

# POINT<sup>19</sup> LOMA<sup>02</sup>

NAZARENE UNIVERSITY

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|  <p><b>POINT LOMA</b><br/>NAZARENE UNIVERSITY</p> | <p><b>COLLEGE OF HEALTH SCIENCES</b></p> <p>ATR6093 - Clinical Practicum I<br/>(3-units)</p> <p><b>Course Information</b></p> <p>Friday<br/>7:00am - 8:50am</p> |
| <p>Fall 2024</p>   |   |

## INSTRUCTOR INFORMATION

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| <p><b>Instructor:</b> Ross Brunett, DPT, PT, ATC</p> <p><b>Email:</b> <a href="mailto:rbrunett@pointloma.edu">rbrunett@pointloma.edu</a></p> <p><b>Office Hours:</b> By appointment only</p> |
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## 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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## COURSE DESCRIPTION

This is the fourth 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 care for the physical and mental needs of the physically active. In the process, students will develop an emerging mastery of the Educational Standards established by the Commission on Accreditation of Athletic Training Education (CAATE). In addition, there will be instruction and supervision in an off-campus clinical setting by a Clinical Preceptor. This course places an emphasis on upper extremity evaluation and MSK summative OSCE evaluations.

## PROGRAM LEARNING OUTCOMES

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

1. Demonstrate the knowledge and skills required to become a certified athletic trainer.
2. Critically evaluate and integrate the best available evidence for clinical decision-making.
3. Deliver new evidence that is intended to change clinical practice in various healthcare communities through scholarly research presentations and symposiums.
4. Describe the importance of collaborating with multiple healthcare professionals and diverse patient populations to improve patient care.
5. Demonstrate preparedness for their vocation and calling.

### **COURSE LEARNING OUTCOMES**

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

1. Apply the principles of hypothetico-deductive clinical reasoning to the subjective evaluation process by using clinical pattern recognition, current evidence in literature and the patient's perspective to create and siphon differential diagnoses. This will apply to patients with musculoskeletal, neuromuscular injuries in the lower extremity, upper extremity, spine, head, or mild traumatic brain injuries. (CAATE#65,66,71,76)
2. Implement the principles of hypothetico-deductive clinical reasoning to the objective evaluation process by applying current evidence in literature towards clinical pattern recognition, test item clusters, and diagnostic validity and reliability of commonly used tests and measures. This will apply to the siphoning of differential diagnoses for patients with musculoskeletal, neuromuscular injuries in the lower extremity, upper extremity, spine, head, or mild traumatic brain injuries. (CAATE#65,66,71,76)
3. Demonstrate an understanding of the referral process as a first responder by accurately determining where and when to appropriately refer patients based on their clinical presentation and suspected diagnoses. (CAATE#59,61,65,66)
4. Utilize evidence based practice in patient evaluations, evaluate one's own clinical skill development and patient evaluation techniques to drive individualized professional development. (CAATE#65,67)
5. Engage in intraprofessional dialogue, peer critique and appraisal regarding high complexity patient cases from the students' clinical setting in an ethical and HIPAA compliant manner to create a collaborative learning and treatment model. (CAATE#59,61,65,66)

### **CAATE Standards**

1. **Standard 59** - Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.
2. **Standard 61** - Practice in collaboration with other health care and wellness professionals.

3. **Standard 65** - Practice in a manner that is congruent with the ethical standards of the profession.
4. **Standard 66** - Demonstrate the ability to practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:
  1. requirements for physician direction and collaboration
  2. mandatory reporting obligations
  3. Health Insurance Portability and Accountability Act (HIPAA)
  4. Family Education Rights and Privacy Act (FERPA)
  5. universal precautions/OSHA Bloodborne Pathogen Standards
  6. regulations pertaining to over-the-counter and prescription medications.
5. **Standard 67** - Evaluate professional competence and create professional development plans according to personal and professional goals and requirements.
6. **Standard 71** - In your clinical setting, perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:
  1. Obtaining a medical history from the patient or other individual
  2. Identifying comorbidities and patients with complex medical conditions
    3. Assessing function (including gait)
  4. Selecting and using tests and measures that assess the following, as relevant to the patient's clinical presentation:
    - Cardiovascular system (including auscultation)
      - Endocrine system
    - Eyes, ears, nose, throat, mouth, and teeth
      - Gastrointestinal system
      - Genitourinary system
      - Integumentary system
        - Mental status
      - Musculoskeletal system
      - Neurological system
        - Pain level

- Reproductive system
- Respiratory system (including auscultation)
- Specific functional tasks
- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

7. **Standard 76** - In your clinical setting, evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

1. Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview
  2. Re-examination of the patient on an ongoing basis
  3. Recognition of an atypical response to brain injury
4. Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)
  5. Return of the patient to activity/participation
  6. Referral to the appropriate provider when indicated

#### **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 clinical course delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

#### **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 - 435 hours of clinical experience

In addition to completing clinical hours, students are required to attend the regularly scheduled instruction sessions for the clinical course.

#### **CLINICAL ROTATION REQUIREMENTS**

To fulfill the clinical rotation requirements of this course, students must participate in a hands-on learning experience lasting at least 15 weeks in one or more of the following clinical settings: high

schools, colleges, professional sports organizations, physician practices, or occupational medicine facilities. All clinical rotations will be supervised by a credentialed healthcare professional. Rotation start dates are up to the discretion of the clinical site and may begin anytime between July 1, 2024 and September 16, 2024.

Transportation to the clinical site is the responsibility of the individual student as stipulated in the [university catalog](#) and the [MS-AT student handbook](#). Consider organizing carpools. Transportation problems will not be seen as a reason for excused absences from clinical rotations.

All other policies and procedures relating to clinical rotations can be found in [EXXAT](#) and the [MS-AT student handbook](#).

**Elements Required For Passing ATR 6093**

1. Completion of at least 225 clinical hours
2. Completion of Clinical Skills Assessment (CSA) Packet
3. Passing all 3 OSCE assessments (1 remediation available for each)

**Clinical Hour Grading – 200 points**

| Clinical Hours | Points |
|----------------|--------|
| <225 hours     | 0      |
| 225+ hours     | 200    |

**OSCE Assessments – 100 pts each**

| OSCE             | Points | Remediation Offered |
|------------------|--------|---------------------|
| 1. LE Orthopedic | 100    | x1                  |
| 2. UE Orthopedic | 100    | x1                  |
| 3. Spine & Head  | 100    | x1                  |

**ASSIGNMENTS AT-A-GLANCE**

| Assignment Name                     | Number                                     | Points | Knowledge Assessed               |
|-------------------------------------|--|--------|----------------------------------|
| <b>Practical Exams</b>              |  |        |                                  |
| OSCE Injury Assessment - (Examiner) | 3: Lower Extremity, Spine, Upper Extremity | 100    | In Class (OSCE)                  |
| OSCE Injury Assessment - (Patient)  | 3: Lower Extremity, Spine, Upper Extremity | 12     | In Class (OSCE)                  |
| <b>In Class Assignments</b>         |  |        |                                  |
| Quizzes                             | 2 Individual & 2 Group Quizzes             | 10 ea  | In Class (Canvas with Honorlock) |
| Case Studies                        | 6  | 50     | In Class (Miro)                  |
| <b>Clinical Assignments</b>         |  |        |                                  |
| Weekly Journal Reflections          | 13   | 10     | Online                           |
| Midterm & Final Reflections         | 2  | 25     | Online                           |
| Clinical Skills Assessment Check    | 3  | 75     | Online                           |
| Final Clinical Skills Assessment    | 1  | 100    | Online                           |
| Clinical Hour Check                 | 3  | 50     | Online                           |
| Final Clinical Hour Check           | 1  | 200    | Online                           |
| Patient Logs                        | 1  | 200    | Online                           |

**Assignment Details**

### **OSCE Injury Assessment - Examiner (100 pts each)**

For this lab exercise, you will perform a mock injury evaluation on a randomly assigned partner. The goal is to complete a comprehensive injury evaluation within 12 minutes, documenting your findings using the SOAP (Subjective, Objective, Assessment, Plan) format. The mock evaluation should simulate a real-life scenario where time is a factor, encouraging efficiency and accuracy in gathering information and formulating a treatment plan. The full orthopedic assessment can be for an injury to either the lower extremity, upper extremity, spine, head or mild traumatic brain injury. This assignment addresses CAATE standards # 59, 65, 71 & 76.

### **OSCE Injury Assessment - Patient (12 pts each)**

Patient portrayal for a practical assessment of a full orthopedic assessment using the SOAP format for an injury to the lower extremity, upper extremity, spine, head or mild traumatic brain injury. You are encouraged to role-play the scenario as realistically as possible, including the patient's history, symptoms, and responses during the evaluation. This assignment addresses CAATE standards # 59, 71 & 76.

### **Student Led Clinical Case Collaboration (25 pts)**

During a select week during Quad II a small group of students will be tasked to collaboratively report to the class about 1-2 cases they have encountered at their current clinical site that is in need of help due to high diagnostic complexity, unsure of initial assessment accuracy, or an interesting/rare case they would like to share in order to gain clarity. The goal of this activity is for students to lead a group discussion of applicable challenges encountered at their current clinical site, gain new perspectives to try at said clinical site, and report back to the class the results of said group "co-treating." This assignment addresses CAATE standards # 59, 61, 66.

### **Evidence Based Practical (EBP) Application (Up to 10 points)**

For this extra credit opportunity you will share relevant information from one of the optional reading articles provided for a given module. The goal is to add value to in-class discussion, provide a platform for students to speak about passionate topics, question and collaborate on challenging course topics while also fostering independent research habits necessary for professional development after completion of the Athletic Training Program. The In Class Evidence Based Participation (EBP) should add value to in the class discussions fostering an open and collaborative learning environment amongst peers. This assignment addresses CAATE standard #59, 65, 67.

### **Journal Reflections (10-25 pts)**

The purpose of this assignment is to reflect on your experience in this program and your clinical site from the past week or month. This is a time for you to evaluate yourself, discuss how things are going, and to provide an action plan on where you want to progress over the next month. In addition, we would love to hear about how you, as an individual, are doing. Of course we care about your academic growth, but we also care about your personal growth in this program. This assignment addresses CAATE standard #59, 67.

### **Clinical Skills Assessments (75-100 pts)**

This assignment requires you to document your progress in mastering the clinical skills associated with this course. Throughout the semester, you will track your completion of various clinical competencies using the provided checklist. These submissions will be graded on a percentage basis of your progress towards satisfying the respective checkpoint. This assignment addresses CAATE standard #66, 71, 76.

### **Clinical Hour Check (50-200 pts)**

For this assignment, you will be responsible for completing timesheets in EXXAT. You are expected to log all clinical hours accurately and thoroughly within 7 days of each interaction. No submission is required, as your entries will be verified directly in the system. Points will be awarded based on your consistent compliance with these logging requirements throughout your clinical rotation period. These submissions will be graded on a percentage basis of your progress towards satisfying the respective checkpoint. This assignment addresses CAATE standard #66.

### **Preceptor & Clinical Site Evaluation (25 pts)**

It is very important to the ATP that we receive your input on each of your clinical practicum experiences and each of the clinical sites in which you have been placed. Your information will be shared with the clinical preceptors to help them improve their clinical site and their teaching methods while educating the students in the ATP. The responses to this evaluation will remain anonymous. This assignment addresses CAATE standard #59.

### **ASSESSMENT AND GRADING**

| <b>Course Assignment Distribution</b>   | <b>Grade Scale</b>  |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Misc Assignments: 75 - 100 pts</li> <li>• Monthly Reflections: 100 pts</li> <li>• Weekly Journals: 150 pts</li> <li>• Clinical Hour Checks: 120 pts</li> <li>• Clinical Hours: 200 pts</li> <li>• CSA Deadlines: 250 pts</li> <li>• MSK Injury Assessment (Examiner): 324 pts</li> <li>• MSK Injury Assessment (Patient): 72 pts</li> <li>• Student Led Clinical Case Collaboration: 24 pts</li> </ul> | <ul style="list-style-type: none"> <li>A = 93-100</li> <li>A- = 92-90</li> <li>B+ = 87-89</li> <li>B = 83-86</li> <li>B- = 80-82</li> <li>C+ = 77-79</li> </ul> | <ul style="list-style-type: none"> <li>C = 73-76</li> <li>C- = 70-72</li> <li>D+ = 67-69</li> <li>D = 63-66</li> <li>D- = 60-62</li> <li>F = 0-59</li> </ul> |

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 3.00 grade point average.

### **Incompletes and Late Assignments**

All assignments must be submitted by the specified due dates in Canvas. Incompletes will be granted only under exceptionally unusual circumstances.

### **PLNU 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 Balboa campus we have an onsite chaplain, Rev. Kevin Portillo who is available during class break times across the week. If you have questions, desire to meet with Rev. Portillo or prayer requests you can contact him directly at [KevinPortillo@pointloma.edu](mailto:KevinPortillo@pointloma.edu)

### **STATE AUTHORIZATION**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **PLNU 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.

### **PLNU RECORDING NOTIFICATION**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### **PLNU ACADEMIC HONESTY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **ARTIFICIAL INTELLIGENCE (AI) POLICY**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

### **LANGUAGE & BELONGING**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

### **SEXUAL MISCONDUCT & DISCRIMINATION**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix) or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

### **PLNU Course Modality Definitions**

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
  1. Synchronous Courses: At least one class meeting takes place at a designated time.
  2. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

### **Synchronous Attendance/Participation Definition**

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

### **Online Asynchronous Attendance/Participation Definition**

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
  - Submitting an assignment
    - Taking an exam
  - Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

### **USE OF TECHNOLOGY**

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **GPS ACADEMIC RESOURCES**

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

[The GPS Writing Center](#) offers:

- Zoom Writers Workshops offered each quad on a variety of helpful topics
  - One-to-one appointments with the Writing Coach
  - Microlearning YouTube Video Library for helpful tips anytime
  - [Research Help Guide](#) to help you start your research
- The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- Academic Writing Resources Course: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!

- [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly’s Generative AI is NOT available with our student accounts.
- [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: [GPSWritingCenter@pointloma.edu](mailto:GPSWritingCenter@pointloma.edu)

**TENTATIVE SCHEDULE**

| <b>Clinical Practicum I Calendar</b>           |   |   |   |
|--|---|---|---|
| <b>Week</b>                                    | <b>Topic</b>                              | <b>In Class Assignments</b>                               | <b>Clinical Assignments</b>   |
| <b>Clinical Immersion: No Class</b>            |   |   |   |
| 1  | Clinical Immersion - No Class             | None  | Week 1 Journal  |
| 2  | Clinical Immersion - No Class             | None  | Week 2 Journal  |
| <b>Face to Face Class - UE Clinical Review</b> |   |   |   |
| <b>Week</b>                                    | <b>Topic</b>                              | <b>In Class Assignments</b>                               | <b>Clinical Assignments</b>   |
| 3  | UE Clinical Review: Lumbar Spine & SIJ    | Extra Credit: In Class Evidence Based Participation (EBP) | Week 3 Journal  |
| 4  | UE Clinical Review: Cervical Spine & Head | Extra Credit: In Class Evidence Based Participation (EBP) | <ul style="list-style-type: none"> <li>• September Reflection</li> <li>• Clinical Hour</li> </ul> |

|   |   |   |   |
|---|---|---|---|
|   |   |   | <p>Check 1</p> <ul style="list-style-type: none"> <li>• CSA Check 1</li> </ul>  |
| 5   | UE Clinical Review: Thoracic Spine & Ribs | Extra Credit: In Class Evidence Based Participation (EBP)   | Week 5 Journal  |
| 6   | UE Clinical Review: Shoulder              | Extra Credit: In Class Evidence Based Participation (EBP)   | Week 6 Journal  |
| 7   | <b>Department Chapel - No Class</b>       | <b>None</b>   | <b>Week 7 Journal</b>   |
| 8   | UE Clinical Review: Elbow, Wrist & Hand   | Extra Credit: In Class Evidence Based Participation (EBP)   | <ul style="list-style-type: none"> <li>• October Reflection</li> <li>• Clinical Hour Check 2</li> <li>• CSA Check 2</li> <li>• Mid-Semester Preceptor &amp; Clinical Site Eval</li> </ul> |
| <b>Face to Face Class: MSK Assessment</b> |   |   |   |
| 9   |   |   | Week 9 Journal  |
| 10  | OSCE Injury Assessment                    | <b>OSCE Injury Assessment - Lower Extremity</b>             | Week 10 Journal   |
| 11  | OSCE Injury Assessment Remediation        | <b>OSCE Injury Assessment - Lower Extremity Remediation</b> | Week 11 Journal   |

|    |  |   |   |
|----|--|---|---|
| 12 | OSCE Injury Assessment                   | <b>OSCE Injury Assessment -<br/>Spine</b>                       | Week 12 Journal   |
| 13 | <b>Thanksgiving Break - No<br/>Class</b> | <b>None</b>   | <b>None</b>   |
| 14 | OSCE Injury Assessment<br>Remediation    | <b>OSCE Injury Assessment -<br/>Spine Remediation</b>           | Week 14 Journal   |
| 15 | OSCE Injury Assessment                   | <b>OSCE Injury Assessment - Upper<br/>Extremity</b>             | <ul style="list-style-type: none"> <li>• Final Clinical Hours Check</li> <li>• Final CSA Packet</li> <li>• Final Reflection</li> <li>• End of Semester Preceptor and Cite Eval</li> </ul> |
| 16 | OSCE Injury Assessment<br>Remediation    | <b>OSCE Injury Assessment - Upper<br/>Extremity Remediation</b> | None  |