

Department of Kinesiology

ATR494: Clinical Preceptorship (1) Spring 2020



Meeting day: T	Instructor(s): Nicole Cosby, PhD, ATC
Meeting times: 2:30-4pm	Office phone: 619-849-2901 (Dr. Cosby)
Meeting location:	E-mail: nicolecosby@pointloma.edu
Any additional info:	Office hrs: Monday/Friday: 7-11, Wednesday: 7-10
Final Exam: None – please sign up for your BOC	Canvas Login: canvas.pointloma.edu

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

This course provides the Athletic Training Student with a capstone experience involving the practice and synthesis of all previous educational competencies and clinical proficiencies. The intent of the review is to progress students toward mastery of the competencies. As part of the culmination of the clinical education program at PLNU, students complete a mock BOC certification examination.

Athletic Training Education Program (ATEP) Learning Outcomes

1. Students will demonstrate cognitive and psychomotor competence in the 12 content areas of the Athletic Training Educational Competencies.
2. 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.
3. Students will be able to speak and write coherently on information in their discipline, and to communicate it effectively to a target audience.
4. 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.
5. Graduates will demonstrate the knowledge and skills required of an entry-level Certified Athletic Trainer.
6. 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.
7. Graduates will be prepared for careers that utilize Certified Athletic Trainers &/or graduate study or other employment in allied healthcare professions.

COURSE LEARNING OUTCOMES

- Students will be able to develop a resume that is suitable for the profession they are into
- Students will be able to recognize their weaknesses within the 6 domains of athletic training
- Students will pass the MOC BOC exam with a 70%

COURSE REQUIREMENTS

A. Examination preparation

1. Outline and implement a personal and individualized contract of preparation for the NATABOC exam including Spring semester dates of study.
 - ⊕ **May:** study comprehensively by completing the Van Ost and Rozzi texts as outlined.
 - ⊕ **June:** Identify test window dates, finish with online registration for exam.
 - Complete BOC Self Assessment Exam—**Study Mode**
 - Complete BOC Self Assessment Exam—**Test Mode** (These results will be sent to ATEP Director and Dr. Cosby)

2. Exam calendar:

http://www.bocatc.org/index.php?option=com_content&view=article&id=38&Itemid=40

Easy Steps for Online Exam Application Approval

1. Log in to [BOC Central™](#)
2. Complete AT 1.0 Exam Application
3. Complete AT 1.6 Program Director Endorsement Form
4. Complete AT 1.65 BOC Exam Candidate Attestment

B. BOC Exams-

Study Exam Completed by March 19, 2016

BOC Test Mode completed with results to Dr. Cosby by March 30, 2016

Free Sample Exam Questions-

The BOC continues to offer sample multiple-choice items, focused testlets and stand-alone alternative item type questions to familiarize candidates with the look and feel of the alternative item types. These items can be viewed on the [BOC website](#).

Self Assessment Exams-

The BOC also offers self assessment exams to students preparing for the BOC certification exam. Content experts who develop the BOC certification exam wrote the questions in these self assessment exams, which help to determine areas of strength and weakness in athletic training for future study. The self assessment exams can be accessed through the [BOC website](#).

Or here:

http://www.bocatc.org/index.php?option=com_content&view=article&id=136&Itemid=149

The BOC offers integrated self assessment exams in test and study modes, and each integrated self assessment exam includes 65 stand-alone multiple-choice questions, 5 stand-alone alternative items and 1 focused testlet with 5 alternative item type questions that are representative of the questions on the BOC certification exam. Although the content areas of the self assessment exams are comparable to those of the actual certification exam, the questions included in the self assessment exams will never appear on a future certification exam.

Before you take a self assessment exam, it is recommended that you familiarize yourself with the testing environment by viewing the [Testing Instructions](#) and taking the free [Sample Test](#). When you are ready to take the self assessment exam, simply create a [User Account](#), purchase the exam and begin testing.

C. Post Graduate preparation- **Due by May 2nd**

- ⊕ Submit a current resume
- ⊕ Submit completed applications for graduate school or employment
- ⊕ Complete ATEP surveys (**Due by May 5th**)

D. Professional Development

As a future professional in Athletic Training and allied health care, it is strongly recommended that you become familiar with the NATA, including its history and code of ethics. You will be encouraged to become a member of the NATA in order to register for the BOC Certification Examination.

NATA Membership Standards are available on the NATA's website:

www.nata.org/sites/default/files/membership-standards.pdf.

II. Course grade

Final grades will be the direct result of the completion of the assignments mentioned above. The ATEP Director will not approve your application to sit for the BOC exam until the requirements are met for this final clinical practicum course.

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.

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 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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by

phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

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 can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

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

Tentative Practicum Outline ****Subject to Change****

Week	Topic/Presenters	Assignments Due
1	Signing up and creating the account	<ul style="list-style-type: none"> • http://www.bocatc.org/candidates/exam-deadlines • http://www.bocatc.org/images/stories/candidates/candidateto-do15.pdf • https://i7lp.integral7.com/durango/do/login?ownername=boc&channel=boc&basechannel=integral7
1	Preparing for your BOC exam☺ Testlets 50-52 	Complete and score Rozzi Multiple Choice  Domain → Prevention Roles: H and I
2	BOC practice exams the preparation begins now Testlets 45-48 	Complete and score Rozzi Multiple Choice  Domain(s) → Clinical Evaluation, Prevention, Rx/Rehab Roles: G

2	Building your study calendar Testlets 32-36 	<u>Complete and score</u> Rozzi Multiple Choice  Domain(s) → Clinical Evaluation, Organization and Admin, Prevention, Rx/Rehab Roles: F
3	Taking the practice Exam Testlets 28-30 	<u>Complete and score</u> Rozzi Multiple Choice  Domain(s) → Clinical Evaluation, Immediate Care, Organization and Admin, Prevention, Rx/Rehab Roles: E
3	What has been successful – Panel Discussion Testlets 12-15 	<u>Complete and score</u> Rozzi Multiple Choice  Domain(s) → Clinical Evaluation, Immediate Care, Organization and Admin, Prevention, Rx/Rehab Roles: D
4	Resumes and Coverletters Testlets 16-19 	<u>Complete and score</u> Rozzi Multiple Choice  Domain(s) → Clinical Evaluation, Immediate Care, Organization and Admin, Prevention, Professional Responsibility, Rx/Rehab Roles: C
4	BOC MOC Exams Testlets 20-23 	<u>Complete and score</u> Rozzi Multiple Choice  Domain(s) → Clinical Evaluation, Immediate Care, Organization and Admin, Prevention, Professional Responsibility, Rx/Rehab Roles: B
5	Are you prepared??? Testlets 24-27 	<u>Complete and score</u> Rozzi Multiple Choice  Domain(s) → Clinical Evaluation, Immediate Care, Organization and Admin, Prevention, Professional Responsibility, Rx/Rehab Roles: A
5	BOC MOC Exam ☺	

Study Techniques and Strategies

This can be a tremendously rewarding and gratifying experience (my doctoral oral comp exams)

A methodical approach is necessary: An outline of what you will study and when (calendar) will drastically reduce your anxiety, trust me.

Focused studying is the key

Use the questions from the Red book and the Van Ost book to determine what your strengths and weaknesses are in each domain, then study your weaknesses and develop a study calendar to map out the specifics.

Specifically highlight the areas where you need to spend extra time, then research these areas.

Write down additional questions from these areas and bring to colloquy!

There is no way you can read all of your texts cover to cover. You should review content-specific texts (modalities, management, pharmacology), NATA and ACSM position statements, and course notes.

The role delineation study is the job description of a Certified Athletic Trainer, the Van Ost text is organized around the 6 domains of the RDS.

- ⊕ Complete steps for registering for exam during week 1
- ⊕ Utilized the resources: textbooks and online exams
- ⊕ Assemble recent grads to come speak about challenges they have faced over the past year and their experiences studying for and taking the exam.

More valuable resources:

http://www.bocac.org/index.php?option=com_content&view=article&id=188&Itemid=190