



Department of Kinesiology  
ATR 290: Clinical Internship 1  
Course Credit Hour: 3 Units

Fall 2017

<b>Meeting days:</b> Tuesday	<b>Instructor title and name:</b> Ryan Nokes, MA, ATC
<b>Meeting times:</b> 6:30pm – 8:30pm	<b>Phone:</b> (559) 901-7021
<b>Meeting location:</b> RS 112	<b>E-mail:</b> <a href="mailto:rnokes@pointloma.edu">rnokes@pointloma.edu</a>
<b>Additional info:</b> N/A	<b>Office location and hours:</b> By Appointment Only
<b>Final Exam:</b> TBA	<b>Additional info:</b> N/A

### PLNU Mission

#### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### COURSE DESCRIPTION

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The aim of this course is to equip those students pursuing a career in Athletic Training with the basic knowledge and skills required to begin the work of caring for the physical and mental needs of the physically-active. In the process, you will develop an emerging mastery of the Educational Competencies of the NATA's Educational Council. In addition, there will be instruction and supervision in the clinical aspects of Athletic Training by a Certified Athletic Trainer/Clinical Instructor in an off campus setting.

To be successful in this course, students must take ownership of learning materials that might not seem very interesting, but will help them grow and develop clinicians that take a multifaceted approach to patient evaluation and treatment.

#### STUDENT LEARNING OUTCOMES

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- Describe the risk factors associated with physical activity.
- Design and implement the recommended or required components of a pre-participation examination based on appropriate authorities' rules, guidelines, and/or recommendations.
- Explain the principles of effective heat loss and implement heat illness prevention programs.
- Uphold accepted guidelines, recommendations, and policy and position statements of applicable governing agencies related to activity during extreme weather conditions.
- Recognize clinical signs and symptoms of environmental stress.

- Summarize the basic principles associated with the use of protective equipment.
- Implement principles and concepts related to prophylactic taping, wrapping, bracing, and protective pad fabrication.
- Implement principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints.
- Recognize signs and symptoms of mild traumatic and traumatic brain injury.
- Appreciate the importance of monitoring a patient following a head injury, including obtaining clearance from a physician before further patient participation.
- Utilize medical terminology and abbreviations necessary to communicate with physicians and other health professionals
- Appropriately analyze, generate, and apply the components of medical documentation (e.g. SOAP, HIPS and HOPS).
- Implement the appropriate use of aseptic or sterile techniques, approved sanitation methods, and universal precautions for the cleansing and dressing of wounds.
- Practice federal and state infection control regulations and guidelines.
- Demonstrate how to control bleeding using universal precautions.
- Demonstrate the appropriate management of acute injuries and illnesses.
- Appreciate and apply the theories and techniques of interpersonal and cross-cultural communication among athletic trainers, their patients, and others involved in the health care of the patient.
- Utilize appropriate terminology to effectively communicate both verbally and in writing with patients, physicians, colleagues, administrators, and parents or family members.
- Critically think and problem solve using the most recent evidence based medicine

### COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

### REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

This course, being a hands-on experience, will demand that the student use a wide base of resources for gathering needed information. The student should possess in their personal library such textbooks that will assist them in completing the courses objectives.

### USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222.

You are welcome to bring your laptop, tablet, and/or cell phone to class—but please make sure you use them appropriately and responsibly. ***If a tech tool becomes a distraction or disruption while class is in session, I will ask you to put it away or invite you to no longer bring it to class.***

## **ACADEMIC HONESTY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

## **ACADEMIC ACCOMMODATIONS**

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While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

## **FERPA POLICY**

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In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the (undergrad/ graduate as appropriate) academic catalog.

## **COPYRIGHT POLICY**

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **ATTENDANCE AND PARTICIPATION**

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF

consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

## **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

## **COURSE REQUIREMENTS**

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### **ACTIVE LEARNING AND EVIDENCE BASED MEDICINE**

#### ***Active Learning***

Your active participation in this class will be required. You will be responsible for your own learning by reviewing class material before and after class. I will guide you in this process; however, in the end, learning will be your responsibility. **Become intrinsically motivated to improve yourself and your understanding of therapeutic modality treatments** and techniques; if you do this you will succeed every time.

Here are some KEYS to success:

- o EFFORT (Work hard)
- o APPROACH (Work smart)
- o ATTITUDE (Think positively)

#### ***Evidence Based Medicine***

Evidence based medicine (EBM) is the integration of clinically relevant research, clinical skills and experience, and patient preferences and values (Sackett et al 2000). The increased awareness **and focus on the practice of Evidence Based Medicine comes from our daily need for valid information about diagnosis, prognosis, therapy, and prevention.** We want to ask local questions about the effectiveness of therapeutic modalities and design ways to find answers. The EBM portion of this course is **designed so students can explore therapeutic modalities commonly used in the athletic training setting** and determine what **evidence is available to support their current uses.**

## COURSE ASSIGNMENTS

### 1. Practicum (50 pts)

Practicum is a weekly lecture and meeting with the clinical instructor and students to go over proficiencies, assignments, and/or learning experiences. Practicum will take place every Monday. **There may be times where we will have to meet outside of the regularly scheduled class time to learn/assess proficiencies. Those times will be given to you at least one week in advance. Everyone must attend and dress in appropriate attire for material being presented/practiced that day. Half your day's participation points will be deducted every time you do not come dressed appropriately.**

Before every practicum a new class outline will be posted on Canvas for that week's lesson. **You are required to provide your own outline and any supplemental attachments and bring them to class.**

You are expected to be on time and present at every practicum. If you are unable to attend you must notify your course instructor in advance. For every unexcused absence you will be docked participation points.

### 2. Clinical Rotations (50 pts)

Students will work hands on with high school athletes at Point Loma, Helix, Hilltop, or Castle Heights High Schools (under the supervision of a Certified Athletic Trainer). Hours will include covering doctor's clinics, practice days, and game days. A total of *10-12 hours per week* will be required of the athletic training student.

**Transportation to the internship site is the responsibility of the individual student as stipulated in the university catalog and the ATEP Student Handbook.** Consider organizing car pools. Transportation problems will not be seen as a reason for excused absences.

All students are required to attend all assigned days. If a student must miss a day, the student is required to make up those missed hours. Students will be allowed a total of three miss/switch days a semester.

All students will be required to stay until the end of afternoon athletic events. This may vary week to week, students should plan accordingly.

### 3. Clinical Performance Assessments (3x50 pts, 1x75 pts)

As you learn the skills listed in your course competencies, you will be evaluated by the supervising athletic trainer. A passing grade will not be obtained until **ALL** proficiencies are passed at an "autonomous" level. **Students not completing this requirement cannot move to the next practicum level.** You are responsible time management and the completion of proficiencies. Your proficiency assessment form must be brought to **every** clinical and practicum. **Do not lose** your proficiency assessment form.

**\*\*\*Proficiency deadlines must be met according to the dates specified by your course instructor.\*\*\***

#### **4. Individual Meeting with Preceptor (Course Schedule Below)**

Sophomore level ATEP students will meet with their clinical preceptor twice a semester to discuss their clinical experience, academic goals, and life. (See tentative schedule for dates)

#### **5. Journaling (3x25 pts each)**

The journal is an opportunity to chronicle and present students' achievements and experiences realized during the term. The journal has two components 1) log of clinical hours and 2) personal assessment of how you are doing so far and what has been going on in your clinical/personal life.

The log will be turned in every 4 weeks, along with a journal. The summary should include:

- 1 Highlights/provocative events and cases
- 2 Significant areas of professional and personal growth during the clinical experience
- 3 Plans for professional/personal growth
- 4 Plans for post-graduation.

#### **6. Peer Evaluation (2x50 pts each)**

You will be required to submit *two* evaluations on *two* different peers during a new injury evaluation of an athlete. Highlight steps that were conducted well, along with any areas that are in need of improvement. The paper will be returned to your fellow peer maintaining your anonymity. Guidelines and instructions will be given in class.

#### **7. Quizzes (7x10 pts each, 2x15 pts each)**

Quizzes will be given through Canvas, and will be due on Monday before the start of class. They will be with 10 and 15 points each, and will cover material learned in class and in clinical rotations.

#### **8. Executive Summary: Research Paper (Rough 25 pts, Final 125 pts), Presentation (50 pts)**

You will be required to complete an Executive Summary on a topic of your choosing. You will write a brief research paper on your selected topic. The purpose of the Executive Summary is to provide an overview of the topic and the most relevant research pertaining to evaluation, treatment, and management of that topic. The Executive Summary will consist of three sections: introduction, discussion, and conclusion. It must be a maximum of five pages (not including title and reference page), and must have at least three references from peer-reviewed journals. The Executive Summary must follow AMA guidelines. Guidelines and instructions will be given in class. You will be required to submit a rough draft before the final draft is due. In addition, you will be required to give a 10-minute presentation on your paper.

#### **9. Final Examination (200 Points)**

The exam will cover all the information covered in the semester. It was be based on the handouts, assignments, proficiencies, and quizzes you are given throughout the semester. Make sure you keep all of the material given to you. A study guide may not be provided for the final exam.

## ASSESSMENT AND GRADING

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Assignments will be turned in on Canvas or in person before the **beginning** of class on their respective due date. Assignments submitted electronically or in class after the deadline **will not be accepted.**

A	>93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-66%
C+	77-79%	F	0-59%

## COURSE REQUIREMENT WEIGHTING

Practicum Attendance and Participation	50 points
Clinical Attendance and Participation	50 points
Journal: Log and Summaries (3x25)	75 points
Peer Evaluation (2x50)	100 points
Quizzes (7x10, 2x15)	100 points
Proficiency Deadlines (3x50)	150 points
Proficiencies ( <b>Pass or Fail grade</b> )	75 points
Executive Summary – Presentation	50 points
Executive Summary – Research Paper	150 points
Final Examination	<u>200 points</u>
<b>Total</b>	<b>1000 points</b>

\*\*\*Points are subject to modification.

All assignments are due at the beginning of the class period in which they were assigned (unless otherwise noted). Classes missed due to athletic events, planned family functions, or athletic training assignments must be planned and arranged with the professor before class.

*NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), you have responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor.*

## TENTATIVE COURSE OUTLINE

	<b>Date</b>	<b>Material</b>	<b>Assignment Due</b>
<b>Week 1:</b>	<b>Tues, Aug 29</b>	Syllabus/Proficiency Overview Taping Techniques Helmet and Shoulder Pad Fitting	
<b>Week 2:</b>	<b>Tues, Sept 5</b>	First Aid/Emergency Response – Vitals Emergency Action Plan Spine Boarding Splinting Techniques Crutch Fitting	
<b>Week 3:</b>	<b>Tues, Sept 12</b>	Introduction to Documentation HIP/HOPS, SOAP Medical Abbreviations Electronic Medical Records (EMR) Systematic Evaluation Technique	Quiz #1 – Due 9/12
<b>Week 4:</b>	<b>Tues, Sept 19</b>	Evidence Based Practice/Research and Scholarly Writing Executive Summary Guidelines, Topic Selection, Electronic Database Overview	<b>PROFICIENCY DEADLINE #1: All 5 Taping Autonomous Due 9/22</b>
<b>Week 5:</b>	<b>Tues, Sept 26</b>	Foot/Toes Evaluation	Quiz #2 – Due 9/26 Journal #1 – Due 9/29
<b>Week 6:</b>	<b>Tues, Oct 3</b>	Ankle/Lower Leg Evaluation	Quiz #3 – Due 10/3 Peer Eval #1 – 10/6
<b>Week 7:</b>	<b>Tues, Oct 10</b>	<b>(Mid Semester Clinical Meetings)</b> Knee Evaluation	Quiz #4 – Due 10/10
<b>Week 8:</b>	<b>Tues, Oct 17</b>	Pelvis/Hip/Thigh Evaluation  ***Fall Break 10/21***	<b>PROFICIENCY DEADLINE #2: 10 Autonomous - Due 10/20</b>
<b>Week 9:</b>	<b>Tues, Oct 24</b>	Spine and Rib Evaluation	Quiz #5 – Due 10/27
<b>Week 10:</b>	<b>Tues, Oct 31</b>	Concussion Evaluation and Management	Quiz #6 (15 pts) – Due 10/31 Journal #2 - Due 11/3 Executive Summary Rough Draft Due – 11/3
<b>Week 11:</b>	<b>Tues, Nov 7</b>	Shoulder Evaluation	Quiz #7 (15 pts) - Due 11/10
<b>Week 12:</b>	<b>Tues, Nov 14</b>	ONLINE CLASS Elbow/Forearm/Wrist/Hand Evaluation	Quiz #8 – Due 11/17 <b>PROFICIENCY DEADLINE #3: 15 Autonomous - Due 11/17</b>
<b>Week 13:</b>	<b>Tues, Nov 21</b>	NO CLASS – THANKSGIVING BREAK	
<b>Week 14:</b>	<b>Tues, Nov 28</b>	Environmental Conditions/Illnesses Athletic Training Clinic Management Pre-Participation Physical Examinations	Peer Eval #2 – Due 12/1
<b>Week 15:</b>	<b>Tues, Dec 5</b>	<b>(End of Semester Clinical Meetings)</b> Executive Summary Presentations	Quiz #9 – Due 12/5 Journal #3 – Due 12/8 Executive Summary Final Draft – Due 12/5
<b>Week 16:</b>	<b>Dec 11-15</b>	Finals Week  ***ONLINE FINAL EXAMINATION***	<b>Final Exam: Online Due 12/16 ALL PROFICIENCIES AUTONOMOUS - Due 12/16</b>

## COURSE COMPETENCIES

<i>Code</i>	<i>Description</i>
1 ATR 290 - Clinical Internship I	
AC-8	Explain the indications, guidelines, proper techniques, and necessary supplies for removing equipment and clothing in order to access the airway, evaluate and/or stabilize an athlete's injured body part.
AC-23	Use cervical stabilization devices and techniques that are appropriate to the circumstances of an injury.
AC-24	Demonstrate proper positioning and immobilization of a patient with a suspected spinal cord injury.
AC-25	Perform patient transfer techniques for suspected head and spine injuries utilizing: supine log roll, prone log roll with push, prone log roll with pull, and lift-and-slide techniques.
AC-25a	supine log roll
AC-25b	prone log roll with push
AC-25c	prone log roll with pull
AC-25d	lift-and-slide
AC-26	Select the appropriate spine board, including long board or short board, and use appropriate immobilization techniques based on the circumstance of the patient's injury.
AC-38	Apply appropriate immediate treatment to protect the injured area and minimize the effects of hypoxic and enzymatic injury.
CE-13	Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition.
CE-20	Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to:
CE-20a	history taking
CE-21b	Palpation
CIP-2	Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.
CIP-6	Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).

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.
EBP-4	Describe a systematic approach (eg, five step approach) to create and answer a clinical question through review and application of existing research.
EBP-11	Explain the theoretical foundation of clinical outcomes assessment (eg, disablement, health-related quality of life) and describe common methods of outcomes assessment in athletic training clinical practice (generic, disease-specific, region-specific, and dimension-specific outcomes instruments).
HA-9	Identify the components that comprise a comprehensive medical record.
HA-10	Identify and explain the statutes that regulate the privacy and security of medical records.
HA-11	Use contemporary documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members.
HA-18	Describe the basic legal principles that apply to an athletic trainer's responsibilities.
HA-20	Create a risk management plan and develop associated 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.
HA-21	Develop comprehensive, venue-specific emergency action plans for the care of acutely injured or ill individuals.
HA-22	Develop specific plans of care for common potential emergent conditions (eg, asthma attack, diabetic emergency).
PD-9	Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
PHP-3	Identify modifiable/non-modifiable risk factors and mechanisms for injury and illness.
PHP-7	Implement disinfectant procedures to prevent the spread of infectious diseases and to comply with Occupational Safety and Health Administration (OSHA) and other federal regulations.
PHP-11	Explain the principles of environmental illness prevention programs to include acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration status, and environmental assessment (eg, sling psychrometer, wet bulb globe temperatures [WBGT], heat index guidelines).
PHP-12	Summarize current practice guidelines related to physical activity during extreme weather conditions (eg, heat, cold, lightning, wind).
PHP-13	Obtain and interpret environmental data (web bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make clinical decisions regarding the scheduling, type, and duration of physical activity.
PHP-13a	WBGT

PHP-13b	sling psychrometer
PHP-13c	lightning detection devices
PHP-17	Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to:
PHP-17h	Cervical spine injury
PHP-20	Summarize the basic principles associated with the design, construction, fit, maintenance, and reconditioning of protective equipment, including the rules and regulations established by the associations that govern its use.
PHP-21	Summarize the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints.
PHP-22	Fit standard protective equipment following manufacturers' guidelines.
PHP-23	Apply preventive taping and wrapping procedures, splints, braces, and other special protective devices.
TI-4	Analyze the impact of immobilization, inactivity, and mobilization on the body systems (eg, cardiovascular, pulmonary, musculoskeletal) and injury response.
TI-16	Fabricate and apply taping, wrapping, supportive, and protective devices to facilitate return to function.
TI-19	Identify manufacturer, institutional, state, and/or federal standards that influence approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment.
TI-20	Inspect therapeutic equipment and the treatment environment for potential safety hazards.