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AT 440 – Lab Assistants Spring 2019

Course Information:

Course CRN #:	20460
Section #:	1
Credit Hours:	1
Prerequisites:	Successful completion (“C” or better) of the assigned lab
Room Number:	AT Lab (See Instructor in Office before Course)
Course Time:	Dependent on Assigned Lab Course (See Instructor)

Instructor Information:

Professor:	John C. Roberts, Jr., MEd, ATC
Office Location:	Carter Center 403: Middle Office
Office Phone:	(304) 384-6346
Office Fax:	(304) 384-5117
Email Address:	jcroberts@concord.edu
Office Hours:	Mon: 11:00 AM – 12:00 PM Tues: 1:00 PM – 2:00 PM Wed: 10:00 AM – 11:00 AM Thurs: 12:30 PM – 1:30 PM Fri: 9:00 AM – 10:00 PM

College/Department Website: <http://www.concord.edu/human-performance/node/1>

Athletic Training Program: <https://www.concord.edu/hpat/node/3>

Course Description/Rationale:

This course is designed to enable students to serve as a Lab Assistant for lab courses they have already successfully passed with a “C” or better. Its purpose is to allow the student to increase their knowledge of the course content through detailed instruction of current students, under the direct supervision of current Athletic Training Faculty, and expose them to instructional opportunities they are not given in the traditional Athletic Training Curriculum.

Course Management System: Blackboard

Hardware/Software Needed: Throughout this course we will be utilizing email, word processing, and PowerPoint presentations. Information managed on Blackboard will include, but is not limited to the syllabus and any needed revisions, assignment instructions and rubrics, class presentations, assigned readings, and grades. All assignments must be turned in on time, typed and printed. Therefore, each student must have access to a reliable computer and printer. **Emailed or hand written assignments**

will not be accepted unless the instructor has PREDETERMINED this to be acceptable within the related instructions.

Text Requirements:

Based on lab instructor preference.

Concord University Educational Goal(s): The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community

Baccalaureate degree programs, including the BS in AT with which this course is aligned, build on the General Studies program, and provide the opportunities for in-depth study in a student's chosen field(s).

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by the following:

1. Exercise of responsible leadership--including leadership by example--and of responsible followership.

Additional Course Objectives:

This course will provide experiences which will enable the student to:

1. Assist in providing instruction of lab content and psychomotor skills to younger athletic training students.
2. Review course content of laboratory information through preparation and assisting the instructor.
3. Understand the role of an educator regarding course preparation.
4. Understand the role of an educator regarding analysis and breakdown of psychomotor skills for the purpose of learning.
5. Understand the role of an educator regarding delivery of course content.
6. Understand the role of an educator regarding student assessment of knowledge.
7. Review evidence-based practice (EBP) in athletic training and understand why it is important for the profession and individual to implement EBP into clinical practices and instruction.
8. Understand the role research plays in athletic training and sports medicine.
9. Review knowledge and skills based on the assigned laboratory and instructor.

Course Requirements:

1. **Goal Setting and Lab Syllabus** *Total 15 possible points*

Within the first two lab meetings, students are to develop a personal goal they would like to accomplish during the time as a laboratory assistant. This should be signed by the lab instructor and turned in to the AT 440 instructor. You must also obtain a course syllabus from the lab instructor with whom you will be working and review any content the instructor deems necessary.

- a. The SMART goal must be related to an educational component/skill/task (not memorizing everyone name). One point will be given for each of the characteristics of goal setting listed below:
 - 1) **Specific:** give detail
 - 2) **Measurable:** objective means to determine goal was achieved
 - 3) **Achievable/Realistic:** it must be done within the scope of this class and the description/responsibilities of a lab assistant
 - 4) **Relevant:** it must be pertinent to your experiences as a lab assistant
 - 5) **Timely:** a deadline is set
- b. 5 points for the lab instructor's signature
- c. 5 points for producing copy of the syllabus for the class/lab in which you will be assisting

2. **Journal** *Total 33 possible points*

A daily reflective journal should be recorded to encourage regular and cumulative self-reflection with the purpose of self-improvement upon one's teaching abilities and this lab experience.

- a. After each class the lab assistant should document:
 - 1) Something they did during the lab that needs improvement,
 - 2) Something they feel they did well,
 - 3) Student receptiveness and attentiveness to the day's class (required), and
 - 4) Any other miscellaneous information that would provide a learning experience or interesting account (optional).
 - 5) No student names should be used in the journal.
 - 6) Every journal entry must include either Item 1) or Item 2) listed above or both may be included. Item 3) must be included in every entry. Item 4) is optional for each entry, but the overall journal should have at least three entries related to this topic. Each of these components must be labeled with each entry in accordance with appropriate numbering above (1, 2, 3, or 4) (1 point per label)
- b. Based on the above description, there are a cumulative of 33 minimal pieces of information to be included in the journal over the course of the semester. One point will be taken off for each component not included.

3. Self-Assessments

Students will be required to write a minimum one-page summary and reflection of their experience as a lab assistant. Summaries will be written at mid-term and end of the semester. The initial goals set for the semester should be reviewed. If the goals were met, new ones should be set. If the goals were not met, a strategy should be described to ensure they are met by the end of the semester's experience. These summaries should be reviewed with and signed by the lab instructor then turned in to the AT 440 instructor.

Mid-Term Self-Assessment: *Total 12 possible points*

- a. Should reference info recorded in your journal (4 possible points)
 - 1) How is the info in your journal relevant? (1 point)
 - 2) What did you learn while reviewing the info you recorded in your journal? (1 point)
 - 3) How did your experience contribute to completing your goals? (1 point)
 - 4) How did your experience influence your establishing new goals? (1 point)
- b. Should address your original goal (2 points possible)
 - 5) Was the goal met (1 point) and
 - a) If so, how? (1 point) or
 - b) If not, what strategy will you have to meet it by the Final Self-Assessment (1 point)
- c. One new goal set based on above SMART Goal Setting criteria in addition to the original goal if not met from the beginning of the semester (5 points possible)
- d. Signed by the lab instructor (1 point)
- e. Both goals should be met by the Final Self-Assessment

Final Self-Assessment: *Total 17 possible points*

- d. Should reference info recorded in your journal (4 possible points)
 - 1) How is the info in your journal relevant? (1 point)
 - 2) What did you learn while reviewing the info you recorded in your journal? (1 point)
 - 3) How did your experience contribute to completing your goals? (1 point)
 - 4) How did your experience influence your establishing new goals? (1 point)
- e. Should address your new mid-term goal (2 points possible)
 - 1) Was the goal met (1 point) and

- a) If so, how? (1 point) or
- b) If not, why? (1 point)
- 2) 1 point will be subtracted for goal, original and mi-term, not achieved
- f. Statements of your satisfaction with your performance and your experience (10 possible points)
 - 1) Statement of your overall satisfaction with your performance and why (2 points)
 - 2) Statement of your overall satisfaction with your experience and why (2 points)
 - 3) Statements of what you learned from your experience
 - a) One thing you were good at and why? (2 points)
 - b) One thing you could improve on and why? (2 points)
 - c) Has this experience made you more or less likely, or no difference, to consider becoming a professional educator and why? (2 points)
- g. Signed by the lab instructor (1 point)

4. **Educational Article Critiques**

Students will be required to research, analyze, and critique articles regarding education in athletic training during the semester.

Educational Article Critique 1: *Total 19 possible points*

- a. What type of article is this? (1 point)
- b. What is the purpose of the article? (1 point)
- c. Did the article provide strategies to achieve its purpose? (1 point)
- d. Did you notice any flaws/errors/weaknesses in the logic of the article? (1 point)
- e. How would you improve article? (1 point)
- f. How does this article make you reflect upon your teaching skills? (1 point)
- g. How does this article make you reflect upon yourself as a student? (1 point)
- h. How will this article help you to be reflective the students you are working with while you are serving as a lab assistant? (1 point)
- i. Article cited in AMA format at the top of the assignment (1 point)
- j. Using the content from the article, suggest a concrete manner in which a teacher could conduct a self-analysis of his/her ability to ensure students are provided with appropriate learning opportunities (10 points)

Educational Article Critique 2 (Student's Choice): Total 24 possible points

- a. Really show you are critically thinking about the article as you read and interpret it. Grading is subjective based on:
 - 1) Summary (5 points): actual description of the contents of the article,
 - 2) Interpretation (5 points): what does the article mean to athletic training education,
 - 3) Critique of the article: (5 points) were there problems with the article or how could it be improved, and
 - 4) What you took away from its reading (5 points): what does the article mean to you
- b. Article must pertain to athletic training education (1 point)
- c. Article must be research based in nature (1 point)
- d. Copy of complete article included (1 point)
- e. Article correctly cited in AMA format at the top of the summary and critique (1 point)

5. **Instructor Recommendation** *Total 95 possible points*

At the conclusion of the course, the lab instructor will give you a rating to be entered as a portion of your grade. This rating will be based on helpfulness, willingness to assist, enthusiasm and overall impression of demeanor. It will not be based on teaching skill, but the lab instructor may encourage extra credit for above average teaching and instructional abilities.

- a. Blank forms will be given to the lab assistants and lab instructors. The lab instructor will be encouraged, but not required, to review this blank form with the student early and prior to its due date in an effort for the student to address perceived and potential weaknesses. The student will be given a copy of this blank form as well, so early review with the student is not required. The lab instructor should provide constructive suggestions for improvement to the lab assistant throughout the course but will return the form directly to the AT 440 instructor.

6. **Attendance:** *Percentage of labs attended vs total lab meetings*

When instructing a course as a lab assistant, both student and faculty are dependent on the individual to be present to serve a specific role. The absence of the pre-determined role can have major consequences on the lesson plan for the day's activities and information to be presented.

Miscellaneous Course Performance and Participation Expectations:

Class members (student/instructor):

1. Arrive to lab early enough to assist with class preparation.
2. Be prepared for class before class starts, not as students arrive.
3. Common courtesy – don't talk over students or instructor, **no cell phones, no text messaging**, etc.
4. **Instructional participation and discussion are encouraged, but side conversations are not.**
5. The level of instruction and involvement is determined by the lab instructor, but the student should never be unsupervised or asked to lead the class alone,
6. Stay focused throughout class and do not pack up early.
7. Stay caught up if not ahead on any readings and assignments. As someone assisting the instructor you are expected to have a deeper understanding of the class content than the enrolled students.
8. Ask questions when you are not sure about something.
9. Have mutual respect for your instructor as well as your fellow classmates.
10. Class instructors do not have people to remind them that class lectures need to be prepared or assignments turned in and graded. As such, the AT 440 instructor and the lab instructor will not be required to inform or remind the students of the assignments and related grading associated with this class. It is the student's (lab assistant's) responsibility to turn in materials for grading on time. If materials are not turned in on time, the policy for late assignments will be followed.
11. While points may not be given for professionalism, points will be deducted for lack professionalism regarding any and all assignments. Unless otherwise instructed, all assignments will be:
 - a. Typed in Times New Roman
 - b. 12-point font
 - c. Double spaced
 - d. AMA references and citations when appropriate
 - e. Stapled in the upper left corner & page numbers in the upper right corner
 - f. Name, date, class, assignment (titles as appropriate) on a separate cover sheet

Grading Policy:

Goal Setting and Lab Syllabus	10%
Journal	20%
Mid-Term Self-Assessment	10%
Final Self-Assessment	10%
Educational Article Critique 1	15%
Educational Article Critique 2	15%
Instructor Recommendation	15%
Attendance	5%

Grading Scale:

90-100% = A

80-89%	=	B
70-79%	=	C
60-69%	=	D
59-0%	=	F

Make-up Policy and Late Work:

Assignments are to be handed to the instructor by Thursday at noon of the week in which they are due. This course is meant to provide the student with a leadership and supervisory opportunity. No assignments will be added to this course. Since assignments can be turned in at any time before the due date and it is possible to email most assignments, no assignment will be accepted beyond the Friday immediately following the due date. Any assignments not turned in at this time will immediately lose 10 percentage points from the earned grade for the involved assignment. Any grades not turned in by this extension will result in a zero.

Course Timeline (Schedule of Assignments/Assessments/Presentations):

Week #	Week Dates	Topic/Activity	Important Due Dates
Week 1	Jan 14-18	Introduction to Course Review FERPA Preview Semester Content & Assignments	
Week 2	Jan 21-25		SMART Goals Due
Week 3	Jan 28-Feb 1		
Week 4	Feb 4-8		
Week 5	Feb 11-15	<i>The Reciprocal Act of Teaching and Learning: Are We Doing What the Best College Teachers Do?</i>	Article Critique 1 Due
Week 6	Feb 18-22		
Week 7	Feb 25-Mar 1		
Week 8	Mar 4-8		Mid-Semester Self-Assessment Due Journal Check
Week 9	Mar 11-15		
Week 10	Mar 18-22	Spring Break	
Week 11	Mar 25-19		
Week 12	Apr 1-5		
Week 13	Apr 8-12	Article is Student's Choice	Article Critique 2 Due
Week 14	Apr 15-19		
Week 15	Apr 22-26		
Week 16	Apr 29-May 3		
Exam Week	May 6-10	No Scheduled Final Exam	Journal, Final Self-Assessment, and Instructor Recommendation Due Monday by Noon

*The above Semester At-A-Glance schedule may be altered at the discretion of the instructor. Students enrolled in this course will be notified immediately of any changes or alterations to this schedule.

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student

Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty:

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code: A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Attendance:

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Attendance Policy Specific to AT 440: This is a professional level course and carries with it higher standards and expectations of professionalism. Part of the goal of this senior level course is a transition to practice. In an effort to mimic real life expectations, attendance and punctuality are expected and required. There is not meeting time dedicated specifically to this course. The only required attendance will be for the assigned lab course. Patterns of absenteeism will be addressed by the course instructor and the lab instructor on an individual basis as needed. See the grading criteria for attendance in the above Course Requirements section.

The following situations will be considered excused absence guidelines:

1. **You** are hospitalized and provide a doctor's note. Doctor's appointments may or may not be accepted with at the instructor's discretion and only with a note. Students are expected to schedule appointments around classes unless an emergency exists.
2. Death in the family. Please notify instructor prior to departure from school. Notification does not need to be face-to-face
3. Participation in a college or professional program recognized activity with **advanced notice**. This includes sport travel as an athlete or an athletic training student. Failure to notify the instructor at least 24 hours in advance will not be excused. Athletic training student coverage of on-campus practices, games, or clinical responsibilities will not be excused.
4. Surgical observation pre-approved by the clinical education coordinator.
5. A job or graduate school interview with **advanced notice**.
6. Class is cancelled by the University or instructor
7. Legitimate religious or cultural expectations will be discussed on an individual basis, but conversations must be initiated by the student with **advanced notice** when possible.
8. **Advanced notice** is not an email 10 minutes before class. **Advanced notice** is face-to-face at least 24 hours when possible or a phone call if last minute,
9. Tardiness will also not be tolerated and will count as an absence.

10. *****STUDENTS WHO ARE USING THEIR CELL PHONES IN CLASS FOR ANY PURPOSES NOT DIRECTLY RELATED TO THE DAY'S CONTENT OR WITHOUT THE INSTRUCTOR'S PERMISSION WILL BE ASKED TO LEAVE THE CLASS WITH NO WARNING AND WILL NOT BE PERMITTED TO MAKE UP GRADES FOR THAT DAY.*****
11. Students not dressed or prepared to participate in pre-announced labs will be asked to go home to change and report back to class. All attendance and tardy related policies will apply.

The instructor will not initiate conversations needed regarding missed classes. It is the student's responsibility to check with the instructor about assignments, materials, and other information missed during any absence or tardy. Make-up work will **not** be permitted for unexcused absences. The student is expected to initiate conversations regarding missed work for an excused absences prior to missing the class. All assignments, exams, labs, or other items for grade will be turned in by a deadline set at the instructor's discretion. In most cases this will mean the student must complete the graded work prior to the missed deadline.

Emergency Alert System:

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information:

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy:

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

INCLEMENT WEATHER SCHEDULE:

<u>Regular</u> MWF Classes	<u>Inclement</u> MWF Classes	<u>Regular</u> TR Classes	<u>Inclement</u> TR Classes
8:00-8:50	10:00-10:40	8:00-9:15	10:00-11:00
9:00-9:50	10:45-11:25	9:30-10:45	11:05-12:05

10:00-10:50	11:30-12:10	11:00-12:15	12:10-1:10
11:00-11:50	12:15-12:55	12:30-1:45	1:15-2:15
12:00-12:50	1:00-1:40	2:00-3:15	2:20-3:20
1:00-1:50	1:45-2:25	3:30-4:45	3:25-4:25
2:00-2:50	2:30-3:10		
3:00-3:50	3:15-3:55		

Student Conduct:

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Technology Services:

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Academic Success Center:

The mission of the Academic Success Center is to work with students individually to help achieve their academic, personal and career goals. They work in collaboration with each student to develop good study skills and to enhance academic success. The Academic Success Center (ASC) at Concord University is a place for students to come for help--whether it is assistance with coursework, advising, financial aid, or another reason. They are here to help students. The ASC has many resources to help you with your coursework, including:

- **Drop-In Tutoring** - referring you to one of the peer tutors for help with your class
<https://apps.concord.edu/tutoring/>
- **ASC Study Hall** - one-on-one assistance with study skills; organized study groups; mentor program. Stop by the ASC office in the Rahall Atrium, Suite 243!
- **Khan Academy** (link is external) - a free online resource with over 3,200 videos with instruction on everything from arithmetic to physics, finance, and history and hundreds of skills to practice at your own pace. <https://www.khanacademy.org/>
- **SMARTHINKING** - a free online tutoring program that provides tutors 24/7 for most classes
<http://hub.concord.edu/academicsuccess/node/6>
- **Web Resources** - there are many excellent websites to assist with your success in college.
<http://hub.concord.edu/academicsuccess/node/4>

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, **I am a mandatory reporter** which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Syllabus Disclaimer: "This syllabus is subject to change based on the needs of the class. Please check it regularly."