

Master of Science in Athletic Training Student Handbook



Athletic Training, M.S.

2024-2025

College of Health Sciences
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I. Point Loma Nazarene University Athletic Training Program (ATP)

A. Mission, Goals, and Program Outcomes

Mission

The mission of the **Athletic Training Program** *is to* challenge and fully equip students to become highly effective allied health care professionals and lifelong learners who incorporate a Christian perspective, academic excellence and professional/relational proficiency. Point Loma's athletic training program will consist of extensive laboratory and clinical experiences designed to provide a multifaceted learning experience that incorporates current research and scholarly instruction. The desired outcome of the curriculum is to emphasize an evidence-based approach to healthcare with the integration of Christian faith to produce intellectually and spiritually sound clinicians who are service oriented and focused on providing patient-centered care. Graduates will achieve the entry-level competencies necessary to take and pass the certification examination offered by the [Board of Certification](#) (BOC).

Goals

1. Meet national accreditation standards set by the Commission on Accreditation of Athletic Training Education (CAATE) and educational competencies as determined by the National Athletic Trainers' Association (NATA)
2. Produce high quality, ethical and professional certified athletic trainers for employment in diverse allied health settings.
3. Prepare students to successfully complete the Board of Certification (BOC) national certification exam.
4. Foster the development of critical thinking and problem solving skills using an evidence-based approach.

Program Outcomes

Upon completion of the Master of Science in Athletic Training (MS-AT), the successful student will be able to:

1. To prepare students to demonstrate competency in interpreting evidence-based research and improving clinical standards and practice through clinical question development and research methodology
2. To prepare students to develop expertise in the athletic training domains through an integrative experiential clinical model
3. To equip students with appropriate knowledge and educational foundation required for an entry-level Certified Athletic Trainer
4. To prepare students to establish and understand the importance of inter-professional relationships, while collaborating with other health care professionals to become effective communicators
5. To prepare students to demonstrate preparation, knowledge and skill in the delivery of comprehensive health care to a diverse set of patients with musculoskeletal injuries and conditions and illnesses in a distinctly moral and ethical manner, integrating Christian faith with clinical practice.

B. Overview

Athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients, practice athletic training. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities.

Point Loma Nazarene University's ATP is a professional graduate program and employs a competency-based, medical education model. This model includes both didactic and clinical courses that prepare our students to pass the Board of Certification examination and pursue careers in athletic training.

The ATP's didactic courses introduce principles, theory, and applications of athletic training and sports medicine. The clinical education portion of the ATP provides opportunities for students to engage in "hands-on" experiences in laboratory settings and at various clinical sites where they apply their athletic training skills. These sites include the university's own athletic training facility, as well as local colleges, high schools, physical therapy and rehabilitation/sports medicine clinics, hospitals, and medical offices.

Program Admission

A. Admission Requirements

Athletic training students must complete the prerequisite courses below and meet competitive program admission requirements. A program admission selection committee consisting of, at a minimum, two academic faculty will review all applicants and determine final admission status. An applicant may reapply in subsequent years if denied initial admission.

There are two routes of admission into the AT program, these are:

1. A student who has obtained a bachelor's degree and prerequisites from a regionally accredited college or university. Applicants will apply through the universities website.
2. The 3+2 accelerated program in coordination with the Bachelor of Arts in Exercises and Sports Science with a concentration in Pre-Allied Health concentration. Advising for this route of admission is critical and applicants will apply directly through the [program's website](#).

It is highly recommended to submit a completed admission application by the second Friday in February.

ATP Admissions Requirements

Completion of all of the following pre-requisites is mandatory:

1. Human Anatomy + Lab
2. Human Physiology + Lab
1. General Physics
2. Statistics
3. General Psychology
4. General Chemistry + Lab
5. Exercise Physiology

To be considered for admission, applicants must submit the following:

1. ***It is highly recommended to submit a completed admission application by December 1.***
2. To be considered for admission, applicants must submit the following:
3. Completed application through the graduate website or completed internal application
4. Official transcripts from all colleges/universities attended
5. Cumulative GPA of 3.0 or higher in last 60 undergraduate credits
6. Prerequisite course GPA of 3.0 or higher with no course grade below a "C-" and all prerequisites taken in the previous seven years
7. Official GRE Scores

8. Hours verification form (10 hours volunteering under the direct supervision of a certified athletic trainer)
9. 3 Letters of Recommendation which describe academic and clinical abilities (1 must be from a certified athletic trainer that has observed your clinical skills and another must be from a professor/teacher who can describe your academic abilities)
10. (International Students Only) - applicants who have completed their undergraduate degree outside of the United States are required to achieve an acceptable score on the Test of English as a Foreign Language (TOEFL), minimum 550 (paper-based), or 80 (internet-based).

After admission into the MS in Athletic Training program, the following documentation must be submitted to the AT Coordinator of Clinical Education prior to beginning any clinical placements:

1. CPR Certification. Emergency Cardiac Care or CPR/AED for the Professional Rescuer (note: online CPR courses and Lay Responder Certification are not accepted)
2. Immunizations record (e.g., hepatitis B, TB-test within the past 2 months, etc.) as required by individual clinical sites
3. Federal background check (can be completed upon arrival on campus)
4. Fingerprinting

A. Selection Criteria for Admission

To maximize objectivity and equitable consideration of all program applicants, the ATP Admission Selection Committee uses a rubric to objectively assess and rank the qualifications of each prospective athletic training student.

B. When to Apply

Each prospective athletic training student must assume responsibility for completing and submitting all program application. Only completed applications will be considered.

It is highly recommended to submit a completed admission application by December 1.

Please note that space in the Athletic Training Program is limited

II. Academic Program

● Academic Requirements

The AT program requires all athletic training students to maintain a 3.00 graduate GPA. Failure to meet the 3.00 GPA requirements automatically places the student on academic probation (Probation I status). If the student fails to re-establish a graduate GPA of 3.00 after one semester, or has a semester GPA below a 2.7, he/she will be placed on Probation II status and removed from the program.

The minimum passing grade for any athletic training graduate course is a C. If a student does not meet this minimum passing grade, the student will be required to retake the course. Since the AT program follows a cohort model of education where courses are offered yearly, retaking a course will require the student to retake the course the following year. In that case, there is no guarantee that the retake course will fit into the planned schedule of courses for the student. There is a strong possibility that re-taking a course will delay the student's graduation date and the ability to take the national certification exam.

In addition to academic performance, professional responsibilities and behaviors are also critical to the success of the student. It is imperative that graduates from the Point Loma Nazarene University athletic training program have the academic ability to succeed, as well as the professional demeanor and interpersonal skills necessary to be successful in a healthcare environment. Professional behavior may include, but is not limited to:

- Adhering to program and clinical site dress code
- Arriving promptly to class and/or clinical sites
- Appropriate behavior with patients, clients, faculty, or staff that is free of any form of harassment or discrimination
- Ability to maintain confidentiality of medical records
- Maintaining appropriate attitude and/or communications
- Checking Point Loma Nazarene University email account daily for academic, clinical, and program communications and updates

See the Athletic Training Student Code of Conduct for additional details.

- **Academic Expectations**

The Athletic Training program is a graduate health care professional program, and as such, has higher expectations and demands than the undergraduate degree programs that most students are accustomed. A significant amount of time is expected of graduate students outside of class to study course material, read, perform literature searches, practice clinical skills, and prepare for upcoming class discussions. Graduate faculty rely less on “lecture” of material and more on “discussion” of material as compared to undergraduate faculty. This higher level of application, analysis, and synthesis of course content greatly enhances the learning of the student and the potential outcomes with each student’s patient at their clinical sites.

In general, for every 1-hour in class, students should dedicate about 2-hours outside of class towards academic coursework. For example, during the fall semester of a student’s first year a student is enrolled in 10 credits or didactic or lab-based courses, which is equal to 10 hours per week in class. In order to become high-quality health care providers, it is expected for students to spend an additional 20 hours outside of class dedicated to academic work. In addition, students spend an average of 25 hours per week at their assigned clinical site. Students should expect to remain extremely busy with approximately 55 hours per week dedicated to the AT program (class time + outside class time + clinical site hours).

- **Program Scholarship**

The MS-AT program awards 3 incoming students a \$1,000 one-time scholarship. Only students who complete their application for admission into the MS-AT before March 12th of each application year are eligible for consideration.

The program also offers scholarships for students once enrolled. Scholarship amount will vary and will be based on students meeting the minimum requirements below. Interested students should complete their admissions application by January 7th of the academic year.

Scholarship Criteria

1. Minimum 3.0 cumulative GPA in the MS-AT for the fall
2. [Complete the scholarship application](#)

The scholarship committee will review applications and collectively decide who has been awarded a scholarship. Students receiving a scholarship will be notified approximately 3 weeks after application submission via an email from the program director. Students who do not receive a scholarship will be notified as well and given feedback on their application.

- **Program Fees**

- Attendance at Local Conferences**

- Students are not required to attend local conferences but are highly encouraged. Program fees can be used to cover the cost of registration for a local conference, however, students must apply and a committee will determine which students based on application will be selected to attend the conference.

- Cost of Immunizations**

- Students are responsible for the costs of their own immunizations, the currency of which must be documented and placed on file in the Program Director's office. See website for specific fees.

- Cost of Transportation**

- The student is responsible for transportation and the costs associated with that transportation to clinical affiliate sites which are utilized in the clinical courses. Students are encouraged to ride share and/or cost share.

- Fingerprinting and Background Checks**

- Students in the athletic training program may be required to have fingerprinting and background checks performed. This depends on the clinical site assignment. Fees for these two processes can range from \$25-\$75 and will be covered by the program using the program fee.

- Gross Anatomy Lab Fee**

- Students in the MS-AT will take Gross Anatomy Dissection. The lab fee for this course is \$500. This fee will be charged once the student registers for ANA5002 or ANA60002..

- Maintenance of CPR Certification**

- Students are required to maintain CPR certification as per the CAATE guidelines and standards, the initial cost of certification will be covered by the program. Graduating students will be responsible for maintaining their certification upon graduation.

- Required Clinical Clothing**

- Some required clinical clothing is provided for the ATS, the required clothing is purchased using program fees. In the spring semester decisions are made regarding the clothing required for the following fall semester. Students are notified as to the clothing that will be required, provided to them, and the optional clothing they may purchase. The Head Athletic Trainer is the administrator responsible for the required clinical clothing. The Head Athletic Trainer at PLNU serves on the institutional logo committee and consults her colleagues and students regarding style, size, required and optional clothing.

- **Academic Calendar**

- The Point Loma AT Program is a year-round professional graduate program leading to eligibility for the BOC certification examination. The program begins each academic year in the summer session and concludes each year at the end of the spring

semester. In general, the AT Program follows the academic calendar of the main campus with some notable exceptions. Please [click here to view our academic calendar](#).

- **Curriculum Plans of Study with Concentrations**

[Anatomy Education Concentration](#)

[Biomechanics Concentration](#)

[Sport Performance Concentration](#)

- **Academic Probation and Retention**

The MS-AT's academic retention and probation policy was adopted from the policies listed in the University's Graduate and Professional Studies Catalog

Probation I

Criteria (*must meet one of the following*):

- Single semester graduate GPA below 3.00
- One course grade below a C
- Failure to maintain the MS-AT Health and Safety policies
- Violation of the MS-AT Student Code of Conduct

Consequences (*dependent on probation criteria*):

- The student is encouraged to find a tutor for all athletic training courses.
- Regular meetings with the Program Director and/or Clinical Coordinator to ensure academic/behavioral progress.
- Retake any course that is less than a C.

Probation II

Criteria (*must meet one of the following*):

- Single semester and/or overall GPA below 2.75
- Subsequent or repeated semesters GPA below 3.00
- Two or more course grades below a C in a single semester
- Repeated failures to maintain the MS-AT Health and Safety policies
- Repeated violations of the MS-AT Student Code of Conduct

Consequences (*dependent on probation criteria*):

- Removal from the program.

● Appeals

Each case brought to the Athletic Training Program committee will be handled on an individual basis, and a recommendation will be made regarding probation or termination from the program. The student may appeal the committee's decision per university procedures. The ATP committee consists of the AT Program Director and at least two additional members, which may include:

Athletic Training Clinical Education Coordinator
Athletic Training Full-time Faculty
Preceptor
Dean of the Colleges (if necessary)

● Graduation Requirements

Each student must be in good standing with Point Loma Nazarene University and the Athletic Training Program to graduate. The following are the graduation requirements:

Completion of all academic courses with a minimum of 3.0 GPA
All courses in the program must be taken for a letter grade
Student must not be on academic probation at time of graduation
Each student must satisfactorily complete all assigned competencies and clinical proficiencies
Each student must complete all clinical rotations

- **Tuition Refund Policy**

Please refer to the Point Loma Nazarene University Graduate Catalog for tuition refund policies

(<https://www.pointloma.edu/offices/student-financial-services/graduate-professional-studies-student-financial-services/cost#withdrawalsandrefunds>)

(Additional information about tuition and financial aid can be found at:

<https://www.pointloma.edu/offices/student-financial-services/graduate-professional-studies-student-financial-services/types>)

III. Clinical Education

The purpose of clinical education is to allow the opportunity for students to develop and practice their clinical skills with patients while working with credentialed healthcare providers.

A. Clinical Experience Courses

Students receive academic credit for their clinical education courses through Clinical Experience Courses. Students will be required to complete clinical experience courses I-V in order to be eligible to sit for the Board of Certification Exam. Each clinical experience course includes clinical education rotation objectives, hours verification by preceptor, evaluations, and additional assignments to assess student application of clinical skills, clinical reasoning, and professionalism. Clinical experience course meetings consist of large group, small group, and program-wide meetings. Course meetings are specified on clinical experience course calendars, and may extend beyond the scheduled course time for special events or guest speakers.

B. Clinical Education Experiences

All Athletic Training Students will complete a variety of clinical education experiences before graduation in order to meet CAATE requirements. This includes, but is not limited to, a variety of settings (high school, college/university, rehabilitation clinic, medical clinic), activity exposures (upper extremity, lower extremity, equipment intensive), and populations (female, male, general). These experiences address the continuum of care and prepare a student to function in a variety of settings and meet the domains of practice delineated for an entry-level certified athletic trainer. In order to meet these accreditation standards, students are not allowed to select their clinical rotations. **The clinical education coordinator determines each student's clinical education experience with input and approval by the program director.**

During clinical experiences, the athletic training student (ATS) provides athletic training services at an affiliated clinical site under the supervision of an assigned preceptor. Clinical experiences provide students with opportunities to practice and integrate the cognitive learning their didactic and psychomotor knowledge with the associated psychomotor skills requirements of the profession, to develop entry-level clinical proficiency and professional behavior as an athletic trainer as defined by the National Athletic Trainers' Association (NATA) Educational Competencies. A credentialed healthcare provider supervises each athletic training student and is defined as a Preceptor for the ATP. Athletic training students have numerous clinical sites to practice their patient-care skills including Point Loma Nazarene University athletics, various local high schools, community colleges, rehabilitation clinics, medical clinics, and professional sport teams. Clinical sites and preceptors are updated on the program website at least once a year.

During a clinical education experiences, students may NOT perform skills on a patient until the skill has been taught and assessed by a classroom instructor or preceptor. The purpose of clinical education is to engage in patient care and educational opportunities with a preceptor, which may include practicing skills learned in courses. However, "studying," including reading textbooks, notes, etc. that does not include engagement with a preceptor should not occur during clinical education time. The first time this occurs the student will receive

a verbal warning. Subsequent violations will be routed through the code of conduct procedures.

Students may only complete clinical education experiences at Affiliated Clinical Sites. All affiliated clinical sites have completed an “affiliation agreement” that outlines the legal liability and supervisory requirements of the Preceptor, Student, and Point Loma Nazarene University.

The affiliation agreement requires all students to be current in CPR for the Professional Rescuer certification and OSHA Blood Borne Pathogen (BBP) training. The ATP provides annual training in BBP and OSHA requirements. Any student who is not current in BBP and OSHA training will be removed from his/her clinical site until fulfilling these requirements. In addition, within the student’s first week at an affiliated site, the student is required to review with their assigned Preceptor the affiliated site’s venue-specific emergency action plans (EAP), blood-borne pathogens policy, communicable disease policy, security/confidentiality policy, and modalities/equipment policy in the Clinical Experience Orientation form.

C. Clinical Education Rotation Objectives

A major component of most clinical education courses are Clinical Skills Assessment (CSAs). Each student will complete a certain type and number of CSA during each clinical experience that is determined by their setting, activity exposure, and patient population. CSAs are primarily evaluated by the assigned preceptor for that clinical experience, however in certain facilities with multiple preceptors students may occasionally be evaluated by a different preceptor or the faculty member for the concurrent clinical course. Students must complete all CSAs by the end of the semester in order to pass the course. If all CSAs are not completed by the end-of-semester due date, a grade of an “F” (failing) will be received for the course. Additional details are provided in each clinical education course syllabus.

D. Clinical Experience Hours Requirements

Students enrolled in clinical experience courses are required to accumulate a certain number of hours per semester. Students should refer to each clinical experience course syllabus for hours requirements. The only exception to this rule is during times when school is not in session for the athletic training student (e.g., in August). The Clinical Education Coordinator will set the official start and end dates of a clinical experience (established in the course syllabus). A student must complete a Clinical Experience Orientation Form before starting their clinical experience, including provision of patient care and earning of hours. The clinical experience concludes with completion of final evaluations of preceptor, student, and clinical site. Students are responsible for communicating with their preceptors regarding scheduling and hours completion throughout the semester. Students must have 1 day off of clinical experiences in each 7-day period. Students should record hours starting when they arrive at their clinical site and stop recording at the time they depart their clinical site. Travel time to, from, and during the site should not be included. These clinical hours must be verified and signed by the clinical preceptor at that site with a signature.

Students are allotted three missed clinical days per semester. Missed days include requested time-off and/or sick days. If a student is wanting to request a day-off, he/she must notify the clinical preceptor and the clinical coordinator of the day-off request at least two weeks in advance. If a student must miss a clinical day due to an illness (see communicable disease policy), he/she must notify the clinical preceptor

at least 24 hours in advance.

If a student anticipates any difficulty with achieving the required minimum number of hours (e.g., physician-documented illness, injury, medical leave of absence, scheduling conflict with a required course, etc.), he/she must notify the Clinical Education Coordinator as soon as possible. Failure to complete the required minimum number of clinical rotation hours by the end of the semester will result in a course grade of Fail (F). Please see table below for clinical education hour requirements

Students may not load clinical experience hours at the beginning, middle, or end of the semester or experience. Students are required to attend their clinical experience throughout the entire semester to ensure students are learning the entire continuum of care of athletic trainers and facilitating learning over time. Hours reporting periods (as described in course syllabi) help facilitate the completion of clinical hours and experiences throughout the entire time frame of the experience.

Course Credit Hour Policy

Each clinical course within the athletic training program is worth 3 units of credit. See below for course credit hour and clinical hour expectations:

1 course credit hour = 75 - 149 hours of clinical experience

2 course credit hours = 150 - 224 hours of clinical experience

3 course credit hours = 225 - 299 hours of clinical experience

4 course credit hours = 300 - 375 hours of clinical experience

Each clinical course syllabi have specific clinical hour policies and expectations regarding the completion of these clinical hours. Please see course syllabus for more information. See clinical education progression for more details on clinical education hour requirements.

E. Clinical Education Progression

The clinical education portion of the program includes a variety of clinical sites, courses, and types of rotations. Clinical experiences provide students with the opportunity to develop proficiency in treating patients in a variety of settings across the continuum of care. The clinical education portion of the program also allows for flexibility in addressing specific students' needs as a clinician and professional goals. Clinical sites are classified with several terms, listed below:

- **Foundational Clinical Experiences:** The objectives of these experiences are to expose students to a variety of patient populations, clinical settings, injuries, and conditions. Students will gain minimum clinical competence in each of these rotations as assessed by preceptors and the coordinator of clinical education. By the completion of the foundational year, students should gain experience in multiple clinical settings, with a variety of patients, injuries, and conditions adequate to develop a minimum competence of athletic training knowledge, skills, and abilities.
- **Transition to Practice Clinical Experiences:** The objectives of these experiences are to advance students' proficiency as clinicians, address weaknesses noted in the foundational experiences, and assist students' in meeting their professional goals and interests. The preceptor and coordinator of clinical education will assess students' proficiency with holistic patient care interactions and the breadth of knowledge, skills, and abilities of athletic trainers, including administrative duties and professional behaviors. By completion of the transition to practice year, students should have increased proficiency compared to the foundational year and should be ready to practice as an autonomous clinician upon graduation.
- **Immersive Clinical Experience:** An immersive clinical education experience is a practice- intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the full-time, day-to-day role of athletic trainer for a period of time identified by the program. (CAATE, 2016)
- **Hybrid Clinical Experience:** A clinical experience completed during the same time frame as didactic coursework.
- **Observation Clinical Experience:** A clinical experience where the primary objectives are for students to interact with other healthcare providers and gain exposure to a variety of patient populations, injuries, and conditions. Students primarily observe patient care interactions and do not gain hands-on patient care experience.
- **Setting Exposures:** The classification of different clinical practice settings, including High School (HS), College/University (CU), Rehabilitation Clinic (RC), and Medical Clinic (MC).
- **Activity Exposures:** The classification of different clinical activities, which often relate to different types of injuries, therapeutic interventions, and prevention considerations. These include Upper Extremity (UE), Lower Extremity (LE), and Equipment Intensive (EQ) exposures.
- **Population Exposures:** The classification of different patient populations, including Male (M), Female (F), and General (G) patient/client populations.

The progression of clinical experiences students will complete throughout the program is described in the table on the following page. Specific exposure assignments and hours requirements may vary for each student each semester, and are provided to students in their official notification of clinical site along with clinical education course syllabi

Point Loma Nazarene University Masters of Science in Athletic Training Program – Clinical Education Progression

Clinical Course Name	Program Phase (Clinical)	Clinical Rotation Length	Settings/Patients	Key Course Outcomes	Criteria to Progress
ATR 6090: Athletic Training Clinical Experience I	Year 1 - Foundational	15 weeks hybrid	<ul style="list-style-type: none"> • High school • Equipment and Emergency Response intensive activities • Athletic, mixed-gender populations 	<ul style="list-style-type: none"> • 225-299 hours • 13-20 hr/week • CEPs 	<ul style="list-style-type: none"> • 80% autonomous • Minimum grade of C as assessed by preceptor on final evaluation • Minimum grade of C in clinical course
ATR6091: Athletic Training Clinical Experience II	Year 1 - Foundational	15 weeks	<ul style="list-style-type: none"> • High school, • Equipment, lower extremity intensive activities • Athletic, mixed-gender populations 	<ul style="list-style-type: none"> • 225-299 hours • 13-20 hr/week • CEPs 	<ul style="list-style-type: none"> • 80% autonomous • Minimum grade of C as assessed by preceptor on final evaluation • Minimum grade of C in clinical course
ATR6092: Athletic Training Clinical Experience III	Year 2 – Foundational and Transition to Practice	~16 weeks (4 weeks immersive, 14 weeks hybrid)	<ul style="list-style-type: none"> • Medical clinic settings (orthopedic, family practice) • Physical Therapy • High School • Variety of injuries and medical conditions • Varied patient population • College 	<ul style="list-style-type: none"> • 225-299 hours • 5-8 hours/week • Inter-professional practice reflection • Surgery observation experience • General medical reflection • Physical Therapy Rotation • 5-8 hours High School • 30 hours/week immersive 	<ul style="list-style-type: none"> • Minimum grade of C in clinical course

Clinical Course Name	Program Phase (Clinical)	Clinical Rotation Length	Settings/Patients	Key Course Outcomes	Criteria to Progress
ATR6093: Athletic Training Clinical Experience IV	Year 2 – Transition to Practice	14 weeks hybrid	<ul style="list-style-type: none"> University Setting Therapeutic Exercise, Modalities, Upper Extremity Athletic, mixed-gender populations 	<ul style="list-style-type: none"> 225-299 hours 13-20hr/week during hybrid CEPs 	<ul style="list-style-type: none"> 90% autonomous Minimum grade of C as assessed by preceptor on final evaluation Minimum grade of C in clinical course
ATR6094: Athletic Training Clinical Experience V	Year 2 – Transition to Practice	16 weeks	<ul style="list-style-type: none"> University Setting Nutrition, Therapeutic Exercise, Athletic, mixed-gender populations 	<ul style="list-style-type: none"> 225 - 299 hours 13-20hr/week during hybrid Clinical practice reflections CEPs 	<ul style="list-style-type: none"> Minimum grade of C in clinical course 90% autonomous
Policy	Athletic training students enrolled in PLNU's Master of Science in Athletic Training Program are required to complete a minimum of 995 hours of clinical education during the two-year program. These hours are acquired in ATR690, ATR691, ATR692, ATR693 and 694. Athletic training students must complete the minimum number of hours listed for each course in order to meet the clinical education requirements of the MSAT program. A maximum number of hours for each course and weekly maximums have also been established. Each athletic training student is required to maintain an ongoing record of their clinical hours. All clinical hours must be verified by a clinical preceptor. These records will be reviewed by the CEC on a monthly basis. Any issues concerning too few or too many clinical hours will be discussed with the athletic training student and their preceptor			950-1,350 hours	Completion of UE, LE, EQ, M, F, CU, HS clinical rotation objectives

	and an adjustment to the athletic training student's hours will be made. Athletic training students will not be allowed to obtain more than the maximum number of hours per week or per semester.		
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F. Athletic Training Student Responsibilities during Clinical Education

The athletic training student attends clinical education experiences to learn from a preceptor under direct supervision. Learning experiences should occur with actual patients. Students are not present to replace medical staff. Students should follow the following guidelines during their experiences:

1. Communicate with their preceptor early and often regarding schedules, feedback, learning opportunities, academic responsibilities, and other topics relevant to their clinical education and academic experiences.
2. Take advantage of learning opportunities present at the clinical site, including patient care, non-patient care duties, informal and formal instruction from their preceptor, and teaching and learning with peers.
3. Prioritize academic courses while ensuring a balanced commitment to both academic and clinical requirements.
4. Take responsibility for completion of clinical hours, CEPs, and all evaluations that are a part of the clinical education course.
5. Be open to preceptors' different approaches to patient care and completion of skills. Facilitate discussions about different approaches and experiences with your preceptors.
6. Approach clinical education experiences with professional, ethical behavior at all times.
7. Provide honest feedback on all evaluation forms.
8. Perform skills on patients only after being instructed on those skills by program faculty and/or a preceptor.

G. Preceptors

Preceptors play an integral and essential role within the Point Loma Nazarene University Athletic Training Program. A Preceptor is a BOC Certified Athletic Trainer who has been trained by the Point Loma Nazarene University Athletic Training Program. Only individuals who have completed a recent Point Loma Nazarene University Preceptor Workshop are eligible to supervise and evaluate students in the clinical setting.

A Preceptor may also be a credentialed health care professional as defined by the American Medical Association and the American Osteopathic Association, and be appropriately credentialed for a minimum of one year. Preceptors utilized by the AT program include athletic trainers (ATC), physicians (MD and DO), nurses (RN), and physical therapists (PT).

H. Preceptor Responsibilities during Clinical Education

The athletic training student attends clinical education experiences to learn from a preceptor under direct supervision. Learning experiences should occur with actual patients. Students are not present to replace medical staff. Preceptors should follow the following guidelines during their experiences:

1. Accept the athletic training student assigned to their facility without discrimination.
2. Follow athletic training program hours requirements for students without pressuring students to go beyond requirements.
3. Communicate with their student early and often regarding schedules, feedback, learning opportunities, policies and procedures, and other topics relevant to their clinical education experiences.
4. Provide direct supervision of the athletic training student, including maintaining visual and auditory interaction during all patient care situations AND situations where patient care may occur (e.g. practice coverage).

5. Allow students to apply skills to patients once instructed on the skills by athletic training program faculty or yourself.
6. Assess the student and provide ongoing feedback on their skills, professional behaviors, and clinical reasoning.
7. Provide supervised opportunities for providing patient care and furthering their development as clinicians.
8. Cooperate with the student during their completion of clinical hours, CEPs, and all evaluations that are a part of the clinical education course. Communicate with the student the most effective way to complete their requirements with you at their assigned clinical site.
9. Provide honest feedback on all evaluation and clinical hours reporting forms.
10. Support students' learning experiences, including being open to new information students learn during their didactic and laboratory coursework.
11. Demonstrate the integration of evidence-based practice during provision of patient care and discussions with students, including helping students understand the intricacies of evidence-based practice and the balance of clinical expertise, research evidence, and patient preferences and values.
12. Communicate with the Clinical Coordinator on an as-needed basis, particularly if a question or concern arises, in addition to regularly scheduled times for communication.
13. Modality Policy: To be considered a clinical site in the athletic training program, all therapeutic modality equipment must be calibrated and certified on an annual basis or as required by the manufacturing guidelines. The clinical coordinator will ensure all therapeutic modality equipment are certified and calibrated during the annual clinical site visits. If any therapeutic modality equipment fails to be calibrated and certified, the clinical site will be given six months to calibrate and certify the equipment. During that time, the equipment cannot be used during patient care while students are present. Continued failure to calibrate and certify therapeutic modality equipment may result in the disqualification as a clinically affiliated site.

I. Supervision of Athletic Training Students

An assigned preceptor must supervise students during clinical education experiences. 'Supervision' of students by the Preceptor is defined as "constant visual and auditory interaction between the student and the Preceptor" during any patient care interactions, including communication and hands-on patient care. The Preceptor must be physically present and have the ability to intervene on behalf of the athletic training student to provide ongoing and consistent education. The daily supervision of students by the Preceptor includes multiple opportunities for evaluation and feedback between the student and Preceptor.

Students are assigned to one preceptor at a time during their clinical education experiences to facilitate consistent supervision, feedback, and progression of the athletic training student's experience. Students are not permitted to work with a different preceptor unless the assigned preceptor is also present.

It is the policy of the ATP that students will always be supervised during their clinical experiences. The professional liability insurance that is purchased by Point Loma Nazarene University does **NOT** cover students that wish to volunteer their time to work in an unsupervised situation. In addition, any fieldwork hours worked in an unsupervised situation will not be accepted.

J. Suspension or Dismissal from Clinical Site

Students are required to follow all athletic training program, clinical experience course, and specific clinical site policies and procedures. If at any time the student is in violation of one or more of these policies, the student is at risk for suspension or dismissal from the clinical site. Once the clinical education coordinator has been notified of an issue at a clinical site, or the student has been in violation of program or clinical experience policies, the clinical education coordinator will initiate a meeting with the student to discuss the issue and discuss strategies for improvement. Consistent with Code of Conduct violations, a written reprimand will be placed in the student's file. If the student does not improve based on these discussions, additional meetings will be initiated with the preceptor, program director and/or other applicable parties. If the issues on the student's part continue, the clinical education coordinator, in conjunction with the program director, will determine if the student should be dismissed from the clinical site. In some cases it may be determined that a temporary suspension is the most appropriate course of action. If the student is dismissed from the clinical site, he or she will receive an F in the clinical education course they are currently enrolled in, and will need to re-take the course at a different time to be permitted to obtain their degree and be endorsed for the Board of Certification exam. If a student is temporarily suspended from the clinical site they will forfeit the hours opportunities that occur during that time frame, potentially impacting their clinical experience course grade. Dismissal from a clinical site or ongoing issues at clinical sites may lead to academic probation or dismissal, as described in the athletic training program code of conduct.

K. Concerns with Clinical Education Experience

It is the student's responsibility to report any issues or concerns with a clinical site or preceptor as soon as they arise. If an issue is present, the clinical education coordinator will work with the student, preceptor, and other involved parties to address the issue. If an issue cannot be resolved and is significantly negatively impacting the student's learning experience, the student may be reassigned to a different clinical site and/or preceptor within the same semester. Concerns with the clinical education coordinator should be communicated with the athletic training program director.

L. Extracurricular Clinical Activities

Students may choose to participate in internships, volunteer experiences, summer camps, and other events not affiliated with the Point Loma Nazarene University athletic training program. Students are encouraged to proceed with caution when choosing these opportunities. Students should never provide athletic training services without direct supervision of a certified athletic trainer. If providing athletic training services under supervision, students must ensure they are not in violation of any athletic training licensure laws or other regulations in the state(s) where the internship will take place. In addition, students are encouraged to purchase their own liability insurance that would cover them during these un-affiliated events. Lastly, students should not represent the Point Loma Nazarene University athletic training program in any way during these events, including wearing program attire or nametags, nor stating their affiliation with the athletic training program. Students who violate the above policies may be in violation of the National Athletic Trainers' Association (NATA) Code of Ethics, Board of Certification (BOC) Standards of Professional Practice, and/or CAATE accreditation standards. Point Loma Nazarene ATP students, faculty, and staff have the duty to report this behavior to the NATA, BOC, and CAATE, which may place the program at risk for CAATE accreditation sanctions. Students who violate the above policies may be removed from the program as part of the Code of Conduct.

M. Transportation during Clinical Education Experiences

Students are responsible for providing their own transportation to their assigned clinical experience. In the case that their clinical experience has an event at a different location, the student should be expected to travel to that location as long as it is within a reasonable distance. Students should not be expected to travel excessive distances for typical clinical education experiences, such as away games.

Most clinical sites are within a 20- mile radius of Point Loma Nazarene University's main campus. While most sites are within a 20 minute drive of Point Loma Nazarene 's campus, students should anticipate being assigned to one clinical site that is further away (e.g. 40-60 miles). Estimated commute distances are based on traveling from the city of San Diego, not from the student's residence.

Students should not be the driver of an ill or injured patient unless the necessary training and paperwork for a specific clinical site have been completed (e.g. cart driver training). Students should not be placed in positions to drive patients to physician appointments, away games, or practices. Students are advised not to transport patients in their personal vehicles.

Transportation or travel time should not be counted in clinical hours. If traveling with a preceptor to an event that includes preparation time at the home facility, travel, then patient care at the off- site location, the student will pause their hours clock for the time spent during travel.

N. Background Checks

Most clinical sites require students to clear a background check before starting their clinical rotation. There is currently no universal background check process for all sites, therefore students may be required up to 4 background checks throughout the duration of their time in the athletic training program. Students are responsible for inquiring about the background check policy at a newly assigned clinical rotation within 2 weeks of being assigned to that rotation. Students are also responsible for paying for each background check out of pocket, which typically range between \$25-100 each. Depending on budget policies of the university at the time of the expense, costs for background checks may be reimbursable by the AT program.

N. Dress Code

PROGRAM DRESS CODE

Students are expected to convey a professional demeanor, not only in their behavior but also in their dress and appearance. A professional image conveys credibility, trust, respect, and confidence to one's colleagues and patients. Therefore, in all educational settings (classroom, laboratory, clinical environment) students are expected to be clean, well-groomed, and dressed in a manner appropriate to their responsibilities and the standards of their assigned clinical sites. All students are required to be clean and maintain appropriate personal hygiene with regard to their body, hair, and nails. Hair and nails need to be clean, neat, and of a reasonable length so as to not interfere with the student's and/or patient's safety or ability to perform their duties. Patients vary in sensitivity to and in expectations regarding the appearance of their healthcare providers. A reasonable rule of thumb is to lean towards being conservative – for example, choose attire that most people will find appropriate. Professional dress for clinical duty is outlined below:

Hair Maintenance

Hair should be neat, clean, and of a natural human color. Unless head coverings are required for religious or cultural reasons, hats or other head coverings should be avoided.

Clothing

Students should wear business attire that is clean and in good repair. In general, clothes should be of a length, fit and style that are appropriate for the clinical environment. Shorts and blue jeans are not appropriate professional dress. Shoes must be clean and in good repair. Students will not be permitted to wear flip flops or Crocs to clinical internships or to class. Typically, professional dress for athletic trainers in the traditional clinical setting include: polos, khakis, clean tennis shoes etc.

Body Piercing and Tattoos

While we value all artwork as expressed in the way of tattoos and piercings, we want to make sure that it doesn't get in the way of your ability to treat your patients. Body art and body piercing, which may be acceptable in some social situations, should not be worn or displayed by students in professional settings if it can be considered offensive. Tattoos should be covered to the extent possible. Please consult your clinical site regarding their site rules on this matter. It will vary based on clinical assignment.

CLINICAL ROTATION DRESS CODE

During clinical rotation assignments, athletic training students are required to adhere to the ATP dress code and to wear their name badge at all times. Students, faculty, and Preceptors provide high quality health care services to athletes and patients; therefore, it is unacceptable to compromise integrity or trust by wearing unprofessional attire. The ATP's dress code is delineated below– ***these specific requirements are the minimum dress standards.*** Students must adhere to the ATP dress code regardless of whether or not their Preceptor wears/permits what the program considers unacceptable (e.g., t-shirts, denim). Students must also consult with their Preceptors to determine if their site requires standards that exceed the ATP's (e.g., business attire vs. polo shirt and chinos).

The following are ACCEPTABLE DRESS CODE STANDARDS

- Point Loma Nazarene University Athletic Training issued shirt (can include short/long sleeved apparel and polos) or clinical site issued polo shirt (no t-shirts of any type allowed)
- Khaki or other single color chino style pants or shorts of appropriate length
- Closed-toe, closed-heel athletic shoes; socks must also be worn
- Durable watch with ability to count seconds
- Professional dress attire when applicable (e.g. medical or rehabilitation clinic settings,
 - indoor athletic events)

The following are UNACCEPTABLE AT ALL TIMES WHILE PRESENT AT CLINICAL ROTATION SITES

- Jeans or denim of any kind
- T-shirts or tank tops of any kind
- Sandals, open-toed or open-heeled shoes
- Cotton, fleece, jersey, spandex, yoga, athletic, or “warm-up” pants of any type*
- Clothing with reference to drugs, alcohol, gangs, or violence
- Clothes that obviously haven’t been washed or cared for appropriately
- Exposed cleavage, midriff, or buttocks
- Long or excessive jewelry that may interfere with patient care

*In inclement weather (e.g. rain), warm-up or rain pants may be worn over other attire. However, cold weather does not justify wearing sweats or warm-ups. Students should use their best attempts to wear more layers *under* their approved clothing, such as thermals and undershirts.

Remember...

- If a student is unsure about the acceptability of their dress, he/she should consult his/her Preceptor **before** wearing the item to the clinical site
- Failure to follow the above standards will result in the student being sent home to change. A student may be sent home by a preceptor or program faculty.
- Excessive body art is an inappropriate distraction. Certain visible body piercings (e.g., nose, eyebrow, tongue, lip) and tattoos can divert attention from the student’s professional purpose. Body jewelry should be removed. Students with body art should consult with their individual preceptor on acceptability of visual body art at each of their clinical sites. It is appropriate for a preceptor/clinical site to require a student to cover the body art using long-sleeves, long-pants, tape, or other appropriate mechanisms.
- Students should consult their assigned Preceptor if they have any questions. It is not the ATP’s intention to limit student’s individual expression, but rather to decrease the chances that a distraction could hinder their communication or relationship with an athlete, coach, staff member, or health care professionals.

IV. Code of Conduct

A. Confidentiality

Point Loma Nazarene University's Athletic Training Program students are bound to maintain strict security (i.e., physical access), privacy, and confidentiality of all information concerning patients and clients of the university's own athletic teams, as well as those of its affiliated clinical sites. This expectation extends to any and all data considered Personal Health Information (PHI), whether in written, computerized, or verbal form. The ATP follows all federal and state regulations related to the protection of PHI (e.g., HIPAA and FERPA).

Students shall not, at any time, intentionally or unintentionally provide or divulge PHI to any third party who is not an authorized member of the medical team without the patient/client's written consent. PHI will be released only when authorization has been signed by the patient/client or his/her legal representative (e.g., parent, guardian), or by court order. Medical information is released only to physicians, hospitals, attorneys, medically affiliated regulatory agencies, or to the patient/client's medical insurance company and their authorized agents. A "Release of Information" document should be signed by the patient/client to authorize such releases to the aforementioned persons/entities.

In regards to communications among authorized medical team members, it is essential for staff and students to be cautious to prevent inadvertent/unintentional release of PHI during conversations that can be overheard by others not directly involved with the care of the patient/client. Additionally, written medical records must not be left in the open, unattended where others can read them. Computerized medical information must also be properly safeguarded. Students are required to follow all PHI at their clinical sites, as discussed in the Clinical Experience Orientation Form at the start of each clinical rotation.

B. Relationships

Athletic training students have the unique opportunity to interact with diverse populations. ATP athletic training students have a responsibility to Point Loma Nazarene University and the Athletic Training profession to conduct themselves in a professional manner at all times, including all interactions with patients, clients, faculty, and staff. Preceptors will evaluate student conduct in this regard. Inappropriate and unprofessional behavior will be managed in accordance with the Point Loma Nazarene University Student Code of Conduct, and violations could result in ATP probation.

C. Personal Conduct

Athletic training students are expected to conduct themselves professionally by adhering to and enforcing the Athletic Training Program rules or comparable procedures/rules at the affiliated clinical sites. If a student's personal conduct is in violation of the policies of the AT program or affiliated clinical sites, then the student Conduct Code will be used to address the situation. It is expected that affiliated clinical site rules will be explained to students during their clinical orientation meeting by the preceptor. If this is not the case, students should ask their Preceptor for their site rules to prevent miscommunication. Students should notify the Coordinator of Clinical Education immediately if there appears to be any conflict between the affiliated site rules and the AT Program rules.

D. Discrimination and Harassment

Point Loma Nazarene University is committed to providing an environment which is free of any form of harassment and discrimination based upon an individual's race, color, religion, ancestry, national origin, gender, marital status, sexual orientation, age, disability, veteran status, or any other classification protected by law, so that all members of the community are treated at all times with dignity and respect. The ATP enforces the University's policy and prohibits all forms of such harassment or discrimination among faculty, students, staff, and administration.

The term "discrimination" refers to conduct that subjects an individual to disparate treatment on the basis of race, color, religion, ancestry, national origin, gender, marital status, sexual orientation, age, disability, veteran status, or any other classification protected by law. This would include within its scope alleged conduct that deprives an individual of academic, employment, or other opportunities offered by the University on the basis of such protected characteristics. Examples of types of discriminatory conduct prohibited by this policy include:

1. Depriving an individual of opportunities on the basis of a protected characteristic such as:
2. Subjecting a student to different performance standards or reviews because of a protected characteristic, other than in conjunction with a reasonable accommodation offered to a qualified individual with a disability
3. Depriving an individual of academic opportunities on the basis of a protected characteristic

The term "harassment" refers to conduct that is considered "unwelcome" (unsolicited or regarded by the recipient as undesirable or offensive) or directed or related to an individual's race, color, religion, ancestry, national origin, gender, marital status, sexual orientation, age, disability, veteran status or any other classification protected by law.

Harassment may occur when either of the following conditions exists:

- 1) It is implicitly or explicitly suggested that submission to or rejection of the conduct will be a factor in academic or employment decisions, evaluations, or permission to participate in a University activity; or
- 2) The conduct would be offensive to a reasonable person under the circumstances in question and, if not corrected, could interfere with an individual's academic or work performance or create or substantially contribute to an intimidating or hostile work, academic, or student living environment.

In determining whether the alleged conduct constitutes discrimination or harassment under this policy, consideration of the incident will include but not limited to the totality of the circumstances, the context in which the alleged incident(s) occurred, the relationship of the parties, whether the alleged offending party was asked to cease the offending conduct and principles of academic freedom.

Examples of types of harassment prohibited by this policy include:

- a. Verbal harassment, such as harassing phone calls, jokes, slurs, epithets, anecdotes, or other derogatory statements directed to an individual or group of individuals' race, color, religion, ancestry, national origin, gender, marital status, sexual orientation, age, disability, veteran status or any other classification protected by law other than in an appropriate academic study of such activity; or
- b. Visual, through the use of writings, graffiti, e-mail, posters, objects, or symbols that ridicule or demean an individual or group of individuals' race, color, religion, ancestry, national origin, gender, marital status, sexual orientation, age, disability, veteran status or any other classification protected by law other than in an appropriate academic study of such material; or
- c. Physical, such as unwanted touching, stalking, or impeding an individual's free movement on the basis of a protected characteristic.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work/academic performance or creates an intimidating, hostile or offensive work/educational environment.

If a student feels like he/she is being discriminated or harassed it is critical that the student notify their Preceptor, the Clinical Coordinator, and/or the Program Director. The Athletic Training Program does not tolerate unlawful discrimination or harassment, and the victim's rights are paramount. Any student who feels that the course of action taken by the Preceptor, Clinical Coordinator, and/or Program Director is not sufficient is encouraged to file a complaint with the University Equal Opportunity Officer ("EOO"), whose offices are located in the Administration Building.

E. Academic Integrity

Point Loma Nazarene University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university's Academic Integrity Committee, which may impose additional sanctions up to and including expulsion.

Academic dishonesty can take a number of forms including, but not limited to the following:

- **Cheating:** Using or attempting to use unauthorized assistance, information or study aids in any academic exercise.
 - Copying answers from or looking at another student's exam.
 - Accessing or possessing any material not expressly permitted during an exam, such as crib sheets, notes, books.
 - Using electronic devices such as cell phones, digital cameras, PDA's, data storage devices, computers, internet or other electronic devices unless expressly permitted by the instructor for the required coursework.
 - Continuing to write after a timed exam has ended. Taking the exam from the room and later claiming the instructor lost it.

- Fraudulent possession of a test prior to exam date.
- Submission of the same term paper or other work to more than one instructor, where no prior approval has been given.
- Submission of purchased term papers or projects done by others.
- **Fabrication:** The falsification or invention of any information or citation in an academic exercise.
 - Changing answers after an exam has been returned.
 - Falsifying/omitting data and/or sources, otherwise violating the ethical principles of research.
- **Facilitating Academic Dishonesty:** Knowingly helping or attempting to help another to violate any provision of this policy.
 - Allowing another student to copy one's work.
 - Having another person take an exam or complete an assignment for oneself.
 - Taking an exam or completing an assignment for another student.
- **Plagiarism:** Representing the words, research findings or ideas of another person as your own in any academic exercise. [At their discretion, faculty may submit student work to plagiarism-detection software, such as [Turnitin](#) for review.]
 - Copying word for word without proper attribution.
 - Paraphrasing without proper attribution.
 - Using phrases from another source embedded into original material without proper attribution.
 - Copying of intellectual property without proper attribution.
- **Misrepresentation of Academic Records:** Misrepresenting, tampering with or attempting to tamper with any university academic document, either before or after coming to Point Loma Nazarene University.
 - Creating or altering a Point Loma Nazarene University transcript, diploma, verification of enrollment or any other official university document (*In this case the student(s) may also face prosecution for violation of Federal and State statutes*).
 - Submitting false records or other documents such as transcripts from another institution.
 - Failure to report all previous academic work at the time of admission.
 - Failure to report all academic work attempted at other institutions after admission to the university.
 - Forgery, alteration or misuse of official academic documents (e.g., petition forms, advising forms, internship forms, etc.).

Point Loma Nazarene University's Academic Integrity Policy is publicly available online at:

<https://catalog.pointloma.edu/content.php?catoid=33&navoid=2015>

The policy also outlines the procedure for students to contest an academic integrity violation and the appeals process for students. It is critical that students within a graduate healthcare professions program adhere to the academic integrity policy and to understand that

potential violations will be taken seriously with possible recommended sanction of removal of the student from the program.

F. Violation of Code of Conduct

Any violation of the professional behavior code of conduct outlined above could be grounds for dismissal from the clinical site and/or the Point Loma Nazarene University Athletic Training

Program. Preceptors reserve the right to dismiss any athletic training student from his/her clinical assignment for any violation of clinical site rules and regulations through the procedures outlined below. The typical sequence of disciplinary actions follows:

1st Offense

Written reprimand will be placed in student's file.

2nd Offense

Mandatory meeting with ATP committee and possible dismissal from clinical experience and/or Athletic Training Program. The ATP committee consists of at least two of the following who will handle each case on an individual basis:

- Athletic Training Program Director
- Athletic Training Clinical Education Coordinator
- Athletic Training Full-time Faculty
- Preceptor
- Dean of the Colleges (if necessary)

G. Grievance Policy

When conflict arises between persons in the A.T.P involving a student it is the expectation that all parties involved will attempt to resolve their differences in a poised, Christ-like manner. Should the grievance involve faculty or staff the university's grievance policy published in the faculty Handbook should be consulted.

In cases where resolution is not forthcoming the Program Director should be advised of the grievance. The Program Director will convene the parties involved and attempt to facilitate a resolution. Should the Program Director be the aggrieved or the aggravator the area Dean is consulted by the party wishing to cite a grievance.

If a satisfactory resolution of the grievance is not possible the Provost, the chief academic officer of the university, shall be consulted.

For more information regarding the University's Student Grievance Policy, please see the Point Loma Nazarene University Graduate Catalog: <https://drive.google.com/file/d/0B3hMXF5MXi6Ed3QtazBJOFhGV2s/view>

H. Technical Standards

The Athletic Training Program (ATP) at Point Loma Nazarene University is a rigorous and intense program that places specific requirements and demands on athletic training students, in order to prepare graduates to render care to a wide spectrum of individuals engaged in physical activity in a variety of employment settings. The technical standards set forth by the ATP 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, the Commission on Accreditation of Athletic Training Education (CAATE). Technical standards for admission can be [found here](#).

V. Health & Safety Standards

A. OSHA/BBP Compliance

Students enrolled in the Athletic Training Program must complete an OSHA Bloodborne Pathogen lecture annually. The online lecture will cover current information and regulations concerning HBV/HIV infection control. Students will take an online quiz yearly. This quiz must be completed before clinical rotations can begin. For each clinical site, each student will go over OSHA/BBP procedures and the students will turn in a signed document.

B. Blood and Body Fluid Exposure Control Plan

The purpose of the Athletic Training Program's blood and body fluid exposure plan is to establish roles, responsibilities, and consistent procedures for reporting, treating, and follow-up care for Point Loma Nazarene University's Athletic Training Students accidentally exposed to the blood or other body fluids while performing patient care duties at their clinical rotations. This plan complies with guidelines established by the Occupational Safety & Health Administration (OSHA) and the Centers for Disease Control (CDC).

C. Communicable Disease Policy

Athletic Training Students encounter potential modes of communicable disease transmission daily during their clinical rotations. Due to the nature of athletic activities, health care personnel including athletic training students are at increased risk for the spread of communicable and infectious diseases; therefore, Point Loma Nazarene University's Athletic Training Program (ATP) has instituted the communicable disease policy and procedures to prevent the transmission of communicable and infectious diseases.

The communicable disease policy is designed to provide methods for reducing the transmission of infectious diseases from athletic training personnel (preceptor, athletic training student) to patients and from patients to athletic training personnel. Prevention of transmission of such diseases includes immunizations for vaccine preventable diseases, isolation precautions to prevent exposures to infectious agents, and management of athletic training personnel exposure to infected persons. The objectives of this policy include the following: (1) educate athletic training personnel about the principles of infection control and stressing individual responsibility for infection control; (2) collaborate with other departments to help ensure adequate surveillance of infections in personnel and provision of prevention services; (3) provide care to athletic training personnel for work-related illnesses or exposures; and (4) identify work-related infection risks and instituting appropriate preventative measures. This policy will follow the guidelines set by the Centers for Disease Control and Prevention in the "SPECIAL ARTICLE: Guidelines for infection control in health care personnel, 1998" (Published in AJIC: American Journal of Infection control (1998; 26:289-354)) and adapted from the PLNU Sports Medicine Manual.

Athletic training personnel are encouraged to report any infectious disease/problem/condition to their direct supervisor. Athletic training personnel are restricted from patient contact, or contact with the patient's environment if they have an infectious communicable disease ([click here to view article on communicable disease](#)). Athletic training students will report to their preceptor and/or the MSAT Program

Director. In the case that athletic training personnel refuse or are unwilling to report their condition to their supervisor for some reason, they must make sure they are restricting themselves from patient contact, or contact with the patient's environment using the guidelines in [Table 3 from the SPECIAL ARTICLE](#).

Athletic training personnel known to be infected with a communicable disease can be excluded from duty. The type and duration of work restrictions will be dependent upon the type of disease/problem, by the mode of transmission and the epidemiology of the disease ([Table 3 from the SPECIAL ARTICLE](#)). The student's preceptor and/or the MSAT Program Director, in consultation with the MSAT Medical Director, and/or treating Physician, will determine the duration and type of work or clinical restriction imposed for athletic training students using Table 3 from the SPECIAL ARTICLE. Copies of the "SPECIAL ARTICLE, Guideline for infection control in health care personnel, 1998" are available for download at <https://www.cdc.gov/hicpac/pdf/InfectControl98.pdf> and are on file in the office of the MSAT Program Director.

D. Physical Examination & Immunization Records

A physical examination by a MD/DO/NP/PA/DC must verify that the student is able to meet the physical and mental requirements - with or without reasonable accommodation - of an athletic trainer. This examination must include:

- a medical history
- an immunization review

Immunization Policy

The athletic training program has determined that the immunizations requirements listed below are appropriate for health care providers. The MS-AT's immunization requirements are identical to the university's undergraduate immunization requirements. Those requirements can be viewed by [clicking here](#). All students must submit a verification of immunization form (see MS-AT website) with their application when they apply to the athletic training program. The immunizations required are listed below.

Tetanus (booster shot must be within the last 10 years)
MMR – Measles, Mumps, Rubella (verification of two doses for students born after 1956)
Current Tuberculosis (TB) Screening (within one year of beginning classes)
Meningitis (Menactra – within the past five years)
Hepatitis B Vaccine (series of three doses)
Varicella Vaccine (series of two doses or titer if student had disease)
COVID-19 Vaccine (two doses + applicable boosters)

Students have the right to partially or fully waive their immunization requirements due to a medical condition. If a student wishes to waive their immunization requirements, they must sign an immunization waiver form (see MS-AT website) and provide a rationale for the immunizations being waived. Their immunization waiver will be reviewed by the program director, the medical director, and the clinical coordinator. From there, a determination will be made if the student is capable of fulfilling the clinical requirements of the program without being at an excess risk of being exposed to a communicable disease or blood borne pathogen.

E. Emergency Cardiac Care (ECC) Certification

Emergency cardiac care (ECC) certification that includes the following: 1) Adult and pediatric CPR, 2) AED, 3) 2nd rescuer CPR, 4) Airway obstruction, and 5) Barrier devices (e.g., pocket mask, bag valve mask)

Acceptable ECC providers are those adhering to the most current International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care. The two most common courses that meet these requirements are: CPR/AED for the Professional Rescuer through the American Red Cross and BLS Healthcare Provider through the American Heart Association.

Please note that other courses offered by the American Red Cross and the American Heart Association might not meet all of the above requirements. The original certificate (front and back, including instructor's signature) must be presented with your application. A copy will be made and maintained by the ATP.

CPR recertification courses are usually offered at least once per year through the Point Loma Nazarene University Athletic Training Program. Additional opportunities are available through the local Red Cross or American Heart Association. Cost of the course must be covered by the student.

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At the beginning of each academic school year, the students will undergo CPR recertification and refresher courses. The fees for this course covered by the program.

VI. Athletic Training Program Faculty and Staff

A. Program Faculty

Nicole Cosby, PhD, ATC - Program Director

PhD–University of Virginia

MA–San Jose State University

BA–Point Loma Nazarene University

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Jeff Sullivan, PhD, ATC – Professor, Kinesiology Dean - College of Health Sciences, Athletic Training Faculty

PhD – Oregon State University

MA – San Jose State University

BA – Point Loma Nazarene University

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B. Administrative Staff

Chloe Remley

Administrative Assistant

Departments of Kinesiology and Athletic Training

cremley@pointloma.edu

C. Point Loma Nazarene University Clinical Sites & Preceptors

The Athletic Training Program partners with over 20 clinical sites across California and Nevada. Please [click here](#) to see a list of our current clinical sites and preceptors.

D. Physicians

Dr. Eshwar Kapur, MD – Orthopedic Surgeon

Medical Director

Dr. Tal David, MD - Clinical Preceptor

Synergy Specialist Medical Group

The ATP utilizes various physician guest speakers in many of the didactic and clinical courses throughout the academic year.

VII. BOC Certification Examination

Each Point Loma Nazarene ATP graduate is expected to attempt and ultimately pass the BOC certification examination. In order to qualify as a candidate for the BOC certification examination, an individual must meet the following requirements:

1. Candidates who are enrolled and/or registered in their final semester/trimester prior to graduation are eligible to sit for the BOC exam.
2. Qualified candidates for the BOC exam must have received confirmation on their exam application by the Program Director recognized by the CAATE that they have earned or will earn their Master's degree.

More specific information about the certification examination can be downloaded at <http://www.bocatc.org/candidates>.