

 <p>POINT LOMA NAZARENE UNIVERSITY</p>	<p>COLLEGE OF HEALTH SCIENCES ATR5091/6091 - Clinical Internship II (3-units) Course Information Tuesday 8:00am - 10:00am Balboa Room 152</p>
<p>Spring 2025</p>	

INSTRUCTOR INFORMATION

<p>Instructor: Carra Johnson, PhD Email: cjohnson@pointloma.edu Office Hours: By appointment only</p>
<p>Instructor: Ross Brunett, DPT, PT, ATC Email: rbrunett@pointloma.edu Office Hours: By appointment only</p>

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 second 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 behavioral health and lower extremity evaluation.

PROGRAM LEARNING OUTCOMES

The Point Loma Nazarene University MS-AT graduate will be able to:

- Demonstrate the knowledge and skills required to become a certified athletic trainer.
- Critically evaluate and integrate the best available evidence for clinical decision-making.
- Deliver new evidence that is intended to change clinical practice in various healthcare communities through scholarly research presentations and symposiums.

Describe the importance of collaborating with multiple healthcare professionals and diverse patient populations to improve patient care.

Demonstrate preparedness for their vocation and calling.

COURSE LEARNING OUTCOMES

In this course, you will learn how to:

Recognize behavioral health conditions in patients and collaborate with healthcare professionals to provide appropriate referrals, support, and monitoring to ensure effective treatment and safe participation in activities. (Standard 77)

Conduct comprehensive patient examinations, including medical history, clinical testing, and assessment of multiple body systems, to develop accurate diagnoses and effective care plans. (Standard 71)

Demonstrate effective communication skills when interacting with patients, families, and members of the healthcare team to ensure patient-centered care. (Standard 59 and 61)

Apply ethical principles and professional standards to ensure compliance with laws, regulations, and the BOC Standards of Professional Practice in athletic training. (Standard 65 and 66)

Assess professional strengths and areas for growth to create a personalized plan for ongoing professional development while demonstrating leadership and advocacy for the athletic training profession. (Standard 67 and 68)

CAATE STANDARDS

In this course, the following CAATE Standards will be met:

Standard 59 - Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.

Standard 61 - Practice in collaboration with other health care and wellness professionals.

Standard 65 - Practice in a manner that is congruent with the ethical standards of the profession.

Standard 66 - Demonstrate the ability to 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:

- requirements for physician direction and collaboration

- mandatory reporting obligations

- Health Insurance Portability and Accountability Act (HIPAA)

- Family Education Rights and Privacy Act (FERPA)

- universal precautions/OSHA Bloodborne Pathogen Standards

- regulations pertaining to over-the-counter and prescription medications

Standard 67 - Evaluate professional competence and create professional development plans according to personal and professional goals and requirements.

Standard 68 - Advocate for the profession.

Standard 70 - Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:

lower extremity musculoskeletal injuries

Standard 71 - 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:

Obtaining a medical history from the patient or other individual

Assessing function (including gait)

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

musculoskeletal system

neurological system

pain level

specific functional tasks

Standard 77 - Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate. These behavioral health conditions include (but are not limited to) the following:

Suicidal ideation

Depression

Anxiety Disorder

Psychosis

Mania

Eating Disorders

Attention Deficit Disorders

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Arvinen-Barrow, M., & Walker, N. (2013). *The Psychology of Sport Injury and Rehabilitation* (1st ed.). Routledge.

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 15 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 as soon as January 2, 2025.

All policies and procedures relating to clinical rotations can be found in [EXXAT](#) and the [MS-AT student handbook](#).

ASSESSMENT AND GRADING

Course Assignment Distribution	Grade Scale	
Behavioral Health Assignments: 60%	A = 93-100	C = 73-76
Lower Extremity Assignments: 20%	A- = 92-90	C- = 70-72
Clinical Assignments: 20%	B+ = 87-89	D+ = 67-69
	B = 83-86	D = 63-66
	B- = 80-82	D- = 60-62
	C+ = 77-79	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.

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.

BEHAVIORAL HEALTH ASSESSMENT & GRADING

Application of Concepts (8) | 15 percent of total grade

Each week, you will be assessed on your ability to apply the concepts taught that week. This may look different from week to week, and will be discussed in class. Possible "application" assessments include case studies (from textbook, or provided by Dr. Johnson), reflection journals re: how you might apply information with athlete population you are working with, role plays or demonstrations of skills, creation of patient education tools, research and reflect on application of psychological techniques, etc.

AT Philosophy Statement | 6 percent of total grade

Write a one-page, single-spaced athletic training philosophy statement. See the [assignment page](#) for details.

Case Presentation | 12 percent of total grade

Beginning in Week 3, students will present case studies. You will develop and present your own case study, preferably based on an injured athlete you are working with or have worked with previously. The presentation should include a thorough introduction of the athlete (without identifying them directly), and your assessment of the athlete from a psychological perspective (based on what has been covered in class up to that point). This will also serve as an opportunity for class discussion around the topic being taught that class session, therefore you should also make an effort to integrate that information as well. For instance, if you present Week 3, you should also speak to the athlete's response to injury and rehab adherence to the best of your ability and understanding at that point.

You are expected to come prepared to discuss and answer questions re: relevant content covered in previous weeks, but not necessarily be an "expert" (or anything close to it) on the content being covered during the class meeting when you are presenting. Your presentation will simply serve as a space for us to engage in meaningful discussion as a class, so "mistakes" or partial understanding is totally acceptable.

Presentations must include visual (e.g., Powerpoint, writing on board, handouts) and verbal components. Twenty minutes will be allotted for each presentation: 8-10 minutes for presenting the information, and the remaining time for discussion.

Midterm & Final Exams | 18 percent of total grade

The midterm will cover content from the first four weeks of the quad, and the final will cover content from the final four weeks of the quad. Details will be provided at least one week before each exam.

Engagement | 9 percent of total grade

You will be assessed on your engagement in the class, and given feedback at midterm re: strengths and areas for improvement. Each person engages differently in class (and in life), so I'm not as interested in the stereotypical idea of "class participation" (raising your hand, making comments) as I am in your broader engagement in the class. To give you an idea of my expectations, effective engagement in class looks like any meaningful combination of these qualities (informed by [Cole, 2022](#)):

- Preparation – the actions you take prior to class to be ready for the class meeting

- Focus – generally paying attention, rather than giving in to distraction

- Presence – being tuned into what is going on in class, rather than simply attending class

- Asking questions – asking questions of me, your classmates, and possibly yourself depending on the content

- Listening – making an effort to hear and understand what others are saying (or not saying)

- Accuracy – the ability to refer accurately to ideas or concepts in the readings, from lectures, or shared by others in class

- Synthesizing – the ability to make connections between readings, assignments, lectures / between content from one class meeting to another / between this course content and your own experiences or lessons from other courses in the program

Late Submission Policy

Written assignments are due by the following class meeting (Tuesday at 8am). However, all assignments (except the midterm and final exam) have a soft due date, meaning that you can turn them in late without penalty. Assignments will not be accepted beyond the following Sunday at 11:59pm, nor will they be accepted after the last day of the quad. Also, be aware that you may not receive nearly as much feedback from me on written assignments if they are submitted after the due date.

If you have questions about an assignment after it has been graded, I ask that you follow a 24/7 policy: wait to contact me until at least 24 hours after receiving your grade (this gives you time to reflect and check out any feedback), but do not wait longer than 7 days to reach out to me.

Topics, Assigned Material, and Assessments

Week	Class Date	Topic	Reading / Assigned Material	Assessments
January 13 - First Day of Quad I Classes				
1	January 14	Class Plan/Expectations Introduction AT Role in Psychological Rehab Role of Psychology in Injury Occurrence	Chapter 1 Chapter 11 Chapter 2	Application of Concepts 1
January 19 - Last Day to Drop Quad 1 Classes				
2	January 21	Psychological Disorders Counseling Skills Referral	Chapter 12 Revisit Chapter 11 80 Percent Mental Podcast	Application of Concepts 2
3	January 28	Response to Injury Rehab Adherence Case Presentations (2)	Chapter 3 Chapter 4	Application of Concepts 3
4	February 4	Assessing Athletes' Psychological (etc.) Needs Social Support Case Presentations (2)	Chapter 10 Chapter 9	Application of Concepts 4 Midterm Exam
5	February 11	Goal Setting Imagery Case Presentations (2)	Chapter 5 Chapter 6	Application of Concepts 5 AT Philosophy Statement
February 16 - Last Day to Withdraw from Quad I Classes				

6	February 18	Arousal Regulation Case Presentations (3)	Chapter 7	Application of Concepts 6
7	February 25	Self-talk Case Presentations (4)	Chapter 8	Application of Concepts 7
8	March 4	TBD Case Presentations (4)		Final Exam
March 10-14 - SPRING BREAK				
March 17 - First Day of Quad II Classes				

PLNU SPIRITUAL CARE

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus we have an onsite chaplain, Rev. Kevin Portillo who is available during class break times across the week. If you have questions, desire to meet with Rev. Portillo or prayer requests you can contact him directly at KevinPortillo@pointloma.edu

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 online (distance education) outside of 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

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. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

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 (EAC@pointloma.edu or 619-849-2486).

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 allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course.

Accommodations are not retroactive so 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 should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. 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 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 special accommodations.

LANGUAGE & 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) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

SEXUAL MISCONDUCT & 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 at pointloma.edu/Title-IX. 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 at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

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.

PLNU Course Modality Definitions

Online Courses: These are courses with class meetings where all instruction and interaction is fully online.

Synchronous Courses: At least one class meeting takes place at a designated time.

Asynchronous Courses: All class meetings are asynchronous.

Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.

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).

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.

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 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

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) 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 us anytime: GPSWritingCenter@pointloma.edu