Introduction

The Athletic Training Education Program at Southern Nazarene University is a recognized major located within the Kinesiology Department. Central to all majors at Southern Nazarene University is a strong liberal arts core which educates students for responsible, Christian leadership. The program provides students with the theoretical knowledge and understanding related to this allied health profession, as well as current procedures and techniques in sport injury management. As students gain this knowledge and expertise through required course work, research, and clinical experiences, they will be prepared to make successful contributions to the athletic training profession.

The program combines classroom and clinical education to prepare the student who graduates to challenge the Board of Certification (BOC) examination. In addition, students who complete the class requirements may pursue graduate education in athletic training, exercise physiology or other related allied health professions.

It is the responsibility of each student to become familiar with the policies specific to the program and university. The Program Director and Clinical Education Coordinator reserve the right to alter the student handbook as necessary. Proper notification will be provided to students. The information that follows indicates policies, standards of achievement, and other data applicable to enrollment and progression in the professional component of the athletic training curriculum.

Accreditation

In October 2001, this program submitted the candidacy application. Subsequently, in January 2002, the program achieved candidacy status. The self-study was submitted in June of 2003. The site visit was conducted in October, 2003 and the initial accreditation was awarded January 31, 2004. The program in athletic training education at Southern Nazarene University (SNU) was recognized and accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT). The Athletic Training Education Program (ATEP) was reviewed by the Commission on Accreditation of Athletic Training Education (CAATE) in 2009 and was granted a ten year accreditation status. Currently, the SNU ATEP is accredited by the CAATE. The program has been placed on Probation as of February 19, 2016 by the CAATE, 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101.
Mission Statement

Southern Nazarene University educates athletic training students for responsible Christian living within the contexts of the liberal arts, Wesleyan-holiness theological perspective and a cross-cultural community life. The goal of the program is to provide Christian leadership in the profession of Athletic Training serving a diverse population.

Program Objectives

Program objectives of the Athletic Training Program at Southern Nazarene University are as follows:

1. To provide a quality liberal arts undergraduate degree experience to enable students to be successful in their career selection.

2. To provide a liberal arts, undergraduate environment which fosters Christian leadership and service to humankind.

3. To provide quality academic learning experiences for students in the athletic training program.

4. To provide an athletic training curriculum for students seeking BOC certification.

5. To provide students with a wide variety of clinical experiences to increase their skills and orient them to specific demands of the profession.

6. To offer diverse clinical opportunities which enhance the student’s understanding of the profession and potential areas of employment.

7. To provide an academic program with adequate depth and challenges to enable students to successfully pursue advanced study in athletic training or a related discipline.

What is Athletic Training

An athletic trainer is a qualified allied health care professional educated and experienced in the management of health care problems of the physically active. In cooperation with physicians and other health personnel, the athletic trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities, professional sports programs, sports medicine clinics, and other athletic health care settings. The athletic trainer functions in cooperation with medical personnel, athletic administrators, coaches and parents in the development and coordination of efficient and responsive athletic health care delivery systems.

The athletic trainer’s professional preparation includes the development of specified cognitive competencies, psychomotor competencies and clinical proficiencies in the following domains: prevention, clinical evaluation and diagnosis, immediate care, treatment, rehabilitation, and reconditioning, organization and administration, and professional responsibility. Through a combination of formal classroom instruction and clinical experience, the athletic trainer is prepared to apply a wide variety of specific health care skills and knowledge within each of the domains.
Responsibilities of the Program Director

The athletic training program director (ATPD) is responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the CAATE programs including assistance to the Clinical Education Coordinator with supervision of the clinical program. This individual must be an excellent leader, have a broad based knowledge of the athletic training profession, have excellent management skills, and possess the necessary qualifications to perform the functions as identified in the CAATE Standards. The director must be a full-time faculty member of Southern Nazarene University and shall do the following:

1. Provide updated information to the students, staff, and athletic training faculty in the athletic training program.

2. Determine the necessary curriculum changes and assessment to institute new academic and clinical courses.

3. Serve as the liaison with the CAATE, NATA, or the BOC and complete any and all correspondence which represents the program.

4. Document compliance of the CAATE standards on an annual basis, including the completion of reports and self-studies, as necessary.

5. Determines use and dispersion of program funds.

6. Serve as the final authority in determining any actions surrounding students in the program.

7. Regular attendance at State, Regional and National Athletic Training Conferences, and a willingness to supervise students attending these events.

Responsibilities of the Clinical Education Coordinator

The Clinical Education Coordinator (CEC) is primarily responsible for overseeing and ensuring a quality clinical education experience for the athletic training student. The Clinical Education Coordinator will provide training and oversight and serve as a resource to all preceptors. The Clinical Education Coordinator will assist the Program Director in the day-to-day operation, coordination, supervision, and evaluation of all aspects of the CAATE program. This individual must be an excellent leader, have a broad based knowledge of the athletic training profession, have excellent management skills, and possess the necessary qualifications to perform the functions as identified in the CAATE Standards. The Clinical Education Coordinator must be a full-time faculty member of Southern Nazarene University and shall do the following:

1. Determine appropriate affiliated sites, authorize preceptors at those sites, and review the clinical hour commitment of each student on a regular basis to insure appropriate student clinical progression.

2. Maintain communication with each affiliated site during the student’s clinical rotation to review student’s progress, determine student competence in his/her clinical skills, identify areas of improvement, and serve as a moderator when problems arise.
3. Monitor students’ completion of clinical evaluations on A-Track. This includes but is not limited to: making forms available online and following up with preceptors in a timely manner to ensure proper documentation.

4. Meet with each student at least twice per semester to discuss clinical evaluations and experiences. The clinical hour commitment will be reviewed with each student as needed.

5. Assess the preceptor and provide feedback to improve clinical education.

6. Communicate pertinent information regarding clinical operations and athletic training students at clinical sites to the ATPD.

7. Regular attendance at State, Regional and National Athletic Training Conferences, and a willingness to supervise students attending these events.

**Responsibilities of the Preceptors**

The preceptors play an integral and essential role in the student’s total educational program and an extension of the classroom experience. It is the responsibility of the preceptors to guide students through their clinic skill development and provide ample opportunities for the students to apply their skills in the prevention, recognition, treatment and rehabilitation of various sport injuries. Preceptors are expected to do the following:

1. Know and understand all psychomotor competencies and clinical integration proficiencies required for the CAATE accredited athletic training education programs.

2. Supervise students during clinical education.

3. Know and understand all competencies expected of the athletic training students at the different practicum levels of their program for instruction and assessment.

4. Meet with the athletic training student at the beginning of the rotation to:
   (a) Discuss policies and procedures at the clinical site including but not limited to hazardous waste disposal, emergency procedures, referral protocol, and record keeping.
   (b) Develop a schedule so the athletic training student is not at the site unsupervised.
   (c) Identify regular hours that the student should be present at the site.

5. Ensure students dress professionally and complete their duties in a professional manner.

6. Review the students’ activity on A-Track on a weekly basis to ensure accurate documentation of the clinical hours, sports covered and special injuries/illnesses seen during the rotation.

7. Review clinical integration proficiencies on a regular basis and make recommendations for improvement of communication skills, clinical decision making and documentation.
8. Report any and all problems directly to the CEC regardless of whether the preceptor has resolved the problem himself or herself.

9. Complete student evaluation forms as supplied by the CEC through A-track.

10. Whenever possible, serve as resource person to the athletic training curriculum program for didactic class presentations, assist in the administration of practical examinations, and encourage students to participate in professional activities.

Additionally the preceptor is responsible for teaching, evaluating and grading the student’s progress through the clinical coursework. (See appendix VII for clinical education syllabi)

Responsibilities of the Athletic Training Student

Athletic training students are expected to follow all guidelines established by the athletic training program, Kinesiology Department, Southern Nazarene University, the CAATE, and NATA. This manual details student expectations. Failure to uphold these policies may result in the student’s dismissal from the athletic training program.

1. Athletic training students are expected to attend each practice and/or game session on time unless prior arrangements have been made and approved by the preceptors.

2. Athletic training students should arrive early enough to adequately prepare the athletes and supplies for the day, and remain until all equipment is cleaned and put away. An exception will be placed on this requirement if students have conflicts with formal class attendance. Prior notification must be given to the preceptors.

3. Unwarranted and unannounced absences or tardiness from any assignment will not be tolerated. Preceptors will notify the CEC immediately so the problem can be rectified.

4. The athletic training student should notify their preceptor if he/she is ill and cannot attend the clinical experiences. Students should not be in contact with athletes or patients if they have and infective illness (i.e. flu, cold, strep throat).

5. Athletic training students must dress professionally. As aspiring healthcare professionals, professionalism is the goal. Preceptors reserve the right to determine what is not professional attire. Dress code is as follows:
   a. Sloppy fitting clothes, clothing with holes, or apparel advertising alcohol, tobacco, or other substance products are unacceptable
   b. Khaki pants or shorts must be worn at all practices and games.
      i. Shorts must maintain at least a five inch inseam
   c. Polo shirts must be worn at all practices and games.
      i. A number of polo shirts will be provided to students throughout their academic career. These shirts will be official game day shirts. Practice shirts must be purchased at the student’s expense and should be plain white, grey, crimson, or black.
   d. Close toed shoes with laces must be worn at all times. Shoes must be appropriate for the clinical setting and allow the student to perform daily activities associated with that setting.
e. Prohibited Items-
   i. Blue jeans or jean shorts, colored pants
   ii. Cotton sweat pants
   iii. Excessively tight shirts or polos
   iv. Open toed shoes, flip flops or sandals
   v. Clothing with holes
   vi. Apparel from other schools

6. Athletic training students are expected to be assertive in the athletic training clinic and ask athletes what they need prior to being told what to do by the preceptor. Students are expected to be proficient in their clinical skills at the appropriate student level.

7. Athletic training students must respect and maintain the confidentiality of all discussions, deliberations, records and other information generated in connection with health care activities for all athletes and patients at SNU and all clinical sites. (A-Track Documents; Confidentiality Statement)

8. Athletic training students are expected to maintain their portfolio on A-Track. This portfolio will be used to demonstrate the mastery of the clinical proficiencies throughout the course of their clinical education. The portfolio should contain application materials, clinical evaluations, proficiency evaluations, and daily log of hours.

STUDENT EXPECTATIONS

Athletic Training Students should be:
1. Intellectually inquisitive
2. Enthusiastic and self-motivated
3. Possess good communication skills
4. Good listeners
5. Able to accept constructive criticism
6. Show concern and respect for others
7. Punctual and dependable for all assigned task and activities

Above everything else, SNU athletic training students are expected to be honest and forthright in all endeavors, and display dedication and commitment at all times to the health and welfare of the student-athletes, as well as the SNU Athletic Department and SNU Athletic Training Education Program as a whole. Insubordination, disloyalty, breach of duty, unprofessional behavior, theft/vandalism, sexual harassment, substance abuse, and conduct unbecoming of an athletic training student among others will not be tolerated and may result in decreased evaluations, a meeting with the ATPD, and disciplinary action. Keep in mind that most problems that arise are due to a lack of communication. It is expected that SNU athletic training students will be familiar with all policies, procedures, and expectations. If there are ever any questions, comments, and/or concerns, it is expected that these will be communicated immediately to the ATPD.
PROFESSIONALISM

Statement on professionalism-

1. As an athletic training student at SNU, you are a representative of the University, the Athletic Department, the Athletic Training Education Program, and the athletic team to which you are assigned. Your professional conduct and dress is expected to reflect this at all times.
2. Athletic training students are expected to adhere to the NATA Code of Professional Practice and Ethical Principles at all times.
3. Do not publicly express opinions of treatment and/or care rendered by a physician or athletic trainer.
4. Information heard or discussed at team meetings, practices, games, etc. by coaches, athletes, and/or administrators is considered confidential and should not be discussed with other individuals.
5. No tobacco products or alcohol is to be consumed while representing SNU’s Athletic Department and/or the Athletic Training Education Program.
6. No profane language, horseplay, etc. will be tolerated.
7. Use of personal cell phones or computers during clinical experience times are prohibited except for emergency situations.

PROGRAM ADMISSION PROCESS

To be admitted to the Athletic Training Program the student must first be fully accepted to the University. During the first semester the freshman student must be registered for the following pre-professional courses.

The following are the required pre-requisite courses that must be completed before a student will be considered for entrance into the SNU ATEP.
- KNES 1613 First Aid/CPR & Safety
- KNES 1624 Lower Ex Injury Recognition and Evaluation of the Physically Active and Lab
- BIOL 2224 Human Anatomy
- KNES 1601 Foundations of Athletic Training
- BIOL 2234 Human Physiology
- KNES 2664 Upper Ex Injury Recognition and Evaluation of the Physically Active and Lab

Satisfactory grades of B or better must be achieved by the student in all courses with a KNES prefix. Students must achieve a C or better in all other pre-professional courses.
Students wishing to enter the Athletic Training Education Program must complete the following application process.

1. The student should submit a formal letter of application to be received by the Program Director by April 15th.

2. The application form for admission to the Southern Nazarene University Athletic Training Program must be completed and submitted by April 15th. The writing assignment, a personal statement of professional goals, is due with the application.

3. Three letters of recommendation must be mailed directly to the Program Director. These recommendations must come from any former or current professor, a Certified Athletic Trainer, and an individual who can speak on behalf of the applicant’s character (i.e. a coach or employer who has observed the applicants work habit).

4. After all documentation has been received, including the signed technical standards, the student will interview with the admissions committee which consists at minimum of the Program Director, Clinical Education Coordinator, Certified Athletic Trainer and a faculty member from the Department of Kinesiology.

The deadline for receiving application materials is April 15th. No applications will be accepted after that date. (Appendix II, Application Materials)

An evaluation system will be utilized to assess the application, personal statement, recommendations and interview of each student being considered for acceptance into the program. The committee will reach its final decisions after transcripts have been reviewed at the end of the semester. A minimum 2.5 GPA is required. Students will be notified in writing of their status with the Athletic Training Program by June 15th. Those students receiving notification of the acceptance into the SNU Athletic Training Program may begin their three-year clinical education. (Appendix II ; Application Materials)

Technical Standards for Admission and Progression

Athletic training involves providing direct care to athletes which requires the application of knowledge in the performance of specific tasks. Technical standards represent the abilities needed to succeed in satisfying the objectives and competencies required performing these tasks. Those abilities include:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately safely and efficiently use equipment and materials during the assessment and treatment of patients.

3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively. Student must be able to understand and speak the English language at a level consistent with competent professional practice.

4. The ability to record the physical examination results and a treatment plan clearly and accurately.

5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Students may request accommodation to one or more standards based upon disability. Such accommodation will be provided in accordance with University rules, state and federal statutes. (Appendix IV; Technical Standards Evaluation Form)

Immunizations and physical exams

Upon acceptance into the program, the student must provide documentation of a recent physical exam. The verification of a physical exam may be a record of an exam used in the University admissions process or for sport participation. If necessary the student may obtain a physical exam at a reduced cost from the Student Health Center.

Upon acceptance into the program, students must verify appropriate immunization history. In order to maintain immunity, students must possess a history of immunizations recommended by the Center for Disease Control for health care workers before being exposed to patients and to blood or blood contaminated products. As of 2001, these immunizations include hepatitis B, measles, mumps, rubella, tetanus, and diphtheria. Since the MMR and tetanus boosters are required for entrance into SNU, students need only to provide a copy of their records. Students may obtain hepatitis B and diphtheria immunizations at a reduced cost from the Student Health Center. A copy of these records must also be provided to the ATPD. The student must provide evidence of health insurance. (Appendix III; Immunization Waiver Forms)

Criminal Background

Starting in the Fall of 2006, all students accepted into the clinical education portion of the Athletic Training Education Program will be required to submit to a criminal background check. The Joint Commission on Accreditation of Healthcare Organization (JCAHO) requires a criminal background check for individuals who have direct contact with patients or employees; this includes students involved in clinical education rotations. Students enrolled in KNES 2632 Clinical Rotation I must submit to a criminal background check. Transfer students into the Athletic Training Education Program will also be subject to the background check at the point of entrance into the program. A student’s refusal to submit will result in the student being withdrawn from the clinical education.

Any felony conviction involving moral turpitude will be a disqualifying offense and would constitute a failure of the background check. No student will be permitted into the program with a felony conviction. Furthermore, the Oklahoma State Board of Medical Licensure and Supervision states “that the Board may refuse to issue a license to an applicant if he/she has been convicted of a felony or a misdemeanor involving moral turpitude”.

If a student fails the background check, that student will be notified in writing and will be required to withdraw from KNES 2632. That student may not reenroll until their record has been expunged.
The only persons who will have knowledge of the results of the student background check are the Athletic Training Education Program Director and the Clinical Education Coordinator. All results will be held in strict confidence. A copy of the individual background check results will be provided to the individual student upon written request to the Athletic Training Education Program Director.

The background check will be conducted through ACCUFAX Screening Services, a national background check organization utilized by numerous state and national institutions. The cost of the background check is $25.00 and will be covered by the existing lab fees for the practicum courses.

Please review the information form for the criminal background check in Appendix V.

Probation and Dismissal Policy

Probationary status in the athletic training program means that the student is in difficulty (academic, professional, or ethical) within the program. A student cannot graduate from the Athletic Training program while on probationary status. The student on probationary status is prohibited from working in the clinical setting and/or continuing progress in the practicum course sequence.

A student will be placed on probation by the ATPD and will be notified in writing of this event if any of the following occurs:

- Cumulative grade point average falls below 2.5.
- Below a “B” grade is received in any course with a KNES prefix.
- Student displays unprofessional behavior.
- Violation of department or university policy.
- Inappropriate Use of Social Media
- Recommendation of a preceptor for probation based on poor performance or attitude in clinical experience.

Removal of probationary status will occur when:

1. The student’s cumulative GPA is above 2.5 in the term following the semester in which the student was placed on probationary status.

2. In the case of a grade below a “B” in a KNES course, the course must be repeated successfully with a minimally satisfactory grade of a “B.”
   (a) Students may only repeat an individual course once without dismissal from the program.

3. A student on probation must petition the ATPD for re-admittance into the program and show documentation (i.e. grade report, competency testing, or be recommended for reinstatement by the supervising preceptor) to support the claim. It shall be determined by the ATPD, CEC, and Head Athletic Trainer with review by the Department Chair in the matter of inappropriate professional behavior whether the student will be permitted to remain in the program or be dismissed.
Dismissal from the program will be determined by the program director if any of the following occurs:

1. An “F” in a course with the KNES prefix. The student will be dismissed from the program at that time.

2. Two grades below a “B” in a clinical education athletic training course. The first course below “B” must be repeated. If a grade below “B” is achieved in any subsequent clinical experience the student will be dismissed from the program.

3. Academic dishonesty or cheating, which includes plagiarizing of materials will result in dismissal from the program. (SNU Catalog; p.36)

4. Failure to correct unprofessional behavior is grounds for dismissal from the program.

**Grievance Policy / Procedure**

The Southern Nazarene University Student Handbook publishes grievance policies and procedures regarding issues such as hazing and sexual harassment. Athletic Training Student will also be expected to know and abide by the NATA Code of Ethics (http://www.nata.org/codeofethics). Judicial councils as well as the student development office hear grievances and make recommendations of disciplinary action (Student Handbook: Appendix B, p.13).

The grade grievance is a separate policy and can be found in the Southern Nazarene University Catalog.

Students have the right to appeal the program admission decision and must follow university protocol.

**Clinical Instruction**

The Southern Nazarene University clinical instructional plan begins with KNES 1601 Foundations of Athletic Training. It is during this pre-professional phase that the student becomes acquainted with the culture and environment of the traditional athletic training setting. Upon successful completion of the pre-professional phase, the student may apply for acceptance into the program, as long as all of the prerequisites for the first athletic training practicum course have been met. The clinical instructional plan includes six semesters (three years) of sequential athletic training clinical rotation coursework. Advancement to the next clinical rotation course requires the student to achieve an A or B in the current course and maintain a 2.75 GPA within the major.

The clinical coursework parallels the didactic coursework in each sequential semester, relying upon the student to apply skills previously covered and satisfactorily demonstrated during the didactic laboratory class. During each semester, the student is required to successfully demonstrate skills in increasing levels of competency and application. (Appendix VI; Program of Study)
In the practicum courses, the psychomotor competencies and clinical proficiencies are instructed, mastery verified and evaluated. Evaluation of the psychomotor competencies and clinical proficiencies include documented observation and oral/practical examination. (Appendix VII; Clinical Rotation Courses)

Courses associated with clinical instruction include the following:

**Laboratory Courses**
- KNES 1613 First Aid/CPR & Safety
- KNES 1624 Lower Ex Injury Recognition and Evaluation of the Physically Active
- KNES 2664 Upper Ex Injury Recognition and Evaluation of the Physically Active
- KNES 3624 Therapeutic Modalities
- KNES 4634 Therapeutic Physical Rehabilitation

**Clinical Courses**
- KNES 1601 Foundations of Athletic Training (pre-professional)
- KNES 2632 Athletic Training Clinical Rotation I
- KNES 2642 Athletic Training Clinical Rotation II
- KNES 3652 Athletic Training Clinical Rotation III
- KNES 3662 Athletic Training Clinical Rotation IV
- KNES 4672 Athletic Training Clinical Rotation V
- KNES 4682 Athletic Training Clinical Rotation VI

The general philosophy of the rotation schedule for students at the clinical sites is that each experience should add to the student’s knowledge base and become progressively challenging. As sophomores, (Clinical Rotations I & II), the athletic training student will be placed in two different sport experiences with two different preceptors. The educational emphasis of these rotations is to enhance prevention, recognition and evaluation skills. At the junior level (Clinical Rotations III & IV) the student will again be at two different clinical sites with two different preceptors. The educational emphasis of these placements is on evaluation skills and the use of therapeutic modalities and therapeutic exercise. Finally, Clinical Rotations V & VI provide the student with a “capstone” experience of being responsible for a team and to mentor lower level athletic training students. During all clinical rotations, the student will have direct supervision from a preceptor. Professional development and Organization and Administration are the areas of educational emphasis for the last two clinical rotations. Students wishing to enroll in two clinical rotations during their final semester must have the approval of the program director and clinical education coordinator with input from the preceptors.

Every student’s clinical experiences are systematically coordinated to ensure that each student will have a fall football clinical rotation. Additionally, every senior level student will have a clinical rotation with the medical director to observe office evaluations. Other factors which determine the placement of students include achieving a balance of coverage for gender specific, high risk, upper and lower extremity injury, team and individual sports. Preceptors are advised about the needs of each student based upon previous coursework and experiences.
Preceptors:
Sylvia Goodman, Ed.D, ATC  Location: SNU  Responsibilities: Program Director/Faculty
Jason Coles MS, ATC, LAT  SNU  Clinical Education Coordinator/Faculty
Mike Mathis, M.Ed., ATC  SNU  Head Athletic Trainer/Adj. Faculty
Travis Veatch, ATC  SNU  Assist. Athletic Trainer/Adj. Faculty
Michael Brobston, ATC  SNU  Assist. Athletic Trainer
Jarrod Gatz, ATC  PC Original H.S  Head Athletic Trainer
Erin Herrmann, ATC  PC North H.S.  Head Athletic Trainer
Kyle Kuykendal, ATC  Bethany H.S.  Head Athletic Trainer
Ami Siems MD  SNU  Medical Director

Affiliated Sites

1. Putnam City Original High School is located at 5300 NW 50th St in Oklahoma City. It is approximately 2.5 miles northeast of SNU.
2. Bethany High School is located at 4500 N Mueller Ave in Bethany. It is approximately 0.44 miles northwest of SNU.
3. Mustang High School is located at 801 S Snyder Dr in Mustang. It is approximately 14 miles southwest of SNU.
4. Putnam City North High School is located at 11800 N Rockwell Ave in Oklahoma City. It is approximately 7.5 miles northwest of SNU.

Evaluation of Clinical Experience

The student must complete a minimum of 100 clinical experience hours for each clinical rotation. Written and oral/practical exams are given to evaluate the student’s mastery of the clinical proficiency within the structure of each clinical rotation course. However, additional performance evaluations are completed during each clinical experience. The preceptor to which the student is assigned will complete a mid-term and final evaluation of the student’s clinical experience at that site or rotation. Students and preceptors will compare their mid-term evaluations. The preceptor will make notations and recommendations to the student. Additionally the athletic training student will complete a mid-term self evaluation as well as a final preceptor and clinical site evaluation. All forms will be electronically completed, signed and stored in A-Track within the student’s portfolio. These completed forms will be accessible to the student and preceptor as well as the ATPD and CEC. The only exception is the final student evaluation of the preceptor and clinical site. This evaluation will not be released to the preceptor until the student has completed his or her clinical rotation. There is no formal grade attached to the evaluations.

The final evaluation, which is completed by the preceptor, takes place at the end of the clinical rotation or semester. Once the evaluation is completed, the preceptor meets with each student and reviews the evaluation. Each clinical area is evaluated using a five-point Likert scale. Students must achieve a minimal average of a “3” to progress to the next clinical affiliation. Again a copy of the final evaluation is stored in A-Track within the student’s portfolio. If a deficiency or problem arises, the ATPD or CEC may request a formal meeting with the preceptor and student and the ATPD/CEC. If a formal meeting is required, meeting notes will be taken by the ATPD, and these notes will become a permanent part of the student’s file. (A-Track Documents)
Recording of Hours

It is the athletic training student’s responsibility to document all hours on appropriate forms. This will be done in A-Track. Students should complete a minimum of 1,100 and a maximum of 1,500 clinical education hours to fulfill the requirements of the program. Additionally, students must have 1 day off per 7 day period. Hours should be recorded daily on A-Track. Each day students’ must make sure to have their preceptor electronically sign to verify hours. Students and preceptors only have a window of seven days to record documented hours. The ATPD will review the total hours of each student at the end of each semester. Students are responsible for knowing the number of clinical rotation hours they have completed. This can easily be found on A-Track.

Hours that may be counted toward the practicum courses include the following:

- Time spent in the athletic training clinic.
- Time spent preparing for and covering practices/games.
- Hours spent in an internship opportunity under the supervision of a preceptor.

Hours that cannot be counted towards practicum courses include the following:

- Hours not spent under the supervision of a preceptor.
- Hours spent at an unapproved site.
- Hours spent traveling with a team or overnight trips.
- Hours spent with a sport rotation when school is not in formally in session.

Confidentiality and Social Media Policy

Athletic training students are in a unique situation to have access to confidential medical information regarding a patient’s medical condition. At no time should an athletic training student discuss any information concerning the status of an injured or ill patient with any party outside of those directly responsible for the patients care. All questions or comments regarding the status of a patient should be directed to the Head Athletic Trainer. (A-Track Documents; Confidentiality Statement)

As an athletic training student at Southern Nazarene University, you are a representative of the university and the affiliated sites of your clinical rotations. Please keep the following guidelines in mind as you participate on social networking web sites.

1. Before participating in any online community understand that anything posted online is available to anyone in the world. Any text or photo online is completely out of your control the moment it is placed online – even if you limit access to your site.
2. You should not post information, photos, or other items online that could embarrass you, your family, the Athletic Training Education Program, and the athletic department or Southern Nazarene University.
3. You should not post your home address, local address, phone number(s), birth day, or personal information as well as your whereabouts or your plans. You could be opening up yourself to predators.
4. Potential employers, internship supervisors, graduate programs and scholarship committees now search these sites to screen candidates and applications.

The malicious use of on-line social networks such as derogatory language, demeaning statements or threats, and incriminating photos or statements depicting hazing, sexual harassment, vandalism, stalking, drinking, illegal drug use, or other inappropriate behavior violating the Southern Nazarene Student Handbook or the Athletic Training Education Program Student Handbook will be subject to disciplinary action by the ATPD, CEC, or Head Athletic Trainer. Sanctions are defined in the Grievance Policy in this handbook.

First Responder and Service Work

The Athletic Training Education Program nor the Athletic Department of Southern Nazarene University allows students to work as First Responders to provide coverage for athletic events or practice. Preceptors are to practice direct supervision of Athletic Training Students. However, it is recognized that there may be extremely short time periods (15 minutes) where students are acting as first responders as long as the preceptor is still on the premises and communication equipment is provided. The role of First Responder is totally voluntary and may be refused by the student.

When in this situation, a student is restricted to the role of a first responder. This means that the student can only perform the following functions:
1. Apply ice, compression and elevation to an injured body part
2. Splint an injured body part
3. Activate the emergency medical system
4. Perform emergency procedures they are qualified to perform (e.g.: CPR)
5. Apply taping or wrapping to prevent an injury (once the skill is mastered)
6. Control bleeding, and clean and dress a wound
7. Aid in stretching
8. Refer the athlete at the first available opportunity to a program clinical instructor

When unsupervised, a student CANNOT:
1. Apply modalities other than ice.
2. Perform an evaluation, other than for emergency referral
3. Perform any rehabilitation procedures
4. Make decisions about the disposition of an athlete (including playing)

The institution is obligated to provide for the first responder:
1. Communication equipment
2. CPR and 1st Aid training
SNU Athletic Training Student Scholarships

The athletic training program has scholarship money available to students who have been admitted into the professional track of the program. Sophomores, Juniors and Seniors are eligible for a $300.00 book scholarship per academic year. A total of twenty scholarships will be awarded in any academic year. The awarding of the scholarships will be based on grade point average and financial need. The GPA will be weighted more heavily than financial need in the awarding process. No student with a GPA below a 2.5 will be considered for this scholarship. Additionally NATA membership dues will be covered by scholarship funds. Sophomores will receive $60.00 and Juniors and Seniors will receive $80.00 to be paid to NATA by the program director, regardless of academic performance.

Information regarding NATA and OATA student scholarships may be obtained in the program director’s office.

*Scholarship information is subject to change depending on availability of funds. NATA dues will take precedence over book scholarships.

Employment, Sport Participation, Student Activities

Once accepted into the program, the athletic training student is expected to complete a minimum of 1,100 hours and a maximum of 1,500 hours of clinical experience. Employment on or off campus is the choice of the student. Work schedules should be arranged according to availability set by the preceptor during each rotation.

An athletic training student may participate in varsity athletics. However, the student is discouraged from playing more than one sport. Special considerations will not be given to students participating in club, intramural or JV sports. The athletic training student is still required to complete a minimum of 1,100 hours and a maximum of 1,500 hours of clinical experience.

The athletic training student is encouraged to enjoy campus life. Participation in a varsity sport, music ensemble or student government organization demonstrates leadership. It is important that athletic training students are positive leaders on campus. All extracurricular activities should be scheduled around the requirements of the clinical experience. The student must work closely with the preceptor to schedule appropriate hours during each rotation. The student will be required to complete a minimum of 1,100 hours and a maximum of 1,500 hours of clinical experience.

Weather, Local, State and National Emergencies

If University, public school or government officials deem travel or environment conditions pose a threat to student safety and have cancelled University and public school activities, the athletic training student release from all clinical course obligations. If an athletic training student is placed at public school and that school is closed due to an emergency, the student should not report to the clinical placement. The same is true if Southern Nazarene University is closed due to an emergency. Athletic department may choose to run practices during these times cannot require athletic training students to be in attendance.

Additionally, the school calendar will be observed as it relates to Fall, Christmas and Spring Breaks.
Blood-borne Pathogens and OSHA Guidelines

Each student must complete blood-borne pathogen and infection control education annually. The date and time of the educational session will be announced by the ATPD. Though each clinical setting will have an infection control policy, the following section provides a summary of OSHA (Occupational Safety & Health Administration) regulations pertaining to blood-borne pathogens.

The risk of transmission of blood-borne pathogens within the athletic training setting is associated with contact with blood and other body fluids. Hepatitis B and HIV (Human Immunodeficiency Virus) are the diseases of main concern for the athletic trainer. There are specific universal precautions outlined by OSHA, as well as guidelines by national governing bodies, to reduce the risk of exposure to blood-borne pathogens.

1. **Sharps:** Sharp objects such as scalpels and needles are utilized in the clinical setting. All sharps should be disposed of immediately after use in a Biohazard labeled, puncture-resistant container. Sharps objects should never be recapped, bent, or broken by hand.

2. **Hand Care & Protection:** Gloves must be worn if contact with blood, potentially infectious materials, mucous membranes, or non-intact skin is anticipated. Gloves should be disposed of in an appropriate biohazard container after use, being careful that no substances for the soiled gloves contact the hands upon removal. Gloves should be changed after contact with each athlete.

   Hand washing with soap and warm water is an important step in reducing the risk of exposure, and should be done as soon as possible after contact with body fluids or after removing gloves. If hand washing facilities are not available, the use of alcohol or other skin antiseptic should be used.

3. **Wounds and Bleeding:**

   A. Existing wounds should be covered before competition with an occlusive dressing that will withstand the demands of competitions.
   
   B. Whenever an athletic participant suffers a laceration or wound where oozing or bleeding occurs, the practice or game should be stopped at the earliest possible time, and the player should leave the field of play and be given appropriate medical treatment.
   
   C. Uniforms saturated with blood must be evaluated by appropriate medical personnel for potential infectivity and changed if necessary before return to participation.

4. **General Environmental Protections:**

   A. **Surfaces:** Contaminated areas should be cleaned immediately with a solution that will inactivate the virus. Gloves and disposable toweling should be used and disposed of in the appropriate biohazard container. Hands should be washed thoroughly.
   
   B. **Soiled Linen:** Soiled linens (uniforms, towels, etc.) should be bagged and transported in red containers / bags labeled as biohazard. The linens should be washed in hot water with detergent known to deactivate the virus. Gloves should be worn and hands washed thoroughly.

5. **Exposure:** Any exposure should be reported immediately to the preceptor.
Any student, who feels they may have contracted a communicable or infectious disease outside of the athletic training room, must report it immediately to the ATPD or CEC for appropriate testing. Appropriate accommodations will be made to contagious athletic training students to ensure the safety of the student, student athletes and preceptors.

**Safety Policy of Therapeutic Equipment**

Each clinical site will have an annual maintenance check (inspected, calibrated and maintained) of their therapeutic equipment by a third party. The cost of this therapeutic equipment check will be absorbed by each individual clinical site and a copy of the report must be submitted to the ATPD.

To ensure the safety of the athletic training student as well as student athletes, use of therapeutic equipment is prohibited until students receive formal instruction through coursework within the Athletic Training Education curriculum. After this is completed, students will be permitted to reinforce what they have learned so long as they are directly supervised by their Preceptor. Any use of therapeutic equipment by students in the clinical rotation must be appropriate to the education level of the Athletic Training Student.
A Track “How To” Guide for Students

www.atrackonline.com

Sign in using your NATA ID Number.

Password:
NATA ID + initials (aka: 960548rh)
HOW TO SIGN THE CONFIDENTIALITY STATEMENT

Choose My Portfolio

Choose Confidentiality Statement
Sign and Date

Check the box that you understand the above statement. This should be completed annually.
HOW TO SIGN THE INFECTIOUS DISEASE POLICY

Choose My Portfolio

Choose Infectious Disease Policy
Sign and Date

Check the box that you understand the above policy. This should be completed annually.
HOW TO COMPLETE THE EVALUATIONS

Choose My Portfolio

Choose the form to be completed. There are a total of 5 forms that must be completed throughout the semester.
Evaluations to be completed for each evaluation:

1. Mid Experience Evaluation (preceptor completion)
2. Self Mid Experience Evaluation
3. End of Experience Evaluation (preceptor completion)
4. Self End of Experience Evaluation
5. End of Experience Clinical Setting Evaluation
HOW TO LOG YOUR HOURS

1. Choose Log Hours

2. Change the date

3. Enter the time you entered the Athletic Training Room and what time you left the Athletic Training Room

4. Enter your location and the sport
APPENDIX II

Application Materials
SOUTHERN NAZARENE UNIVERSITY

Tuition and Fees

On-Campus Students

$21,420.00  Block Tuition (12-17 hours) and laptop computer
$  7,790.00  Room and Board
$   690.00  General Fee/Health Fee
$29,900.00  Yearly Total

Off-Campus Students

$21,420.00  Block Tuition (12-17 hours) and laptop computer
$  690.00  General Fee/Health Fee
$22,110.00  Yearly Total

Athletic Training Education Program Fees

$200.00  Classroom associated fees

Professional Development fee is also at cost to the student. This requirement consists of attending the student’s choice of one national, regional, state or local workshops, conventions or symposiums. This cost varies yearly based on location.
Southern Nazarene University  
Application for Student Athletic Training Program  
(please type or print legibly)

Personal Data
Name _______________________________________
SID__________________________

Permanent Address__________________________________________________________
Street
City State Zip

Home Phone          (_____)_______________________  Campus Phone_________________

Academic Information
Current Class (circle)  Fr  So
Transfer Student (circle)  Y  N

Cumulative GPA

Major GPA _______ (Athletic Training Core & Elective [NATA req’d & recommended] course only)

Check the courses listed below in which you are presently enrolled or have completed. Provide grade received or anticipated grade based on mid-term notification.

_____  BIOL 2224 Human Anatomy  _____  BIOL 2234 Human Physiology
_____  KSM 1624 LE Injury Rec/Eval of Phys Active  _____  KSM 2664 UE Injury Rec/Eval of Phys Active
_____  KSM 1613 First Aid, CPR & Safety  _____  KSM 1601 Foundations of Athletic Training*

*Please attach a copy of your KSM 1601 Foundations of Athletic Training mid-term evaluation

Athletic Training Work Experience (ex: high school, college, sports medicine/physical therapy clinic)

Facility Name_________________________  Location_________________________

Gen. Duties   __________________________________________________________________________

Approx. hours worked/week_______________________  Dates of work_____________________

Supervisor ___________________  Phone (____)_____________________

Facility Name_________________________  Location_________________________

Gen. Duties   __________________________________________________________________________

Approx. hours worked/week_______________________  Dates of work_____________________


29
Supervisor    ________________________________    Phone (___)_____________________

Additional/other qualifications or experience (ex: summer clinics, hospital aide, first aid/CPR certification)
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

References
List three individuals who will be forwarding recommendations to the Program Director

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<tr>
<th>Name</th>
<th>City, State</th>
<th>Title</th>
<th>Phone</th>
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Personal Statements
Please attach on a separate sheet of paper brief statements answering the following four questions:

1. Why have you decided to pursue athletic training as a career?
2. What have you learned about the program from being in the observation course?
3. What strengths and weaknesses have you learned about yourself from being in the observation course?
4. What would you like to do with your athletic training background after graduating from SNU?

Return completed application form to:

Dr. Rachel Hildebrand, Athletic Training Program Director
Southern Nazarene University
6729 NW 39th Expressway
Bethany, OK  73008
(405) 491-6636 x6530
SOUTHERN NAZARENE UNIVERSITY

ATHLETIC TRAINING PROGRAM RECOMMENDATION FORM

TO THE APPLICANT: Please complete this information (please type or print) and furnish this form to the individual from whom you are requesting a recommendation. Provide that individual with a stamped envelope addressed to:

Dr. Rachel Hildebrand, Athletic Training Program Director
Southern Nazarene University
6729 NW 39th Expressway
Bethany, OK 73008

Full Name_____________________________________________________________________
Address_______________________________________________________________________

I waive my right to view this letter of recommendation________________________________
I do not give up my right to view this letter of recommendation___________________________

________________________________________
Student’s signature
Date

---------------------------------------------------------------------------------------------------------------------

TO THE INDIVIDUAL SUBMITTING RECOMMENDATION: The individual above is applying for admission into the undergraduate Athletic Training Program and has given your name as a reference. We are grateful for your frank and detailed evaluation of this applicant. We are particularly interested in specific information concerning the applicant’s intellectual and personal characteristics, and performance which may relate to her or his suitability for the study and practice of sports therapy. Please return the completed form in the stamped envelope provided by the applicant by _________. Thank you.

Please rate the candidate on the following scale:

<table>
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<tr>
<th>0 – no opportunity to observe</th>
<th>1 – poor</th>
<th>2 – below average</th>
<th>3 – average</th>
<th>4 – above average</th>
<th>5 – excellent</th>
<th>6 – truly exceptional</th>
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<tr>
<td>Intellectual Ability</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Writing Ability</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Motivation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Acceptance of Responsibility</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Cooperation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Dependability</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Ability to Work on Their Own</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Judgment</td>
<td>0</td>
<td>1</td>
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If you have observed the individual perform specific athletic training or sports therapy skills, please describe your relationship to the applicant and comment on the strengths and weakness in their performance.

Please use the space below to indicate strengths and weakness of this applicant relative to their general independence of thought, special interests, motivations, and personal qualities which may distinguish this applicant from other applicants, and their overall promise, character, and fitness.

In summary, I would give the following type of recommendation:

_____ None    _____ With reservation    _____ Average    _____ Strong    _____ Very strong

_____________________________    ______________________________
Signature                          Date

______________________________
Position/Title

_____________________________
Institution or Firm Address

____________________________
Day Time Phone
ADMISSION EVALUATION RUBRIC

Name__________________  Date_________________   Score_____________

Students will not be considered for admission into the Athletic Training Education Program without the first semester pre-professional courses completed and the second semester pre-professional courses in progress. Students must have completed 75 hours of observation to be considered. A cumulative 2.5 GPA is required at the conclusion of second semester.

1. Application Writing Assignment   “A Personal Statement”   Points Awarded _______
   4 Points Possible
   Poor Grammar - 1 point
   Weak Personal Goals - 1 point
   Weak Professional Goals - 1 point

2. GPA   Points Awarded _______
    4 Points Possible          GPA = points awarded

3. Recommendations   Points Awarded _______
    6 Points Possible
    Average of the 3 likert scales. A missing recommendation would be damaging.

4. Interview   Points Awarded _______
    3 Points Possible
    Good Articulation +1
    Good Enthusiasm +1
    Professionalism (ie. Attire) +1

5. Committee Vote   Points Awarded _______
    2 Points Possible
    Unanimous “Yes” vote =2 points
    Divided “Yes” vote =1 point

Any student receiving a “no” vote by the committee, either unanimous or split, will not be admitted into the program.

19 Total Possible Points                     Total Points Awarded _________
APPENDIX III

Immunization Waiver Forms
Hepatitis is inflammation of the liver, which may be caused by several viruses, one of which is Hepatitis B. The Hepatitis B virus has been detected in almost all body fluids and secretions including blood, saliva, semen, vaginal fluid, breast milk, tears and urine of someone infected with Hepatitis B. Although contact with infected blood is the most common way in which the virus is transmitted, it can also pass through cuts, scrapes or breaks in the shin or mucous membrane.

A carrier or viral Hepatitis B is someone who may or may not show signs of liver disease, but who continues to carry the Hepatitis B virus in the body and, therefore, can transmit to others.

A Hepatitis B virus infection may be mild or more severe. Death is uncommon in the early stages of infection. Chronic infection develops in 6 – 10 percent of patients who become carriers. This chronic infection may last for years, possibly for life, and it may lead to cirrhosis and liver cancer.

There is not treatment or drug available that can kill the Hepatitis B virus. In most cases the body’s own defense mechanism will eliminate the infection. In health care workers, the risk of acquiring Hepatitis B is determined mainly by their degree of exposure to blood.

Hepatitis B vaccine is recommended for persons at high risk of contracting Hepatitis B. It will not prevent Hepatitis caused by other agents such as Hepatitis A virus or Hepatitis non-A, non-B virus.

Hepatitis B immunization should be withheld in the presence of the following:

1. Any serious active infection except when a physician believes withholding the vaccine entails a greater risk.
2. Hypersensitivity (allergy) to yeast or any components of the vaccine (alum, thermasola mercury derivative, aluminum hydroxide, formaldehyde).
3. Pregnancy or breast-feeding.
4. Severe heart/lung problems.

Hepatitis B vaccine is generally well-tolerated. As with any vaccine there is the possibility that broad use of the vaccine could reveal adverse reactions not observed in clinical trials. There may be a local reaction at the injection site such as soreness, pain, tenderness, itchiness, redness, black/blue mark, swelling, warmth, nodule formation. Other reactions may include low-grade fever, fever over 102 degrees (uncommon), general malaise, fatigue, headache, nausea, vomiting, dizziness, muscle pain, joint pain, arthralgia, rash neurological disorders. The vaccine consists of three injections. The first dose is at an elected time, second dose one month later, and third dose six months after the first dose. Full immunization requires three doses of the vaccine over a six-month period to confer immunity. However, the duration of protective effect of Hepatitis B vaccine is unknown at present, and the need of boosters is not yet defined.

Student athletic trainers are required to obtain their own immunizations upon notification of their acceptance into the program. The student athletic trainer shall incur the cost. If a student athletic trainer so desires, he/she may decline by signing the appropriate form and submitting it to the program director’s office by the start of his/her internship or the start of the academic year, whichever comes first. Student athletic trainers are encouraged to obtain these injections prior to entering the program.
I have read the information on this form about the Hepatitis B vaccine, and I have had the chance to ask questions, which were answered to my satisfaction. I believe I understand the benefits and risks of Hepatitis B vaccine and choose to accept the immunization against Hepatitis B. To the best of my knowledge I do not have any active infection, nor am I pregnant or nursing an infant. Vaccination for Hepatitis B is at the expense of the athletic training student.

____________________________________________  ____________
Signed                                      Date

______________________________________________
Social Security Number

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1st Dose

2nd Dose

3rd Dose

HbsAB Screening ordered:__________________________________________________

**HEPATITIS B VACCINE DECLINATION (MANDATORY)**

I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to by vaccinated with Hepatitis B vaccine at my own expense. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious material and want be vaccinated with the Hepatitis B vaccine, I can receive, at my own expense, the vaccination series.

____________________________________________  ____________
Signed                                      Date

______________________________________________
Social Security Number
APPENDIX IV

Technical Standards Evaluation
The Athletic Training Educational Program at Southern Nazarene University is a rigorous and intensive program that places specific requirements and demands on the students enrolled in the program. The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectation must be met by all students admitted to the Athletic Training Education Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodations, the student will not be admitted into the program.

Compliance with the program’s technical standards does not guarantee a student’s eligibility for the BOC certification exam.

Candidates for selection to the Athletic Training Education Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately safely and efficiently use equipment and materials during the assessment and treatment of patients.

3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively. Student must be able to understand and speak the English language at a level consistent with competent professional practice.

4. The ability to record the physical examination results and a treatment plan clearly and accurately.

5. The capacity to maintain composure and continue to function well during periods of high stress.

6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.

7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection into the Athletic Training Education Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

If a student states he/she can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review and whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.
Alternative statement for students requesting accommodations.

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact Southern Nazarene University Disability Services office to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Signature of Applicant

Date

*Adapted from the sample document by the NATA.*
APPENDIX V

Confidentiality Statement

Background Check
As an athletic training student at Southern Nazarene University, I agree to respect and maintain the confidentiality of all discussions, deliberations, records and other information generated in the connection with health care activities for all athletes and patients at SNU and all clinical sites. I understand that by signing this agreement I am binding myself to maintain such confidentiality. I agree that I will not make voluntary disclosure of such confidential information.

My signature below will affirm that I understand that all materials in my possession or coming into my possession are strictly confidential information.

_________________________________  ________________________
Signature                                      Date

_________________________________
Southern Nazarene University
ATPD

Date
In connection with **SNU ATHLETIC TRAINING EDUCATION PROGRAM** considering me for a student, I authorize **SNU ATHLETIC TRAINING EDUCATION PROGRAM** and/or its agent, ACCUFAX Div., Southwest Inc. to obtain a criminal background report from public record sources. (Does not include financial or credit information. Will include previous address information from the credit file)

I authorize, without reservation, any person or entity contacted by **SNU ATHLETIC TRAINING EDUCATION PROGRAM**, or its agent, ACCUFAX Div., Southwest Inc. to furnish the above-stated information, and I release any such person or entity from any and all liability for furnishing such information. I further release **SNU ATHLETIC TRAINING EDUCATION PROGRAM**, its affiliated companies, their officers, employees and agents, and specifically, ACCUFAX Div., Southwest Inc., their affiliated companies, their officers, employees and agents from any liability and responsibility arising from the preparation of said report. I understand that false or misleading statements made on this authorization, or made during the student process, will disqualify me from consideration for becoming a student. By my execution hereof I acknowledge I have been provided with a separate Consumer Disclosure advising me that a report will be requested and used for the purpose of evaluating me for a prospective student.

**PLEASE PRINT Requested by: 405-717-6263**

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<th>FULL NAME</th>
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<th>DOB*</th>
<th>CURR. ADDR.</th>
<th>Dr. Lic. #</th>
<th>CITY</th>
<th>ST</th>
<th>ZIP</th>
<th>HOW LONG</th>
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**APPLICATION COMPLETE INFORMATION BELOW (MAY WE CONTACT YOUR CURRENT EMPLOYER?) Y | N**

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Last name while employed at any above, if different

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Years attended

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<th>Last year completed:</th>
<th>Degree(s)</th>
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Last name if different while in High School

* “Date of Birth” (DOB) or “Age” will be used solely for the purpose of identification in doing background checks and will not be considered or used for any other purpose.
APPENDIX VI

Program of Study
### Athletic Training
#### Four Year Track

**Fall**
- THEO 1513 Christ Faith & Life 3
- ENGL 1113 Composition I 3
- BIOL 2224 Human Anatomy* 4
- BIOL 1233 First Aid/ CPR * 3
- KNES 1624 Low Ex Inj Rec/Eval * of Phys Active 4

Total Credit Hours: 17

**Spring**
- SP C 1133 Speech Communication 3
- ENGL 1213 Composition II 3
- BIOL 2234 Human Physiology* 4
- KNES 1713 Found of Athletic Training* 1
- KNES 2664 Up Ex Inj Rec/Eval* 4 of Phys Active

*P: Low Ex Inj Rec/Eval of Phys Act

Total Credit Hours: 15

**Fall**
- PSY 1113 Gen Psychology 3
- FA 1413 Aesthetics 3
- GS xxx3 Found Course 3
- KNES 3624 Therapeutic Modalities 4
- KNES 1511 Teach/Perform Weights 1
- KNES 2632 AT Clinical Rotation I 2

*P: Foundations of Athletic Training

Total Credit Hours: 16

**Spring**
- HP 1533 Modern World 3
- BLT xxx3 Old/New Testament 3
- CSNE 1113 Found Course 3
- KNES 4634 Ther Physical Rehab 4

*P: Therap Modalities

Total Credit Hours: 17

**Fall**
- GS xxx3 W: Civic Ethic & Steward 3
- GS xxx3 W: Aesthetics Analysis 3
- PHYS 1114 General Physics I 4
- KNES 3613 Exercise Phys 4

*P: Human Physiology

Total Credit Hours: 16

**Spring**
- THEO xxx3 Found of Christ Belief 3
- GS xxx3 W: Global Perspective 3
- KNES 2613 Personal & Comm Health 3
- KNES 3633 Gen Med & Pharmacology 2
- KNES 2653 Intro Health Psych 3

*P: General Physiology

Total Credit Hours: 17

**Fall**
- KNES 4693 Biomechanics/Kines 4
- NURS 2323 Nutrition 3
- GS xxx3 W: Communication 3
- KNES 4633 Clinical Reasoning 3
- KNES 4672 AT Clinical Rotation V 2

Total Credit Hours: 15

**Spring**
- KNES 4533 Research Meas & Eval 3
- KNES 4643 Adm/Mgmt Ath Tr Prog 3
- KNES 4751 Senior Seminar (capstone) 1
- GS xxx3 W: Personal Develop 3
- KNES 4682 AT Clinical Rotation VI 2

Total Credit Hours: 12

---

**Major classes must be completed as slated in the 4 year plan**

**Students must complete 1 internship (2 credit hours)**

**1,100 hours must be completed through the 6 clinical rotation**

**P = Prerequisite(s)**

**W= Windows Course**

**Total Hours listed: 124 (124 req'd for grad)**
APPENDIX VII

Clinical Education Syllabi
KNES 2632 Athletic Training Clinical Rotation I


Phone: 405-717-6636

Course Description: This course is clinical and intended to provide the student with hands-on experience in the prevention, treatment, & rehabilitation of athletic injuries under the direct supervision of the Preceptor. The clinical experience will also provide the student with exposure to and practice in athletic training administration and management issues and skills. Prerequisites: Sophomore status, successful completion of BIOL 2224 & 2234, KNES 1613, 1624, 1630, 2624, and acceptance to the Athletic Training program.

Methods of Evaluation:

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If you need assistance with a learning or physical disability that may affect your academic progress, I encourage you to contact the Academic Center for Excellence at 405-491-6694. In addition, specialized services are available for first-generation (neither parent earned a bachelor's degree), low-income, disability, and international students. All traditional, undergraduate students are encouraged to seek assistance from the ACE office for their academic needs.

Student Learning Objectives

1. The student will demonstrate the ability to survey the scene to determine whether the area is safe and determine what may have happened.

2. The student will perform an initial assessment to evaluate airway, breathing, circulation, level of consciousness and other life-threatening conditions.

3. The student will demonstrate the ability to implement appropriate emergency treatment strategies.

4. The student will demonstrate the ability to obtain a basic yet thorough medical history.

5. The student will demonstrate the ability to manage both open and closed wounds. The student will do so in accordance with OSHA guidelines for protection against bloodborne pathogens.
6. The student will demonstrate the ability for perform a secondary assessment and employ the appropriate management techniques for non-life-threatening situations.

7. The student will demonstrate the ability to use various methods of stabilization and transportation to facilitate the movement or ambulation of the injured person.

8. The student will obtain, interpret and make decisions regarding environmental data.

9. The student will explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity.

Clinical Integration Proficiencies that will be evaluated

CIP-6

1. Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding). Preceptors will document student’s proficiencies on ATrack

Student Learning Activities:

1. Students are expected to attend each practice and/or game session on time unless prior arrangements have been made and approved by the preceptor.

2. Students should arrive early enough to adequately prepare the athletes and supplies for the day, and remain until all equipment is cleaned and put away.

3. Unwarranted and unannounced absences or tardiness from any assignment will not be tolerated.

4. Students should notify their preceptor if he/she is ill and cannot attend the clinical experiences. Students should not be in contact with athletes or patients if they have and infective illness (i.e. flu, cold, strep throat).

5. Students will be expected to complete a mid-experience and final self-evaluation. The student and preceptor will meet to discuss the student’s progress as well as the evaluations.

6. The student will be required to complete the clinical integrated proficiency project(s) assigned to this rotation. Requirements for completion of this project will be determined by each preceptor.

7. The student will document a minimum of two learning over times that must be done in a real clinical setting. Students will be required to complete proficiencies that will build as the student progresses through the program. (i.e. evaluation, prevention and treatment, modalities, rehabilitation, and documentation).
Resources:


KNES 2642 Athletic Training Clinical Rotation II


Phone: 405-717-6636

Course Description: This course is clinical and intended to provide the student with hands-on experience in the prevention, treatment, & rehabilitation of athletic injuries under the direct supervision of the Clinical Instructor. The clinical experience will also provide the student with exposure to and practice in athletic training administration and management issues and skills. Prerequisites: “A” or “B” in KNES 2632.

Methods of Evaluation:

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Student Learning Objectives

1. The student will obtain a medical history of the patient that includes a previous history that includes a previous history and a history of the present injury.

2. The student will perform inspection and observation of the clinical signs associated with common injuries including deformity, posturing and guarding, edema/swelling, hemarthrosis, and discoloration.

3. The student will perform inspection/observation of postural, structural, and biomechanical abnormalities.

4. The student will palpate the bones and soft tissues to determine normal or pathological characteristics.

5. The student will measure the active and passive joint range of motion using commonly accepted techniques, including the use of a goniometer and inclinometer.

6. The student will grade the resisted joint range of motion/manual muscle testing and break tests.
7. The student will apply appropriate stress tests for ligamentous or capsular stability, soft tissue and muscle and fractures.

8. The student will assess neurological status, including cranial nerve function, myotomes, dermatomes and reflexes, and circulatory status.

9. The student will document the results of the assessment including the diagnosis.

10. The student will demonstrate the ability to fit, construct, maintain, and recondition protective equipment.

Clinical Integration Proficiencies that will be evaluated

CIP-2

1. Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.

Student Learning Activities:

8. Students are expected to attend each practice and/or game session on time unless prior arrangements have been made and approved by the preceptor.

9. Students should arrive early enough to adequately prepare the athletes and supplies for the day, and remain until all equipment is cleaned and put away.

10. Unwarranted and unannounced absences or tardiness from any assignment will not be tolerated

11. Students should notify their preceptor if he/she is ill and cannot attend the clinical experiences. Students should not be in contact with athletes or patients if they have and infective illness (i.e. flu, cold, strep throat).

12. Students will be expected to complete a mid-experience and final self-evaluation. The student and preceptor will meet to discuss the student’s progress as well as the evaluations.

13. The student will be required to complete the clinical integrated proficiency project(s) assigned to this rotation. Requirements for completion of this project will be determined by each preceptor.

14. The student will document a minimum of two learning over times that must be done in a real clinical setting. Students will be required to complete proficiencies that will build as the student progresses through the program. (i.e. evaluation, prevention and treatment, modalities, rehabilitation, and documentation).
Resources:


KNES 3652 Athletic Training Clinical Rotation III


Phone: 405-717-6636

Course Description: This course is clinical and intended to provide the student with hands-on experience in the prevention, treatment, & rehabilitation of athletic injuries under the direct supervision of the Clinical Instructor. The clinical experience will also provide the student with exposure to and practice in athletic training administration and management issues and skills. Prerequisites: “A” or “B” in KNES 2642.

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If you need assistance with a learning or physical disability that may affect your academic progress, I encourage you to contact the Academic Center for Excellence at 405-491-6694. In addition, specialized services are available for first-generation (neither parent earned a bachelor's degree), low-income, disability, and international students. All traditional, undergraduate students are encouraged to seek assistance from the ACE office for their academic needs.

Student Learning Objectives

1. The student will obtain a medical history of the patient that includes a previous history and a history of the present injury.

2. The student will perform inspection/observation of postural, structural, and biomechanical abnormalities.

3. The student will perform inspection/observation of the clinical signs associated with common injuries including deformity, posturing and guarding, edema/swelling, hemarthrosis, and discoloration.

4. The student will palpate the bones and soft tissues to determine normal or pathological characteristics.

5. The student will measure the active and passive joint range of motion using commonly accepted techniques, including the use of goniometer and inclinometer.

6. The student will grade the resisted joint range of motion/manual muscle testing and break tests.
7. The student will apply appropriate stress tests for ligamentous or capsular stability, soft tissue and muscle, and fractures.

8. The student will apply appropriate special tests for injuries to the specific areas of the body as listed above.

9. The student will assess neurological status, including cranial nerve function, myotomes, dermatomes, and reflexes, and circulatory status.

10. The student will document the results of the assessment including the diagnosis.

11. The student will assess general medical conditions including but not limited to blood glucose levels, asthma and core body temperature.

12. The student will determine participation status for general medical conditions including but not limited to blood glucose levels, asthma and core body temperature.

13. The student will determine general medical conditions including but not limited to blood glucose levels, asthma and core body temperature that warrant referral.

**Clinical Integration Proficiencies that will be evaluated**

**CIP-1**

1. Administer testing procedures to obtain baseline data regarding a client's/patient's level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.

**Student Learning Activities:**

1. Students are expected to attend each practice and/or game session on time unless prior arrangements have been made and approved by the preceptor.

2. Students should arrive early enough to adequately prepare the athletes and supplies for the day, and remain until all equipment is cleaned and put away.

3. Unwarranted and unannounced absences or tardiness from any assignment will not be tolerated.

4. Students should notify their preceptor if he/she is ill and cannot attend the clinical experiences. Students should not be in contact with athletes or patients if they have an infective illness (i.e. flu, cold, strep throat).
5. Students will be expected to complete a mid-experience and final self-evaluation. The student and preceptor will meet to discuss the student’s progress as well as the evaluations.

6. The student will be required to complete the clinical integrated proficiency project(s) assigned to this rotation. Requirements for completion of this project will be determined by each preceptor.

7. The student will document a minimum of two learning over times that must be done in a real clinical setting. Students will be required to complete proficiencies that will build as the student progresses through the program. (i.e. evaluation, prevention and treatment, modalities, rehabilitation, and documentation).

Resources:


KNES 3662 Athletic Training Clinical Rotation IV


Phone: 405-717-6636

Course Description: This course is clinical and intended to provide the student with hands-on experience in the prevention, treatment, & rehabilitation of athletic injuries under the direct supervision of the Clinical Instructor. The clinical experience will also provide the student with exposure to and practice in athletic training administration and management issues and skills. Prerequisites: “A” or “B” in KNES 3652.

Methods of Evaluation:

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If you need assistance with a learning or physical disability that may affect your academic progress, I encourage you to contact the Academic Center for Excellence at 405-491-6694. In addition, specialized services are available for first-generation (neither parent earned a bachelor's degree), low-income, disability, and international students. All traditional, undergraduate students are encouraged to seek assistance from the ACE office for their academic needs.

Student Learning Objectives

1. The student will obtain and communicate patient education materials regarding physician-prescribed medications, over-the-counter drugs, and performance-enhancing substances using appropriate references.

2. The student will abide by federal, state, and local regulations for the proper storage, transportation, dispensing (administering where appropriate), and documentation of commonly used medications.

3. The student will demonstrate the ability to instruct the use of and administer bronchodilators and epinephrine.

4. The student will activate and effectively follow locally established poison control protocols.

5. The student will recognize general medical conditions and disabilities.

6. The student will obtain a medical history of the patient that includes a previous history and a history of the present condition.
7. The student will perform a visual observation of the clinical signs associated with common injuries and/or illnesses including deformity, edema/swelling, discoloration, and skin abnormalities.

8. The student will palpate the bones and soft tissues, including the abdomen, to determine normal or pathological characteristics.

9. The student will apply commonly used special tests and instruments (e.g., otoscope, stethoscope, ophthalmoscope, peak flow meter, chemical “dipsticks” or similar devices) and document the results for the assessment of:
   a. Vital signs including respiration (including asthma, pulse and circulation, and blood pressure
   b. Heart, lung, and bowel sounds
   c. Pupil response, size and shape, and ocular motor function
   d. Body temperature
   e. Ear, nose, throat and teeth
   f. Urinalysis

Clinical Integration Proficiencies that will be evaluated

CIP-5

1. Perform a comprehensive clinical examination of a patient with a common illness/condition that includes appropriate clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement the appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed, and identify potential restrictions in activities and participation. Formulate and communicate the appropriate return to activity protocol.

Student Learning Activities:

1. Students are expected to attend each practice and/or game session on time unless prior arrangements have been made and approved by the preceptor.

2. Students should arrive early enough to adequately prepare the athletes and supplies for the day, and remain until all equipment is cleaned and put away.

3. Unwarranted and unannounced absences or tardiness from any assignment will not be tolerated.

4. Students should notify their preceptor if he/she is ill and cannot attend the clinical experiences. Students should not be in contact with athletes or patients if they have and infective illness (i.e. flu, cold, strep throat).

5. Students will be expected to complete a mid-experience and final self-evaluation. The student and preceptor will meet to discuss the student’s progress as well as the evaluations.

6. The student will be required to complete the clinical integrated proficiency project(s) assigned to this rotation. Requirements for completion of this project will be determined by each preceptor.
7. The student will document a minimum of two learning over times that must be done in a real clinical setting. Students will be required to complete proficiencies that will build as the student progresses through the program. (i.e. evaluation, prevention and treatment, modalities, rehabilitation, and documentation).

Resources:


KNES 4672 Athletic Training Clinical Rotation V


Phone: 405-717-6636

Course Description: This course is clinical and intended to provide the student with hands-on experience in the prevention, treatment, & rehabilitation of athletic injuries under the direct supervision of the Clinical Instructor. The clinical experience will also provide the student with exposure to and practice in athletic training administration and management issues and skills. Prerequisites: “A” or “B” in KNES 3662.

Methods of Evaluation:

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Student Learning Objectives

1. The student will demonstrate the ability to survey the scene to determine whether the area is safe and determine what may have happened.

2. The student will perform an initial assessment to evaluate airway, breathing, circulation, level of consciousness and other life-threatening conditions.

3. The student will demonstrate the ability to obtain a basic yet thorough medical evaluation.

4. The student will demonstrate the ability to develop and implements prevention strategies for at-risk individuals with chronic disease.

5. The student will obtain, interpret and make decisions regarding environmental data and body functions.

6. The student will explain the etiology and prevention guidelines associated with the leading causes of chronic diseases and conditions.
7. The student will demonstrate the ability to develop and implements prevention strategies for at-risk individuals with psychosocial disorders.

Clinical Integration Proficiencies that will be evaluated

CIP-3

1. Develop, implement, and monitor prevention strategies for at-risk individuals (eg, persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (eg, blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status.

CIP-8

1. Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.

Student Learning Activities:

1. Students are expected to attend each practice and/or game session on time unless prior arrangements have been made and approved by the preceptor.

2. Students should arrive early enough to adequately prepare the athletes and supplies for the day, and remain until all equipment is cleaned and put away.

3. Unwarranted and unannounced absences or tardiness from any assignment will not be tolerated

4. Students should notify their preceptor if he/she is ill and cannot attend the clinical experiences. Students should not be in contact with athletes or patients if they have and infective illness (i.e. flu, cold, strep throat).

5. Students will be expected to complete a mid-experience and final self-evaluation. The student and preceptor will meet to discuss the student’s progress as well as the evaluations.

6. The student will be required to complete the clinical integrated proficiency project(s) assigned to this rotation. Requirements for completion of this project will be determined by each preceptor.

7. The student will document a minimum of two learning over times that must be done in a real clinical setting. Students will be required to complete proficiencies that will build as the student progresses through the program. (i.e. evaluation, prevention and treatment, modalities, rehabilitation, and documentation).
Resources:


KNES 4682 Athletic Training Clinical Rotation VI


Phone: 405-717-6636

Course Description: This course is clinical and intended to provide the student with hands-on experience in the prevention, treatment, & rehabilitation of athletic injuries under the direct supervision of the Clinical Instructor. The clinical experience will also provide the student with exposure to and practice in athletic training administration and management issues and skills. Prerequisites: “A” or “B” in KNES 4672.

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Student Learning Objectives:

1. The student will assess a patient to determine specific therapeutic exercise indication, contraindications and precautions.

2. The student will obtain and interpret baseline and post-exercise objective physical measurements to evaluate therapeutic exercise progression and interpret results.

3. The student will inspect therapeutic exercise equipment to ensure safe operating condition.

4. The student will demonstrate the appropriate application of contemporary therapeutic exercises and techniques according to evidence-based guidelines.

5. The student will instruct the patient in proper techniques of commonly prescribed therapeutic exercises.

6. The student will document rehabilitation goals, progression functional outcomes.
7. The student will perform a functional assessment for safe return to physical activity.

8. The student will integrate motivational techniques into the rehabilitation program.

9. The student will develop risk management plans, including facility design, for safe and efficient health care facilities.

10. The student will develop a risk management plan that addresses issue of liability reductions: security, fire, and facility hazards; electrical and equipment safety; and emergency preparedness.

11. The student will develop policy and write procedures to guide the intended operation of athletic training services within a health care facility.

12. The student will demonstrate the ability to access medical and health care information through electronic media.

13. The student will use appropriate terminology and medical documentation to record injuries and illnesses (e.g., history and examination findings, progress notes, and others).

14. The student will use appropriate terminology to effectively communicate both verbally and in writing with patients, physicians, colleagues, administrators, and parents or family members.

15. The student will use a comprehensive patient-file management system that incorporates both paper and electronic media for purposes of insurance records, billing and risk management.

16. The student will develop operational and capital budgets based on a supply inventory and needs assessment.

17. The student will collect and disseminate injury prevention and health care information to health care professional, patients, parents/guardians, other appropriate personnel and the general public (e.g., team meetings, parent’s nights, parent/teacher organizations (PTO) meetings, booster club meetings, workshops and seminars).

18. The student will access by various methods the public information policy-making and governing bodies used in the guidance and regulation of the professional of athletic training (including but not limited to state regulatory boards, NATA, BOC).

19. The student will develop and present material (oral, pamphlet/handout, written article, or other media type) for an athletic training-related topic.

Clinical Integration Proficiencies that will be evaluated

CIP-7

1. Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation.
1. 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.

Student Learning Activities:

1. Students are expected to attend each practice and/or game session on time unless prior arrangements have been made and approved by the preceptor.

2. Students should arrive early enough to adequately prepare the athletes and supplies for the day, and remain until all equipment is cleaned and put away.

3. Unwarranted and unannounced absences or tardiness from any assignment will not be tolerated

4. Students should notify their preceptor if he/she is ill and cannot attend the clinical experiences. Students should not be in contact with athletes or patients if they have and infective illness (i.e. flu, cold, strep throat).

5. Students will be expected to complete a mid-experience and final self-evaluation. The student and preceptor will meet to discuss the student’s progress as well as the evaluations.

6. The student will be required to complete the clinical integrated proficiency project(s) assigned to this rotation. Requirements for completion of this project will be determined by each preceptor.

7. The student will document a minimum of two learning over times that must be done in a real clinical setting. Students will be required to complete proficiencies that will build as the student progresses through the program. (i.e. evaluation, prevention and treatment, modalities, rehabilitation, and documentation).

Resources:


APPENDIX VIII

Learning Over Time

CIP Reflection Criteria
**Injury Evaluation**

Name ____________________________________  Date__________________

**Body part being evaluated**

**Definitions:**  
Skill- ability to perform the component with expertise, judgment and knowledge  
Efficiency- ability to perform the component with a minimum effort or waste  

**Scores:**  
1- Not proficient, needs work  
2- Proficient, adequate  
3- Very proficient, excellent  

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special/Ligamentous Test</th>
<th>Skill</th>
<th>Efficiency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Neurovascular</th>
<th>Skill</th>
<th>Efficiency</th>
<th>Total</th>
</tr>
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<td>1</td>
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<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment- Reports findings to the athlete</th>
<th>Skill</th>
<th>Efficiency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
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</tbody>
</table>

Overall Suggestions:  

Total: _____/42  

Preceptor Signature _______________________________  Student Signature _______________________________
<table>
<thead>
<tr>
<th></th>
<th>Skill (does it correctly)</th>
<th>Efficiency (efficient process)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-</td>
<td>Does not ask questions that relate to injury</td>
<td>1- Bounces around in logic of questions</td>
</tr>
<tr>
<td>2-</td>
<td>Only ask basic questions</td>
<td>2- Ask basic question in a logical manner</td>
</tr>
<tr>
<td>3-</td>
<td>Expands on relevant questions to more advanced questions</td>
<td>3- Asks appropriate questions and moves on from non-important areas</td>
</tr>
<tr>
<td><strong>Observation/Inspection</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-</td>
<td>Does not make note of important signs or landmarks</td>
<td>1- No logical order- misses many important areas</td>
</tr>
<tr>
<td>2-</td>
<td>Notes all basic signs and landmarks</td>
<td>2- Logical order to note all basic signs and landmarks</td>
</tr>
<tr>
<td>3-</td>
<td>Notes all basic signs and landmarks plus more advanced</td>
<td>3- Notes all signs landmarks in a logical order</td>
</tr>
<tr>
<td><strong>Palpation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-</td>
<td>Identifies some important bony and soft tissue landmarks</td>
<td>1- No logical order- misses many important landmarks</td>
</tr>
<tr>
<td>2-</td>
<td>Identifies bony and soft tissue landmarks with proper pressure</td>
<td>2- Notes basic bony and soft tissue landmarks in logical order</td>
</tr>
<tr>
<td>3-</td>
<td>Identifies proper landmarks and notes potential problems</td>
<td>3- Follows a logical order and notes all important landmarks</td>
</tr>
<tr>
<td><strong>Functional Test</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-</td>
<td>Improperly assesses ROM, omits important areas</td>
<td>1- No logical order- doesn’t follow a sequence</td>
</tr>
<tr>
<td>2-</td>
<td>Correctly assesses all ROM</td>
<td>2- Assesses all ROM in logical order</td>
</tr>
<tr>
<td>3-</td>
<td>Correctly assesses all ROM, demonstrates advanced knowledge</td>
<td>3- Assesses ROM in logical order, displays advanced knowledge and abilities</td>
</tr>
<tr>
<td><strong>Special/Ligamentous Test</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-</td>
<td>Does not correctly demonstrate tests, poor hand placement</td>
<td>1- Does not follow any order and missed needed special tests</td>
</tr>
<tr>
<td>2-</td>
<td>Correctly performs all needed special tests</td>
<td>2- Follows a logical order and performs the needed tests</td>
</tr>
<tr>
<td>3-</td>
<td>Excellent demonstration of needed special tests</td>
<td>3- Follows a logical order and performs the most appropriate tests</td>
</tr>
<tr>
<td><strong>Neurovascular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-</td>
<td>Does not correctly demonstrate each area</td>
<td>1- No logical order to assessment of each area</td>
</tr>
<tr>
<td>2-</td>
<td>Correctly demonstrates dermatome, myotome and reflexes</td>
<td>2- Logical order to demonstrates dermatome, myotome and reflexes</td>
</tr>
<tr>
<td>3-</td>
<td>Correctly demonstrates and correctly explains why/why not neuro eval is not needed</td>
<td>3- Logical demonstration or correctly explains why neuro eval is not needed</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-</td>
<td>Incorrect assessment</td>
<td>1- Inefficient explanation</td>
</tr>
<tr>
<td>2-</td>
<td>Correctly identifies possible condition with minimal hesitation</td>
<td>2- Efficiently states and describes condition to athlete</td>
</tr>
<tr>
<td>3-</td>
<td>Correctly identifies possible condition with no hesitation</td>
<td>3- Clear and to the point, answers all questions</td>
</tr>
</tbody>
</table>
Prevention and Treatment

Name ____________________________________          Date_______________

Intervention Utilized_____________________________________________________________

Definitions:
Skill- ability to perform the component with expertise, judgment and knowledge
Efficiency- ability to perform the component with a minimum effort or waste

Scores:
4- Not proficient, needs work
5- Proficient, adequate
6- Very proficient, excellent

<table>
<thead>
<tr>
<th>Assessment of Problem/Situation</th>
<th>Skill</th>
<th>Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>3</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Decides Upon and Discusses an Intervention</th>
<th>Skill</th>
<th>Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
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<td></td>
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<td>1</td>
<td>2</td>
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<tr>
<td></td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate Intervention</th>
<th>Skill</th>
<th>Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
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<tr>
<td></td>
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</table>

Overall Suggestions:

Total: _____/18

Preceptor Signature _______________________________  Student Signature _______________________________
## Prevention and Treatment

<table>
<thead>
<tr>
<th>Skill (does it correctly)</th>
<th>Efficiency (efficient process)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment of Problem/Situation</strong></td>
<td></td>
</tr>
<tr>
<td>4- Does not properly assess the situation</td>
<td>4- Inefficient with time and effort</td>
</tr>
<tr>
<td>5- Properly assesses problem/situation</td>
<td>4- Minimum waste of time and effort</td>
</tr>
<tr>
<td>5- Accurate and skillful assessment of situation</td>
<td>6- Completes assessment in a quick and efficient manner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decides Upon and Discusses an Intervention</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4- Does not discuss how intervention will work with problem/situation</td>
<td>2- Does not present rational for use of intervention in efficient manner</td>
</tr>
<tr>
<td>5- Decides upon intervention and discusses why/how it will work</td>
<td>5- Minimally discusses how intervention will be efficient</td>
</tr>
<tr>
<td>6- Decides upon best possible intervention and clearly discusses why/how it will work</td>
<td>6- Can provide thorough rational on how the intervention will be efficient</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrates Intervention</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4- Does not properly demonstrate the intervention</td>
<td>2- Does not properly demonstrate the intervention in an efficient manner</td>
</tr>
<tr>
<td>5- Properly demonstrates the intervention</td>
<td>3- Demonstrates intervention with minimum waste of time and effort</td>
</tr>
<tr>
<td>4- Excellent demonstration of the intervention</td>
<td>3- Proper demonstration in a logical and efficient manner</td>
</tr>
</tbody>
</table>
Modalities

Name ____________________________________ Date___________________

Modality being utilized_____________________________________________________

Definitions:
Skill- ability to perform the component with expertise, judgment and knowledge
Efficiency- ability to perform the component with a minimum effort or waste

Scores:
7- Not proficient, needs work
8- Proficient, adequate
9- Very proficient, excellent

<table>
<thead>
<tr>
<th>Discusses indications/contraindications</th>
<th>Skill</th>
<th>Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Equipment</th>
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<tbody>
<tr>
<td>Skill</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation and treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ending treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
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</table>

Overall Suggestions:

Total: ____/24

Preceptor Signature ____________________ Student Signature ____________________
Modalities

<table>
<thead>
<tr>
<th>Skill (does it correctly)</th>
<th>Efficiency (efficient process)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discusses indications/contraindications</strong></td>
<td></td>
</tr>
<tr>
<td>7- Does not discuss several important indications/contraindications</td>
<td>7- Does not discuss important issues, discusses some that do not apply to the situation</td>
</tr>
<tr>
<td>8- List and describes important indications/contraindications</td>
<td>6- Discussion of the important indications/contraindications</td>
</tr>
<tr>
<td>7- List and describes only the indications/contraindications that apply to the situation</td>
<td>9- Limits discussion to only the most important indications/contraindications</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
</tr>
<tr>
<td>7- Does not collect proper equipment</td>
<td>3- Does not select and adjust equipment properly</td>
</tr>
<tr>
<td>8- Determines proper equipment for stated purpose</td>
<td>8- Selects equipment and makes necessary adjustment</td>
</tr>
<tr>
<td>9- Collects proper equipment quickly</td>
<td>9- Minimum waste of time and effort with gathering equipment and making adjustments</td>
</tr>
<tr>
<td><strong>Preparation and Treatment</strong></td>
<td></td>
</tr>
<tr>
<td>6- Improper patient position, poor application of modality</td>
<td>5- Takes a long time to set-up and apply modality application</td>
</tr>
<tr>
<td>7- Proper patient position, proper application of modality</td>
<td>6- Makes adjustment with minimum of wasted time and effort</td>
</tr>
<tr>
<td>7- Excellent patient positioning, effective application of modality</td>
<td>8- Quickly and efficiently collects and applies needed supplies/equipment</td>
</tr>
<tr>
<td><strong>Ending Treatment</strong></td>
<td></td>
</tr>
<tr>
<td>4- Does not properly end treatment</td>
<td>2- Does not assess effectiveness of treatment</td>
</tr>
<tr>
<td>5- Proper removal of modality, proper assessment of effectiveness</td>
<td>3- Assess effectiveness of treatment (subjective, ROM, ect)</td>
</tr>
<tr>
<td>3- Carefully and skillfully ends treatment</td>
<td>4- Quickly assesses effectiveness of treatment without wasting time</td>
</tr>
</tbody>
</table>
Rehabilitation

Name ___________________________________  Date____________________  

Exercises being utilized_______________________________________________________________

Definitions:
Skill- ability to perform the component with expertise, judgment and knowledge
Efficiency- ability to perform the component with a minimum effort or waste

Scores:
10- Not proficient, needs work
11- Proficient, adequate
12- Very proficient, excellent

<table>
<thead>
<tr>
<th>Assessment of problem/situation</th>
<th>Skill</th>
<th>Efficiency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Discusses rehabilitation needs with athlete</th>
<th>Skill</th>
<th>Efficiency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrates rehabilitation exercises</th>
<th>Skill</th>
<th>Efficiency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discusses rationale for rehabilitation exercises</th>
<th>Skill</th>
<th>Efficiency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
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<td>3</td>
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</tbody>
</table>

Overall Suggestions:

Total: _____/24

_________________________________  _________________________
Preceptor Signature                Student Signature
### Rehabilitation

<table>
<thead>
<tr>
<th>Skill (does it correctly)</th>
<th>Efficiency (efficient process)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment of problem/situation</strong></td>
<td></td>
</tr>
<tr>
<td>10- Does not properly assess the problem</td>
<td>10- Does not properly assess the problem, very inefficient with time and effort</td>
</tr>
<tr>
<td>11- Properly assesses problem/situation</td>
<td>8- Proper assessment with minimum waste of time and effort</td>
</tr>
<tr>
<td>9- Accurate and skillful assessment of problem</td>
<td>12- Proper assessment quick efficient manner</td>
</tr>
<tr>
<td><strong>Discusses rehabilitation needs with athlete</strong></td>
<td></td>
</tr>
<tr>
<td>10- Does not clearly discuss needs with athlete</td>
<td>4- Does not present needs to athlete in efficient or logical manner</td>
</tr>
<tr>
<td>11- Clearly discusses needs with athlete</td>
<td>11- Discusses needs with athlete in logical order</td>
</tr>
<tr>
<td>12- Presents info and correctly answers questions so that athlete understands needs</td>
<td>12- Presents all into to athlete in logical order, no misunderstanding between athlete and student</td>
</tr>
<tr>
<td><strong>Demonstrates rehabilitation exercises</strong></td>
<td></td>
</tr>
<tr>
<td>9- Does not properly demonstrate exercises</td>
<td>8- Improper demonstration with lack of efficiency in movement</td>
</tr>
<tr>
<td>10- Properly demonstrates rehabilitation exercises</td>
<td>9- Proper demonstration with minimum wasted and effort</td>
</tr>
<tr>
<td>3- Demonstrates exercises with no need for correction and corrects athlete if incorrect</td>
<td>10- Excellent demonstration with “economy of movement”</td>
</tr>
<tr>
<td><strong>Discusses rational for rehabilitation exercises</strong></td>
<td></td>
</tr>
<tr>
<td>6- Does not clearly discuss rationale-can’t defend decision</td>
<td>5- Does not clearly discuss or defend decisions in a logical fashion</td>
</tr>
<tr>
<td>7- Clearly discusses rationale for exercise selection</td>
<td>6- Discusses rationale with minimum of wasted time and effort</td>
</tr>
<tr>
<td>3- Able to address/answer advanced questions</td>
<td>3- Assesses ROM in logical order, displays advanced knowledge and abilities</td>
</tr>
</tbody>
</table>
CIP Reflection Summary

After you have completed the CIP Project, type a one to two page paper describing your project. Include in your description:

- What you did to complete the project
- What you learned by completing the project
- How this information will make you a better clinician in clinical practice

After you have completed the CIP Project and Reflection assignment, bring a copy to Dr Hildebrand’s office for your records.

You will also turn in a copy of your Learning Over Times to Dr Hildebrand’s office by the end of the semester.

In summary, at the end of the semester you will have turned in a CIP project summary and 2 Learning Over Times to Dr Hildebrand for your records.