



ATHLETIC TRAINING EDUCATION PROGRAM

HANDBOOK

(Revised May 2008)

Purpose of the handbook

The information contained in this handbook is intended to inform, provide direction and to clarify how the Point Loma Nazarene University (P.L.N.U.) Athletic Training Education Program (A.T.E.P.) operates.

Prospective and current students and faculty, administrators and accrediting agencies will find the information helpful in understanding the spirit and mechanics of this education program.

Mission Statements

The A.T.E.P. is an academic major housed within the Department of Kinesiology at P.L.N.U. and is in concert with the purposes of the department. As such, the mission statements of all entities are included here.

University Mission Statement

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.

Department of Kinesiology Mission Statement

The mission of the department of Kinesiology is twofold:

To introduce the liberal arts student to the potential benefits of a stimulating systematic exercise program and to provide a basis of understanding the physical capabilities and limitations of one's self.

To provide a broad base of knowledge which will allow a student to specialize in or adapt to various career opportunities: preparation for teaching at the elementary or secondary levels; preparation for coaching at the amateur level including elementary, junior high, and senior high; preparation for graduate study in physical education and/or in the allied health and therapeutic sciences; preparation for a career as an athletic trainer at the secondary, collegiate and/or professional level of athletics; preparation for a career in a variety of physical fitness-related occupations.

Athletic Training Clinic Mission Statement

The PLNU athletic training clinic is dedicated to providing the highest level of athletic injury prevention, treatment and rehabilitation for PLNU student-athletes. This will be accomplished by a core of athletic trainers, physical therapists, team physicians and consultants dedicated to excellence and to the welfare of PLNU athletes. With the support of the Departments of Athletics and Kinesiology, the program is committed to using all available resources to provide the best healthcare available to its student/athletes.

P.L.N.U. Athletic Training Education Mission Statement

The Athletic Training Education Program prepares students to become proficient professional practitioners, to pursue further education and professional standing, to live lives of service as modeled by Jesus Christ, and to be liberally educated.

◆ Become proficient professional practitioners.

Proficiency is demonstrated formatively through:

- Completion and mastery of the NATA Educational Competencies and Clinical Proficiencies.
- Assessment and evaluation by professors, approved clinical instructors, medical staff and coaches.

Summatively, proficiency is demonstrated by:

- Students passing the three components of the NATA-BOC examination.
- Graduates of the PLNU ATEP assuming membership in and leadership of the profession.

◆ Further student's educational and professional standing by pursuing:

- Involvement in and enhancement of the Athletic Training profession
- A graduate degree and/or a Secondary Education Teaching Credential

◆ Live lives of service to others as modeled by Jesus Christ.

- Jesus taught that, "*The greatest among you will be your servant. For whoever exalts himself will be humbled, and whoever humbles himself will be exalted.*"

◆ Be liberally educated.

The ATEP promotes harmony with the PLNU liberal arts education tenets of learning by:

- Responding to the Sacred
- Developing cognitive abilities
- Exploring an interdependent world
- Seeking cultural perspectives

Educational Philosophy

The PLNU A.T.E.P. is designed to provide a strong foundation of science and general education on which academic and clinical competencies are built, and through which students learn how best to serve God and others. Students deserve an educational environment in which they are invited to learn in the context of sound scholarship, clinical expertise, and compassionate caregiving. The A.T.E.P. faculty contends that rigorous study and high standards result in academic expertise and clinical proficiency that will benefit both the student and his/her future clientele.

Purposes of the A.T.E.P.

The Athletic Training Program at Point Loma Nazarene University exists for the following **purposes**:

1. To provide an educational program for students desiring NATABOC Certification.
2. To provide students preparing for allied health professions the opportunity to practice the art of Athletic Training. *Students gain first-hand experience working with student-athletes at PLNU through the service program as well as gaining clinical experience at off-campus sites.*
3. To produce the above experiences within a Christian context, allowing students, and those with whom they work, encouragement to make a personal commitment to Christ and live according to the word of God.
3. To provide an atmosphere that emphasizes professional integrity and reflects the institution's mission statement.
4. To contribute to quality level care of PLNU student-athletes and clients at the affiliate clinical sites throughout their career. *This contribution lives out the service component of a PLNU athletic training education.*
4. To contribute to the good of the PLNU community in disaster preparedness and response.

Goals and Objectives of the A.T.E.P.

- Goal—Everyone in the ATEP will *strive to* be a lifetime learner.
 - Students and faculty will share their intellectual frontiers, new adventures and discoveries *through interactions in both classroom and clinical settings.*
 - Students and faculty will *search for and read the current best evidence* inside and outside of our discipline.
 - Students and faculty will actively strive to close the gap between clinical practices and empirical evidence.

- Goal—Faculty will thrive in their performance as PLNU faculty, and as Athletic Training professors, mentors, and ACI's.
 - Faculty will successfully function in the university as faculty members including: participation in the committee structure, co-curricular activities with students, promotion and tenure processes and departmental business.
 - Faculty will actively seek to determine learning styles of their students; they will recognize their own teaching styles and take responsibility for teaching each student in an effective, purposeful manner.
 - Faculty will continue to model and expect sound clinical practice from each ATS.
 - Faculty and Director of the ATEP will continually assess the vitality of each course and the program in general, including the assessment of learning over time, the teaching methods utilized, the human and physical resources, and the desired learning outcomes.
 - Faculty will contribute to the advancement of the athletic training profession by volunteering and/or presenting at professional conferences, and/or by publishing in allied healthcare journals.

- Goal—Students will plan for life and career directions.
 - Student will project career direction during their undergraduate program.
 - Students will articulate their life mission statement.
 - Students will be encouraged to remain in contact with the faculty.

- Goal—ATS's and ATC's will experience the joy of service for others
 - Students will, through diverse clinical and cultural experiences, be enriched by genuinely caring for and learning from others.
 - Students and faculty will value the worth of the people with whom they study, work and play.
 - Students will contribute to an excellent level of care for PLNU student-athletes and clients at the affiliate clinical sites, thus living out the service component of a PLNU athletic training education.

- Goal—The ATEP will always provide quality educational resources and facilities.
 - Student will benefit from excellent library resources, including electronic resources, laboratory equipment, and therapeutic rehabilitation equipment.
 - ATS's enjoy their own study center in the Athletic Training Clinic, which will contain have the learning materials that enhance their personal and group study.
 - The PLNU Athletic Training Clinic and Labs will be equipped with equipment consistent with industry standards and necessary to demonstrate educational competence and clinical proficiency.
 - University administrators for whom the ATEP is a responsibility will periodically assess the quality of physical resources and will budget for improvements as needed.

- Goal—The PLNU community, the greater San Diego community and our regional university constituency will be cognizant of the ATEP Mission; quality of its

students and faculty and the role of service played in the athletic health care area.

- University administrators, faculty and staff will be aware of the Mission of the ATEP.
 - San Diego medical and allied health personnel will have familiarity with the PLNU ATEP and value its presence in the community.
 - The clinical affiliates and the ATEP will co-venture in providing information and service to the greater community.
 - ATEP faculty will recruit students locally and regionally.
- Goal—The ATEP will effectively educate allied health care professionals
- Students will pass the NATA-BOC exam at a rate of success [higher than the national average](#).
 - Students will be equipped to seek out employment upon graduation.
 - Students will be involved in professional activities as undergraduates and after they graduate.
 - Students will take their place in the service of physically active people.

Definitions

Academic accommodations

All students are expected to meet the standards of each course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the instructor during the first two weeks of class and provide approved documentation and verification of need. The Academic Support Center is available to students for a variety of tutorial needs.

Athletic Training Clinic:

The facility on the P.L.N.U. campus where athletic training services are rendered and where A.T.E.P. student do clinical practicums

Athletic Training service program:

The A.T. Clinic provides for the health care of PLNU athletes. It is in the context of this service that the on-campus clinical education of ATS's occurs. Outside of the context of the clinical courses students may be involved in the service program as a students employee.

ATS:

Student Athletic Trainer that is officially admitted to the PLNU A.T.E.P.

Approved Clinical Instructor (ACI):

An ATC who has completed clinical instructor training at PLNU and who mentors ATS's during a clinical course

Certified Athletic Trainer (ATC):

A National Athletic Trainers' Association owned term signifying the professional accomplishment and standing of Certified Athletic Trainer as bestowed by the NATA-Board of Certification.

Clinical Internship:

Off campus clinical education course instructed by a PLNU faculty member who is an ACI

Clinical Practicum:

On campus clinical education course instructed by a PLNU faculty member who is an ACI

Clinical Preceptorship:

Clinical education course that consists of rotations at an two off campus sites guided by ACI's employed by an orthopedic medical clinic, and a Sports Physical Therapy center and evaluated by the A.T.E.P. Director. The third rotation is the on campus capstone experience guided by the A.T.E.P. Director.

Clinical Proficiencies:

The clinical skills and abilities that make-up the repertoire of the Athletic trainer in the clinical setting. Student are instructed, guided and assessed on all proficiencies stipulated by the NATA-Education Council by the ACI's.

Clinical Proficiency or Prowess

Systematic, efficient, contemporary, compassionate, direct, effective prevention, care and treatment of injured athletes

Commission on Accreditation of Allied Health Education Programs (CAAHEP):

The agency that grants accreditation to Athletic Training Education Programs upon the recommendation of the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT).

Direct Supervision:

A student who, during a clinical course or who participates in Athletic Training service, is overseen by an ACI or an ATC. The ACI/ATC is in direct contact with the student by sight, is within hearing range and can have verbal exchange with the student.

Educational Competencies:

The cognitive, psychomotor, and affective skills required of an Athletic Trainer. Published by the NATA-Education Council they contribute to the structure for the didactic and clinical courses in the A.T.E.P. and are the basis for assessment of student growth and mastery of the requirements for a student to become a professional allied health care professional.

First Responder:

A student, not under the direct supervision of an ATC, who has made a contractual agreement with the A.T.E.P. and the Head Athletic Trainer to provide basic CPR/First Aid and routine taping, bracing, warm-up, stretching and referral care for athletes. A First Responder does not have the latitude of action that an ACI supervised student has.

Joint Review Committee on Educational Programs in Athletic Training (JRC-AT):

The arm of the NATA which reviews educational programs and recommends such programs for accreditation, if standards are met, to CAAHEP

National Athletic Trainer's Association (NATA)

The National Athletic Trainer's Association was founded in 1950 when a core group of approximately 200 athletic trainers met in Kansas City to discuss the future.

Today, the NATA membership spans the globe and includes more than 27,000 allied health care professionals.

NATA-BOC:

The agency that creates and administers the national certification examination that must be passed for a person to become an ATC

Role of the ATS at PLNU

Students in the A.T.E.P.

In the A.T.E.P. the ATS is the academic client/student and the faculty and ACI's are the educators. The academic environments and educational purposes in which the ATS participates include:

- Classroom for the cognitive and affective education components of Athletic Training
- Laboratory for the psychomotor skill development and practice of educational competencies and clinical proficiencies. Lab components exist in the following classes:
 - Introduction to Athletic Training Lab
 - Pathology of Injury and Illness
 - Assessment of Lower Extremity Pathology
 - Assessment of Head, Spinal and Upper Extremity Pathology
 - Therapeutic Exercise
 - Therapeutic Modalities and Pharmacology
- Clinical internship, practicum and preceptorship for the progression from the initial clinical experience (Clinical Internship I) to the capstone clinical experience (Clinical Preceptorship). The clinical courses are sequential and designed to promote maturation of clinical proficiency through the use of acquired cognitive, psychomotor, affective and clinical skills under the direct supervision of an ACI or Clinical Instructor. Clinical courses include:

<u>First year in the A.T.E.P.</u>	<u>Clinical settings</u>	<u>Percentage of course</u>
○ Clinical Internship I	Sweetwater High School	100
○ Clinical Internship II	Sweetwater High School	33
	PLNU	67
<u>Second year in the A.T.E.P.</u>		
○ Clinical Practicum I	PLNU	100
○ Clinical Practicum II	PLNU	100
<u>Third year in the A.T.E.P.</u>		
○ Clinical Preceptorship I	OASIS Medical Group	33
	Ayub Physical Therapy	33
	PLNU	34

In the clinical courses the ATS is assigned to an ACI who has primary responsibility for the athletic health care of athletes/clients. The ACI is in constant supervision by being within

sight and sound of the ATS and the client they are serving in order to protect the interests of the athlete being cared for and to provide feedback for the ATS.

Clinical Experience

Clinical experiences are appropriate if the following standards are met:

- The student is supervised 100% of the time by a Approved Clinical Instructor (ACI) who is assigned to specific sports within the context of specific clinical courses.
- The ACI instructs, encourages, observes, assesses and provides feedback to the student on their clinical skills, performances and prowess
- Limiting clinical involvement to 20 hours or less per week protects the academic success of any student.
- Clinical courses follow didactic instruction in cognates and lab practice of skills that can be used clinically as the student progresses toward clinical appropriateness and efficiency
- The five clinical courses are sequential. Each successive clinical course allows the student to advance in clinical proficiency
- Clinical proficiency assessments are done frequently and individually by the ACI
- At the midpoint and end of each clinical course or rotation the ACI/CI completes, and presents, in private, the “Assessment of Student Clinical Performance” to the student. This assessment tool promotes clear communication on the progress, to date, of the student in clinical performance
- Students only employ skills, which the ACI has determined they have proficiency. Assessment of student skill must precede their use of that skill in treating an athlete.

Students Contributing Athletic Training Service

Students may work as a student assistant in Athletic Training outside the context of a clinical course. A Certified Athletic Trainer (ATC) will always supervise the student. Should ATC supervision not be provided the student may act only as a First Responder.

The First Responder must understand and be in contractual agreement with the A.T.E.P. regarding responsibilities and actions allowed. The Head Athletic Trainer and Program Director co-sign the students contract and all three parties have copies of the agreement on file.

The First Responder may:

1. Apply CPR and first aid skills according to the findings in primary and secondary surveys
2. Provide assistance with the application of warm-up and stretching protocols the athlete has utilized previously, but may not institute a new protocol or exercise
3. Apply tape to prevent an injury or support an existing injury previously assessed by a PLNU ATC.
4. Apply a splint or brace provided the equipment has been initially fitted by a PLNU ATC
5. Take a health history to determine the need for referral
6. Perform an injury assessment to determine if splinting, bracing, crutch use for safe referral is required
7. Application of ice or heat packs or whirlpool if performed according to PLNU protocol and the First Responder has been assessed on the protocol.
8. Contact a PLNU ATC via direct voice communication for direction

9. Refer injured athlete to the appropriate Athletic Training personnel (Host ATC if at an away competition) or medical facility.

The First Responder may not:

1. Initiate, change or progress a rehabilitation plan
2. Use any modality in the treatment of the athlete other than those listed above
3. Conduct a full, initial evaluation of an injury. See #6 above for the limited scope of assessment
4. Make the decision regarding an athlete returning to play following an injury

The coach of the team with whom the First Responder is working has the ultimate responsibility for the return to play of an athlete who has been injured.

Remuneration for Athletic Training Service

During the second and third years of the ATS's career (s)he may be given the opportunity to be paid student wages. Because of the significant time investment (15-20 hours per week) of their clinical experience students involved beyond 7 hours or student service beyond course requirements may be remunerated at the discretion of the ACI and Head Athletic Trainer. Commitment to the clinical course of study or to Athletic Training service often precludes other employment and the PLNU faculty believes strongly that each student should be able to cover their incidental expenses while balancing a full academic load. The clinical courses and Athletic Training service are time costly, and student life opportunities, which are significant in realizing the tenet of our mission to promote being liberally educated, must be balanced and promote fulfillment of the missions of the university and the A.T.E.P.

Admission to A.T.E.P.

The A.T.E.P. exists to provide students with the cognitive and clinical experiences necessary to develop and master the educational competencies and clinical proficiencies an Athletic Training professional must possess. Completion of the Baccalaureate Degree in Athletic Training qualifies the student to take the certification examination of the National Athletic Trainer's Association-Board of Certification (If all ATEP requirements are completed, the Program Director will recommend students to the NATA-BOC to take the exam in April prior to their May Commencement). When the BA degree is completed and the NATA-BOC exam is passed, the candidate becomes a Certified Athletic Trainer (ATC[®]).

The A.T.E.P. is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Students who successfully complete the program are equipped at the entry level of professional competency in the profession of Athletic Training.

Students in good academic standing at PLNU or another accredited institution may apply for admission to the Athletic Training Education Program. Application to the ATEP must be completed by the **1st Friday in March***. Admission to the ATEP is announced by the last week in March.

**An applicant who misses the application deadline may still be offered an interview by the ATEP Admissions Committee, provided that all other admission requirements are met. However, if admitted, admission will be on a probationary status for the first semester in the ATEP.*

Admission to Point Loma Nazarene University does not insure acceptance to the Athletic

Training Education Program. Pre-requisite courses for the ATEP should be taken the year during which application will be made.

Students who desire to apply to the A.T.E.P. must meet the following criteria:

- Completion of the course Risk Management and Emergency Response with a grade of B- or better.
- Complete or enrolled in Introduction to Athletic Training and the companion course Introduction to Athletic Training Lab and achieve a grades of B- or better.
- Completion of 36 hours of observation in the Athletic Training Clinic, verified by a PLNU ATC.
 - Transfer students may do their observation in another Athletic Training setting, with hours verified by an ATC who must have their signature notarized.
- Have a minimum 2.5 GPA minimum*
- Meet the Technical Standards for Admission to and Completion of the ATEP at PLNU. See below under Health Policies
- Complete a Student Health Assessment by a Physician, Physician Assistant, or Nurse Practitioner.
- Complete the Immunization Record
- Submit an Application for Admission and three (3) letters of recommendation to the PLNU-ATEP Director.
- Sign the PLNU A.T.E.P. Mission Statement Code of Conduct
- Complete an interview with the A.T.E.P. Admissions Committee.

** Probationary admission status may be considered under special circumstance for an applicant below the minimum GPA standard. Such an exception is very rare and will be determined by the Admissions Committee.*

Non-discrimination Policy

The Athletic Training Education Program (A.T.E.P.) of Point Loma Nazarene University does not discriminate on the basis of gender, race, color, national or ethnic origin in administration of the its educational program.

Transfer students

Transfer students may apply and gain admission to the A.T.E.P. under the following provisions. These provisions are explained to the individuals prior to application to the program via academic advisement:

- Completion of the degree in Athletic Training following admission to PLNU and the A.T.E.P. requires a minimum of six academic semesters (typically 3 years).
- All prerequisite course work required for admission to the A.T.E.P. completed at other institutions prior to matriculation at PLNU must be equivalent to PLNU courses. The student must demonstrate that they have met the educational competencies required in those three courses by submitting the following to the ATEP Director by the 1st Friday in March.
 - Transcript(s) and course descriptions of all prerequisite courses with grades of B- or better.
 - Catalog copy of three course descriptions.
 - Contact information for the faculty who taught each of the courses.

- Any Athletic Trainer (AT) may verify the 36 hours of required observation in an Athletic Training setting. If the verifying AT is not an employee of PLNU, a notary public must authenticate their signature. The log of hours and the AT verification of those hours must be presented with the ATEP application on the form found on the ATEP website: www.pointloma.edu/Kinesiology/Programs/AthleticTraining.htm

Student-athletes

Student-athletes at PLNU may apply and are admitted to the A.T.E.P. under the following provisions, which are stipulated to the individuals prior to application to the program via academic advisement:

- The quality and quantity of time, effort and proficiency of clinical education in the Athletic Training cannot be compromised for any reason
- The didactic courses and lab experiences are scheduled in such a way that conflict with practice and game assignment for an athlete are minimal. However, afternoon and evening athletic and Athletic Training schedules often conflict. The student must make provision for being available for assigned clinical assignments as an academic priority.
- If conflict with the clinical courses cannot be resolved prior to the beginning of a semester, the student-athlete may opt for completion of that clinical experience at a later time with a different cohort of students and will be expected to demonstrate all clinical proficiencies and learning over time.
- Should the student-athlete opt for completion of a given clinical experience at a later time, the completion of the major may require additional semesters, [or enrollment in summer sessions](#), for completion beyond the six semester minimum.

Admission Decisions and Notification

The A.T.E.P. Admissions Committee makes decisions on admission based upon the above criteria. Admission is competitive, with not more than [sixteen](#) students admitted annually. Notification of admission is made by the third Monday in April in time for academic advising for the fall semester. Should an applicant not be admitted they may reapply the following spring semester.

Probationary Status

Students who have an academic deficiency deemed to be correctable might be admitted to the A.T.E.P. on probation. Students admitted on probation must clear all deficiencies by the end of the following semester and/or in the case of the overall grade point average demonstrate significant improvement to be accorded full admission status or that student will not continue in the A.T.E.P. program

Retention in the A.T.E.P.

All students admitted to the A.T.E.P. must maintain the following minimum standards to remain in the program:

1. Maintain 2.5 GPA at a minimum. Any student receiving below a 2.5 semester or overall GPA will be placed on a one-semester probation. If academic progress has not been made by the second semester, the student's continued status in the program will be decided by the A.T.E.P. Admissions Committee.

2. Adhere to and exhibit high levels of performance on the Technical Standards and actively, enthusiastically pursue the Mission of Athletic training at PLNU.
3. Earn not less than a C in the following courses: ATR 293, 294, 385, 387, 388, 393, 394, 410, 415, 460, 493. Should a grade lower than the requirement be earned the student will be on probation for one semester. Should the student earn lower than a C in that semester the student will not remain in the program.
4. Balance co-curricular activities with academic load. It is advised that co-curricular, PLNU sponsored activities be kept to one per semester. Exceptions should be discussed with the Program Director. The rationale for this advice is that the time intensive nature of this major renders the student vulnerable to greater stress than is advisable.

Earning the Baccalaureate Degree

ATS's earn the Bachelor of Arts degree by completing the following:

- Meet all the standards of achievement listed for retention in the A.T.E.P.
- Complete all Athletic Training major requirements
- Complete all General Education
- Complete 128 total units
- Residency at PLNU during the last 24 units
- Complete all academic and residency requirements
- File an application for admission to candidacy with the university Records Office and complete the "Graduation Check"

The A.T.E.P. Curriculum

The courses that comprise the major in Athletic Training are listed below. The number in brackets following each course title represents the course credits. The curriculum is designed to optimize student educational competence and clinical proficiency such that upon completion of the Bachelor's degree and passing the NATA-BOC certification exam the graduate is accomplished as an entry level professional in Athletic Training.

Lower Division Courses

- Inorganic and Organic Biochemistry (5) OR General Chemistry (5)
- Anatomy and Physiology I (4)
- Anatomy and Physiology II (4)
- Orientation to Kinesiology (1)
- Introduction to Athletic Training (2)
- Introduction to Athletic Training Lab (1)
- Risk Management and Emergency Response (2)
- Clinical Practicum I (3)
- Clinical Internship I (3)

Upper Division Courses

- Motor Learning (3)
- Structural Kinesiology (2)
- Applied Biomechanics (2)
- Exercise Physiology (3)
- Measurement, Statistics and Evaluation (3)
- Pathology of Injury and Illness (3)
- Assessment of Lower Extremity Pathology (3)
- Assessment of Head, Spinal and Upper Extremity Pathology (3)
- Therapeutic Exercise (3)
- Therapeutic Modalities and Pharmacology (3)
- Clinical Practicum II (3)
- Clinical Internship II (3)
- Management of Allied Health Care (3)
- Clinical Preceptorship (3)

Recommended Courses

- Optimal Health (2)
- Praxis of Strength Training, Conditioning, and Kinesiatrics (3)

Typical Athletic Training Major Four Year Academic Plan

This typical plan for an Athletic Training Major includes major courses, general education and electives. Students have discretion on selection of some general education courses and electives and in consultation with their academic advisor will select the courses that best interest and serve them where choices are presented.

Freshman Year

Fall Term

ATR102 Risk Management/Emergency Response	(2)
KPE101 Orientation to Kinesiology, P.E., Ath Tr	(1)
CHE103 Intro Inorganic, Organic Biochemistry	(5)
PSY101 Psychology Personal Identity	(4)
COM100 Communicative Speech	(3)
	15

Spring Term

KPE280 Intro Athletic Training	(2)
KPE280L Intro Athletic Training Lab	(1)
WRI110 Freshman Composition	(5)
BIB101 Old Testament	(2)
HIS110 World Civilization I	(3)
ART100 Intro Art	(2)
	15

Sophomore Year

Fall Term

ATR294 Clinical Internship I	(3)
BIO130 Anatomy&Physiology I	(4)
HIS111 World Civilization II	(3)
SPA101 Elem Spanish I	(4)
MUH100 Intro Music	(2)
	16

Spring Term

ATR394 Clinical Internship II	(3)
BIO140 Anatomy&Physiology II	(4)
PED300 Optimal Health	(2)
SPA102 Elem Spanish II	(4)
ATR387 Assess Lower Extremity Pathology	(3)
	16

Junior Year

Fall Term

ATR293 Clinical Practicum I	(3)
KPE325 Structural Kinesiology	(2)
KPE327 Applied Biomechanics	(2)
ATR388 Assess Spine,Upper Ext Pathology	(3)
ATR410 Therapeutic Exercise	(3)
SOC101 Intro Sociology	(3)
	16

Spring Term

ATR393 Clinical Practicum II	(3)
KPE340 Exercise Physiology	(3)
ATR415 Therapeutic Mod/Pharm	(3)
Lit 203 World Lit	(3)
ATR385 Pathology Injury/Illness	(4)
OR	
ATR460 Management Allied Health	(3)
PED160 Golf	(1)
	16-17

Senior Year

Fall Term

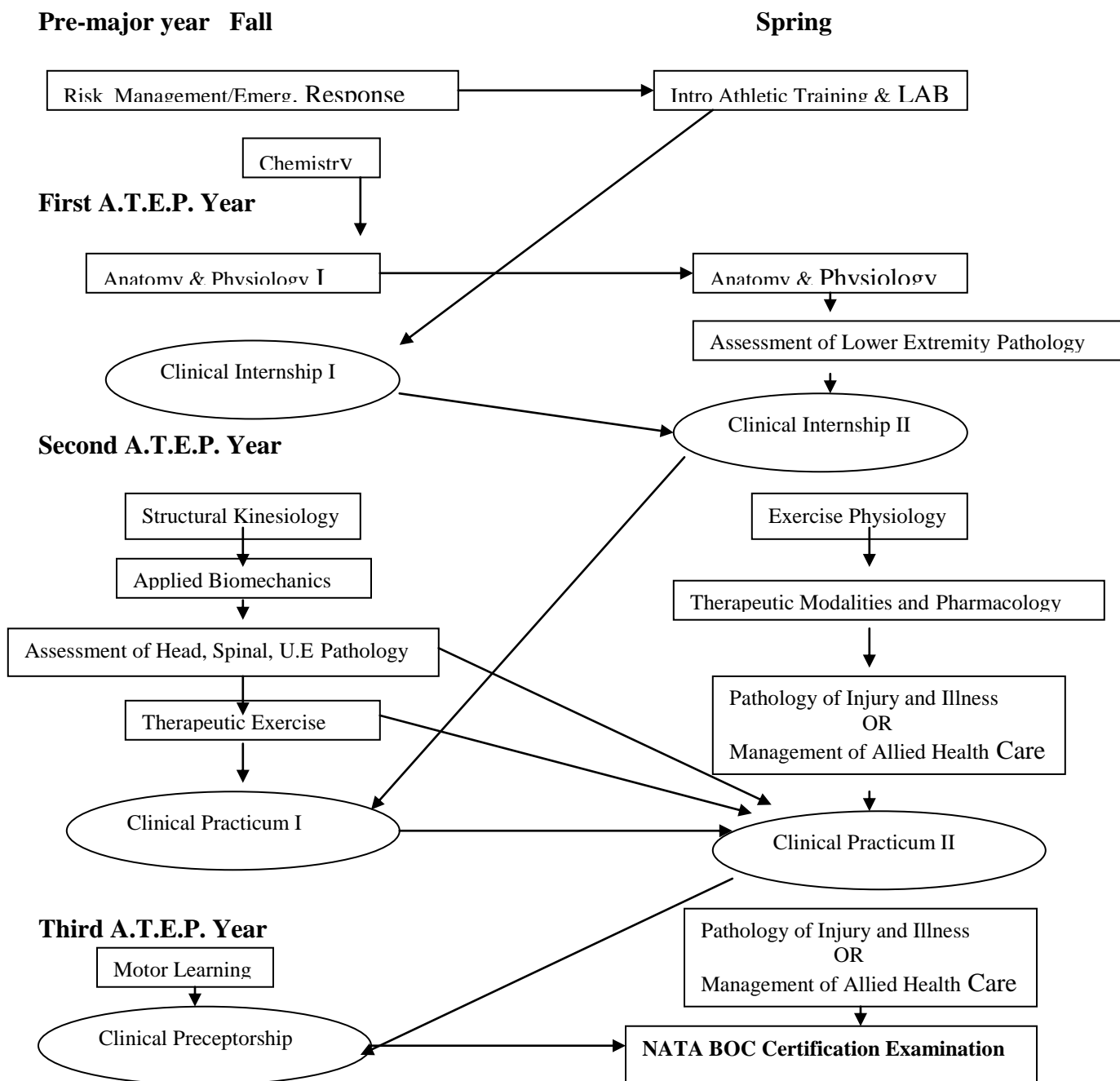
ATR493 Preceptorship	(3)
Elective	(3)
PHL201 Intro Philosophy	(3)
KPE312 Motor Learning	(3)
LIT206 Great Works in Literature	(2)
BIB102 New Testament	(3)
	17

Spring Term

ATR385 Pathology Injury/Illness	(4)
OR	
ATR460 Management Allied Health	(3)
KPE440 Measurement,Stats,Eval	(3)
THE306 Life of Holiness	(3)
MTH303 Problem Solving	(3)
Electives	(4)
	16-17

Academic Continuity and Learning Over Time

The NATA, through the work of the Education Council, has mandated that Athletic Training Education Programs shall provide opportunity for students to acquire educational competence and clinical proficiency to the degree of an entry level professional upon graduation. It is the educational competencies published in Athletic Training Educational Competencies that guide and comprise the course content in all Athletic Training courses at PLNU. The same publication lists the clinical competencies that Athletic Training students progressively learn and demonstrate during the three years of the major. The faculty is committed to promoting learning over time as concepts, skills and values are introduced and studied within classroom settings that are then practiced in laboratory settings prior to or concurrent with the clinical practice of those concepts, skills and appreciations. The learning progressions result in learning over time and reinforce student educational competence and clinical proficiency. The following schema demonstrates the flow of class to lab to clinic sequencing.



Evaluation of Student Academic and Clinical Achievement

Students are assessed throughout the educational process. In so doing valuable insights and feedback are provided the student, faculty, ACI's/Clinical Instructors and the administrators who oversee the A.T.E.P. Student achievement is measured using the following vehicles:

- Didactic course requirements
- Lab practical examinations
- Clinical skills assessments
- ACI assessment of ATS clinical performance and maturation
- Course grades
- Portfolio
- Mock certification examination in Clinical Preceptorship
- NATA-BOC examination
- Employer assessment

A.T.E.P. Medical Director,

Faculty/ACI's,

Clinical Instructors

David Chao MD Medical Director

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Orthopaedic Surgeon/Board Certified, Northwestern Memorial Hospital
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Dr. Chao is the medical director of the OASIS Medical Group which is a sportsmedicine group servicing numerous educational and professional based sports teams/entities including the San Diego Chargers and the X-Games. He is a leader in sports medicine in the United States with expertise and research in endoscopic ACL reconstruction, anatomic ACL tunnel placement, pain care use in shoulder surgery, healing in meniscus repair with MRI follow up and acute reduction in hip dislocation. He has been the team physician for PLNU athletics for five years. ATEP students in the clinic preceptorship course observe surgery and do orthopedic office observation with Dr. Chao serves as a Clinical Instructor for the A.T.E.P.

A.T.E.P. Faculty/ACI's

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M.S. Austin Peay State University

B.A. Azusa Pacific University

Professor Ganz teaches Management of Allied Health Care and is one of five Approved Clinical Instructors for the two Clinical Practicum courses. She is a perennial Athletic Trainer at the NAIA National Track Championships. Ms. Ganz is a regular on the Professional Rodeo circuit as an Athletic Trainer.

Athletic Training Service Assignment: Athletic Trainer

Leon Kugler Ph.D., ATC **Professor/Approved Clinical Instructor**

Email: lkugler@ptloma.edu

Telephone: 619-849-2376

Ph.D. University of Toledo

M.A. California State University, Los Angeles

A.B. Pasadena College

Dr. Kugler teaches courses in Structural Kinesiology, Applied Biomechanics, Assessment of Lower Extremity Pathology and Measurement, Statistics and Evaluation. Kug advises Athletic Training majors and Exercise Science majors. He serves as the institutional Clinical Instructor Educator. In alternate spring semesters he teaches an International Sports Medicine course that culminates in travel in Europe and annually supervises student experimental research. He is the institutional Certified Instructor Educator for clinical instructor training.

Athletic Training Service Assignment: Assistant Athletic Trainer

Jeff Sullivan Ph.D., ATC **Associate Professor/**

Email: jsullivan@ptloma.edu

Telephone: 619.849.2436

Ph.D.c Oregon State University

M.A. U of Oregon

B.S. Point Loma Nazarene University

Professor Sullivan has expertise in upper extremity pathology and the clinical arts. He teaches the Introduction of Athletic Training, co-teaches the courses Therapeutic Exercise and Therapeutic Modalities/Pharmacology and is one of two Approved Clinical Instructors for the two Clinical Practicum courses. He is currently doing research on post operative outcomes following thermal and open glenohumeral capsulorrhaphy.

Athletic Assignment: Assistant Athletic Trainer

Clinical Instructors

Shawna Baker M.A., ATC

M.A. University of Nevada-Las Vegas

B.A. Point Loma Nazarene University

Ms. Baker has a wealth of experience at the secondary and collegiate levels of athletic training. She is currently a Clinical Athletic Trainer at Ayub Physical Therapy where she serves as the Clinical Instructor for students in that rotation of the Clinical Preceptorship. She coordinates the Athletic Training services for ten high schools in southern San Diego County. She is the Head Athletic Trainer for Eastlake High School.

Shaun Young B.S., ATC, OTC, OPA-C

B.S. Brigham Young University

As an orthopedic surgical assistant and clinical Athletic Trainer at OASIS medical group Mr. Young mentors ATEP students enrolled in the OASIS Medical Group rotation in the Clinical Preceptorship course. He has a rich background in the care of athletes, having been an Athletic Trainer for the San Diego Chargers and an employee at OASIS Medical Group for five years. He is heavily involved as a wound specialist in the sport of boxing.

The hallmark of any A.T.E.P. is the faculty because they are the purveyors of knowledge, models of skill and clinical practice. The Medical Director, ACI's/Clinical Instructors are clinical professionals who contribute to the growth of students in the clinical courses of the academic major.

Policies and Procedures

Academic Advising

Each student is assigned an academic advisor who is a faculty member whose role it is to consult with the student on course progressions, general education issues and staying on track for graduation. In the middle of each term there is a university mandated pre-registration period during which all students meet individually with their advisor who, when the advising session is complete, clears the student for registration. The student registers on line after their established time to register. The advising session is a valued as a time to dialogue about academic and scheduling issues but also as a time for faculty member and student to speak of and understand the large issues of the student's life.

The Program Director advises all prospective students, pre-A.T.E.P. students and transfer students. The Program Director assigns students to the faculty members who serve as their advisors and provides in-service training for the faculty advisors. First year faculty members do not have an advising responsibility.

Student Health Policies

Technical Standards

The applicant and the current A.T.E.P. student alike must meet the following Technical Standards. The standards are in place to ensure that the student desiring to become a Certified Athletic Trainer is realistic in their career planning and has a high degree of probability for success in the profession. If a potential candidate or a student in the A.T.E.P. requires special accommodations this must be declared in the following form, which must be completed by all applicants to the A.T.E.P.

TECHNICAL STANDARDS FOR ADMISSION

The Athletic Training Education Program at Point Loma Nazarene University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Athletic Training Education Programs [CAATE]). All students admitted to the Athletic Training Educational Program must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the NATABOC certification exam.

CANDIDATES FOR SELECTION TO THE ATHLETIC TRAINING EDUCATIONAL PROGRAM MUST DEMONSTRATE:

- *The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;*
- *Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients;*
- *The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;*

- *The ability to record the physical examination results and a treatment plan clearly and accurately;*
- *The capacity to maintain composure and continue to function well during periods of high stress;*
- *The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced;*
- *Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;*
- *Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.*

Candidates for selection to the athletic training educational program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Academic Support Center will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Signature of Applicant

Date

Alternative statement for students requesting accommodations.

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact Patricia L. Curley, director of Special Academic Services to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Signature of Applicant

Date

Pre-admission Health Assessment

All applicants to the A.T.E.P. must have a Health Assessment completed by a physician or Physician's Assistant to determine the applicant's capacity to meet the Technical Standards. The PLNU A.T.E.P. schedules these assessments on the day of the applicant interviews at no cost to the applicants. Should an applicant be at a distance, which

precludes being physically present at the health assessment they may have a medical professional complete the health assessment and document the findings on the appropriate A.T.E.P. forms.

Chronic Lifetime Illness

Applicants with a chronic lifetime illness must disclose their condition at the time of their health screening. The medical professional shall use discretion about the impact of the condition on the student's potential clinical performance and about informing the Program Director. If the applicant cannot meet the Technical Standards they cannot be admitted to the A.T.E.P.

Acute Infectious Illness

Students doing pre-admission clinical observation or in a clinical course should not attend clinical sessions if their illness:

- Results in a fever over 101⁰
- Will be exacerbated by being in the clinic and physically active
- Jeopardize the health of clinical staff and clients

The student should communicate with their ACI or Clinical Instructor about the nature of their health issue. The student should take appropriate action to promote their recovery. Should the student need moral or physical support the A.T.E.P. faculty and/or students are available to assist.

Grievance Policy

When conflict arises between persons in the A.T.E.P. involving a student it is the expectation that all parties involved will attempt to resolve their differences in a poised, Christ-like manner. Should the grievance involve faculty or staff the university's grievance policy published in the faculty Handbook should be consulted.

In cases where resolution is not forthcoming the Program Director should be advised of the grievance. The Program Director will convene the parties involved and attempt to facilitate a resolution. Should the Program Director be the aggrieved or the aggravator the area Dean is consulted by the party wishing to cite a grievance.

If a satisfactory resolution of the grievance is not possible the Provost, the chief academic officer of the university, shall be consulted.

Work Policy

Students may work in Athletic Training service outside of the context of their clinical courses and as First Responders if the work does not jeopardize their academic performance or clinical maturation. All PLNU student employment policies and procedures apply to the A.T.E.P. student employee.

Provision for Services, Equipment and Supplies

Cost of Immunizations

Students are responsible for the costs of their own immunizations, the currency of which must be documented and on file in the Program Director's office

Costs of Transportation

The student is responsible for transportation and the costs associated with that transportation to clinical affiliate sites which utilized in the clinical courses. Students are encouraged to ride share and/or cost share

Required Clinical Clothing

Some required clinical clothing is provided for the ATS. In the spring semester decisions are made regarding the clothing required for the following fall semester. Students are notified as to the clothing that will be required, provided to all them and the optional clothing they may purchase. The Head Athletic Trainer is the administrator responsible the required clinical clothing. The Head Athletic Trainer serves of the institutional logo committee and consults her colleagues and students regarding style, size, required and optional clothing.

Education Equipment and Supplies

Students are required to acquire the daily supplies necessary to perform optimally according to their learning style. Notebooks, writing supplies, voice recorders, personal computer are their responsibility.

The university provides equipment and supplies necessary for classroom, lab and clinical success. CD-ROM tutorials, journals, educational videos and the equipment on which to run them are provided in the A.T. Study Center/Students office.

Should the student need access to educational, lab or clinical equipment or supplies for independent study they may ask their ACI or the Program Director for access.

Students express their adherence to the mission of the program and the code of conduct by caring for and returning equipment appropriately.

Equipment Policies and Documentation

CPR/First Aid equipment and supplies are inventoried and maintained by the professor of the Risk Management and Emergency Response course.

The Head Athletic Trainer is responsible for contracting for the calibration and maintenance of the equipment in the PLNU Athletic Training Clinic. All documentation of calibration and maintenance is kept in the Athletic Training Clinic where the Head Athletic Trainer and the Program Director may access the records.

Access to Students Records

Only those faculty and staff who serve the student as university administration, faculty members, A.T.E.P. Director, academic advisor, university Records Office staff or Departmental Assistant have access to a student's records. None of these persons shall provide nor divulge student's information without the permission of the student.

Program Evaluation Policies

Student Performance as Program Evaluation

Students are our product, our most valued constituency. Student performance didactically and clinically is a key indicator of the viability of the A.T.E.P.

Formative evaluations in the courses of the A.T.E.P. and summative evaluations like the mock examination and the actual NATABOC certification examination are utilized along with the items below to assess the viability of the A.T.E.P.

Evaluation of Courses and Their Professors

Every didactic course and the professors who teach them are evaluated by students for value to their growth and contemporaneousness. This evaluation is takes place at the end of each course on a form universally used in the Department of Kinesiology. It is completed by the student with the professor out of the room, collected by a student and delivered to the Department Assistant. The Program Director and Department Chair read all of these evaluations, create a synopsis and present the results to and dialogue with the professor about effective performance and areas that can be adjusted.

The university wide professorial evaluation system involves the following assessment designed to keep program quality high by promoting faculty quality:

- Evaluation by students on the *IDEA*TM or *SIR*TM formats
- Peer evaluations
- Self and Department Chair evaluations

Evaluation of ACI's and Clinical Instructors

Students, utilizing an A.T.E.P. specific format administered similarly to the departmental assessment mentioned above, evaluate their clinical instructors at the conclusion of each clinical course.

Student Evaluation of the A.T.E.P.

In The final year of the program students evaluate the various facets of the A.T.E.P.

Alumni Evaluation of the A.T.E.P.

Immediately following the completion of the NATABOC Certification Examination alumni are invited to do an in-depth evaluation of the various facets of the A.T.E.P.

Evaluation of the Program Director

The Athletic Training faculty, Department Chair and the Dean of Social Science and Professional Studies assess the performance of the Program Director.

Program Director Assessment of the A.T.E.P.

Annually the Program Director provides the departmental and university administration an assessment of the viability of the A.T.E.P.

Departmental Review

Every three years the Department of Kinesiology performs a review in which consultants assist in assessing the effectiveness of the educational program.