

Spring 2024

Department of Kinesiology

ATR 6099: Athletic Training Capstone

Number of units: 2

Meeting day: Monday	Instructor(s): Nicole Cosby, PhD, ATC
Meeting times: 8:25 am - 10:30 am	Office phone: 619-849-7659
Meeting location: Balboa Campus Classroom 152	E-mail: nicolecosby@pointloma.edu
Any additional info: N/A	Office hrs: Click here to sign up for office hours
Final Exam: Monday, April 29	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.

HEALTH AND SAFETY UPDATE - COVID 19

It is expected that all students will abide by the health and safety standards set by the university. Here is a [link](#) to the most current Health and Safety Guidelines.

HEALTH-RELATED CLASS ABSENCES

Please regularly evaluate your own health according to current [CDC guidelines](#) Do not attend class or other on-campus events if you are ill.

You are encouraged to seek appropriate medical attention for treatment of illness. Please contact your primary care physician OR a free San Diego medical clinic if you do not have health insurance. In the event of having a contagious illness such as influenza or COVID-19, please do not come to class or to campus to turn in any work. Instead, **email me about your absence as soon as you are able so that appropriate accommodations can be explored.**

I am committed to working with students with pre-existing medical and mental health needs, as well as new needs that may arise within the semester. I encourage you to reach out to me as early as possible to discuss any adjustments you think may be necessary in this course. Reasonable accommodations may include leveraging the course modules that have been developed in creative ways to maximize your access during times when students need to quarantine due to COVID exposure, or during an absence related to a disability or COVID-19 diagnosis. While I cannot guarantee any specific outcome, I am committed to working with you to explore all the options available in this course.

ATTENDANCE AND PARTICIPATION

Our class meets on Monday, from 11:00 am - 12:50 pm. If you cannot meet in-person due to COVID-19/Cold symptom restrictions, online engagement may be an appropriate alternative. It will be up to the student to request a zoom link for the course session that day. If a student is feeling so ill that participation in zoom is prohibited please do not hesitate to email me.

Class participation and active learning are important aspects of this class, so your engagement is critical to your success regardless of modality/delivery. However, I understand that sometimes you must miss examinations or other academic obligations affecting your grades because of illness, personal crises, and other emergencies. As long as such absences are not excessive (student missing more than 20% of the class), I will work with you as best I can to help you succeed in the course. Please contact me as soon as possible when such absences arise so we can make arrangements to get you caught up. **This policy will not apply in the case on non-emergency absences.**

COMMITMENT TO INCLUSION, EQUITY, DIVERSITY and BELONGING

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, religion, ability, etc.). I also understand that the current crisis of COVID, economic disparity, and health concerns could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of PLNU which seeks to support students academically, emotionally and spiritually. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me, I want to be a resource for you! Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a

respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all. This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

COURSE DESCRIPTION

This is a capstone educational experience focusing on current topics in the Athletic Training Profession and career development issues.

Prerequisite(s): 2nd Year standing in MS-AT.

COURSE OVERVIEW

Throughout this course, students will demonstrate acquisition and retention of knowledge and skills from major coursework. This course will also serve as a means for students to review and present data in an effort to prepare them for their Board of Certification (BOC) exam. Students will create an end of program portfolio in Via demonstrating preparedness to enter the field of Athletic Training.

NATURE OF COURSE DELIVERY

Face-To-Face/Remote (depending on COVID)

This course has professionals from the field of athletic training and other allied health care professional as guest speakers. Due to their professional responsibilities, guest speakers may not always be able to attend a scheduled class time. Therefore, this course may require meeting outside of regularly scheduled class times and/or travel to sites off campus. Students will be informed of such meetings one week in advance of the scheduled class meeting. Students will be expected to arrange transportation to and from the meeting site.

LEARNING OUTCOMES

At the completion of this course students should be:

1. Prepared for the BOC examination
2. Articulate an emerging topic in AT (CAT)
3. Prepare students for the job market through interviews

REQUIRED TEXTBOOKS

1. Van Ost L, Manfre K, Lew K (2010). Athletic Training
2. Rozzi, Futrell. Study Guide for the Board of Certification Examination.

RECOMMENDED (NOT REQUIRED)

1. Long, B and Hale, C. Athletic Training Review.

IMPORTANT WEBSITES

1. [Board of Certification Examination Website](#)Links to an external site.
2. [Candidate Handbook](#)Links to an external site.
3. [Exam Eligibility](#) Links to an external site.
4. [Exam Preparation Tools](#) Links to an external site.
5. [Testing Date Windows](#)Links to an external site.
6. [NPI #](#)Links to an external site.

COURSE REQUIREMENTS

1. **Outline and implement a personal and individualized contract of preparation for the NATA exam including Spring semester dates of study AND exam preparation.**
 - - **Calendar for preparation** – during the first week of this course students will prepare a study calendar to help them progress in their preparation for the Certification Examination.
 - **Self Practice Exams** – The purpose of these assignments is to provide the athletic training student with an understanding of their existing knowledge and where gaps might be present as you prepare to take the BOC examination. I believe that each student should have a thorough understanding of his or her own knowledge in order to create an appropriate plan to study. These areas or gaps in knowledge are most often difficult to evaluate without an assessment of knowledge. This is where these assignments come into importance throughout the students preparation for the exam. Once strengths and weaknesses have been identified, students can create a study plan allowing more time to their weak areas and less time to those areas they are most confident about.

Interestingly enough, foundational knowledge is not what the student lacks, it is typically a lack of practice with the new and

creative question formats and innovate technology that has been added to the BOC exam.

Therefore, my job is to make sure you are comfortable with all question types, to create a "testing" like environment. Which means we will do testing in class. While many of you might feel as though it is a waste of time...it truly is not. Testing in class has been recommended by those who construct the exam.

So as you take this assessment whether it be in class or at home, please remember to create a testing environment that will be similar to that of the BOC.

Please [use this form \(Links to an external site.\)](#) to report your results and **type complete** in the text entry box below to complete this assignment.

- **Final MOC exam** – students who have not taken the exam prior to the last month of the course will receive a MOC examination which will be purchased by the program director and sent to the students. The score on this exam and all domains within the exam must be sent to the program director no later than the last week of the course.

3. Professional Eportfolio completed and turned in using portfolio. Should include the following (see syllabus for the links to your original portfolios)

- - Introduction Cover Letter and Resume (no more than one page)
 - Professional goals (Philosophy, goals and ethics)
 - Professional Assessments (Strengths, special skills, hobbies)
 - Achievements (Diploma, certifications and licenses, awards, honors and professional memberships)
 - Internship/Service
 - References

4. Professional interviews

This written and oral assignment is designed to help you gain valuable information about your future career. This could possibly be one of the most meaningful assignments you do in your college career (I've heard this from so many students). Contacts made throughout the course of completing this assignment could very well become leads for future jobs.

The informational interview assignment involves TWO parts:

- Locate interviewees/schedule interviews. Start on this right away, today. Schedule an interview with **ONE** professional who is currently employed in the industry/profession you think you would ideally like to pursue. Shoot for the stars with this assignment. Please do not interview close friends, family members, PLNU employees, or current employers because these are all fairly easy for you to access and create a level of comfortability that most interviews will not contain. Instead, try to find someone in the field that you want to go into whether that be athletic training (**fellowship, college ATC, HS ATC**), physician's assistant and/or physical therapy (if I didn't list your aspiring profession it wasn't intentional). **Please note that the interviews do not have tone face to face given the circumstances. Please use zoom as a platform and record your interviews.** There are many ways to go about getting the interview, the most successful way to do that is to make contact by email first. Please do not wait until the last minute to start this projects as many healthcare professionals will take sometimes at least 48 hours to respond.
- When you have confirmed the interview please either email Dr. Cosby the email address of the interviewer so that she can send the interview evaluation link OR you can send the link by [clicking here. \(Links to an external site.\)](#)[Links to an external site.](#)

Instructions for the interview

The interview should be at least 20 minutes in length at the professionals' workplaces or on the phone. I don't think I have to say this BUT avoid meeting at unusual settings and at late hours. Check with me if you are questioning anything. Approach the interview as if you were applying for a job. Consider carefully the image you want to project in both dress and style. Always lean toward the conservative side in dress. Make sure you ask for a business card before you leave the interview and hand them a copy of your resume and cover letter.

Instructions to complete this assignment

- - - Fill out your self reflection form [here. \(Links to an external site.\)](#)
 - Double check to ensure your interviewer has filled out their assessment of you. I can check on it in Qualtrics for you!

5. Course Grading

- - Students will be evaluated on content standards (knowledge gained) and performance (demonstration of content). Content standards may be assessed via written, presentation and examination

assignments. Performance will be assessed through completion of the class activities.

Assessment Method	Number	Points Each	Points Total
Self-Examinations	8	30	240
Assignments	10	10-50	100-500
Eportfolio	1	100	100
Resume and Cover Letter	1	75	75
Professional Interviews	1	75	75
MOC interviews	1	20	20
Final MOC BOC Exam	1	100	100

Grading Scale

A	94-100	C	73-76
A-	90-93	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
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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!*