patient's condition.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC-36	<input type="checkbox"/> Identify the signs, symptoms, interventions and, when appropriate, the ... return-to-participation criteria for:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC-36a	sudden cardiac arrest	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC-36g	internal hemorrhage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC-36h	diabetic emergencies including hypoglycemia and ketoacidosis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC-36i	asthma attacks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC-36j	systemic allergic reaction, including anaphylactic shock	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC-36k	epileptic and non- epileptic seizures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC-36l	shock	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC-36n	toxic drug overdoses	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC-36o	local allergic reaction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE-20g	<input type="checkbox"/> respiratory assessments (auscultation, percussion, respirations, ... peak-flow)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE-20h	circulatory assessments (pulse, blood pressure, auscultation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE-20i	abdominal assessments (percussion, palpation, auscultation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE-20j	<input type="checkbox"/> other clinical assessments (otoscope, urinalysis, glucometer, ... temperature, ophthalmoscope)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE-21i	<input type="checkbox"/> Cardiovascular function (including differentiation between normal and ... abnormal heart sounds, blood pressure, and heart rate)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CE-21j	<input type="checkbox"/> Pulmonary function (including differentiation between	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	normal breath ... sounds, percussion sounds, number and characteristics of respirations, peak expiratory flow)		
CE-21k	<input type="checkbox"/> Gastrointestinal function (including differentiation between normal and ... abnormal bowel sounds)		
CE-21l	Genitourinary function (urinalysis)		
CE-21m	Ocular function (vision, ophthalmoscope)		
CE-21n	Function of the ear, nose, and throat (including otoscopic evaluation)		
CE-21o	Dermatological assessment		
CE-21p	Other assessments (glucometer, temperature)		
CIP-1	<input type="checkbox"/> Administer testing procedures to obtain baseline data regarding a ... client's/patient's level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.		
CIP-4	<input type="checkbox"/> Perform a comprehensive clinical examination of a patient with an upper ... extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall		

	treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.		
CIP-4a	upper extremity		
CIP-4b	lower extremity		
CIP-4c	head		
CIP-4d	neck		
CIP-4e	thorax		
CIP-4f	spine		
CIP-5	<input type="checkbox"/> Perform a comprehensive clinical examination of a patient with a common ... illness/condition that includes appropriate clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement the appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed, and identify potential restrictions in activities and participation. Formulate and communicate the appropriate return to activity protocol.		
CIP-7	<input type="checkbox"/> Select and integrate appropriate psychosocial techniques into a patient's ... treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation.		
CIP-8	<input type="checkbox"/> Demonstrate the ability to recognize and refer at-risk individuals and ... individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status)		



	that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.		
CIP-9	☑ Utilize documentation strategies to effectively communicate with ... patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.	☑	☑
HA-1	☑ Describe the role of the athletic trainer and the delivery of athletic ... training services within the context of the broader healthcare system.	☑	☑
HA-2	☑ Describe the impact of organizational structure on the daily operations ... of a healthcare facility.	☑	☑
HA-3	☑ Describe the role of strategic planning as a means to assess and promote ... organizational improvement.	☑	☑
HA-4	☑ Describe the conceptual components of developing and implementing a basic ... business plan.	☑	☑
HA-5	☑ Describe basic healthcare facility design for a safe and efficient ... clinical practice setting.	☑	☑
HA-6	☑ Explain components of the budgeting process including: purchasing, ... requisition, bidding, request for proposal, inventory, profit and loss ratios, budget balancing, and return on investments.	☑	☑
HA-7	☑ Assess the value of the services provided by an athletic trainer (eg, ... return on investment).	☑	☑
HA-8	☑ Develop operational and capital budgets based on a supply inventory and ... needs assessment; including capital equipment, salaries and benefits, trending analysis, facility cost, and common	☑	☑

	expenses.		
HA-9	Identify the components that comprise a comprehensive medical record.		
HA-10	<input type="checkbox"/> Identify and explain the statutes that regulate the privacy and security ... of medical records.		
HA-11	<input type="checkbox"/> Use contemporary documentation strategies to effectively communicate with ... patients, physicians, insurers, colleagues, administrators, and parents or family members.		
HA-12	<input type="checkbox"/> Use a comprehensive patient-file management system for appropriate chart ... documentation, risk management, outcomes, and billing.		
HA-13	Define state and federal statutes that regulate employment practices.		
HA-14	<input type="checkbox"/> Describe principles of recruiting, selecting, hiring, and evaluating ... employees.		
HA-15	<input type="checkbox"/> Identify principles of recruiting, selecting, employing, and contracting ... with physicians and other medical and healthcare personnel in the deployment of healthcare services.		
HA-16	<input type="checkbox"/> Describe federal and state infection control regulations and guidelines, ... including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infectious diseases and discuss how they apply to the practicing of athletic training.		
HA-17	<input type="checkbox"/> Identify key regulatory agencies that impact healthcare facilities, and ... describe their function in the regulation and overall delivery of healthcare.		
HA-18	<input type="checkbox"/> Describe the basic legal principles that apply to an athletic trainer's ... responsibilities.		
HA-19	<input type="checkbox"/> Identify components of a risk management plan to include security, fire, ... electrical and equipment safety, emergency preparedness, and hazardous chemicals.		
HA-20	<input type="checkbox"/> Create a risk management plan and develop associated		

	<p>policies and ... procedures to guide the operation of athletic training services within a healthcare facility to include issues related to security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.</p>		
HA-23	<p><input type="checkbox"/> Identify and explain the recommended or required components of a ... pre-participation examination based on appropriate authorities' rules, guidelines, and/or recommendations.</p>		
HA-24	<p><input type="checkbox"/> Describe a plan to access appropriate medical assistance on disease ... control, notify medical authorities, and prevent disease epidemics.</p>		
HA-25	<p><input type="checkbox"/> Describe common health insurance models, insurance contract negotiation, ... and the common benefits and exclusions identified within these models.</p>		
HA-26	<p><input type="checkbox"/> Describe the criteria for selection, common features, specifications, and ... required documentation needed for secondary, excess accident, and catastrophic health insurance.</p>		
HA-27	<p><input type="checkbox"/> Describe the concepts and procedures for revenue generation and ... reimbursement.</p>		
HA-28	<p><input type="checkbox"/> Understand the role of and use diagnostic and procedural codes when ... documenting patient care.</p>		
HA-29	<p><input type="checkbox"/> Explain typical administrative policies and procedures that govern first ... aid and emergency care.</p>		
HA-30	<p><input type="checkbox"/> Describe the role and functions of various healthcare providers and ... protocols that govern the referral of patients to these professionals.</p>		
PD-6	<p><input type="checkbox"/> Explain the process of obtaining and maintaining necessary local, state, ... and national credentials for the practice of athletic training.</p>		
PD-7	<p><input type="checkbox"/> Perform a self-assessment of professional competence and create a ... professional development plan to maintain necessary credentials and promote life-long learning strategies.</p>		

PD-8	<input type="checkbox"/> Differentiate among the preparation, scopes of practice, and roles and ... responsibilities of healthcare providers and other professionals with whom athletic trainers interact.		
PD-9	<input type="checkbox"/> Specify when referral of a client/patient to another healthcare provider ... is warranted and formulate and implement strategies to facilitate that referral.		
PD-12	<input type="checkbox"/> Identify mechanisms by which athletic trainers influence state and ... federal healthcare regulation.		
PHP-15	<input type="checkbox"/> Use a glucometer to monitor blood glucose levels, determine participation ... status, and make referral decisions.		
PHP-16	<input type="checkbox"/> Use a peak-flow meter to monitor a patient's asthma symptoms, determine ... participation status, and make referral decisions.		
PHP-17	<input type="checkbox"/> Explain the etiology and prevention guidelines associated with the ... leading causes of sudden death during physical activity, including but not limited to:		
PHP-17a	Cardiac arrhythmia or arrest		
PHP-17b	Asthma		
PS-15	<input type="checkbox"/> Identify the symptoms and clinical signs of substance misuse/abuse, the ... psychological and sociocultural factors associated with such misuse/abuse, its impact on an individual's health and physical performance, and the need for proper referral to a healthcare professional.		
PS-16	<input type="checkbox"/> Formulate a referral for an individual with a suspected mental health or ... substance abuse problem.		
PS-17	<input type="checkbox"/> Describe the psychological and emotional responses to a catastrophic ... event, the potential need for a psychological intervention and a referral plan for all parties affected by the event.		
TI-21	<input type="checkbox"/> Explain the federal, state, and local laws, regulations and procedures ... for the proper storage, disposal, transportation, dispensing		

	(administering where appropriate), and documentation associated with commonly used prescription and nonprescription medications.		
TI-22	☑ Identify and use appropriate pharmaceutical terminology for management of ... medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility.	☑	☑
TI-23	☑ Use an electronic drug resource to locate and identify indications, ... contraindications, precautions, and adverse reactions for common prescription and nonprescription medications.	☑	☑
TI-24	☑ Explain the major concepts of pharmacokinetics and the influence that ... exercise might have on these processes.	☑	☑
TI-25	☑ Explain the concepts related to bioavailability, half-life, and ... bioequivalence (including the relationship between generic and brand name drugs) and their relevance to the patient, the choice of medication, and the dosing schedule.	☑	☑
TI-26	☑ Explain the pharmacodynamic principles of receptor theory, dose-response ... relationship, placebo effect, potency and drug interactions as they relate to the mechanism of drug action and therapeutic effectiveness.	☑	☑
TI-27	☑ Describe the common routes used to administer medications and their ... advantages and disadvantages.	☑	☑
TI-28	☑ Properly assist and/or instruct the patient in the proper use, cleaning, ... and storage of drugs commonly delivered by metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician.	☑	☑
TI-29	☑ Describe how common pharmacological agents influence pain and healing and ... their influence on various therapeutic interventions.	☑	☑
TI-30	☑ Explain the general therapeutic strategy, including drug categories used ... for treatment, desired treatment outcomes, and typical duration of treatment, for the following common diseases and conditions: asthma, diabetes, hypertension, infections, depression, GERD, allergies, pain, inflammation, and the	☑	☑

	common cold.		
TI-31	<input type="checkbox"/> Optimize therapeutic outcomes by communicating with patients and/or ... appropriate healthcare professionals regarding compliance issues, drug interactions, adverse drug reactions, and sub-optimal therapy.		

Tentative Outline of AHAT 412

Date	Lab/Discussion Topic	
1/29	Course Objectives; Preparing for the BOC practice exercise (Val)	
2/5	Orthopedic Clinical Examination and Diagnosis (Val)	Journal Due
2/12	Risk Mgmt, Injury Prev, Pathology of Injuries and Illnesses (Jess)	
2/19	Medical Conditions and Disabilities (Val/Jess)	Journal Due
2/26	Acute Care of Injuries and Illnesses/ Exercise Physiology and Nutrition (Jess)	
3/5	Therapeutic Modalities (Val)	Journal Due
3/12	Conditioning and Rehabilitative Exercise/Pharmacology (Jess)	
3/19	Admin of AT/ Prof. Development/Gen Med (Val)	District Meeting
3/26	CAPSTONE EXAM	
4/2	SPRING BREAK	
4/9	You're Certified- Now What? Work/Family Conflict (Val)	Journal Due
4/16	Case Studies/Scenarios outside (Jess)	
4/23	Patient Scenarios (outside) (Val/Jess)	Journal Due
4/30	Cultural Competence Presentations	
5/9	AT Olympics	Final Reflective Journal

**** The appropriate attire for class is t-shirt and shorts unless otherwise stated by the instructor. Failure to dress appropriately for class will be considered an unexcused absence for that day.

Tentative Timeline for Studying for the BOC

Date/Week	Assignment Ost, Manfre, Lew	Assignment Long/Hale
January 29	Chapters 1 & 2 & 7	Taking the test
February 5	Ch 3 Prevention 1-100	Section 2
February 12	Ch 3 Clinical Diagnosis 1-100	Section 4,5
February 19	Ch 3 Anatomy, Physiology, Ex Phys, Biomech,	Section 1,3
February 26	Ch 3 Immediate Care 1-100	Section 6
March 5	Ch 3 Treatment, Rehab, Reconditioning 1-150	Section 7
March 12	Ch 3 Treatment, Rehab, Reconditioning 151-233	Section 8
March 19	Ch 3 Pharm, Pscyh, Nutrition, Physics	Section 9,10,11
March 19	Chapter 3 Org /Prof Dev 1-100	Section 12, 13
March 27	Capstone Exam	Capstone Exam
April 2	Spring Break	Spring Break