



Department of Kinesiology  
ATR 291: Clinical Internship II  
Course Credit Hours: 3 Units

Spring 2018

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| <b>Meeting days:</b> Monday             | <b>Instructor title and name:</b><br>Ryan Nokes, MA, ATC<br>Nicole Cosby, PhD, ATC   |
| <b>Meeting times:</b> 6:30 pm – 8:20 pm | <b>Phone:</b> (559) 901-7021   |
| <b>Meeting location:</b> KIN 2          | <b>E-mail:</b><br><a href="mailto:rnokes@pointloma.edu">rnokes@pointloma.edu</a><br><a href="mailto:ncosby@pointloma.edu">ncosby@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

This course aims to provide you with an in-depth study and eventual mastery of the knowledge and skills you will need as a health professional in the specific area of the lower extremity. This course is designed to continue to build upon the practical and clinical skill set that our students will need to continue to treat, evaluate and manage athletic injuries in the clinical setting. In the process, you will develop an emerging mastery of the Educational Competencies of the NATA's Educational Council (See Appendix D for details on these Competencies in preparation for the Board of Certification Examination for Athletic Trainers)

To be successful in this course, students must take ownership of learning materials that might seem very interesting, but will help them grow and develop clinicians that take a multifaceted approach to patient evaluation and treatment.

### STUDENT LEARNING OUTCOMES

1. Students will perform at an "autonomous" level on proficiency testing as evaluated by their Athletic Training Preceptor
2. Students will receive 85% or better during evaluations with Approved Clinical Instructor in the areas of personal performance, education competence, psychomotor skill and clinical proficiency
3. Students will be able to perform assessment/diagnostic techniques for a lower extremity examination, including: assessment of lower extremity spinal nerves and peripheral nerves using dermatomes, myotomes and reflex testing
4. Students will be able to identify the anatomical parts of a goniometer and will be able to describe the normative range of motion values for the: foot/ankle, knee and hip.
5. Students will be able to observe and identify the clinical s/s associated with lower extremity injuries, this will include but not be limited to:

- a. Using a goniometric assessment to determine pathological ranges of motion at the foot/ankle, knee and hip
  - b. Using lower extremity manual muscle testing to rule out muscular pathologies
  - c. Performing patient evaluations and being able to determine the pathology based on a differential diagnosis
6. Students will be able to input and utilize the injury tracking software in the Point Loma Nazarene University athletic training room

### 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**

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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**

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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.

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## FERPA POLICY

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.

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## COPYRIGHT POLICY

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.

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## ATTENDANCE AND PARTICIPATION

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.

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## FINAL EXAMINATION POLICY

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.

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## 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 ATTITUDE (Think positively)
- o APPROACH (Work smart)

## ***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 ASSESSMENT**

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#### **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 Thursday. **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.**

At least 24 hours 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)**

The continuity of the student's learning and adequate care of the athlete is dependent, in large measure, on the clinical performance of the athletic training student. This is a great opportunity to work hands on with collegiate athletes under the supervision of a Certified Athletic Trainer as well as refining and learning new skills by working in the PLNU Athletic Training Clinic. An eager, cheerful, cooperative attitude and an expectancy to contribute to the health care of athletes are vital. Students will be evaluated on clinical preparation and performance at mid semester and the end of the semester. In order to ensure that we are all on the same page the following standards have been set for the clinical component and experience:

##### **High School Rotation:**

Students will work hands on with high school athletes at Point Loma, Sweetwater or Helix High Schools, under the supervision of a Certified Athletic Trainer. Hours will include clinic and game coverage. **A total of 6-8 hours per week will be required of the athletic training student.**

**PLNU Clinic Rotation:**

Students will work hands on with collegiate athletes in the Point Loma Nazarene University athletic training clinic under the supervision of the athletic training staff. Hours will include clinic and game coverage. **A total of 4-6 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 has to miss a day the student is required to make up those missed hours.

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

In the event that you become sick or unable to make your shift and the schedule has been published it is the student's responsibility to have their clinical shift covered by a peer. Please do not email or text your clinical preceptors the night before. If you are not here, we will assume you got it covered! If the absence is unexcused, 10 points will be subtracted from your active participation grade.

During game days students should collaborate with their assigned preceptor to learn game day set up and have their preceptor teach them what works for their teams.

**Dress Code**

- ✓ Professional dress is required
- ✓ All clothing must be clean and free of wrinkles
- ✓ PLNU or PLHS/Helix t-shirts and polos may be worn at the high schools
- ✓ Shirts must be tucked in (unless fitted)
- ✓ Pants/shorts must be worn in clinic (khaki, gray, black, navy or olive). Jeans (of any color) are NEVER allowed
- ✓ Under shirts should match school colors
- ✓ If your shirt is tucked in and your pants have belt loops, wear a belt
- ✓ Hats are allowed only if it is a PLNU logo or if solid with school colors
- ✓ All shoes must be clean, comfortable, and closed toed.
- ✓ *Game days:* A PLNU polo or high-school specific t-shirt will be worn at games with appropriate pants/shorts and closed toed shoes.

*Every time you come to clinical or a game improperly dressed you will be docked participation points and will be dismissed from clinical that day.*

### **3. Clinical Performance Assessments (4x50 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 your preceptor twice a semester to discuss their clinical experience, academic goals, and life of course!!! (See tentative schedule for dates)

### **5. Journaling (6x25 pts each)**

The journal is an opportunity to chronicle and present your achievements and experiences realized during the term. The journal has two components 1) log of your 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 2 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. ATS Evaluation (25 pts)**

You will be required to submit a copy of a signed (with your initials) new-injury & follow-up evaluation using the ATS software. You can either complete the evaluation on your own, or scribe for a junior or senior athletic training student.

### **8. Goals/Self-Evaluation (2x25 pts each)**

The importance of setting and realizing goals cannot be overstated as you progress through this clinical practicum. You will begin the semester by completing a self-assessment and defining three goals that you wish to attain this semester. The self-assessment and goal list will be sent to your clinical preceptor so they can help you accomplish those goals.

As you set your goals for the semester, please remember the following: be SMART.

S = Specific

M = Measurable

A = Achievable

R = Realistic

T = Time-oriented

At the end of the semester, you will write a brief reflection on how you feel you have progressed towards your goals. Discuss your strengths and weaknesses in both the clinic and the classroom. In addition, discuss areas you hope to improve on for the next semester.

**9. Case Study: Rough Draft (1x50 pts), Final Draft (150 points), Presentation (100 pts)**

You will be required to complete a Case Study on a pre-selected topic. You will write a brief research paper on your topic. The Case Study will consist of four sections: introduction, clinical presentation, 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 Case Study must follow AMA guidelines. Guidelines and instructions will be given in class. You will be required to submit one rough draft before the final draft is due.

## ASSESSMENT AND GRADING

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

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| 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 (6x25)           | 150 points         |
| Peer Evaluation (2x50)                      | 100 points         |
| ATS Evaluation                              | 25 points          |
| Goals/Self-Evaluation (2x25)                | 50 points          |
| Clinical Case Study – Rough Draft           | 50 points          |
| Clinical Case Study – Final Draft           | 150 points         |
| Clinical Case Study – Presentation          | 100 points         |
| Proficiency Deadlines (4x50)                | 200 points         |
| Proficiencies ( <b>Pass or Fail grade</b> ) | 75 points          |
| <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

|                 | Date                    | Material  | Assignment Due  |
|-----------------|-------------------------|---|---|
| <b>Week 1:</b>  | <b>Tues, Jan 9</b>      | Syllabus Overview<br>PLNU Clinic Orientation<br>PLHS/Helix/Castle Park Clinic Orientation   |   |
| <b>Week 2:</b>  | <b>Mon, Jan 15</b>      | <b>No Class – MLK Day</b>   | <ul style="list-style-type: none"> <li>Beginning of Semester Goals/Self-Evaluation (F)</li> </ul>   |
| <b>Week 3:</b>  | <b>Mon, Jan 22</b>      | Introduction to Evidence Based Medicine   | <ul style="list-style-type: none"> <li><b>Proficiency Deadline #1: 3 autonomous, 5 total (F)</b></li> <li>Journal #1 (F)</li> </ul>                                       |
| <b>Week 4:</b>  | <b>Mon, Jan 29</b>      | Introduction Rehabilitation Concepts  |   |
| <b>Week 5:</b>  | <b>Mon, Feb 5</b>       | Introduction Goniometry   | <ul style="list-style-type: none"> <li>Journal #2 (F)</li> </ul>  |
| <b>Week 6:</b>  | <b>Mon, Feb 12</b>      | Clinical Case Studies: Ultrasound/E-stim  |   |
| <b>Week 7:</b>  | <b>Mon, Feb 19</b>      | *** <i>Mid Semester Meetings</i> ***<br>Clinical Case Studies: Foot/Ankle                   | <ul style="list-style-type: none"> <li><b>Proficiency Deadline #2: 15 autonomous, 25 total (F)</b></li> <li>Peer Evaluation #1 (F)</li> </ul>                             |
| <b>Week 8:</b>  | <b>Mon, Feb 26</b>      | Evidence Based Approach to Joint Mobilizations  | <ul style="list-style-type: none"> <li>Journal #3 (F)</li> </ul>  |
|                 | <b>Mon, March 5</b>     | <b>Spring Break</b>   |   |
| <b>Week 9:</b>  | <b>Mon, March 12</b>    | Clinical Case Studies: Knee   | <ul style="list-style-type: none"> <li>Case Study Rough Draft (F)</li> </ul>  |
| <b>Week 10:</b> | <b>Mon, March 19</b>    | Evidence Based Approach to Pharmacology   | <ul style="list-style-type: none"> <li>Journal #4 (F)</li> </ul>  |
| <b>Week 11:</b> | <b>Mon, March 26</b>    | Clinical Case Studies: Lumbar Spine/SI Joint  | <ul style="list-style-type: none"> <li><b>Proficiency Deadline #3: 30 autonomous, 45 total (F)</b></li> </ul>   |
| <b>Week 12:</b> | <b>Mon, April 2</b>     | <b>No Class - Easter Break</b>  | <ul style="list-style-type: none"> <li>Journal #5 (F)</li> </ul>  |
| <b>Week 13:</b> | <b>Mon April 9</b>      | Evidence Based Approach to Kinesio Tape   |   |
| <b>Week 14:</b> | <b>Mon, April 16</b>    | Weight Lifting Techniques (AM class - TBD)  | <ul style="list-style-type: none"> <li><b>Proficiency Deadline #4: 45 autonomous, 50 total (F)</b></li> <li>Peer Evaluation #2 (F)</li> <li>ATS Evaluation (F)</li> </ul> |
| <b>Week 15:</b> | <b>Mon, April 23</b>    | *** <i>End of Semester Meetings</i> ***<br>Case Study Poster Presentations (AM class - TBD) | <ul style="list-style-type: none"> <li>Case Study: Final Draft (TBD)</li> <li>Journal #6 (F)</li> <li>End of Semester Goals/Self-Evaluation (F)</li> </ul>                |
| <b>Week 16:</b> | <b>April 30 – May 4</b> | <b>Finals Week</b>  | <ul style="list-style-type: none"> <li><b>All Proficiencies Autonomous by May 4<sup>th</sup></b></li> </ul>   |

## COURSE COMPETENCIES

| Code                                  | Description  |
|---------------------------------------|--|
| <b>ATR 291 Clinical Internship II</b> |  |
| CE-4                                  | Describe the principles and concepts of body movement, including normal osteokinematics and arthrokinematics.  |
| CE-9                                  | Identify functional and patient-centered quality of life outcome measures appropriate for use in athletic training practice.   |
| CE-12                                 | Apply clinical prediction rules (eg, Ottawa Ankle Rules) during clinical examination procedures.   |
| 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-15                                 | Demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses.  |
| CE-17                                 | Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions.  |
| CE-18                                 | Incorporate the concept of differential diagnosis into the examination process.  |
| 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-20b                                | inspection/observation   |
| CE-20c                                | palpation  |
| CE-20d                                | functional assessment  |
| CE-20e                                | selective tissue testing techniques / special tests  |
| CE-20f                                | neurological assessments (sensory, motor, reflexes, balance, cognitive function)   |
| CE-21                                 | Assess and interpret findings from a physical examination that is based on the patient's clinical presentation.<br>This exam can include:  |
| CE-21a                                | Assessment of posture, gait, and movement patterns   |
| CE-21c                                | Muscle function assessment   |
| CE-21d                                | Assessment of quantity and quality of osteokinematic joint motion  |
| CE-21e                                | Capsular and ligamentous stress testing  |
| CE-21f                                | Joint play (arthrokinematics)  |
| CE-21g                                | Selective tissue examination techniques / special tests  |
| CE-21h                                | Neurologic function (sensory, motor, reflexes, balance, cognition)   |
| CIP-4                                 | Perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes |

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|        | measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.  |
| CIP-4b | lower extremity   |
| 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). |
| 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-18 | Explain strategies for communicating with coaches, athletes, parents, administrators, and other relevant personnel regarding potentially dangerous conditions related to the environment, field, or playing surfaces.   |
| 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.   |