



College of Health Sciences
ATR 5000/6000: Seminar in Athletic Training
1 Unit

Summer 2026

Meeting Days: Tuesday

Meeting Times: 8:00 am - 10:00 am

Meeting Location: Balboa 152

Final Exam: (Day/Time): n/a

Instructor: Dr. Nicole Cosby

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Phone: 951-515-3054

Office Location and Hours: [Click here to sign up](#)

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.

College of Health Sciences

The College of Health Sciences seeks to expand PLNU's prominence and voice in health sciences education in San Diego and the region. The college will be known for providing innovative educational programs for a diverse array of academically elite students from across the nation; for preparing graduates to serve others as an expression of their Christian faith; and for transforming communities through the provision of health, fitness, wellness and medical services.

Athletic Training Program Mission

The mission of the Athletic Training Program is to challenge and fully equip students to become highly effective allied health care professionals and lifelong learners who incorporate a Christian perspective, academic excellence and professional/relational proficiency. Point Loma's athletic training program will consist of extensive laboratory and clinical experiences designed to provide a multifaceted learning experience that incorporates current research and scholarly instruction. The desired outcome of the curriculum is to emphasize an evidence-based approach to healthcare with the integration of Christian faith to produce intellectually and spiritually sound clinicians who are service oriented and focused on providing patient-centered care. Graduates will achieve the entry-level competencies necessary to take and pass the certification examination offered by the Board of Certification (BOC).

Course Description

This course is designed to introduce the athletic training student to the athletic training program and the resources available during their 1st and 2nd year experience. During this course students will be exposed to the resources in the PLNU library as well as professional development tools (Myers Briggs/Strengths Quest.) Selected topics pertinent to the field of athletic training and applicable to all levels of the athletic training major are presented. Course includes student presentations, guest speakers, faculty speakers, and topics that are not covered in other courses in the curriculum.

Graded assignments (e.g., tests, quizzes, assessment outlines and review of literature paper) will be used to help students identify, recall, synthesize and apply the key concepts in orthopedic assessment of the lower extremity.

Course Learning Outcomes

1. **Demonstrate foundational knowledge of anatomical structures and biomechanical functions** of the lower and upper extremities, including joints, ligaments, muscles, nerves, and bony landmarks. ^(PLO 1)
 2. **Demonstrate proficiency in taping and bracing techniques** for various musculoskeletal injuries, including rationales for selection based on injury type, structure, and stage of healing. ^(PLO1)
 3. **Document patient evaluations and assessments using SOAP and HIPS note formats** consistent with professional medical standards. ^(PLO1,2)
 4. **Communicate clinical information effectively through peer discussions and documentation** to demonstrate understanding, reflection, and peer collaboration in patient-centered care. ^(PLO4,5)
 5. **Perform basic life-saving procedures including cardiopulmonary resuscitation (CPR), AED usage, and airway management** in accordance with current American Heart Association (AHA) guidelines to ensure immediate and effective emergency response for cardiac and respiratory emergencies. ^(PLO1)
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Program Learning Outcomes

Upon completion of the Master of Science in Athletic Training (MS-AT), the successful student 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 to various healthcare communities through scholarly research presentations and symposiums.
4. Describe the importance of collaborating with multiple healthcare professionals to improve patient care in diverse populations.
5. Demonstrate preparedness for their vocation and calling

Institutional Learning Outcomes

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.

Required Texts and Recommended Study Resources

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

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 1-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of **37.5 participation hours per credit hour** on their coursework. For this

course, students will spend an estimated **40 total hours** meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules:

Estimated Time to Complete Course

Activity Category	Time to Complete (Hours)
In-Class Lab Participation	16 hours (8 sessions x 120 minutes)
Assigned Online Lectures and Readings	6 hours
Discussion Boards (initial posts, peer replies)	4 hours
Skill Practice and Taping Assignments	9 hours
Quizzes and Knowledge Checks	3 hours
Written Reflections and SOAP Notes:	2 hours

Assessment and Grading

Grading Scale

The following grading scale will be used for all exams and final course grades:

Grading Scale

GRADE	Percent - Based off of total points
A	93-100
A-	90-92
B+	88-89
B	84-87
B-	80-83

C+	78-79
C	74-77
C-	70-73
D+	68-69
D	64-67
D-	60-63
F	0-59

It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

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.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this course, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include gross anatomy dissection. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Athletic Training, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Seminar in Athletic Training, we will cover a variety of topics, some of which you may find triggering. These topics include gross anatomy dissection. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on a discussion of a certain topic, know that you are still responsible for the material, but we can discuss if there are other methods for accessing that material and assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Athletic Training, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the due dates posted for each assignment in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

PLNU Spiritual Care

Balboa Campus

PLNU strives to be a place where you grow as a whole person. 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 or a desire to meet or share any prayer requests with Rev. Portillo, you may contact him directly at KevinPortillo@pointloma.edu.

PLNU Copyright Policy

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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 Policy

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.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini, GrammarlyGo, Perplexity, Microsoft Copilot, Claude, etc.) may be used in this course unless otherwise specified by the instructor.

Any work that incorporates AI-generated content must include a clear disclosure identifying:

- The AI tool(s) used (e.g., ChatGPT, Gemini, GrammarlyGo).
- A brief description of how the tool was used (e.g., brainstorming ideas, editing grammar, generating an outline, summarizing literature).

Students are responsible for verifying the accuracy of all AI-generated information and ensuring that submitted work reflects their own understanding of the course material. AI-generated content that is inaccurate, misleading, or improperly attributed remains the responsibility of the student.

When AI is used, students should cite the tool in accordance with the citation style required for the course (e.g., APA, MLA, Chicago). Students should consult the guidance provided by their required citation style for the proper format.

Please note that assignment-specific AI instructions may differ from this general course policy. Students are expected to carefully review each assignment for additional requirements or restrictions regarding AI use. Assignment-specific instructions supersede this general policy.

- [MLA Style Center: Citing Generative AI](#)
 - [APA Style: How to Cite ChatGPT](#)
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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 or 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 accommodations.

Language and 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, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](#).

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is 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 or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

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 details.

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.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

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.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are 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).
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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 nor allowable) 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.

Assignments-at-a-Glance

[Please refer to the modules for course outline.](#)