ATR690: Clinical Internship I

Dates: 8/27/18 - 12/14/18

Meeting Day/Time: Tuesday, 9:30am - 11:20am

Location: Mission Valley, Room 201

Credit Hours: 3

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.

INSTRUCTOR INFORMATION

Professor Ryan Nokes

Email:

rnokes@pointloma.edu

Phone:

559-901-7021

Dr. Susan Ganz

Email:

sganz@pointloma.edu

Phone:

619-701-2567

COURSE DESCRIPTION

This is the first of five sequential clinical education courses. The aim of this course is to equip students who are pursuing a career in Athletic Training with the basic knowledge and skills required to begin the work of caring for the physical and mental needs of the physically-active. In the process, you will develop an emerging mastery of the Educational Competencies of the NATA's Educational Council. In addition, there will be instruction and supervision in the clinical aspects of Athletic Training by a Certified Athletic Trainer/Clinical Preceptor in an off-campus setting. This course places an emphasis on emergency response, extreme weather, environmental conditions, pre-participation examinations/disqualifying conditions, prophylactic taping, and protective equipment.

INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. **Learning, Informed by our Faith in Christ**
   Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, In a Christ-Centered Faith Community**
   Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.
3. **Serving, In a Context of Christian Faith**
   Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

The Point Loma Nazarene University MS-AT graduate will be able to:

1. Demonstrate competency in interpreting evidence-based research and improving clinical standards and practice through clinical question development and research methodology.
2. Develop expertise in the athletic training domains through an integrative experiential clinical model.
3. Demonstrate the appropriate knowledge and educational foundation required for an entry-level Certified Athletic Trainer.
4. Establish and understand the importance of inter-professional relationships, while collaborating with other health care professionals to become effective communicators.
5. Demonstrate preparation, knowledge and skill in the delivery of comprehensive health care to a diverse set of patients with musculoskeletal injuries and conditions and illnesses in a distinctly moral and ethical manner, integrating Christian faith with clinical practice.

COURSE LEARNING OUTCOMES (CLO)

The following learning outcomes will be achieved by students in this course:

1. Design and implement an emergency action plan during life-threatening or catastrophic injury situations.
2. Demonstrate the appropriate use of aseptic or sterile techniques, approved sanitation methods, and universal precautions for the cleansing and dressing of wounds.
3. Design and implement the recommended or required components of a pre-participation examination designed to assess for disqualifying conditions.
4. Uphold accepted guidelines, recommendations, and policy and position statements of applicable governing agencies related to activity during extreme weather conditions and environmental conditions.
5. Implement principles and concepts related to prophylactic taping, wrapping and bracing.
6. Apply the basic principles associated with the use of protective equipment in contact sport athletes.

CREDIT HOUR INFORMATION

Clinical Course Credit Hour Policy

Each clinical course within the athletic training program is worth 3 units of credit. See below for course credit hour and clinical hour expectations:

1 course credit hour = 75 - 149 hours of clinical experience
2 course credit hours = 150 - 224 hours of clinical experience
3 course credit hours = 225 - 299 hours of clinical experience
4 course credit hours = 300 - 375 hours of clinical experience

Each clinical course syllabi have specific clinical hour policies and expectations regarding the completion of these clinical hours. Please see course syllabus for more information. See clinical education progression for more details on clinical education hour requirements.

REQUIRED TEXT & RECOMMENDED RESOURCES

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

ASSESSMENT AND GRADING

Grading Points (assignments and points are subject to change throughout the semester)

Course Assignments	Points
Clinical Education Proficiency Deadlines (3 @ 50pts each & 4th @100 pts)	250
Final Lab Practical	200

Clinical CASE Report Poster Presentation & Abstract	200
Weekly Journals (14 @ 10 pts each)	140
Taping Lab Practical	100
Discussion Board Posts (4 @ 25pts each)	100
Peer Evaluations (2 @ 50 pts each)	100
Monthly Reflections (3 @ 20 pts each)	60
Mini Clinical Assignments (6 @ 10pts each)	60
NATA Concussion Position Statement Summary & Reflection	50
Preceptor Evaluations (2 @ 25 pts each)	50
Taping vs. Bracing Position Statement	50
PSA: Protective Equipment in High School Football	25
Total Course Points	1385

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	**B**	**C**	**D**	**F**
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Students must complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of "C" in each course and an overall 2.00 grade point average.

CLINICAL ROTATION REQUIREMENTS

Students will participate in hands on learning experiences with high school athletes under the supervision of a certified athletic trainer at various high schools around San Diego County. Clinical hours will include covering clinic days, practice days, game days, and any other experiences that clinical preceptors deem beneficial to student learning. **A total of 225-299 clinical hours for the entire semester is required of the athletic training student.**

Transportation to the clinical site is the responsibility of the individual student as stipulate in the university catalog and the ATP student handbook. Consider organizing car pools. Transportation problems will not be seen as a reason for excused absences from clinical rotations.

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

All students are required to stay until the end of afternoon athletic events. This may vary week-to-week and students should plan accordingly. In addition, students should expect to attend every Friday night football game unless otherwise told.

All students are required to follow the dress code established by the ATP student handbook and requirements set during the ATP clinical orientation at the beginning of the semester.

Clinical Hour Grading – 200 points

Clinical Hours	*Points*
225-249 hours	160
250-274	180
274-299	200

ASSIGNMENTS

See assignment tab in canvas for list & descriptions.

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 can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Graduate and Professional Studies Catalog for additional detail.

Students taking hybrid/blended courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course and attending face-to-face class meetings. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days in the online course may be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days in the online course or face-to-face sessions will be dropped from the course retroactive to the last date of recorded attendance.

LATE ASSIGNMENTS

All assignments are to be submitted by the due dates posted. There will be a 20% reduction of possible points for each day an assignment is late. If missing assignments result in your failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in

addition to the loss of points for missing work. Unless otherwise noted by your professor: No assignments will be accepted after midnight on Sunday night, the last day of class.

While there are due dates for weekly assignments, you are welcome to post your work earlier in the week. In our discussions, late work means that others may not have the opportunity to respond to your comments. It also means that you will not have the benefit of as much interaction with other students as you will have if your assignment is posted on time. If you know you will be away on the day your assignment is due, please post your work before you leave.

Assignments will be considered late if posted after midnight Pacific Standard Time on the day they are due.

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.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated 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. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. 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." *See Academic Policies for full text*.

ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact the Center for Student Success (CSS) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619.563.2810. You may also ask your academic advisor or program director for any additional accommodation information.

SPIRITUAL CARE

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Mission Valley campus we have an onsite chaplain who is available during class break times across the week. If students have questions, a desire to meet with the chaplain or have prayer requests you can send an email to gradchaplainmissionvalley@pointloma.edu.

In addition there are resources for your Christian faith journey available at: http://www.pointloma.edu/experience/faith/graduate-student-spiritual-life

FERPA POLICY

As a student at Point Loma, you have a legal right to privacy as outlined in the federal FERPA (Family Educational Rights and Privacy Act) legislation. If I post grades or return assignments, I'll do so in a way that does not publicly reveal your name, PLNU student ID, or social security number without your written permission. *See Policy Statements for full text.*

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**.

INFORMATION LITERACY

The curriculum of the MS-AT is designed so that you develop skills in scientific writing, performing statistical analysis of data, reading and critically appraising primary literature, and incorporating current best evidence into your professional practice. Not all information is equally sound or applicable to your practice. Various assignments within this course are designed to accomplish the goal of informational literacy—to evaluate the validity and importance of information obtained from any source and use the information appropriately to solve relevant problems. These assignments include: SPSS Output Reports, in-class article discussions, in-class discussion of experimental design, review of the literature related to your proposal, presentation of proposal. We will regularly direct you to the Ryan Library to accomplish these assignments

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements page. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

If you do need technical help, you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus helpdesk (619-849-2222).

Course Schedule

Week	Topics
1	Lower Extremity Taping & Bracing Techniques
2	Upper Extremity Taping & Bracing Techniques
3	Protective Equipment

4	Taping & Protective Equipment Lab Practical
5	Emergency Action Plan, Primary Survey, Secondary Survey
6	Wound Care & Universal Precautions
7	Splinting & Crutch Fitting Techniques
8	Spine Boarding
9	Cardiovascular Emergencies
10	Airway & Respiratory
11	General Emergencies
12	Trauma Emergencies & Special Populations
13	Emergency Response Scenarios Part 1
14	Emergency Response Scenarios Part 2
15	Inclement Weather & Environmental Conditions
16	Final Case Study Presentations

Course Competencies

No	Competency
PHP-7	Implement disinfectant procedures to prevent the spread of infectious diseases and to comply with Occupational Safety and Health Administration (OSHA) and other federal regulations.
PHP-10	Explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss.
PHP-11	Explain the principles of environmental illness prevention programs to include acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration status, and environmental assessment (eg, sling psychrometer, wet bulb globe temperatures [WBGT], heat index guidelines).
PHP-12	Summarize current practice guidelines related to physical activity during extreme weather conditions (eg, heat, cold, lightning, wind).
PHP-13	Obtain and interpret environmental data (web bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make clinical decisions regarding the scheduling, type, and duration of physical activity.
PHP-17a	Cardiac arrhythmia or arrest
PHP-17c	Traumatic brain injury
PHP-17d	Exertional heat stroke
PHP-17g	Anaphylactic shock
PHP-17h	Cervical spine injury
PHP-17i	Lightning strike
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-20	Summarize the basic principles associated with the design, construction, fit,maintenance, and reconditioning of protective equipment, including the rules and regulations established by the associations that govern its use.

No	Competency
PHP-21	Summarize the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints.
PHP-22	Fit standard protective equipment following manufacturer's guidelines.
PHP-23	Apply preventive taping and wrapping procedures, splints, braces, and other special protective devices.
CE-15	Demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses.
CE-16	Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions.
CE-20a	history taking
CE-20f	neurological assessments (sensory, motor, reflexes, balance, cognitive function)
CE-20h	circulatory assessments (pulse, blood pressure, auscultation)
CE-21h	Neurologic function (sensory, motor, reflexes, balance, cognition)
CE-21i	Cardiovascular function (including differentiation between normal and abnormal heart sounds, blood pressure, and heart rate)
CE-21p	Other assessments (glucometer, temperature)
CE-23	Describe current setting-specific (eg, high school, college) and activity-specific rules and guidelines for managing injuries and illnesses.
AC-1	Explain the legal, moral, and ethical parameters that define the athletic trainer's scope of acute and emergency care.
AC-2	Differentiate the roles and responsibilities of the athletic trainer from other pre-hospital care and hospital-based providers, including emergency medical technicians/ paramedics, nurses, physician assistants, and physicians.
AC-3	Describe the hospital trauma level system and its role in the transportation decision-making process.

No	Competency
AC-4	Demonstrate the ability to perform scene, primary, and secondary surveys.
AC-5	Obtain a medical history appropriate for the patient?s ability to respond.
AC-6	When appropriate, obtain and monitor signs of basic body functions including pulse, blood pressure, respiration, pulse oximetry, pain, and core temperature. Relate changes in vital signs to the patient's status.
AC-7	Differentiate between normal and abnormal physical findings (eg, pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology.
AC-8	Explain the indications, guidelines, proper techniques, and necessary supplies for removing equipment and clothing in order to access the airway, evaluate and/or stabilize an athlete's injured body part.
AC-9	Differentiate the types of airway adjuncts (oropharygneal airways [OPA], nasopharyngeal airways [NPA] and supraglottic airways [King LT-D or Combitube]) and their use in maintaining a patent airway in adult respiratory and/or cardiac arrest.
AC-10	Establish and maintain an airway, including the use of oro- and nasopharygneal airways, and neutral spine alignment in an athlete with a suspected spine injury who may be wearing shoulder pads, a helmet with and without a face guard, or other protective equipment.
AC-11	Determine when suction for airway maintenance is indicated and use according to accepted practice protocols.
AC-12	Identify cases when rescue breathing, CPR, and/or AED use is indicated according to current accepted practice protocols.
AC-13	Utilize an automated external defibrillator (AED) according to current accepted practice protocols.
AC-14	Perform one- and two- person CPR on an infant, child and adult.
AC-15	Utilize a bag valve and pocket mask on a child and adult using supplemental oxygen.
AC-16	Explain the indications, application, and treatment parameters for supplemental oxygen administration for emergency situations.
AC-17	Administer supplemental oxygen with adjuncts (eg, non-rebreather mask, nasal cannula).
AC-18	Assess oxygen saturation using a pulse oximeter and interpret the results to guide decision making.

No	Competency
AC-19	Explain the proper procedures for managing external hemorrhage (eg, direct pressure, pressure points, tourniquets) and the rationale for use of each.
AC-20	Select and use the appropriate procedure for managing external hemorrhage.
AC-21	Explain aseptic or sterile techniques, approved sanitation methods, and universal precautions used in the cleaning, closure, and dressing of wounds.
AC-22	Select and use appropriate procedures for the cleaning, closure, and dressing of wounds, identifying when referral is necessary.
AC-23	Use cervical stabilization devices and techniques that are appropriate to the circumstances of an injury.
AC-24	Demonstrate proper positioning and immobilization of a patient with a suspected spinal cord injury.
AC-25	Perform patient transfer techniques for suspected head and spine injuries utilizing supine log roll, prone log roll with push, prone log roll with pull, and lift-and-slide techniques.
AC-26	Select the appropriate spine board, including long board or short board, and use appropriate immobilization techniques based on the circumstance of the patient's injury.
AC-27	Explain the role of core body temperature in differentiating between exertional heat stroke, hyponatremia, and head injury.
AC-28	Differentiate the different methods for assessing core body temperature.
AC-29	Assess core body temperature using a rectal probe.
AC-30	Explain the role of rapid full body cooling in the emergency management of exertional heat stroke.
AC-34	Explain the importance of monitoring a patient following a head injury, including the role of obtaining clearance from a physician before further patient participation.
AC-35	Demonstrate the use of an auto-injectable epinephrine in the management of allergic anaphylaxis. Decide when auto-injectable epinephrine use is warranted based on a patient's condition.
AC-36a	sudden cardiac arrest

No	Competency
AC-36b	brain injury including concussion, subdural and epidural hematomas, second impact syndrome and skull fracture
AC-36c	cervical, thoracic, and lumbar spine trauma
AC-36d	heat illness including heat cramps, heat exhaustion, exertional heat stroke, and hyponatremia
AC-36g	internal hemorrhage
AC-36j	systemic allergic reaction, including anaphylactic shock
AC-36k	epileptic and non-epileptic seizures
AC-36l	shock
AC-36m	hypothermia, frostbite
AC-36n	toxic drug overdoses
AC-36o	local allergic reaction
AC-37	Select and apply appropriate splinting material to stabilize an injured body area.
AC-38	Apply appropriate immediate treatment to protect the injured area and minimize the effects of hypoxic and enzymatic injury.
AC-39	Select and implement the appropriate ambulatory aid based on the patient?s injury and activity and participation restrictions.
AC-40	Determine the proper transportation technique based on the patient?s condition and findings of the immediate examination.
AC-41	Identify the criteria used in the decision-making process to transport the injured patient for further medical examination.

No	Competency
AC-42	Select and use the appropriate short-distance transportation methods, such as the log roll or lift and slide, for an injured patient in different situations.
AC-43	Instruct the patient in home care and self-treatment plans for acute conditions.
TI-16	Fabricate and apply taping, wrapping, supportive, and protective devices to facilitate return to function.
TI-19	Identify manufacturer, institutional, state, and/or federal standards that influence approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment.
TI-20	Inspect therapeutic equipment and the treatment environment for potential safety hazards.
HA-11	Use contemporary documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members.
HA-16	Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infectious diseases, and discuss how they apply to the practicing of athletic training.
HA-19	Identify components of a risk management plan to include security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.
HA-20	Create a risk management plan and develop associated policies and procedures to guide the operation of athletic training services within a healthcare facility to include issues related to security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.
HA-21	Develop comprehensive, venue-specific emergency action plans for the care of acutely injured or ill individuals.
HA-24	Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics.
HA-29	Explain typical administrative policies and procedures that govern first aid and emergency care.
PD-9	Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
CIP-2	Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.
CIP-6	Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment,

No	Competency
	diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).