PLNU forward **Fall 2018**	**Department of Kinesiology** **ATR 390: Clinical Practicum 1** **Course Credit Hours: 3 Units**

Meeting days: Friday	**Instructor(s):** Dr. Susan Ganz, PhD, aTC Kelson Wann, MS, ATC
Meeting times: 8:00 am 9:25 am	**Cello phone:** Dr. Ganz (619) 701-2567 Prof. Wann (707) 527-2887
Meeting location: KIN 1	**E-mail:** sganz@pointloma.edu kwann@pointloma.edu
Final Exam: TBA	**Office hours:** by appointment

PLNU Mission⊛

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION and AIM

This course aims to provide you with in-depth study and eventual mastery of the knowledge and skills you will need as a health **professional in the specific area of the head, spine, upper extremity and therapeutic exercise**. This course is designed to continue to build upon the practical and clinical skill set that our students will need to continue to treat, evaluate and manage athletic injuries in the clinical setting.

In the process, you will develop an emerging mastery of the Educational Competencies of the NATA's Educational Council

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

COURSE LEARNING OUTCOMES

1. Students will perform at an "autonomous" level on proficiency testing as evaluated by their Preceptor
2. Students will receive 85% or better during evaluations with Preceptor in the areas of personal performance, education competence, psychomotor skill and clinical proficiency
3. Students will be able to perform assessment/diagnostic techniques for a basic neurological exam, including: cranial nerves, spinal nerves and peripheral nerves using dermatomes, myotomes and reflex testing
4. Students will be able to create, manage and implement therapeutic exercise and return to play protocols based on the specific needs of the patients for the lower and upper extremity
5. Students will be able to observe and identify the clinical s/s associated with common injuries, illnesses and predisposing conditions associated with the human body
6. Students will be able to utilize injury-tracking software and interpret the results for their assigned sport in a written assignment

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS AND RECOMMENDED RESOURCES

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

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the

absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See Academic Policies in the (undergrad/graduate as appropriate) academic catalog

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course, students with disabilities may require academic accommodations. To request academic accommodations, you'll need to file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once documentation is filed, the DRC will contact your instructors and provide written recommendations for reasonable and appropriate accommodation to meet your needs. If you have questions or would like to discuss those or any learning problems, please feel free to contact me. *See Academic Policies for full text*.

FERPA POLICY

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

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.

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.

USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222.

You are welcome to bring your laptop, iPad, and/or cell phone to class—but please make sure you use them appropriately and responsibly. ***If a tech tool becomes a distraction or disruption while class is in session, I will ask you to put it away or invite you to no longer bring it to class.***

ACTIVE LEARNING AND EVIDENCE BASED MEDICINE

Active Learning

Your active participation in this class will be required. You will be responsible for your own learning by reviewing class material before and after class. I will guide you in this process; however, in the end the onus of learning will be your responsibility. **Become intrinsically motivated to improve yourself and your understanding of therapeutic modality treatments** and techniques; if you do this you will succeed every time.

Here are some KEYS to success:

o EFFORT (Work hard)
o APPROACH (Work smart)
o ATTITUDE (Think positively)

Evidence Based Medicine

Evidence based medicine (EBM) is the integration of clinically relevant research, clinical skills and experience, and patient preferences and values (Sackett et al 2000). The increased awareness **and focus on the practice of Evidence Based Medicine comes from our daily need for valid information about diagnosis, prognosis, therapy, and prevention.** We want to ask local questions about the effectiveness of therapeutic modalities and design ways to find answers. The EBM portion of this course is **designed so students can explore therapeutic modalities**

commonly used in the athletic training setting and determine what **evidence is available to support their current uses.**

COURSE REQUIREMENTS

Please Note: *The PLNU Catalog states that 1 semester unit represents an hour of class per week, and 2 hours of preparation are normal for each hour of class. Therefore, if you spend about 4 hrs per week outside of class in preparation, you will significantly increase your chances of doing well*

1. *Course Rotations and Attendance During Clinical Shifts*

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

Students will be scheduled for no more than 3 clinical/competition shifts per week not to exceed 20 hours. If the student recognizes that they are scheduled for more than these limits it is the students responsibility to notify Dr. Ganz atsganz@pointloma.edu (Links to an external site.)

1. During clinical shifts students are expected to:
    1. Be dressed professionally
    2. Be on time
    3. Be fully engaged during the entire shift
2. In the event that you become sick or unable to make your shift and the schedule has been published it is the student's responsibility to have their clinical shift covered by a peer. Please do not email Dr. Ganz the night before; if you are not here we will assume you got it covered!
3. During game days students should collaborate with their assigned preceptor to learn game day set up and have their preceptor teach them what works for their teams.
4. Doctors Clinic students are going to be required to present in at least one doctors clinic in the semester. Following the doctors clinic the student will be responsible for presenting their at least one clinical case study to the peers and providing the professors with one evidence based article on treatment/rehabilitation paradigms.

2. Clinical Proficiency Testing (5 x 50 pts)

- Students will be assessed on the educational competencies and clinical proficiencies in course assignments and/or in one-on-one sessions with Dr. Ganz.
- In addition, the student will continually demonstrate ongoing mastery of the clinical proficiencies during clinical hours. Course proficiencies can be evaluated and signed off by a supervising clinical preceptor if the proficiency was completed on a real patient. Simulation evaluations cannot be signed off by clinical preceptors.
- Students will be considered autonomous once they have performed the proficiency on a live patient (1st preference) or a scenario based preference (2nd preference) and have demonstrated that they can perform a systematic evaluation using the process of differential diagnoses to determine the patient's pathology.
- Proficiency deadlines will be given with the number of autonomous proficiencies required to achieve a passing grade.
- For real life patients, please try to have the ATC for that sport sign off on your proficiency.
- If it is a scenario, you will need to complete with Professor Nokes or Dr. Ganz. Weekly office hours will be posted for you to sign up. No more than 2 scenarios may be performed on a single preceptor in a week.

3. Individual Meetings with Assigned Preceptor

Junior level ATP students will regularly meet with their assigned preceptor to discuss their clinical experience, academic goals, and their life. Please find a schedule/time that works best for you and your clinical preceptor.

4. Journaling (3x25 pts each)

The journal is an opportunity to chronical and present your achievements and experiences realized during the term. The journal has two components: 1) log of your clinical hours, and 2() a personal assessment of how you are doing so far and what has been going on in your clinical/personal life.
Journals will be turned in every 5 weeks, and long with an overall summary. The summary should include:
1. Highlights/provocative events and cases.
2. Significant areas of professional and personal growth during the clinical experience.
3. Plans for professional/personal growth.
4. Plans for post-graduation.

5. Student Goals/Self Evaluation (2x50 pts each)

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

As you set your goals for the semester, please remember the following: be SMART.
S = Specific
M = Measurable
A = Achievable
R = Realistic
T = Time-oriented

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

6. Clinical Rounds – A Case Study Approach (100 pts)

Pick one injury that you presented in doctor's clinic that you thought was the most complex or interesting. Create a 5-minute presentation utilizing PowerPoint and other visual aides (if necessary). The presentation should give an overview of the injury, what was done by the doctor, and the future course of treatment. In addition, you must find at least two relevant articles that describe/discuss the injury. Explain how the information found in those articles can be related to the current case.

7. Neurologic Exam Pocket Card (25 pts)

Students will be asked to create a neurological exam pocket card that they can utilize in the athletic training clinic. The pocket card must contain cranial nerves, upper quarter screen, and lower quarter screen. The use of pictures and color is required. Further instructions will be given in class.

8. Special Topics in Athletic Training (5x10 pts each)

You will be required to complete online assignments on special topics in Athletic Training throughout the semester. These assignments are specifically designed to address additional information that is not covered during our weekly class meetings. Special topics include: blood borne pathogens, psychological factors, environmental conditions, head/face evaluation, and abdominal/thorax evaluation. A screencast or PowerPoint with additional material will be posted on Canvas. The student must review the material and complete a comprehensive quiz. Further instructions will be given in class.

9. Injury Tracking Assignment (100 pts)

Students will review injuries received over the semester of their assigned sport team. They will then write a summary about the type and severity of injuries sustained over the semester. They should discuss injury trends and statistics and make recommendations on ways to decrease common injuries the following season. The summary should be at least 2 pages and include at least one reference from a peer-reviewed journal. Charts, graphs and pictures are highly recommended.

10. Return to Play Testing: An Evidence Based Approach (200 pts)

Students will work in groups of three and four to create a return to play testing protocol on a patient/injury of their choosing. The patient must be an athlete from PLNU that has undergone rehab on a significant injury (current athlete is ideal). Examples of injuries include: ACL reconstruction, labral surgeries, bankart repair, etc. In addition to the return to play protocol, each group must use at least one objective patient reported outcome to assist in their return to play decision, and demonstrate 6 sport-specific rehabilitation exercises for that patient. Students will present their return to play testing protocol to the rest of the class at the end of the semester. Further instructions will be given in class.

ASSESSMENT AND GRADING

All assignments are to be submitted/turned in by 11:59pm on the Friday of the assigned week when they are due—including assignments posted in Canvas. Some assignments may be due at the start of the class session. Specific due dates and times will be listed in Canvas.

Grading Scale

A = 93 – 100	C= 73 - 76
A - = 92 – 90	C- = 70 - 72
B+ = 87 - 89	D+ = 67 – 69
B = 83 – 86	D = 63 - 66
B- = 80 – 82	D- = 60 - 62
C+ = 77 – 79	F = 0 – 59

COURSE ASSIGNMENT WEIGHTING

• Practicum Attendance and Participation	50 points
• Clinical Attendance and Participation	50 points
• Proficiency Deadline (4x50)	200 points
• Proficiencies (Pass or Fail Grade)	50 points
• Journals (3x25)	75 points
• Student Goals/Self Evaluation (2x50)	100 points
• Clinical Rounds	100 points
• Neurologic Exam	25 points
• Special Topics	50 points Injury
• Tracking Summary	100 points
• Return to Play Project	200 points
Total	1000 points

***Points are subject to modification

Tentative Course Outline

Week	Date	Topic	Assignments Due
1 SG PY	8-31-18	Course Introduction Sports Medicine Clinic Orientation ATS - Online Documentation	Blood Borne Pathogens Quiz Due
2 KW	9-7-18	Systematic Approach to Evaluations	Student Goals/Self-Evaluation
3 KW	9-14-18	Lower Extremity Functional Testing	Proficiency Deadline 1 (3 autonomous)
4 KW	9-21-18	Upper Extremity Functional Testing	
5 SG	9-28-18	Introduction to FMS & Corrective Exercises	Journal 1
6 SG	10-5-18	Corrective Exercises	Proficiency Deadline 2 (10 Autonomous) Abdomen/Thorax Quiz Due
7 SG	10-12-18	Evidence-Based Approach to Spine Evaluation and Treatment **(Mid Semester Meetings)**	
8	10-19-18	**FALL BREAK**	
9 SG	10-26-18	Introduction to PNF	Proficiency Deadline 3 (18 Autonomous)
10 SG	11-2-18	Introduction to Joint Mobilization	Journal 2
11 SG	11-9-18	Evidence-Based Approach to Shoulder and Upper Extremity Evaluation and Treatment	Neurological Pocket Card Due
12 SG	11-16-18	Functional Warm-up / Exercise Progression Lab	Proficiency Deadline 4 (24 autonomous)
13	11/21 – 11/25	**THANKSGIVING BREAK**	
14	11/30/18	Functional Warm-up / Exercise Progression Lab	
15	12-7-18	Group Projects Presentations **(End Semester Meetings)**	Final Proficiency Deadline: All Proficiencies Autonomous Journal 3 End of Semester Goals/Self-Assessment Injury Tracking Assignment
	12/10 – 12/14	**FINALS WEEK**	

ATR 390 Course Competencies

EBP-11	Explain the theoretical foundation of clinical outcomes assessment (eg, disablement, health-related quality of life) and describe common methods of outcomes assessment in athletic training clinical practice (generic, disease-specific, region-specific, and dimension-specific outcomes instruments).
EBP-12	Describe the types of outcomes measures for clinical practice (patient-based and clinician-based) as well as types of evidence that are gathered through outcomes assessment (patient-oriented evidence versus disease-oriented evidence).
PHP-1	Describe the concepts (eg, case definitions, incidence versus prevalence, exposure assessment, rates) and uses of injury and illness surveillance relevant to athletic training.
PHP-4	Explain how the effectiveness of a prevention strategy can be assessed using clinical outcomes, surveillance, or evaluation data.
PHP-7	Implement disinfectant procedures to prevent the spread of infectious diseases and to comply with Occupational Safety and Health Administration (OSHA) and other federal regulations.
PHP-8	Identify the necessary components to include in a preparticipation physical examination as recommended by contemporary guidelines (eg, American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness).
PHP-14	Assess weight loss and hydration status using weight charts, urine color charts, or specific gravity measurements to determine an individual's ability to participate in physical activity in a hot, humid environment.
PHP-17c	Traumatic brain injury
PHP-30	Design a fitness program to meet the individual needs of a client/patient based on the results of standard fitness assessments and wellness screening.
CE-6	Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.
CE-8	Explain the role and importance of functional outcome measures in clinical practice and patient health-related quality of life.
CE-9	Identify functional and patient-centered quality of life outcome measures appropriate for use in athletic training practice.
CE-13	Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition.
CE-14	Differentiate between an initial injury evaluation and follow-up/reassessment as a means to evaluate the efficacy of the patient's treatment/rehabilitation program, and make modifications to the patient's program as needed.
CE-15	Demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses.
CE-16	Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions.
CE-17	Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions.
CE-18	Incorporate the concept of differential diagnosis into the examination process.
CE-19	Determine criteria and make decisions regarding return to activity and/or sportsparticipation based on the patient's current status.
CE-20a	history taking
CE-20d	functional assessment

CE-20h	circulatory assessments (pulse, blood pressure, auscultation)
CE-21b	Palpation
CE-21g	Selective tissue examination techniques / special tests
CE-21h	Neurologic function (sensory, motor, reflexes, balance, cognition)
CE-22	Determine when the findings of an examination warrant referral of the patient.
CE-23	Describe current setting-specific (eg, high school, college) and activity-specific rules and guidelines for managing injuries and illnesses.
AC-7	Differentiate between normal and abnormal physical findings (eg, pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology.
AC-29	Assess core body temperature using a rectal probe.
AC-35	Demonstrate the use of an auto-injectable epinephrine in the management of allergic anaphylaxis. Decide when auto-injectable epinephrine use is warranted based on a patient's condition.
TI-8	Explain the theory and principles relating to expected physiological response(s) during and following therapeutic interventions.
TI-10	Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans.
TI-11a	Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention.
TI-11b	Position and prepare the patient for various therapeutic interventions.
TI-11d	Instruct the patient how to correctly perform rehabilitative exercises.
TI-11f	Reassess the patient to determine the immediate impact of the intervention.
TI-12	Use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued.
TI-15	Perform joint mobilization techniques as indicated by examination findings.
PS-18	Provide appropriate education regarding the condition and plan of care to the patient and appropriately discuss with others as needed and as appropriate to protect patient privacy.
HA-10	Identify and explain the statutes that regulate the privacy and security of medical records.
HA-11	Use contemporary documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members.
HA-12	Use a comprehensive patient-file management system for appropriate chart documentation, risk management, outcomes, and billing.
HA-26	Describe the criteria for selection, common features, specifications, and required documentation needed for secondary, excess accident, and catastrophic health insurance.
PD-9	Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
CIP-4a	upper extremity
CIP-4c	head
CIP-4d	neck
CIP-4e	thorax

CIP-4f	spine
CIP-9	Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statues that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.