

**POINT LOMA NAZARENE UNIVERSITY  
DEPARTMENT OF KINESIOLOGY  
ATR391: JUNIOR CLINICAL PRACTICUM II  
Spring 2018**

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**Course Description**

Advanced practice and supervision in the clinical aspects of Athletic Training by a Certified Athletic Trainer/Clinical Instructor in a college setting.

**Course Aim**

This course has a dietary, sports psychology and therapeutic massage theme. It is designed to further equip those students pursuing a career in Athletic Training with the knowledge needed to produce positive results and effects in their athletes and colleagues and to further their skills as a practitioner. During this course students will learn how to:

- ✓ **How to address an athlete with a psychological disorder**
- ✓ **Counsel athletes on diet and nutritional needs**
- ✓ **Counsel athletes on supplements and ergogenic aids**
- ✓ **Apply various massage techniques to illicit specific tissue response.**

In the process, you will develop an emerging mastery of the *Educational Competencies* of the NATA's Educational Council (See Appendix D for details on these Competencies in preparation for the Board of Certification Examination for Athletic Trainers)

To be successful in this course, students must synthesize information presented in the colloquy and apply it to the clinical setting. Specifically, this means that studying for quizzes and proficiency testing should involve reviewing and integrating the essential ideas contained in the lectures during colloquy and also academic classes. Where possible, we will do activities in class to reinforce the materials. Graded assignments (e.g., quizzes, projects, along with proficiency testing) will be used to help students identify, recall, synthesize and apply the key concepts in therapeutic modalities and pharmacology.

**Athletic Training Education Program Learning Outcomes**

- Students will demonstrate cognitive and psychomotor competence in the 12 content areas of the Athletic Training Educational Competencies.
- Students will exhibit advancing clinical proficiency in the practice of Athletic Training through development in knowledge, psychomotor skills and clinical reasoning, and through application of evidence-based decision making.
- Students will be able to speak and write coherently on information in their discipline, and to communicate it effectively to a target audience.
- Students will prepare to serve a diverse environment through experience with a variety of patient populations and clinical settings, and with various allied healthcare professionals.
- Graduates will demonstrate the knowledge and skills required of an entry-level Certified Athletic Trainer.
- Students and graduates will demonstrate the common values and behaviors of the Athletic Training profession in a distinctly moral and ethical manner, integrating the Christian faith with clinical practice.
- Graduates will be prepared for careers that utilize Certified Athletic Trainers &/or graduate study or other employment in allied healthcare professions.
- Students will be able to provide appropriate first aid and emergency care for acute athletic injuries and illnesses according to accepted standards (American Red Cross, American Heart Association, or equivalent) and refer injured and ill athletes to appropriate medical/paramedical personnel for evaluation and diagnosis and follow-up care
- \*The ATEP competencies and proficiencies covered in this course can be found at the end of the syllabus\*

**Course Learning Outcomes**

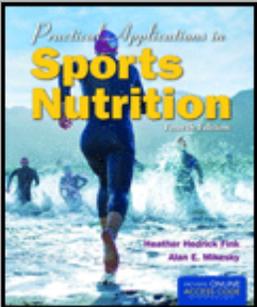
Upon completing this course student will be able to:

- Create a EBP video presentation that will critically assess the validity of nutritional strategies, dietary supplements and ergogenic aids for improving metabolic and physiological efficiency in sports and exercise
- Obtain the necessary information to assess a patient's diet, activity, caloric balance, and nutritional needs using the Choose My Plate and be able to counsel a patient on each aspect of their diet and nutritional needs
- Critically assess the nutritional needs of athletes by creating a diet prescription plan that addresses the needs, challenges and risks of a specific sport.
- Create a poster presentation that identifies which therapeutic drugs and non-therapeutic substances are banned by a specific sport and/or workplace organizations.
- Communicate effectively with health care professionals pertaining to a patient's health care and nutritional needs with specific autoimmune or chronic diseases/illness.
- Identify and describe psychological and behavioral factors that can influence health-related adaptations in sport and exercise.

### Textbooks

This course being a hands-on experience will demand the student to 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.

#### Required Text:

	<b>Title</b>	Practical Application in Sports Nutrition 4 <sup>th</sup> Ed.
	<b>Author</b>	Heather Hedrick Fink & Alan E. Mikesky
	<b>ISBN-13</b>	978-1-284-03669-5
	<b>Publisher</b>	Jones & Bartlett
	<b>Publication Date</b>	2015

### Academic Accommodations

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At PLNU, students requesting academic accommodations must file documentation with the Disability Resource Center, located in the Bond Academic Center. Once the student files documentation, the Resource Center will contact Dr. Sullivan and provide written recommendations for reasonable and appropriate accommodations to meet your individual learning needs. Please accomplish all documentation during the first week of the semester.

\*This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

### 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 9 hrs per week outside of class in preparation, you will significantly increase your chances of doing well!*

### Clinical Expectations

#### **Clinical Preparation and Performance**

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. Student will be evaluated on clinical preparation and performance twice a semester.

### **Clinical Proficiencies and Testing**

The student will continually demonstrate ongoing mastery of the Clinical Proficiencies during clinical hours. This is obtained by observation and evaluation. The course proficiencies will be evaluated and signed off by the supervising athletic trainer. A passing grade will not be obtained until **100%** of the proficiencies are **passed with an autonomous**.

When a proficiency is completed the proper form must be completed by the student and signed by an ACI. The students will be assessed on the following proficiencies throughout the semester:

- |   |                               |
|---|-------------------------------|
| ✓ Splint Creation on an athlete           | ✓ Physician's clinic          |
| ✓ Phonophoresis set up                    | ✓ ATS Software                |
| ✓ Iontophoresis set up                    | ✓ Medical charting            |
| ✓ Inventory/ordering                      | ✓ Body composition assessment |
| ✓ Ergonomics quiz (must get 100% to pass) | ✓ Isokinetic Dynamometer      |

### **Monthly Meetings**

Meet with Dr Ganz & Professor Baker every month to discuss new evaluations, progression of rehabilitation programs, areas of growth, etc. A review of the **student's charting** and **proficiencies** will be done at each meeting. PLEASE REMEMBER TO BRING THESE ITEMS WITH YOU.

### **Course Assignments**

#### **Journals (4 @ 25 points)**

The journal is an opportunity to chronicle and present your achievements and experiences realized during the term. The journal has two components 1) log of your clinical hours and 2) personal assessment of how you are doing so far and what has been going on in your clinical/personal life. A template is posted on eclass under assignments.

The log will be turned in every 4 weeks, along with a journal. The Journal should include the following:

- a. Highlights/provocative events and cases
- b. Significant areas of professional and personal growth during the clinical experience
- c. Plans for professional/personal growth
- d. Plans for post-graduation. Has this changed from last semester?
- e. Mentor: how is it going? Any areas of concern in regards to your mentee, things your mentee might be doing right that deserves attention.

#### **Proficiency Assessment (15 points each deadline)**

Each student will be responsible for having proficiencies signed off as autonomous and/or with prompting based on assigned deadlines. Students are ultimately responsible for meeting these assigned quotas. There are a total of 18 proficiencies for this semester. Students MUST have their entire proficiency packet complete by April 11<sup>th</sup>.

Dr Ganz and Professor Baker will have simulated proficiency testing days for those of you who have did not get a chance to perform your testing on a real patient. Please come to this meeting prepared!

#### **Banned Drug Poster Presentation (50 Points)**

Students will identify which therapeutic drugs and non-therapeutic substances are banned by sport and/or workplace organizations in order to properly advise patients about possible disqualification and other consequences. Comparisons of the following organizations are necessary: NATA, NFL, NBA, MLB, IOC, NCAA, and NAIA. Each group of students will present their poster findings to the class,

#### **Food & Fitness Tracker (25Points)**

Choose one of the food and fitness trackers discussed in class. Track three days of food and exercise. Detailed handout will be provided on Canvas

#### **Diet Prescription (100 Points)**

Students will assess a theoretical patient who has been involved in injury rehabilitation, but is not improving or is interested in losing weight/gaining weight. Students will compose a dietary plan that will encompass the following: use of the USDA Pyramid, identify the organizations responsible of dietary guidelines, outline nutritional concepts, facts, needs, and food labels for a physically active adult, weight loss plan, measuring, recording, and monitoring results. Also a description of a good pre-participation meal is required. A portion of the assignment will be presented to the class in practicum.

**EBP Supplement & Ergogenic Aid Video (50 points)**

Create a EBP video presentation that will critically assess the validity of nutritional strategies, dietary supplements and ergogenic aids for improving metabolic and physiological efficiency in sports and exercise. Pick a particular sport and discuss what supplements/ergogenic aids would benefit that athlete and what supplements/ergogenic aids may be a detriment.

**Complete and Organized Portfolio (50 Points)**

You will need to have your eclass portfolio updated and ready to turn in by the due date at the end of the semester. Please combine all notes from class into one organized eportfolio and turn into eclass by the assigned date (see schedule)

**Course Grading**

Item	Number	Total Points
1. Clinical Proficiencies	5@15 points;	75
2. Journal/Hour log	4@25 points each	100
3. Banned Drugs Poster Presentation	50 points	50
4. Diet Prescription	100 points	100
5. Food & Fitness Tracker	25 Points	25
6. EBP Supplement Video	50 points	50
7. Portfolio	50 points	50
8.. Quizzes	4@10 points	40
9. Mentor Update	4 @ 15 points	60
<b>Total</b>		<b>550</b>

<u>GRADE</u>	<u>POINT VALUE</u>
A	94-100
A-	90-93
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

**Course Rules/Guidelines**

**Class Attendance and Participation**

Class experiences contain information that you will need in order to do well in this course. A pattern of missing classes will cause your grade to be lowered or you may be “de-enrolled” **(Six misses, total from all sections, will qualify you for de-enrollment)**. Each student is required to be in every class meeting without fail. Responsible attendance and promptness are essential to gain the maximum benefits from this class. There are no allowed or excused absences. (Exceptions: When necessitated by certain college-sponsored activities and are approved in writing by the Academic Dean.)

Excused absences for emergencies are accepted with notification ASAP. Role will be taken and students missing more than 6 classes will be de-enrolled from the class. If an eclass quiz is due on the day a student misses class, the student will receive a 0 on that quiz whether it was completed or not.

**Late Work**

No late work will be accepted.

**Make-Ups**

Make up exams/quizzes will be given only if the professor is notified of the excused absence prior to the missed class or if the student has a legitimate emergency. No make-up labs will be allowed.

## Email

Email will be the **MAIN** form of communication used by the professor outside of class. Students are expected to check their email at least **ONCE A DAY**. If you know of issues with your @pointloma.edu account, please notify the professor immediately.

## Acceptable behavior

- ✓ Make sure cell phones are turned off and put away (no texting or making/receiving calls during class).
- ✓ Even if you don't always agree, you will have respect for each others' opinions as to what is being discussed in class.
- ✓ Everyone learns at a different rate; at no time should you make other's feel inadequate.

## Important Dates

- January 9– Classes Begin
- January 15 – MLK Day (No Class)
- January 19 – Last Day to add Semester Class
- March 5-9– Spring Break (No Class)
- March 23 – Last Day to Drop Semester Class
- April 12– April 16 – Easter Recess
- April 27 – Classes End
- April 30 - May 4 – Finals Week

## Tentative Course Outline

Week	Date	Topic/Presenters	Assignments Due	Read
1 - SG	1-12-18	Go over syllabus, Mentorship, expectations What is sports nutrition		Fink & Mikesky Ch 1
2 - SG	1-19 - 18	Food & Fitness Trackers; Building a high energy eating plan	<ul style="list-style-type: none"><li>• Semester Goals</li></ul>	Fink & Mikesky Ch. 2
3 - SB	1-26-18	Carbohydrates, protein & fluids	<ul style="list-style-type: none"><li>• Proficiency Deadline #1: Minimum 5 attempts</li></ul>	Fink & Mikesky Chs. 3-5, 8
4 - SG	2-2-18	Pre, during, and post competition meals	<ul style="list-style-type: none"><li>• Food &amp; Fitness Tracker Assignment due</li></ul>	
5 - SG	2-9-18	Ergogenic Aids	<ul style="list-style-type: none"><li>• Journal #1 Due</li><li>• Proficiency Deadline #2: Minimum 10 attempts</li></ul>	Fink & Mikesky Ch. 9
6 - SG	2-16-18	Nutrition Consultation with Athletes Diet Counseling Practice		Fink & Mikesky Ch. 10
7 - SB	2-23-18	Weight loss diet, exercise, and monitoring		Fink & Mikesky Ch. 11
8	3-2-18	Eating Disorders Guest Lecture (Carrie Gunn RD)	<ul style="list-style-type: none"><li>• Mid Semester Evaluation</li><li>• Proficiency Deadline #3: Minimum 8 AUTONOMOUS; 15 attempts</li></ul>	
	3/5 – 3/9		SPRING BREAK	
9 - SG	3-16-18	Nutritional considerations for rehabilitation/healing	<ul style="list-style-type: none"><li>• Diet Prescription Due See Handout</li></ul>	NATA position statement on Disordered Eating
10 - SG	3-23-18	Diet for special populations, autoimmune, chronic illnesses, etc.	<ul style="list-style-type: none"><li>• Journal #2 Due</li><li>• EBP Supplement &amp; Ergogenic video due</li></ul>	Fink & Mikesky Ch. 15
11 - SG	3-30-18	Diets for endurance , strength and power and team sport athletes	<ul style="list-style-type: none"><li>• Proficiency Deadline #4: Minimum 12 AUTONOMOUS; 20 attempts</li></ul>	Fink & Mikesky Chs. 12-14
12- SG	4-6-18	Trigger Point & ART Guest Lecture (Dr. Sanicki)	Journal #3 Due	
13	4/12 – 4/16		EASTER BREAK	

14 - SG	4-20-18	Sports Psychology Guest Lecturer (Dr. Sarah Castillo)	<ul style="list-style-type: none"> <li>• PROFICIENCY PACKET IS DUE WITH ALL AUTONOMOUS</li> </ul>	
15 - SG	4-27-18	Drug ban poster presentations	<ul style="list-style-type: none"> <li>• Drug ban presentations</li> <li>• Journal #4 Due</li> <li>• Portfolio DUE</li> <li>• FINAL MEETING</li> </ul>	

ATR 391

Clinical Practicum II

Code	Competency/Proficiency
RM-C4	Identify and explain the recommended or required components of a preparticipation examination based on appropriate authorities' rules, guidelines, and/or recommendations.
RM-C11	Explain the importance and use of standard tests, test equipment, and testing protocol for the measurement of cardiovascular and respiratory fitness, body composition, posture, flexibility, muscular strength, power, and endurance
RM-C12	Explain the components and purpose of periodization within a physical conditioning program
RM-C13	Identify and explain the various types of flexibility, strength training, and cardiovascular conditioning programs. This should include the expected effects (the body's anatomical and physiological adaptation), safety precautions, hazards, and contraindications of each.
RM-C19	Explain the basic principles and concepts of home, school, and workplace ergonomics and their relationship to the prevention of illness and injury.
DI-P1	Obtain a medical history of the patient that includes a previous history and a history of the present injury.
DI-P2	Perform inspection/observation of the clinical signs associated with common injuries including deformity, posturing and guarding, edema/swelling, hemarthrosis, and discoloration.
DI-P4	Palpate the bones and soft tissues to determine normal or pathological characteristics.
MC-C18	Describe and know when to refer common psychological medical disorders from drug toxicity, physical and emotional stress, and acquired disorders (e.g., substance abuse, eating disorders/disordered eating, depression, bipolar disorder, seasonal affective disorder, anxiety disorders, somatoform disorders, personality disorders, abusive disorders, and addiction).
AC-P4e	Acute asthma attack
TM-C5	Describe the role and function of the common pharmacological agents that are used in conjunction with therapeutic modalities
TM-C9g	Interpret physician notes, postoperative notes, and physician prescriptions as they pertain to a treatment plan.
TM-P1	Assess patient to identify indications, contraindications, and precautions applicable to the application of therapeutic modalities.
TM-P2	Obtain and interpret baseline and posttreatment objective physical measurements to evaluate and interpret results.
TM-P3	Inspect the therapeutic modalities and treatment environment for potential safety hazards.
TM-P5	Select and apply appropriate therapeutic modalities according to evidence-based guidelines.
TM-P6	Document treatment goals, expectations, and treatment outcomes.
TM-CP1	Synthesize information obtained in a patient interview and physical examination to determine the indications, contraindications and precautions for the selection, patient set-up, and evidence-based application of therapeutic modalities for acute and chronic injuries. The student will formulate a progressive treatment and rehabilitation plan and appropriately apply the modalities. Effective lines of communication should be established to elicit and convey information about the patient's status and the prescribed modality(s). While maintaining patient confidentiality, all aspects of the treatment plan should be documented using standardized record-keeping methods.
TM-CP1.2	Electrical Stimulation Modalities
TM-CP1.3	Therapeutic Ultrasound
TM-CP1.4	Mechanical Modalities
TM-CP1.5	Massage and other Manual Techniques
EX-CP4.9	Exercises to Improve Activity-Specific Skills, including Ergonomics and Work Hardening
PH-C3	Identify information about the indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications (including herbal medications) using current pharmacy resources.
PH-C10	Explain the known usage patterns, general effects, and short- and long-term adverse effects for the commonly used performance-enhancing substances.

PH-C11	Identify which therapeutic drugs and nontherapeutic substances are banned by sport and/or workplace organizations in order to properly advise patients about possible disqualification and other consequences.
PH-P1	Obtain and communicate patient education materials regarding physician-prescribed medications, over-the-counter drugs, and performance-enhancing substances using appropriate references.
PS-C7	Describe the roles and function of various community-based health care providers (to include, but not limited, to: psychologists, counselors, social workers, human resources personnel) and the accepted protocols that govern the referral of patients to these professionals.
PS-C10	Identify the symptoms and clinical signs of common eating disorders and the psychological and sociocultural factors associated with these disorders.
PS-C12	Describe the basic signs and symptoms of mental disorders (psychoses), emotional disorders (neuroses, depression), or personal/social conflict (family problems, academic or emotional stress, personal assault or abuse, sexual assault, sexual harassment), the contemporary personal, school, and community health service agencies, such as community-based psychological and social support services that treat these conditions and the appropriate referral procedures for accessing these health service agencies.
PS-C13	Describe the acceptance and grieving processes that follow a catastrophic event and the need for a psychological intervention and referral plan for all parties affected by the event.
PS-CP1	Demonstrate the ability to conduct an intervention and make the appropriate referral of an individual with a suspected substance abuse or other mental health problem. Effective lines of communication should be established to elicit and convey information about the patient's status. While maintaining patient confidentiality, all aspects of the intervention and referral should be documented using standardized record-keeping methods.
NU-C1	Describe personal health habits and their role in enhancing performance, preventing injury or illness, and maintaining a healthy lifestyle.
NU-C2	Describe the USDA's "My Pyramid" and explain how this can be used in performing a basic dietary analysis and creating a dietary plan for a patient.
NU-C3	Identify and describe primary national organizations responsible for public and professional nutritional information.
NU-C4	Identify nutritional considerations in rehabilitation, including nutrients involved in healing and nutritional risk factors (e.g., reduced activity with the same dietary regimen and others).
NU-C5	Describe common illnesses and injuries that are attributed to poor nutrition (e.g., effects of poor dietary habits on bone loss, on injury, on long-term health, and on other factors).
NU-C6	Explain energy and nutritional demands of specific activities and the nutritional demands placed on the patient.
NU-C7	Explain principles of nutrition as they relate to the dietary and nutritional needs of the patient (e.g., role of fluids, electrolytes, vitamins, minerals, carbohydrates, protein, fat, and others).
NU-C8	Explain the physiological processes and time factors involved in the digestion, absorption, and assimilation of food, fluids, and nutritional supplements. Further, relate these processes and time factors to the design and planning of preactivity and postactivity meals, menu content, scheduling, and the effect of other nonexercise stresses before activity.
NU-C10	Explain implications of FDA regulation of nutritional products.
NU-C11	Identify and interpret pertinent scientific nutritional comments or position papers (e.g., healthy weight loss, fluid replacement, pre-event meals, and others).
NU-C12	Explain principles of weight control for safe weight loss and weight gain, and explain common misconceptions regarding the use of food, fluids, and nutritional supplements in weight control.
NU-C13	Explain consequences of improper fluid replacement.
NU-C14	Describe disordered eating and eating disorders (i.e., signs, symptoms, physical and psychological consequences, referral systems).
NU-C15	Identify effects of macronutrients (e.g., saturated fats, incomplete proteins, and complex carbohydrates) on performance, health, and disease.
NU-C16	Describe signs, symptoms, and physiological effects of mineral deficiency (e.g., iron, and calcium), and identify foods high in specific mineral content.
NU-C19	Explain the relationship between basal metabolic rate, caloric intake, and energy expenditure in the use of the Food Pyramid Guidelines.

NU-C20	Identify the nutritional benefits and costs of popular dietary regimen for weight gain, weight loss, and performance enhancement.
NU-P1	Assess body composition by validated technique (e.g., skinfold calipers, bioelectric impedance, BMI, etc.) to assess a patient's health status and to monitor progress during a weight loss or weight gain program.
NU-P2	Calculate energy expenditure, caloric intake, and BMR.
NU-P3	Provide educational information about basic nutritional concepts, facts, needs, and food labels for settings associated with physically active individuals of a wide range of ages and needs.
NU-CP1	Demonstrate the ability to counsel a patient in proper nutrition. This may include providing basic nutritional information and/or an exercise and nutrition program for weight gain or weight loss. The student will demonstrate the ability to take measurements and figure calculations for a weight control plan (e.g., measurement of body composition and BMI, calculation of energy expenditure, caloric intake, and BMR). Armed with basic nutritional data, the student will demonstrate the ability to develop and implement a preparticipation meal and an appropriate exercise and nutritional plan for an active individual. The student will develop an active listening relationship to effectively communicate with the patient and, as appropriate, refer the patient to other medical professionals (physician, nutritionist, counselor or psychologist) as needed.
NU-CP2	Demonstrate the ability to recognize disordered eating and eating disorders, establish a professional helping relationship with the patient, interact through support and education, and encourage vocal discussion and other support through referral to the appropriate medical professionals.
AD-C12	Explain components of the budgeting process, including purchasing, requisition, bidding, and inventory.
AD-P5	Use appropriate terminology and medical documentation to record injuries and illnesses (e.g., history and examination findings, progress notes, and others).
AD-P6	Use appropriate terminology to effectively communicate both verbally and in writing with patients, physicians, colleagues, administrators, and parents or family members.
AD-P7	Use a comprehensive patient-file management system that incorporates both paper and electronic media for purposes of insurance records, billing, and risk management.
AD-P8	Develop operational and capital budgets based on a supply inventory and needs assessment.
EX-CP1.9	Exercises to Improve Activity-Specific Skills, including Ergonomics and Work Hardening

