



COLLEGE OF HEALTH SCIENCES

**ATR6093 - Clinical Practicum I**

3 units

**Fall 2026**

**Meeting days/times:** Friday 7:00am - 8:50 am

**Meeting location:** Balboa Regional Center Room 150 & 152

**Final Exam: December 18th 7:00 am - 8:50 am**

| Course Information         | Specifics for the Course                                                                                                             |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Instructor title and name: | <b>Quad I:</b> Ross Brunett, DPT, PT, ATC, SCS<br><b>Quad II:</b> Sarah Beard, MS-HNFM, ATC, INHC                                    |
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| Office location and hours: | <b>Dr. Brunett:</b> <a href="#">By appointment only</a><br>Professor Beard: By appointment only                                      |

#### **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 IV.6** - Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.
2. **Standard IV.7** - Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, health care professionals, and others as appropriate.
3. **Standard IV.9** - Engage in interprofessional practice with other health care providers to meet the needs of the patient.
4. **Standard IV.13** - Practice in a manner that is congruent with the ethical standards of the profession.
5. **Standard IV.14A-F** - 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
6. **Standard IV.15** - Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.
7. **Standard IV.16** - Advocate for the profession.
8. **Standard IV.19A-M** - 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

Selecting and using tests and measures that assess the following, as relevant to the patient's clinical presentation:

4. Cardiovascular system, including auscultation
5. Endocrine system
6. Eyes, ears, nose, throat, mouth, and teeth
7. Gastrointestinal system

8. Genitourinary system
9. Integumentary system
10. Musculoskeletal system
11. Neurological system
12. Reproductive system
13. Respiratory system, including auscultation
9. **Standard IV.24A-F** - 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
10. **Standard IV.27A-F** - Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:
  1. Adrenal diseases
  2. Cardiovascular disease
  3. Diabetes
  4. Neurocognitive disease
  5. Obesity
  6. Osteoarthritis
11. **Standard IV.30** - Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

## **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 16 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. Patient Logs
4. Passing both 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**

| <b>OSCE</b>                                          | <b>Points</b> | <b>Remediation Offered</b> |
|------------------------------------------------------|---------------|----------------------------|
| 1. Subjective Exam: Axial Skeleton / Upper Extremity | 100           | x1                         |
| 2. Objective Exam: Axial Skeleton / Upper Extremity  | 100           | x1                         |

#### **ASSESSMENT AND GRADING**

| <b>Course Assignment Distribution</b>                                                                                                                                                                                                                                                     | <b>Grade Scale</b>                                                              |                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li><b>Clinical Assignments:</b> 20%</li> <li><b>OSCEs - Axial Skeleton &amp; Upper Extremity Assessment:</b> 30%</li> <li><b>Axial Skeleton &amp; Upper Extremity Assessment Review:</b> 25%</li> <li><b>Wellness &amp; Nutrition:</b> 25%</li> </ul> | A = 93-100<br>A- = 92-90<br>B+ = 87-89<br>B = 83-86<br>B- = 80-82<br>C+ = 77-79 | C = 73-76<br>C- = 70-72<br>D+ = 67-69<br>D = 63-66<br>D- = 60-62<br>F = 0-59 |

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.

#### **General Course Concerns**

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

#### **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 a whole person. To this end, we provide resources for our Graduate and Accelerated Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page](#) via myPLNU.**

**In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.**

### **Student Success**

The Center for Student Success supports our Graduate and Professional Studies students throughout their academic journey. We provide student services such as academic advising and planning, resource workshops, and connect students to career services, writing support, tutorial services, and wellness resources. The Center itself is located on the first floor of the Mission Valley Campus. If you have any questions about how to access resources at PLNU, please start by reaching out to the Center for Student Success [by email](#) or by phone at 619-563-2850. Please visit [myPLNU Student Success](#) for more details. If you are in the School of Education, please contact [SOE Advising](#).

### **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 distance education outside 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 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. Please consult the [Academic Honesty Policy](#) in the [University Catalog](#) for definitions of kinds of academic dishonesty and for further policy information.

**Note:** Additionally, include the following if this pertains to your course:

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."

### **PLNU Academic Behavior Policy**

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

### **PLNU Artificial Intelligence (AI) Policy**

**Note:** Point Loma Nazarene University supports academic integrity and the thoughtful integration of emerging technologies, including artificial intelligence (AI), in the learning process. Clarity about your expectations promotes transparency and compliance regarding the use of AI. Below are three sample statements reflecting varying levels of AI use permitted in this course. Faculty may select, adapt, or delete as appropriate. It is also advisable to provide assignment-specific information in each assignment for the appropriate use of AI based on learning outcomes for the course.

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) to generate ideas, as a learning tool, or in some cases generate portions of work you will submit. I will specify in individual assignments what constitutes appropriate use of AI for that assignment. Please use this [Purdue resource](#) to guide your citations when using AI.

### **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 on the PL campus, the first floor of the Balboa campus, and the second floor of the Mission Valley campus. For all students, including the Bakersfield campus, virtual appointments are available. You can reach the Educational Access Center (EAC) [by email](#) or phone at 619-849-2533. Students can access both requests for and evidence of disability through the Accommodate link off the main page of [OneLogin](#). 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 approved 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 approved accommodations in that particular course. Accommodations are not retroactive; as such, 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-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. 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 eligibility 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) has experienced other forms of discrimination, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

### **Sexual Misconduct and 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](#). 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](#) or [consult the list of campus pastors](#).

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

### **PLNU 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).

### **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.

### **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 the 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**

**Note:** Include this section if teaching an Online or Hybrid course.

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.

We are here to support you! Contact the [GPS Writing Center](#) any time.

## **ASSIGNMENTS AT-A-GLANCE**

Refer to Canvas Course for assignment list, instructions and due dates.

### **Assignment Details**

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

For the Objective Structured Clinical Examinations (OSCEs), you will perform mock injury evaluations on a randomly assigned partner. The injury assessment will pertain to an athletic related injury of the axial skeleton and/or the upper extremity. The mock evaluation should simulate a real-life scenario where time is a factor, encouraging efficiency and accuracy in gathering information and making immediate decisions related to patient care using appropriate clinical reasoning. These evaluations are split into two distinct components:

**1. Subjective Exam:** You will conduct a comprehensive medical history and patient interview, focusing on clinical reasoning and differential diagnosis formulation within a 12-minute window.

**Addressing CAATE Standards:** IV.7 (Effective Communication), IV.13 (Ethical Practice), IV.19A-M (Formulating Diagnosis/Plan of Care), and IV.24A-F (Concussion/Brain Injury Evaluation).

**2. Objective Exam:** After reviewing a provided subjective exam case, you will perform physical tests and measures to siphon your differential diagnoses, determine a diagnosis and referral decision. Following your physical examination, you must incorporate a patient education element, providing the patient with a brief explanation of the suspected condition and preliminary self-care instructions to engage them in their recovery process.

**Addressing CAATE Standards:** IV.6 (Patient Education/Self-Care), IV.7 (Effective Communication), IV.13 (Ethical Practice), IV.19A-M (Formulating Diagnosis/Plan of Care), and IV.24A-F (Concussion/Brain Injury Evaluation).

#### **OSCE Injury Assessment - Patient (50 pts each)**

Students will portray a patient for a peer's practical assessment. You are encouraged to role-play the scenario realistically, providing accurate history, symptoms, and responses to objective measures for injuries to the extremities, spine, or head. **Addressing CAATE Standards:** IV.7 (Effective Communication), IV.19A-M (Formulating Diagnosis/Plan of Care), and IV.24A-F (Concussion/Brain Injury Evaluation)

### **Quizzes (10 pts each)**

These assessments are designed to test foundational knowledge and clinical reasoning before OSCE practicals. A specific focus is placed on "Differential Dx Funneling" and the diagnostic validity and reliability of tests for the spine and upper extremity. **Addressing CAATE Standards:** Standard IV.6 (Patient Education/Self-Care), IV.14A-F (Compliance with BOC Standards/Laws), IV.19A-M (Formulating Diagnosis/Plan of Care) and Standard IV.24A-F (Concussion/Brain Injury).

### **Cumulative Axial Skeleton & Upper Extremity Midterm Exam (100 pts)**

This summative assessment evaluates the emerging mastery of musculoskeletal evaluations for the first half of the course. It requires students to demonstrate comprehensive clinical reasoning to siphon differential diagnoses, referral decision making and patient education for the axial skeleton and upper extremity. **Addressing CAATE Standards:** Standard IV.6 (Patient Education/Self-Care), IV.14A-F (Compliance with BOC Standards/Laws), IV.19A-M (Formulating Diagnosis/Plan of Care) and IV.24A-F (Concussion/Brain Injury Evaluation).

### **Group Collaborative Case Diagnosis (20 pts each)**

During these in-class blocks, students work in groups to navigate complex clinical scenarios. Each group must follow a structured "Differential Dx Charting" process to formulate at least six Differential Diagnoses and rank them. Groups must account for all tissue types and applicable body systems, identifying both supporting and opposing findings for each diagnosis. Before receiving new information, the group must document exactly what further information is needed and why that information is required for the diagnosis. **Addressing CAATE Standards:** IV.7 (Effective Communication), IV.8 (Using the ICF Framework as a framework for patient care), IV.9 (Interprofessional Practice/Collaboration), and IV.19A-M (Formulating Diagnosis/Plan of Care).

### **Professionalism Assessment (24 pts)**

Professionalism is assessed through active participation in class sessions and adherence to the ethical and behavioral standards of the program. This grade also integrates feedback from preceptor evaluations regarding the student's clinical conduct. **Addressing CAATE Standards:** IV.13 (Ethical Practice) and IV.16 (Professional Advocacy).

### **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. **Addressing CAATE Standards:** IV.7 (Effective Communication) and IV.15 (Self-Assessment/Professional Development)

### **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. **Addressing CAATE Standards:** IV.14A-F (Compliance with BOC Standards/Laws), IV.19A-M (Formulating Diagnosis/Plan of Care), and IV.24A-F (Concussion/Brain Injury Evaluation).

### **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. **Addressing CAATE Standard:** IV.14A-F (Compliance with BOC Standards/Laws).

### **Patient Logs (200 pts)**

This is a requirement that is mandatory for passing the course. For this assignment, you will be responsible for completing patient logs in EXXAT. You are expected to log all patient encounters 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. **Addressing CAATE Standards:** IV.7: (Effective Communication), IV.14A-F: (Compliance with BOC Standards/Laws) and IV.19A-M: (Formulating Diagnosis/Plan of Care).

### **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. **Addressing CAATE Standard:** IV.7 (Effective Communication) and IV.16 (Professional Advocacy).