



Commission on Accreditation
of Athletic Training Education

Report for On-Site Visit

Report of On-Site Evaluation

CONFIDENTIAL

(Not to be duplicated)

The purpose of this form is to elicit an analysis of the educational effectiveness of the program being reviewed in meeting the **CAATE Standards for the Accreditation of Entry-Level Athletic Training Education Programs**. The form is to be completed jointly by members of the evaluation team and returned to the CAATE office via electronic message.

Name of Institution:	Point Loma Nazarene University				
City, State:	San Diego, California				
Dates of Visit:	March 23-25, 2009				
Type of Program:	<table><tr><td>Baccalaureate</td><td><input checked="" type="checkbox"/></td></tr><tr><td>Entry-Level Masters</td><td><input type="checkbox"/></td></tr></table>	Baccalaureate	<input checked="" type="checkbox"/>	Entry-Level Masters	<input type="checkbox"/>
Baccalaureate	<input checked="" type="checkbox"/>				
Entry-Level Masters	<input type="checkbox"/>				
Degree Awarded:	Bachelor of Arts in Athletic Training				
Major Awarded:	Athletic Training				
Type of Accreditation:	<table><tr><td>Initial</td><td><input type="checkbox"/></td></tr><tr><td>Continuing</td><td><input checked="" type="checkbox"/></td></tr></table>	Initial	<input type="checkbox"/>	Continuing	<input checked="" type="checkbox"/>
Initial	<input type="checkbox"/>				
Continuing	<input checked="" type="checkbox"/>				
Program Director:	Jeff Sullivan, PhD, ATC				
Chair (or comparable official):	Rebecca Havens, PhD Dean, College of Social Sciences and Professional Studies				
Medical Director	David Chao, MD				
Site Visitor (Chair):	Roger Clark, PhD, ATC				
Site Visitor:	Mark Bohling, MS, ATC				

Silent Observer:

Individuals Interviewed During On-Site Visit

Please list the individuals interviewed during the onsite visit. List the highest administrator interviewed first (e.g. President), following order of hierarchy. This list of interviewees must include those individuals identified by the CAATE on-site visit policies and procedures manual. Be sure to include the name, credentials (e.g. PhD, EdD, MS, ATC), and position in relation to the program.

Name and Credentials	Title
John Hawthorne, PhD	Provost and Chief Academic Officer
Rebecca Havens, PhD	Dean, College of Social Science and Professional Studies; Vice Provost for Educational Effectiveness
Jeff Sullivan, PhD, ATC	ATEP Director; Chair, Department of Kinesiology
David Chao, MD	Medical Director; CI - OASIS Medical Group
Leon Kugler, PhD, ATC	Professor of Kinesiology; ACI - Point Loma Nararene University
Susan Gantz, PhD, ATC	Professor of Kinesiology; ACI - Point Loma Nararene University
Brandon Sawyer, MEd, ATC	Assistant Professor of Kineisology; ACI - Point Loma Nararene University
Lindsay Donnelly, ATC	Adjunct Faculty of Kinesiology; ACI - Point Loma High School
Anthony (AJ) Durfee, MS, PA-C	ACI - OASIS Medical Group
Matt Bridges	Senior ATS
Allison Hoist	Senior ATS
Kelly Ward	Senior ATS
Joy Wright	Senior ATS
Charles Huynh	Junior ATS
Natalee Laughter	Junior ATS
Nicole Romani	Junior ATS
Amy Supernaw	Junior ATS
Janelle Sanderson	Junior ATS
Adrienne Archer	Sophomore ATS
Darrel Dyas	Sophomore ATS

Eric Fragnoli	Sophomore ATS
Allyse Kramer	Sophomore ATS
Randi Rollofson	Sophomore ATS
Salvador Saldana	Sophomore ATS
Rebekah Grice	Pre-ATEP Student
Troy Litchfield	Pre-ATEP Student
Ryan Nokes	Pre-ATEP Student
Travis Rich	Pre-ATEP Student
Megan Skelton	Pre-ATEP Student
Sherene Sonboloi	Pre-ATEP Student
Ted Anderston, PhD	Professor- Physical Education
Rebecca Flietstra, Phd	Professor-Biology
Daryl Finch, ATC	Alumni
Megan Schutter, ATC	Alumni
Shannon Zola, ATC	Alumni
Denise Nelson, MS	Instructional Services Librarian; Liaison for Kinesiology Dept
Sean Hill, MPT, CSCS, FAFS	CI - Rehab United Physical Therapy; Owner
Julie Barr, MPT, CSCS, FAFS	CI - Rehab United Physical Therapy; PT Manager
Diane Rabello	Department Assistant Kinesiology/Athletics
Trevor Bostelaar	Assistant Director of Athletics

Overview of the Program

Please provide an overview of the program including a brief history, general strengths of the program, general weaknesses of the program.

Brief History of the Program

Point Loma Nazarene University(PLNU) is a private-christian, liberal arts university founded in 1902. It is located on the western slope of the peninsula, overlooking the Pacific Ocean in San Diego, California. The athletic programs participate within the NAIA. The ATEP is housed in the Department of Kinesiology in the College of Social Sciences and Professional Studies. In 1981, an emphasis in Exercise Science/Athletic Training was developed which served students pursuing the internship route to certification. In 2003, the ATEP was awarded initial accreditation from CAAHEP/CAATE.

General Strengths of the Program

- 1. All of the PLNU ACI's have both academic/athletic responsibilities. The students report how beneficial this is to their learning.**
- 2. The medical director provides tremendous leadership/support to the ATEP. He provides a tremendous learning opportunity for the students during the rotation at OASIS Medical Group.**
- 3. The OASIS Medical Group rotation is a wonderful orthopediac learning experience provided to the students. The students shadow and assist an Orthopedic Physician Assistant, serving as their ACI. They also observe several orthopedic surgeries during their rotation.**
- 4. Rehab United provides a unique Physical Therapy Rotation with focus on manual therapy and functional rehabilitation. The CI's at this site which are physical therapists are very supportive of athletic training education.**
- 5. Very evident, but also revealed in student and alumni interviews, is a very unique Faculty/Student relationship found in the ATEP. This relationship is described as "a family atmosphere." The faculty/ACI's are there for the students educationally, personally, and spiritually. Colleagues in the university report the presence of this relationship as well.**

- 6. The ATEP is able to provide an educational experience with a small instructor to student ratio which leads to ample hands-on learning opportunities.**
- 7. ATEP students and alumni reported they are very well prepared.**
- 8. The ATEP has its own budget for educational supplies and faculty development.**
- 9. There is evidence of very strong support for the ATEP from the upper administration (i.e., Dean and Provost).**

General Weaknesses of the Program

The lack of clinical coordinator position places these duties upon the already loaded Program Director and ATEP faculty.

There is a need for administrative assistant support for the ATEP and Kinesiology department that is not shared between departments.

General Requirements for Accreditation

Section D: Physical Resources

D1. Facilities

D1.1 Physical facilities must include:

D1.13 clinical facilities that are consistent in size and quality with clinical facilities used for similar academic programs at the sponsoring institution, and

Non-Compliant Evidence of NC with this Standard (if cited):

The athletic training room at Point Loma High School, an affiliated clinical site provides an inadequate clinical education environment. The athletic training students must enter the room through a boy's locker room. There is no sink or running water located in the room.

To demonstrate compliance with this Standard, the program must submit the following evidence:

- *Provide evidence that students have been relocated to an appropriate site where learning and practicing clinical skills may occur.*
- *These sites shall be confirmed via an affiliate agreement and agreements with qualified ACI/CIs who are able to appropriately supervise the athletic training student(s).*
- *Submit the completed agreement and documentation of ACI training and BOC cards/state licensure of each new ACI/CI.*
- *Submit completed Tables A4a, B2.2 and B3.2 for the current academic year.*

Section J: Clinical Education

J1. The athletic training curriculum must include provision for clinical experiences under the direct supervision of a qualified ACI or CI (see Section B) in an appropriate clinical setting.

J1.1 ACI or CI must be physically present and have the ability to intervene on behalf of the athletic training student to provide on-going and consistent education.

Non-Compliant Evidence of NC with this Standard (if cited):

Interviews with students and clinical staff reveal that there are times the ATS at PLNU are not under direct supervision and are asked to travel without direct supervision. Students and ACI at PLHS also report that

students are not always under direct supervision. There is a First Responder Policy for PLNU, but it is evident that it is not properly followed. At PLHS there is no First Responder Policy.

To demonstrate compliance with this Standard, the program must submit the following evidence:

- *Please provide a revised First Aider Contract with language modified to indicate the unsupervised experiences are not required and are not a part of the requirements of the ATEP. It is recommended that the ATEP eliminate the First Aider contract as an ATEP document.*
- *Submit a document listing all current Clinical Instructors and ATs, signed and dated by all listed, attesting that they understand that First Aider experiences are not required by the ATEP and that these unsupervised experiences cannot be counted as clinical experiences of students enrolled in the ATEP.*

RECOMMENDATIONS RELEVANT TO THE PROGRAM

Recommendations are not designed to replace compliance with the *Standards*. A Program must demonstrate compliance with a standard first; recommendations should only serve to strengthen the academic program. If a recommendation addresses a specific Standard, the evaluation team should ensure that in fact, the Standard has been met. All recommendations must be listed numerically.

1. Investigate and discuss the possibility of balancing the athletic training students' workloads both academically and clinically during the junior and senior years.
2. With growth in student numbers in the ATEP, the required clinical faculty to student 8:1 ratio will be exceeded, especially during the rotation at PLHS.
3. Look for additional opportunities to provide more General Medical exposure to students.
4. Stress the use of proper terminology among all parties (i.e., athletic training student instead of student athletic trainer).
5. Investigate strategies for maintaining a balance between the ATEP's academic and athletic services components.
6. Continue work to insure a balanced and reasonable work load for athletic training faculty (i.e., academic load and athletic training service load).
7. Continue work on developing your Master Assessment Plan.