

Commission on Accreditation
of Athletic Training Education

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September 1, 2009

Tim Foster, JD
President
Mesa State College
Office of the President
1100 North Avenue
Grand Junction, CO 81501

Dear President Foster:

Congratulations! Based upon a positive review of the Progress Report submitted to the CAATE by the June 1, 2009 deadline, **the date of your next required comprehensive review for accreditation of the Athletic Training Education Program at Mesa State College, including an on-site review, has been extended to the 2017 - 2018 academic year.**

The nationally-recognized Standards for Entry-Level Athletic Training Education were established with support of the following sponsoring organizations: the American Academy of Family Physicians, the American Academy of Pediatrics, the American Orthopaedic Society for Sports Medicine, and the National Athletic Trainers' Association, Inc.

The Commission on Accreditation of Athletic Training Education commends the faculty, staff, and administrators at Mesa State College for your commitment to the advancement of quality education in Athletic Training, as well as your dedication to the preparation of highly qualified Athletic Training professionals.

Sincerely,

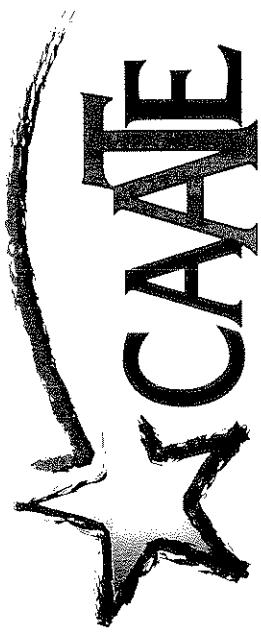
Greg Gardner, EdD, ATC
President, CAATE

Cc: Jill Cordova, PhD, Chair, Department of Kinesiology
Robert Ryan, MA, Program Director, Athletic Training Education

Sponsoring Agencies

The American Academy of Family Physicians
The American Orthopaedic Society for Sports Medicine

The American Academy of Pediatrics
The National Athletic Trainers' Association, Inc.



Commission on Accreditation
of Athletic Training Education

The Commission on Accreditation of Athletic Training Education certifies that

Mesa State College

has completed a comprehensive accreditation review and demonstrated compliance with the nationally established Standards. The next comprehensive review will occur in academic year

2017 - 2018

August 7, 2009

Date of Award

Gary Gardner

President, CAATE Commission

November 20, 2008

CAATE
2201 Double Creek Drive
Round Rock, Texas 78644

Please consider this submission of the Program Progress Report as a request by Mesa State College for the continuation of our Athletic Training Education Program review.

Submitted by

Jill Cordova Ph.D
Chair – Kinesiology Dept

Robert Ryan MA, ATC, CSCS
Program Director

Jill Cordova Nov 20, 2008

Robert Ryan

Nov 20, 2008

E1. Program Admission and Advertisements

E1.1 Program admission criteria (E1.11-E1.13) must be clearly defined and published consistently in official institutional academic documents, handbooks, and/or other published and announced information sources. It is not necessary to have all information in all documents, but there must be appropriate reference to a publicly accessible document that includes all program admission criteria.

Program admission criteria must include the:

E1.12 competitive admissions process, and

Rationale for continued Non-Compliance:

Program stated that updated admissions criteria in the university catalog are not available at this time.

Requested Materials/Documentation to show Compliance:

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Please submit relevant pages of the new admissions criteria from the new 2008-2009 catalog.
- Please re submit Table E1a

Program Response:

E1.1a (pg E1.1 - 2) contains Table E1a

E1.1b (pg E 1.1 - 3) contains the updated admission criteria in Mesa State College Catalog 2008-2009 pg 55

E1.1A Admissions Materials and Advertisements Table

Required Admissions Materials	Location(s) of that Material (List Page numbers when available)
Admission Requirements	ATEP Application Packet ATEP website http://www.mesastate.edu/schools/sbps/hpw/pdf/admissionrequirementsapplication%20process.pdf
	Campus H:Drive accessible by all Mesa State Students Mesa State College Catalog 2008-09 p 55
Technical Standards	Included in ATEP Application Packet ATEP website Campus H:Drive
Transfer Policy	Included in ATEP Application Packet Mesa State College Catalog 2008-09 p 55 ATEP website Campus H:Drive
Retention Policy	Mesa State ATEP Student Handbook (Appendix P) Campus H:Drive
Evidence of non-discriminatory process	Mesa State ATEP Student Handbook (Appendix P) Mesa State College Catalog 2008-09 p 3
Tuition and Fees	Mesa State College Catalog 2008-09 p 22-26
ATEP Required Costs	Included in ATEP Application Packet ATEP website Campus H:Drive Mesa State ATEP Student Handbook (Appendix P)

E1.1b

ATHLETIC TRAINING

FACULTY

Robert Ryan

CONTACT INFORMATION

Department of Kinesiology, Saunders 120, 970-248-1374.

PROGRAMS OFFERED

Bachelor of Science

Bachelor of Science in Athletic Training Degree Requirements

General Education (31 minimum credit hours)

B.S. Degree Distinction (6 credit hours)

STAT 200 Probability & Statistics, any CSCI course, or MATH 119 or higher

Humanities or Social & Behavioral Sciences (3 credit hours)

Wellness (Kinesiology) Requirement (3 credit hours)

Applied Studies (3 credit hours)

Required Athletic Training Core Courses:

KINE 200 History and Philosophy of Sport and Physical Education

KINE 213 Applications of Physical Fitness and Physical Education

KINE 234 Prevention and Care of Athletic Injuries

KINE 240 Introduction to Clinical Athletic Training

KINE 309/309L Exercise Physiology and Lab

KINE 309/309L Anatomical Kinesiology and Lab

KINE 365 First Responder

KINE 367 Field Experiences in Athletic Training I

KINE 368 Clinical Experiences in Athletic Training I

KINE 373 Upper Body Injury Assessment

KINE 374 Lower Body Injury Assessment

KINE 376 Clinical Experiences in Athletic Training II

KINE 401 Org. Ad/Legal Considerations in PE and Sport

KINE 410 Rehabilitative Exercises

KINE 420 Therapeutic Modalities

KINE 430 Medical Conditions and Pharmacology in Sports

KINE 467 Field Experiences in Athletic Training II

KINE 468 Clinical Experiences in Athletic Training III

KINE 478 Clinical Experiences in Athletic Training IV

Required Related Study Area:

(Should be completed by the end of the sophomore year)
BIOL 209/209L Human Anatomy and Physiology I and Lab
BIOL 210/210L Human Anatomy and Physiology II and Lab

Electives: 17 credit hours; additional upper division hours may be needed.

Special Requirement:

American Red Cross CPR/AED for the Professional Rescuer and Emergency Response certification is required.

Students seeking a degree in Athletic Training and Teaching should see their faculty advisors in both Athletic Training and Teacher Licensure.

The Board of Certification (BOC) will only allow students who have graduated from a Commission on Accreditation of Athletic Training Education (CAATE) accredited Athletic Training Education Program (ATEP) to take the BOC national certification exam. The ATEP at Mesa State College is accredited through CAATE.

Admission into the ATEP is competitive and admission into Mesa State College does not guarantee admission into the ATEP. Students may declare the Pre-Athletic Training course of study at any time but only those who have been accepted into the ATEP clinical program may declare the Athletic Training degree of study.

The ATEP is a 4 semester clinical program designed to be completed during the junior and senior years. To obtain official requirements for admittance into the ATEP please contact the ATEP Program Director (PD) or visit the ATEP website.

Applications to the ATEP are due by April 15th for admittance into the clinical program for the following fall semester. If there is space available, applications may be considered on an individual basis throughout the year.

Transfer students are encouraged to contact the ATEP early in the spring semester prior to transferring to assure that they have time to develop the required skills and knowledge pre-requisites. Applications from transfer students at the junior level or above will be accepted after the April 15th deadline and may be granted acceptance directly into the clinical program if space is available. All transfer students accepted directly into the clinical program must possess the skills and knowledge equivalent to that obtained in KINE 234 & 240 and demonstrate these skills prior to the start of the start of KINE 367. (Required skills are listed on the ATEP website)

The following are required for admission into the ATEP:

1. Have a cumulative GPA of 2.5 or higher
2. Completed the following courses (Grade "C" or higher)
 - a. KINE 234 (or equivalent)
 - b. KINE 240 (or equivalent knowledge, skills and observations)
 - c. BIOL 209, 209L (or equivalent)

The following materials must accompany the application to the ATEP:

1. Completed Physical Examination
2. Completed Technical Standards Form.
3. Immunization records showing immunization for
 - a. DPT
 - b. MMR
 - c. Polio
 - d. Chickenpox
 - e. Hepatitis B
4. TB test
5. Provide documentation of current adult CPR certification.
6. Essay on why you want to pursue a concentration in Athletic Training (1-2 pages)
7. Unofficial Transcripts

Students admitted into the clinical program must:

1. maintain current CPR/AED for the Professional Rescuer (or equivalent) (training will be provided by the ATEP faculty)
2. complete an annual physical examination and TB test
3. maintain and provide documentation of professional liability insurance
4. maintain and provide documentation of personal health insurance
5. maintain and provide documentation of National Athletic Trainers Association membership (beginning the spring semester of their junior year)
6. be available to begin course work and field experiences (KINE 367, 467) during fall pre-season practices.

Learn more about the programs of study listed here, and find program sheets detailing exact and complete requirements for majors and concentrations, online at mesastate.edu/academics.

15. Clearly written course syllabi are required for all courses that deliver content contained in the *Athletic Training Educational Competencies*. Syllabi must include:

- 15.5 objective course completion criteria, and

Rationale for continued Non-Compliance:

The program provided evaluations based on how well the students liked a given course, not mid and end of semester clinical evaluations as requested. Clinical evaluations provide feedback for students on how well they are performing clinically, professionally and in accordance with their given level in the program.

Requested Materials/Documentation to show Compliance:

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Provide copies of completed student mid and final clinical evaluations (from ACIs towards assigned students) from two students enrolled in each of the KINE clinical education courses (KINE 368, 378, 468, and 478). Please delete the last names [only] of the students on the evaluation forms.
- Provide official class roster of each class (KINE 368, 378, 468, and 478) for the Fall 2008 semester.
- All evaluations must be dated and provide the name (first name only) and level of student.
- All evaluations must bear both the signature of the ACI (and date signed) as well as the signature of the student (first name only) as well as date to ensure feedback is provided to the student on a regular basis.

Program Response:

KINE 378 and KINE 478 are spring semester courses. Course rosters and evaluations are not available at this time.

KINE 368 and KINE 468 are fall semester courses which run through December 11, 2008. The last evaluations will not occur until that week. Evaluations completed thru the third evaluation period in mid-November are included in this report.

I5a (pg I5 - 3) contains the evaluations for two students from each course completed through mid November.

I5 – 3 – Clinical Evaluations – Juniors

I5 – 15 – Clinical Evaluations - Seniors

I5b (pg I5 - 27) contains Fall 2008 course rosters for KINE 368 and KINE 468
I5 – 27 - KINE 368 Course Roster
I5 – 28– KINE 468 Course Roster

Junior – Taryn – Rotation 1 Volleyball

ATHLETIC TRAINING EDUCATION PROGRAM JUNIOR ATHLETIC TRAINING STUDENT EVALUATION

The purpose of this evaluation is to allow the Clinical Instructor to summarize, evaluate and comment on the progress of the student athletic trainer during the clinical rotation in the athletic training room. This form will allow the student a learning opportunity, by assessing the student's ability to perform skills recognized as being necessary in athletic training.

Student's Name	Taryn [REDACTED]	Date	8.18/9.14
Sport Assignment	Volleyball	Clinical Instructor	Brenda Brady

Rate the criteria below using the following scale:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree 0 = No opportunity to assess

<u>Professional Development & Responsibility</u>		4	3	2	1	0
1	Works quickly and efficiently while taking initiative	X				
2	Knows and follows athletic training room procedures/policies		X			
3	Assists with basic record keeping	X				
4	Works to keep the athletic training room neat and clean	X				
5	Communicates effectively with athletes, staff and other personnel	X				
6	Gets along well with fellow staff members	X				
7	Reports on time for clinics, assignment, and makes adjustments when necessary	X				
8	Actively seeks to improve knowledge and skills (this includes asking questions and seeking our references [e journal articles, text books, etc...])	X				
9	Balances academics with clinical work	X				
<u>Risk Management and Injury Prevention</u>						
1	Monitors athletes for injury and/or environmental stress		X			
2	Works promptly and appropriately in managing those athletes injured and/or in environmental distress	X				
3	Assesses field of play for any potential hazards		X			
4	Demonstrated familiarity with protective equipment		X			
<u>Recognition, Evaluation & Assessment of Injuries</u>						
1	Conducts a professional demeanor during assessment	X				
2	Performs appropriate components of exam		X			
<u>Immediate Care of Injuries</u>						
1	Sets up emergency equipment properly				X	
2	Utilizes emergency equipment correctly				X	
3	Uses universal precautions		X			
<u>Treatment, Rehabilitation, & Reconditioning of Athletic Injuries</u>						
1	Applies tape neatly and appropriately			X		
2	Provides proper care for blisters and wounds		X			
3	Knows location of supportive equipment (splints, pads, braces, etc...)			X		
4	Properly prepares modalities and chooses correct treatment parameters			X		
5	Actively participates in administration and supervision of rehabilitation programs		X			
6	Demonstrates familiarity with protocols and instructs how to properly perform exercises			X		
7	Notifies certified staff of any changes in athletes condition		X			
<u>Health Care Administration</u>						
Appropriately records and reports injuries, treatments, rehabilitation and referrals			X			
Gathers subjective information in an empathetic manner			X			
Documents thoroughly, without commentary			X			

Adapted from the University of Utah Fall 06

Evaluation Summary

1. The student has earned the following letter grade for this semester's clinical experience based on attendance and completion of proficiencies and affective criteria:

Grade: 90.4 94/104

2. The student athletic trainer has demonstrated readiness for independent activity in the following areas (circle only those that apply):

Prevention of Athletic Injuries	Recognition, Evaluation & Assessment of Injuries
Immediate Care of Injuries	Treatment, Rehabilitation & Reconditioning of Athletic Injuries
Health Care Administration	Professional Development and Responsibility

3. Please note any strengths and weaknesses of the student athletic trainer's performance this rotation:

Strengths: Wants to learn and actively seeks opportunities to learn. Gained the confidence of the athletes quickly. Works quickly, efficiently, and independently.
Weaknesses: Very few. just take every opportunity to gain experience and learn. You are doing an excellent job.

4. Suggested strategies for improving the student athletic trainer competence and eliminating any deficiencies:

Things to work on: Keep learning. Keep looking for opportunities. Work on taping skills and learning more specialty tapings

CI's Signature: Brenda Brady, ATC Student's Signature: Taryn

Date of Discussion: 9/15/03

Adapted from the University of Utah Fall 03

Junior – Taryn – Rotation 2 Football

ATHLETIC TRAINING EDUCATION PROGRAM JUNIOR ATHLETIC TRAINING STUDENT EVALUATION

The purpose of this evaluation is to allow the Clinical Instructor to summarize, evaluate and comment on the progress of the student athletic trainer during the clinical rotation in the athletic training room. This form will allow the student a learning opportunity, by assessing the student's ability to perform skills recognized as being necessary in athletic training.

Student's Name	Taryn	Date	10/16/08
Sport Assignment	Football	Clinical Instructor	Josh

Rate the criteria below using the following scale:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree 0 = No opportunity to assess

Professional Development & Responsibility		4	3	2	1	0
1	Works quickly and efficiently while taking initiative	x				
2	Knows and follows athletic training room procedures/policies	x				
3	Assists with basic record keeping	x				
4	Works to keep the athletic training room neat and clean	x				
5	Communicates effectively with athletes, staff and other personnel	x				
6	Gets along well with fellow staff members	x				
7	Reports on time for clinical assignment and makes adjustments when necessary	x				
8	Actively seeks to improve knowledge and skill (this includes asking questions and seeking out references [e.g. journal articles, text books, etc...])	x				
9	Balances academics with clinical work	x				
Risk Management and Injury Prevention		4	3	2	1	0
1	Monitors athletes for injury and/or environmental stress	x				
2	Works promptly and appropriately in managing those athletes injured and/or in environmental stress	x				
3	Assesses field of play for any potential hazards	x				
4	Demonstrated familiarity with protective equipment	x				
Recognition, Evaluation & Assessment of Injuries		4	3	2	1	0
1	Conducts a professional demeanor during assessment	x				
2	Performs appropriate components of exam	x				
Immediate Care of Injuries		4	3	2	1	0
1	Sets up emergency equipment properly	x				
2	Utilizes emergency equipment correctly	x				
3	Uses universal precautions	x				
Treatment, Rehabilitation, & Reconditioning of Athletic Injuries		4	3	2	1	0
1	Applies tape neatly and appropriately	x				
2	Provides proper care for blisters and wounds	x				
3	Knows location of supportive equipment (splints, pads, braces, etc...)	x				
4	Properly prepares modalities and chooses correct treatment parameters	x				
5	Actively participates in administration and supervision of rehabilitation programs	x				
6	Demonstrates familiarity with protocols and instructs how to properly perform exercises	x				
7	Notifies certified staff of any changes in athletes condition	x				
Health Care Administration		4	3	2	1	0
Appropriately records and reports injuries, treatments, rehabilitation and referrals		x				
Gathers subjective information in an empathetic manner		x				
Documents thoroughly, without commentary		x				

Adapted from the University of Utah Fall 08

Evaluation Summary

1. The student has earned the following letter grade for this semester's clinical experience based on attendance and completion of proficiencies and affective criteria:

Grade: A 24%

2. The student athletic trainer has demonstrated readiness for independent activity in the following areas (circle only those that apply):

Prevention of Athletic Injuries	Recognition, Evaluation & Assessment of Injuries
Immediate Care of Injuries	Treatment, Rehabilitation & Reconditioning of Athletic Injuries
Health Care Administration	Professional Development and Responsibility

3. Please note any strengths and weaknesses of the student athletic trainer's performance this rotation:

Taryn had a great rotation. She was always working very hard. She always made sure the little things were done each day. She had questions daily of things she wanted to know more about or things she didn't understand. We had many very good discussions at practice. Taryn is very motivated to do well in her classes as well as in the Athletic Training Room. A pleasure to work with.

4. Suggested strategies for improving the student athletic trainer competence and eliminating any deficiencies:

Continue to work on evaluation skills and taping skills. Those are the two areas that you can never have enough practice with. The better you are in those areas the better athletic trainer you will be.

CI's Signature: Josh Fulmer

Student's Signature: Taryn

Date of Discussion: 10/18/08

Adopted from the University of Utah Fall C8

Junior – Taryn – Rotation 3 Men's Basketball

ATHLETIC TRAINING EDUCATION PROGRAM JUNIOR ATHLETIC TRAINING STUDENT EVALUATION

The purpose of this evaluation is to allow the Clinical Instructor to summarize, evaluate and comment on the progress of the student athletic trainer during the clinical rotation in the athletic training room. This form will allow the student a learning opportunity, by assessing the student's ability to perform skills recognized as being necessary in athletic training.

Student's Name	Taryn [REDACTED]	Date	11/10/08			
Sport Assignment	Men's Basketball	Clinical Instructor	Geana Gaasch			

Rate the criteria below using the following scale:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree 0 = No opportunity to assess

<u>Professional Development & Responsibility</u>		4	3	2	1	0
1	Works quickly and efficiently while taking initiative	X				
2	Know and follows athletic training room procedures/policies	X				
3	Assists with basic record keeping	X				
4	Works to keep the athletic training room neat and clean	X				
5	Communicates effectively with athletes, staff and other personnel	X				
6	Gets along well with fellow staff members	X				
7	Reports on time for clinical assignment and makes adjustments when necessary	X				
8	Actively seeks to improve knowledge and skill (this includes asking questions and seeking out references (e.g. journal articles, text books, etc...))		X			
9	Balances academics with clinical work	X				
<u>Risk Management and Injury Prevention</u>						
1	Monitors athletes for injury and/or environmental stress	X				
2	Works promptly and appropriately in managing those athletes injured and/or in environmental distress	X				
3	Assesses field of play for any potential hazards					
4	Demonstrated familiarity with protective equipment					
<u>Recognition, Evaluation & Assessment of Injuries</u>						
1	Conducts a professional demeanor during assessment	X				
2	Performs appropriate components of exam	X				
<u>Immediate Care of Injuries</u>						
1	Sets up emergency equipment properly					
2	Utilizes emergency equipment correctly					
3	Uses universal precautions					
<u>Treatment, Rehabilitation, & Reconditioning of Athletic Injuries</u>						
1	Applies tape neatly and appropriately	X				
2	Provides proper care for blisters and wounds	X				
3	Knows location of supportive equipment (splints, pads, braces, etc...)					
4	Properly prepares modalities and chooses correct treatment parameters		X			
5	Actively participates in administration and supervision of rehabilitation programs	X				
6	Demonstrates familiarity with protocols and instructs how to properly perform exercises	X				
7	Notifies certified staff of any changes in athlete's condition	X				
<u>Health Care Administration</u>						
	Appropriately records and reports injuries, treatments, rehabilitation and referrals	X				
	Gathers subjective information in an empathetic manner	X				
	Documents thoroughly, without commentary					

Adapted from the University of Utah Fall C8

Evaluation Summary

1. The student has earned the following letter grade for this semester's clinical experience based on attendance and completion of proficiencies and affective criteria:

Grade: 82/84 86%

2. The student athletic trainer has demonstrated readiness for independent activity in the following areas (circle only those that apply):

Prevention of Athletic Injuries	Recognition, Evaluation & Assessment of Injuries
Immediate Care of Injuries	Treatment, Rehabilitation & Reconditioning of Athletic Injuries
Health Care Administration	Professional Development and Responsibility

3. Please note any strengths and weaknesses of the student athletic trainer's performance this rotation:

Great job! Shows a strong desire to learn and do as much as possible. Always observing the certified and asked questions whenever something comes along that she doesn't understand. Great job with rehab programs and working with the athletes to get them back to playing.

4. Suggested strategies for improving the student athletic trainer competence and eliminating any deficiencies:

Keep up the good work and don't settle with where you are, keep practicing evaluations and asking questions.

CI's Signature: Geara Gaasch

Student's Signature: Taryn

Date of Discussion: 15/10/2008

Adapted from the University of Utah Fall 08

Junior – Breanna – Rotation 1 Alternative Experience

MESA STATE COLLEGE ATHLETIC TRAINING EDUCATION PROGRAM ALTERNATIVE EXPERIENCE (PT) STUDENT EVALUATION

Athletic Training Student's Name Breanna [REDACTED] Date 9/10/08

Agency Name Physical Therapy Specialty Center

City Grand Junction State CO Zip 81506 Phone 241-5856

Supervisor's Name Todd Harlow

Evaluator's Position within Agency CC CE

DIRECTIONS

The following evaluation form contains several short statements to describe the student's performance towards reaching the goals for this alternative experience rotation, their knowledge and attitude. To complete this evaluation please compare it to what you expect from an employee at your agency and use your own thoughts as to what your expectations are of students at this level. This evaluation will be shared with the student and utilized in determining a final grade. It will become part of the student's college records. Narrative comments are helpful and would be appreciated.

5=Excellent 4=above average 3=average 2=below average 1=poor

1. PROFESSIONAL ATTITUDE	(5)	(4)	(3)	(2)	(1)
2. PUNCTUALITY AND ATTENDANCE	(5)	(4)	(3)	(2)	(1)
3. INTERPERSONAL INTERACTION WITH OTHERS	(5)	(4)	(3)	(2)	(1)
4. CONFIDENTIALITY AND ETHICS	(5)	(4)	(3)	(2)	(1)
5. INITIATIVE AND DEPENDABILITY	(5)	(4)	(3)	(2)	(1)
6. PERSONAL APPEARANCE	(5)	(4)	(3)	(2)	(1)
7. VERBAL COMMUNICATION	(5)	(4)	(3)	(2)	(1)
8. KNOWLEDGE (anatomy, kinesiology, etc.)	(5)	(4)	(3)	(2)	(1)
9. ORGANIZATION AND PLANNING	(5)	(4)	(3)	(2)	(1)
10. MATURITY	(5)	(4)	(3)	(2)	(1)

11. Participant's greatest strength at this time Communication, attention to detail,
knowledge of basic anatomy.

12. Participant's greatest weakness(es) at this time find one or two of importance None come
to mind

13. Differentiations Excellent student, one of the best we
have had!

14. Suggested next grade (check only one):

- A Superior 41 D Less than average passing
 2nd Comp. 51 F Unacceptable/failing
 C Average/acceptable

EVALUATION NEEDED: FEEDBACK COMMENTS REGARDING IMPROVEMENT OF OUR ALTERNATIVE EXPERIENCES WOULD BE APPRECIATED. USE A SEPARATE SHEET IF NECESSARY.

Evaluator's Signature Thad Heron

Date 8/10/08

Junior – Breanna – Rotation 2 Football

ATHLETIC TRAINING EDUCATION PROGRAM JUNIOR ATHLETIC TRAINING STUDENT EVALUATION

The purpose of this evaluation is to allow the Clinical Instructor to summarize, evaluate and comment on the progress of the student athletic trainer during the clinical rotation in the athletic training room. This form will allow the student a learning opportunity, by assessing the student's ability to perform skills recognized as being necessary in athletic training.

Students Name	Breanna	Date	10/16/08
Sport Assignment	Football	Clinical Instructor	Josh

Rate the criteria below using the following scale:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree 0 = No opportunity to assess

<u>Professional Development & Responsibility</u>		4	3	2	1	C
1	Works quickly and efficiently while taking initiative	x				
2	Know and follows athletic training room procedures/policies	x				
3	Assists with basic record keeping	x				
4	Works to keep the athletic training room neat and clean	x				
5	Communicates effectively with athletes, staff and other personnel	x				
6	Gets along well with fellow staff members	x				
7	Reports on time for clinical assignment and makes adjustments when necessary	x				
8	Actively seeks to improve knowledge and skill (this includes asking questions and seeking out references [e journal articles, text books, etc...])	x				
9	Balances academics with clinical work	x				
<u>Risk Management and Injury Prevention</u>						
1	Monitors athletes for injury and/or environmental stress		x			
2	Works promptly and appropriately in managing those athletes injured and/or in environmental distress		x			
3	Assesses field of play for any potential hazards		x			
4	Demonstrated familiarity with protective equipment		x			
<u>Recognition, Evaluation & Assessment of Injuries</u>						
1	Conducts a professional demeanor during assessment		x			
2	Performs appropriate components of exam		x			
<u>Immediate Care of Injuries</u>						
1	Sets up emergency equipment properly		x			
2	Utilizes emergency equipment correctly		x			
3	Uses universal precautions		x			
<u>Treatment, Rehabilitation, & Reconditioning of Athletic Injuries</u>						
1	Applies tape neatly and appropriately		x			
2	Provides proper care for blisters and wounds		x			
3	Knows location of supportive equipment (splints, pads, braces, etc.)		x			
4	Properly prepares modalities and chooses correct treatment parameters		x			
5	Actively participates in administration and supervision of rehabilitation programs		x			
6	Demonstrates familiarity with protocols and instructs how to properly perform exercises		x			
7	Notifies certified staff of any changes in athletes condition		x			
<u>Health Care Administration</u>						
	Accurately records and reports injuries, treatments, rehabilitation and referrals		x			
	Gathers subjective information in an empathetic manner		x			
	Documents thoroughly, without commentary		x			

Adapted from the University of Utah Fall C8

Evaluation Summary

1. The student has earned the following letter grade for this semester's clinical experience based on attendance and completion of proficiencies and affective criteria:

Grade: A 97%

2. The student athletic trainer has demonstrated readiness for independent activity in the following areas (circle only those that apply):

Prevention of Athletic Injuries	Recognition, Evaluation & Assessment of Injuries
Immediate Care of Injuries	Treatment, Rehabilitation & Reconditioning of Athletic Injuries
Health Care Administration	Professional Development and Responsibility

3. Please note any strengths and weaknesses of the student athletic trainer's performance this rotation:

Breanna did a great job this rotation. She was very helpful and was always going above and beyond doing the little things that always need to be done. She had a great attitude and was always very happy and cheerful. When asked to do something she always responded and did a great job. She was very interested in learning and had many questions to be answered. She was able to gain the trust of many of the athletes with her attitude and abilities.

4. Suggested strategies for improving the student athletic trainer competence and eliminating any deficiencies:

Continue practicing taping and evaluation skills. These are the things that will help you to continue to gain the confidence and trust of the athletes with whom you work. Keep up the great attitude, work ethic, and desire to learn that you have shown and you will be very successful in this field.

CI's Signature: Josh Fulmer

Student's Signature: Breanna

Date of Discussion: 10/19/08

Adapted from the University of Utah Fall C8

Junior – Breanna – Rotation 3 Men's Basketball

ATHLETIC TRAINING EDUCATION PROGRAM JUNIOR ATHLETIC TRAINING STUDENT EVALUATION

The purpose of this evaluation is to allow the Clinical Instructor to summarize, evaluate and comment on the progress of the student athletic trainer during the clinical rotation in the athletic training room. This form will allow the student a learning opportunity, by assessing the student's ability to perform skills recognized as being necessary in athletic training.

Student's Name	Breanna [REDACTED]	Date	11/10/08
Sport Assignment	Men's Basketball	Clinical Instructor	Geana Gaasch

Rate the criteria below using the following scale:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree 0 = No opportunity to assess

<u>Professional Development & Responsibility</u>		4	3	2	1	0
1	Works quickly and efficiently while taking initiative	X				
2	Knows and follows athletic training room procedures/policies	X				
3	Assists with basic record keeping	X				
4	Works to keep the athletic training room neat and clean		X			
5	Communicates effectively with athletes, staff and other personnel	X				
6	Gets along well with fellow staff members	X				
7	Reports on time for clinical assignment and makes adjustments when necessary		X			
8	Actively seeks to improve knowledge and skill (this includes asking questions and seeking out references (e.g. journal articles, text books, etc.,))		X			
9	Balances academics with clinical work	X				
<u>Risk Management and Injury Prevention</u>		4	3	2	1	0
1	Monitors athletes for injury and/or environmental stress	X				
2	Works promptly and appropriately in managing those athletes injured and/or in environmental stress	X				
3	Assesses field of play for any potential hazards					
4	Demonstrated familiarity with protective equipment					
<u>Recognition, Evaluation & Assessment of Injuries</u>		4	3	2	1	0
1	Conducts a professional demeanor during assessment	X				
2	Performs appropriate components of exam	X				
<u>Immediate Care of Injuries</u>		4	3	2	1	0
1	Sets up emergency equipment properly					
2	Utilizes emergency equipment correctly					
3	Uses universal precautions					
<u>Treatment, Rehabilitation, & Reconditioning of Athletic Injuries</u>		4	3	2	1	0
1	Applies tape neatly and appropriately		X			
2	Provides proper care for blisters and wounds	X				
3	Knows location of supportive equipment (splints, pads, braces, etc.,)					
4	Properly prepares modalities and chooses correct treatment parameters		X			
5	Actively participates in administration and supervision of rehabilitation programs		X			
6	Demonstrates familiarity with protocols and instructs how to properly perform exercises	X				
7	Notifies certified staff of any changes in athletes condition	X				
<u>Health Care Administration</u>		4	3	2	1	0
	Appropriately records and reports injuries, treatments, rehabilitation and referrals	X				
	Gathers subjective information in an empathetic manner	X				
	Documents thoroughly, without commentary					

Adapted from the University of Utah Fall 08

Evaluation Summary

1. The student has earned the following letter grade for this semester's clinical experience based on attendance and completion of proficiencies and affective criteria:

Grade: 78/84 93%

2. The student athletic trainer has demonstrated readiness for independent activity in the following areas (circle only those that apply):

Prevention of Athletic Injuries	- Recognition, Evaluation & Assessment of Injuries
Immediate Care of Injuries	Treatment, Rehabilitation & Reconditioning of Athletic Injuries
Health Care Administration	Professional Development and Responsibility

3. Please note any strengths and weaknesses of the student athletic trainer's performance this rotation:

Very nice job! I would say your weakness would be your confidence in yourself. Your taping is coming along so don't be so hard on yourself you will get there. Very nice job at doing "Pit" activities with the injured players.

4. Suggested strategies for improving the student athletic trainer competence and eliminating any deficiencies:

Work on improving your taping skills but don't get down when someone takes your tape off...it happens to everyone. Continue working on evaluation skills.

CI's Signature: Geara Gaasch

Student's Signature: Brianna [redacted]

Date of Discussion: 11/11/2008

Adapted from the University of Utah Fall 08

Senior –Adam – 8 week Rotation Volleyball (mid rotation evaluation)

**ATHLETIC TRAINING EDUCATION PROGRAM
SENIOR
ATHLETIC TRAINING STUDENT EVALUATION**

The purpose of this evaluation is to allow the Clinical Instructor to summarize, evaluate and comment on the progress of the student athletic trainer during the clinical rotation in the athletic training room. This form will allow the student a learning opportunity, by assessing the student's ability to perform skills recognized as being necessary in athletic training.

Student Name	Adam [REDACTED]	Date	8/18-8/14
Sport Assignment	Volleyball	Clinical Instructor	Brenda Brady

Rate the criteria below using the following scale:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree 0 = No opportunity to assess

		4	3	2	1	0
Professional Development & Responsibility						
1	Works quickly and efficiently	X				
2	Takes initiative to work without being told*	X				
3	Follows athletic training room procedures/policies*	X				
4	Assists with basic record keeping	X				
5	Works to keep the athletic training room neat and clean	X				
6	Communicates effectively with athletes, staff and other personnel*	X				
7	Reports on time for clinical assignment*	X				
8	Follows Dress Code*	X				
9	Seeks to improve knowledge and skill	X				
10	Balances academics with clinical work	X				
11	Has the student made satisfactory progress in competing proficiencies	X				
Recognition, Evaluation & Assessment of Injuries*						
1	Conducts a professional demeanor during assessment	X				
2	Explains procedures to athlete	X				
3	Explains impressions concluded through evaluation	X				
4	Suggests appropriate treatment and referrals	X				
Immediate Care of Injuries						
1	Demonstrates confidence during emergency situations					X
2	Assists staff effectively in emergency situations					X
Treatment, Rehabilitation, & Reconditioning of Athletic Injuries						
1	Properly prepares modalities and chooses correct treatment parameters				X	
2	Explains modality to the athlete (both purpose and procedure)			X		
3	Participates in administration and supervision of rehabilitation programs*			X		
4	Displays confidence when assisting in rehabilitation			X		
5	Demonstrates familiarity with protocol's and instructs how to properly perform exercises			X		
6	Explains purpose of protocol/exercises to patients			X		
7	Shows proficiency in use of rehabilitation equipment			X		
Health Care Administration						
1	Appropriately records and reports injuries, treatments/rehabilitation and referrals*				X	
2	Uses objective measures			X		
3	Gathers subjective information in an empathetic manner			X		
4	Documents thoroughly, without commentary			X		

Adapted from the University of Utah Fall 06

- A. Please note 2 strengths and 2 weaknesses:
Works very efficiently and independently.
Actively seeks to improve knowledge.

Needs to work on anatomy and special tests.

- B. Based upon the student's weaknesses and areas of deficiency in the evaluation what do you (the ACI) suggest in order to help the student improve:
Doing very well. Keeping learning and working on skills. Brush up on anatomy and special tests.

- C. The student has earned the following letter grade for this semester's clinical experience based on attendance and completion of proficiencies and affective criteria:

Grade: 96 100/104 A

- D. The student athletic trainer has demonstrated readiness for independent activity in the following areas (circle only those that apply):

Prevention of Athletic Injuries	Recognition, Evaluation & Assessment of Injuries
Immediate Care of Injuries	Treatment, Rehabilitation & Reconditioning of Athletic Injuries
Health Care Administration	Professional Development and Responsibilities

CI's Signature: Brenda Brady, ATC

Student's Signature: Adam

Date of Discussion: 9/22/02

Senior –Adam – 8 week Rotation Volleyball (final evaluation)

ATHLETIC TRAINING EDUCATION PROGRAM SENIOR ATHLETIC TRAINING STUDENT EVALUATION

The purpose of this evaluation is to allow the Clinical Instructor to summarize, evaluate and comment on the progress of the student athletic trainer during the clinical rotation in the athletic training room. This form will allow the student a learning opportunity, by assessing the student's ability to perform skills recognized as being necessary in athletic training.

Student Name	Adam [REDACTED]	Date	9/15-10/12 2008
Sport Assignment	Volleyball	Clinical Instructor	Brenda Brady

Rate the criteria below using the following scale:
 4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree 0 = No opportunity to assess

		4	3	2	1	0
Professional Development & Responsibility						
1	Works quickly and efficiently	X				
2	Takes initiative to work without being told*	X				
3	Follows athletic training room procedures/policies*	X				
4	Assists with basic record keeping	X				
5	Works to keep the athletic training room neat and clean	X				
6	Communicates effectively with athletes, staff and other personnel*	X				
7	Reports on time for clinical assignment*	X				
8	Follows Dress Code*	X				
9	Seeks to improve knowledge and skill	X				
10	Balances academics with clinical work	X				
11	Has the student made satisfactory progress in developing proficiencies	X				
Recognition, Evaluation & Assessment of Injuries*						
1	Conducts a professional demeanor during assessment	X				
2	Explains procedures to athlete	X				
3	Explains impressions concluded through evaluation	X				
4	Suggests appropriate treatment and referral	X				
Immediate Care of Injuries						
1	Demonstrates confidence during emergency situations		X			
2	Assists staff effectively in emergency situations		X			
Treatment, Rehabilitation, & Reconditioning of Athletic Injuries						
1	Properly prepares modalities and chooses correct treatment parameters		X			
2	Explains modality to the athlete (both purpose and procedure)		X			
3	Participates in administration and supervision of rehabilitation programs*		X			
4	Displays confidence when assisting in rehabilitation		X			
5	Demonstrates familiarity with protocols and instructs how to properly perform exercises		X			
6	Explains purpose of protocol/exercises to patients		X			
7	Shows proficiency in use of rehabilitation equipment		X			
Health Care Administration						
1	Appropriately records and reports injuries, treatments, rehabilitation and referrals*		X			
2	Uses objective measures		X			
3	Gathers subjective information in an empathetic manner		X			
4	Documents thoroughly, without commentary		X			

- A. Please note 2 strengths and 2 weaknesses:
Works very efficiently and independently.
Actively seeks to improve knowledge.
Needs to work on anatomy and special tests.
- B. Based upon the student's weaknesses and areas of deficiency in the evaluation what do you (the ACI) suggest in order to help the student improve?
Doing very well. Keeping learning and working on skills. Brush up on anatomy and special tests
- C. The student has earned the following letter grade for this semester's clinical experience based on attendance and completion of proficiencies and affective criteria:

Grade: 96 100/104 A

- D. The student athletic trainer has demonstrated readiness for independent activity in the following areas (circle only those that apply):

Prevention of Athletic Injuries	Recognition, Evaluation & Assessment of Injuries
Immediate Care of Injuries	Treatment, Rehabilitation & Reconditioning of Athletic Injuries
Health Care Administration	Professional Development and Responsibilities

CI's Signature: Brenda Brady, ATC Student's Signature: Adam [redacted]

Date of Discussion: 10/16/2005

Senior -Adam -Alternative Experience

MESA STATE COLLEGE ATHLETIC TRAINING EDUCATION PROGRAM ALTERNATIVE EXPERIENCE (WOSM) STUDENT EVALUATION

Athletic Training Student's Name Adam [REDACTED] Date 1/22/07

Agency Name Western Orthopedics & Sports Medicine, P.C.

City, State Zip Glenwood Springs, CO 81601 Phone 970-943-7881

Evaluator's Name PATRICK SULLIVAN, D.O.

Evaluator's Position with the Agency WESTERN ORTHOPEDICS & SPORTS MEDICINE

DIRECTIONS

The following evaluation form contains several characteristics to describe the student's performance toward reaching the goals for this alternative experience rotation, their knowledge and attitude. To complete this evaluation please compare the student to employees at your facility and use your own thoughts as to what your expectations are of students at this level. This evaluation will be shared with the student and utilized in determining a final grade. It will become part of the student's college records. Narrative comments are helpful and would be appreciated!

5=Excellent 4=above average 3=average 2=below average 1=poor

1. PROFESSIONAL ATTITUDE	(5)	(4)	(3)	(2)	(1)
2. PUNCTUALITY AND ATTENDANCE	(5)	(4)	(3)	(2)	(1)
3. INTERPERSONAL INTERACTION WITH OTHERS	(5)	(4)	(3)	(2)	(1)
4. CONFIDENTIALITY AND ETHICS	(5)	(4)	(3)	(2)	(1)
5. INITIATIVE AND DEPENDABILITY	(5)	(4)	(3)	(2)	(1)
6. PERSONAL APPEARANCE	(5)	(4)	(3)	(2)	(1)
7. VERBAL COMMUNICATION	(5)	(4)	(3)	(2)	(1)
8. KNOWLEDGE (anatomy, terminology, etc.)	(5)	(4)	(3)	(2)	(1)
9. ORGANIZATION AND PLANNING	(5)	(4)	(3)	(2)	(1)
10. MASTERY	(5)	(4)	(3)	(2)	(1)

11. SKILL IN APPLYING TECHNIQUES
(1) (2) (3) (4)

12. NOTE TAKING
(1) (2) (3) (4)

13. QUALITY OF WORK
(1) (2) (3) (4)

14. Participant's greatest strength(s) at this time: Attention; knowledgeable

15. Participant's greatest weakness(es) at this time (include methods of improvement): A/A

16. Other Comments: Did well

17. Suggested letter grade (check only one):

- 1) A Superior 4) D Less than average/passing
 2) B Good 5) F Unacceptable/failing
 3) C Average/acceptable

EVALUATION NARRATIVE OR OTHER COMMENTS REGARDING IMPROVEMENT OF OCR
ALTERNATIVE EXPERIENCES WOULD BE APPRECIATED. USE A SEPARATE SHEET IF
NECESSARY.

Ronald A. Coffey
Evaluator's Signature

10/02
Date

Senior –Shannon – 8 week Rotation Football (mid rotation evaluation)

**ATHLETIC TRAINING EDUCATION PROGRAM
SENIOR
ATHLETIC TRAINING STUDENT EVALUATION**

The purpose of this evaluation is to allow the Clinical Instructor to summarize, evaluate and comment on the progress of the student athletic trainer during the clinical rotation in the athletic training room. This form will allow the student a learning opportunity, by assessing the student's ability to perform skills recognized as being necessary in athletic training.

Student Name	Shannon [REDACTED]	Date	8-16
Sport Assignment	Football	Clinical Instructor	Josh Fullmer

Rate the criteria below using the following scale:
 4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree 0 = No opportunity to assess

		4	3	2	1	0
Professional Development & Responsibility						
1	Works quickly and efficiently*	X				
2	Takes initiative to work without being told*	X				
3	Follows athletic training room procedures/policies*	X				
4	Assists with basic record keeping	X				
5	Works to keep the athletic training room neat and clean	X				
6	Communicates effectively with athletes, staff and other personnel*	X				
7	Reports on time for clinical assignment*	X				
8	Follows Dress Code*	X				
9	Seeks to improve knowledge and skill	X				
10	Balances academics with clinical work	X				
11	Has the student made satisfactory progress in competing proficiencies	X				
Recognition, Evaluation & Assessment of Injuries*						
1	Conducts a professional demeanor during assessment	X				
2	Explains procedures to athlete	X				
3	Explains impressions concluded through evaluation	X				
4	Suggests appropriate treatment and referral	X				
Immediate Care of Injuries						
1	Demonstrates confidence during emergency situations	X				
2	Assists staff effectively in emergency situations	X				
Treatment, Rehabilitation, & Reconditioning of Athletic Injuries						
1	Properly prepares modalities and chooses correct treatment parameters	X				
2	Explains modality to the athlete (both purpose and procedure)	X				
3	Participates in administration and supervision of rehabilitation programs*	X				
4	Displays confidence when assisting in rehabilitation	X				
5	Demonstrates familiarity with protocol's and instructs how to properly perform exercises	X				
6	Explains purpose of protocol/exercises to patients	X				
7	Shows proficiency in use of rehabilitation equipment	X				
Health Care Administration						
1	Appropriately records and reports injuries, treatments rehabilitation and referrals*	X				
2	Uses objective measures	X				
3	Gathers subjective information in an empathetic manner	X				
4	Documents thoroughly, without commentary	X				

A. Please note 2 strengths and 2 weaknesses:

Shannon has run practices, rehab, treatments, etc. She has done a phenomenal job. The athletes trust her and she has made all of the decisions correctly as to the situation. She explains what is occurring to the athletes in a manner that is satisfactory to them. We are able to meet and discuss each athlete in a regular basis. She is able to bring opinions and other alternatives to the table on many of the athletes situations. She is comfortable enough with me as well as the athletes to make these important decisions on her own. She is able to manage, lead, instruct, and help the junior students in a very effective manner. They look to her for help and she is able to really help them learn in a very effective peer to peer manner.

B. Based upon the student's weaknesses and areas of deficiency in the evaluation what do you (the ACI) suggest in order to help the student improve:

Continue to work on evaluation skills since they are the basis or tools of an effective athletic trainer. Keep up the great attitude and work ethic. A complete pleasure to work with.

C. The student has earned the following letter grade for this semester's clinical experience based on attendance and completion of proficiencies and affective criteria:

Grade: 110/112 98%

D. The student athletic trainer has demonstrated readiness for independent activity in the following areas (circle only those that apply):

Prevention of Athletic Injuries
Immediate Care of Injuries
Health Care Administration

Recognition, Evaluation & Assessment of Injuries
Treatment, Rehabilitation & Reconditioning of Athletic Injuries
Professional Development and Responsibilities

CI's Signature: Josh Fullmer

Student's Signature: Shannon

Date of Discussion: 9/16/2008

Senior –Shannon – 8 week Rotation Football (final evaluation)

ATHLETIC TRAINING EDUCATION PROGRAM SENIOR ATHLETIC TRAINING STUDENT EVALUATION

The purpose of this evaluation is to allow the Clinical Instructor to summarize, evaluate and comment on the progress of the student athletic trainer during the clinical rotation in the athletic training room. This form will allow the student a learning opportunity, by assessing the student's ability to perform skills recognized as being necessary in athletic training.

Student Name	Shannon	Date	10/16/08
Sport Assignment	Football	Clinical Instructor	Josh Fullmer

Rate the criteria below using the following scale:
4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree 0 = No opportunity to assess

		4	3	2	1	0
Professional Development & Responsibility						
1	Works quickly and efficiently	x				
2	Takes initiative to work without being told*	x				
3	Follows athletic training room procedures/policies*	x				
4	Assists with basic record keeping	x				
5	Works to keep the athletic training room neat and clean	x				
6	Communicates effectively with athletes, staff and other personnel*	x				
7	Reports on time for clinical assignment*	x				
8	Follows Dress Code*	x				
9	Seeks to improve knowledge and skill	x				
10	Balances academics with clinical work	x				
11	Has the student made satisfactory progress in competing proficiencies	x				
Recognition, Evaluation & Assessment of Injuries*						
1	Conducts a professional demeanor during assessment	x				
2	Explains procedures to athlete	x				
3	Explains impressions concluded through evaluation	x				
4	Suggests appropriate treatment and referral	x				
Immediate Care of Injuries						
1	Demonstrates confidence during emergency situations	x				
2	Assists staff effectively in emergency situations	x				
Treatment, Rehabilitation, & Reconditioning of Athletic Injuries						
1	Properly prepares modalities and chooses correct treatment parameters	x				
2	Explains modality to the athlete (both purpose and procedure)*		x			
3	Participates in administration and supervision of rehabilitation programs*	x				
4	Displays confidence when assisting in rehabilitation	x				
5	Demonstrates familiarity with protocols and instructs how to properly perform exercises	x				
6	Explains purpose of protocols/exercises to patients		x			
7	Shows proficiency in use of rehabilitation equipment	x				
Health Care Administration						
1	Appropriately records and reports injuries, treatments/rehabilitation and referrals*	x				
2	Uses objective measures	x				
3	Gathers subjective information in an empathetic manner	x				
4	Documents thoroughly, w/out commentary	x				

Adapted from the University of Utah Fall 06

A. Please note 2 strengths and 2 weaknesses:

Shannon works very hard. She did a great job assuring the junior students knew what was going on and making assignments. She displayed a lot of confidence working with the athletes on this rotation. She gained the trust of the coaches and athletes alike. She was able to make quick decisions that were in line with what she is being taught in her academic classes. She was given a lot of freedom in making decisions, working with athletes on rehabilitation, and evaluating injuries. All decisions that were made were exactly in line with what I would have done.

Continue working on taping and eval skills. These are the things that will separate you from the rest of the pack. Continue to show the athletes you work with that you care and they will continue to trust you and your assessments.

B Based upon the student's weaknesses and areas of deficiency in the evaluation what do you (the ACI) suggest in order to help the student improve:

Practice, practice, practice.

C. The student has earned the following letter grade for this semester's clinical experience based on attendance and completion of proficiencies and affective criteria:

Grade: A 98%

D. The student athletic trainer has demonstrated readiness for independent activity in the following areas (circle only those that apply):

Prevention of Athletic Injuries
Immediate Care of Injuries
Health Care Administration

Recognition, Evaluation & Assessment of Injuries
Treatment, Rehabilitation & Reconditioning of Athletic Injuries
Professional Development and Responsibilities

CI's Signature: Josh Fullmer Student's Signature: Shannon 

Date of Discussion: 10/18/08

Senior –Shannon – 4 week Rotation Rehab

ATHLETIC TRAINING EDUCATION PROGRAM SENIOR ATHLETIC TRAINING STUDENT EVALUATION

The purpose of this evaluation is to allow the Clinical Instructor to summarize, evaluate and comment on the progress of the student athletic trainer during the clinical rotation in the athletic training room. This form will allow the student a learning opportunity, by assessing the student's ability to perform skills recognized as being necessary in athletic training.

Student Name	Shannon [REDACTED]	Date	11/15/2008
Sport Assignment	Rehab -3	Clinical Instructor	Robert Ryan

Rate the criteria below using the following scale:
 4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree 0 = No opportunity to assess

		4	3	2	1	0
Professional Development & Responsibility						
1	Works quickly and efficiently	x				
2	Takes initiative to work without being told*	x				
3	Follows athletic training room procedures/policies*	x				
4	Assists with basic record keeping	x				
5	Works to keep the athletic training room neat and clean	x				
6	Communicates effectively with athletes, staff and other personnel*	x				
7	Reports on time for clinical assignments*	x				
8	Follows Dress Code*	x				
9	Seeks to improve knowledge and skill	x				
10	Balances academics with clinical work	x				
11	Has the student made satisfactory progress in competing proficiencies	x				
Recognition, Evaluation & Assessment of Injuries*						
1	Conducts a professional demeanor during assessment	x				
2	Explains procedures to athlete	x				
3	Explains impressions concluded through evaluation	x				
4	Suggests appropriate treatment and referral	x				
Immediate Care of Injuries						
1	Demonstrates confidence during emergency situations	x				
2	Assists staff effectively in emergency situations	x				
Treatment, Rehabilitation, & Reconditioning of Athletic Injuries						
1	Properly prepares modalities and chooses correct treatment parameters	x				
2	Explains modality to the athlete (both purpose and procedure)	x				
3	Participates in administration and supervision of rehabilitation programs*	x				
4	Displays confidence when assisting in rehabilitation	x				
5	Demonstrates familiarity with protocol's and instructs how to properly perform exercises	x				
6	Explains purpose of protocol/exercises to patients	x				
7	Shows proficiency in use of rehabilitation equipment	x				
Health Care Administration						
1	Appropriately records and reports injuries, treatments, rehabilitation and referrals*	x				
2	Uses objective measures	x				
3	Gathers subjective information in an empathetic manner	x				
4	Documents thoroughly, without commentary	x				

Adapted from the University of Utah Fall 06

- A. Please note 2 strengths and 2 weaknesses: attitude and desire to learn, evaluation skills developing
- B. Based upon the student's weaknesses and areas of deficiency in the evaluation what do you (the ACI) suggest in order to help the student improve?
More complete records, use down time to study
- C. The student has earned the following letter grade for this semester's clinical experience based on attendance and completion of proficiencies and affective criteria:

Grade: 92 % 104/112

- D. The student athletic trainer has demonstrated readiness for independent activity in the following areas (circle only those that apply):

Prevention of Athletic Injuries
Immediate Care of Injuries
Health Care Administration

Recognition, Evaluation & Assessment of Injuries
Treatment, Rehabilitation & Reconditioning of Athletic Injuries
Professional Development and Responsibilities

CI's Signature: Robert Ryan

Student's Signature: Shannon

Date of Discussion: 11/15/2008

I5b

KINE 368 Fall 2008 Course Roster

11-20-2008

MESA STATE COLLEGE

Class Roster for Department

200802 School of Professional Studies
 Department Code 1780

CRN	SUBJ	CRSE	SEC	INSTRUCTOR	CREDITS	DAY(S)	TIME	Room
Student ID	Student Name			Reg. Status	Degree and Major Information			
22124	KINE	368	001	Chris Espin-Ashford, Gena	BS	M	1000 - 1030	3
300330597	Brown, Allison L.		RW	**Web Registered**	BS	3146	Kinesiology: Athletic Training	
300298424	Brown, Neva L.		RW	**Web Registered**	BS	3146	Kinesiology: Athletic Training	
300291747	Brownell, Bridget C.		RW	**Web Registered**	BS	3146	Kinesiology: Athletic Training	
300332749	Cedro-Schmid, Adam		RE	**Registered**	BS	3146	Kinesiology: Athletic Training	
300304159	DeJulio, Elizabeth L.		RW	**Web Registered**	BS	3146	Kinesiology: Athletic Training	
700105787	Higginbotham, Rosaria J.		RW	**Web Registered**	BS	3146	Kinesiology: Athletic Training	
700352148	Moore, Cody A.		RE	**Registered**	BS	3146	Kinesiology: Athletic Training	
700323371	Magana-Machado O.		RE	**Registered**	BS	3146	Kinesiology: Athletic Training	
700334926	Nelson, Augusta J.		RW	**Web Registered**	BS	3146	Kinesiology: Athletic Training	
700281566	Parrondo, Che H.		RW	**Web Registered**	BS	3146	Kinesiology: Athletic Training	
700321716	Rizzo, Andrew J.		RE	**Registered**	BS	3146	Kinesiology: Athletic Training	
700323373	Edelberg, Sarah R.		RE	**Registered**	BS	3146	Kinesiology: Athletic Training	
700353533	White, Brittan D.		RW	**Web Registered**	BS	3146	Kinesiology: Athletic Training	
700254673	Winkler, Taylor L.		RE	**Registered**	BS	3146	Kinesiology: Athletic Training	

Total Registered:

14

44

KINE 468 Fall 2008 Course Roster

11/20/2008

MESA STATE COLLEGE

Class Roster for Department:

200802 School of Professional Studies
 1730
Department Code

CRN	SUBJ	CRSE	SEC	INSTRUCTOR	CREDITS	DAYS	TIME	Room
22139	KINE	468	001	Chris Raye in Athl Training II: Body Biomech	3	TuW	1200 - 1250	
Student ID Student Name Reg. Status Degree and Major Information								
700261925	Bubler, Shannon S.	RW	**Web Registered**	BS	3146	Kinesiology	Athletic Training	
700320747	Carnehl, Samuel A.	RW	**Web Registered**	BS	3146	Kinesiology	Athletic Training	
700231157	Locke, Benjamin C.	RW	**Web Registered**	BS	3146	Kinesiology	Athletic Training	
700311129	Neff, Adam L.	RW	**Web Registered**	BS	3146	Kinesiology	Athletic Training	
700240143	Powers, Kayleigh R.	RW	**Web Registered**	BS	3146	Kinesiology	Athletic Training	
700265472	Rogers, Louise M.	RW	**Web Registered**	BS	3146	Kinesiology	Athletic Training	
700344446	Williams, Karen K.	RE	**Registered**	BS	3146	Kinesiology	Athletic Training	
700219813	Zuniga, Nicole L.	RW	**Web Registered**	BS	3146	Kinesiology	Athletic Training	

Total Registered:

8

50

J3. Clinical experiences must be contained in individual courses that are completed over a minimum of two academic years.

J3.2 Courses must include objective criteria for successful completion.

Rationale for continued Non-Compliance:

None of the clinical classes have clinical hours listed as criteria required for successful completion of the clinical course. There are no objectives or grading criteria are not linked to the clinical hours.

Requested Materials/Documentation to show Compliance:

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Please revise and provide a copy of the course syllabi for KINE 368, 378, 468, and 478 indicating clinical hours are required for successful completion of the course.

Program Response:

For KINE 368, 378, 468, 478 the following statement is included on the syllabus immediately following the grading criteria.

All proficiency check-offs and hour requirements will be graded on a pass/fail basis. Failure to complete the 200 hour requirement or the satisfactory completion of all proficiencies will result in an F in the class. All hours and proficiencies must be checked off by the day of the final exam.

J3.2a contains KINE 368 - pg J3.2 - 2

J3.2b contains KINE 378 - pg J3.3 - 6

J3.2c contains KINE 468 - pg J3.2 - 10

J3.2d contains KINE 478 - pg J3.2 - 14

a minimum of 200 hours in the athletic training room covering practices and events as assigned. For every unexcused class or lecture series absence, 3% of your total points will be deducted from your final point total. If you have to miss class – you must contact the instructor prior to the class with an acceptable excuse. Absences can be made up by writing a 4 page paper (excluding title and ref.) over the topic presented. References have to be from accredited journals. Papers need to be turned in at the beginning of the following Wednesday's meeting.

Assignments:

Assignments are due on scheduled dates. NO late assignments, unless arrangements have been made thru instructor, see itinerary for due dates. Point total for each assignment varies. Failure to complete assignments by their due dates will result in 5% deduction from overall grade for each academic school date late.

Assigned tasks Equipment inspection:

You will be assigned weekly duties to inspect equipment and facilities. These inspections will be due by 12:00 noon on Wednesday; failure to submit an assigned facility inspection will result in 3% of your total points will be deducted from your final point total. Forms and schedule are available in H://downloads/athletic training.

Articles

You will have to compile a binder of articles for the following topics: protective bracing and padding, medical history taking, establishing a sterile field, medication administration policy, anaphylaxis, asthma, cryotherapy, thermotherapy, electrotherapy, ultrasound, massage, intermittent compression, traction. One (1) article for each area covered will have to be presented to the instructor along with a one (1) page summary. Articles must be relevant to athletic training and the job market available to the profession as well as be from accredited/peer-review journals. **NO website articles!!** Each article is worth 20 points. Articles are due at the beginning of the class, prior to the start of that topic. **NO late articles** will be accepted. Save articles on the K: drive. Directions on the access to the K: Drive and how to post assignments can be found at the following link <http://www.mesastate.edu/it/students/newstudents.htm>. Please contact the Mesa State Help Desk at 248-2111 or helpdesk@mesastate.edu if you are having problems with computer compatibility.

Grading:

Your grade in this course will be based on a percentage of the total points possible. There will be a total of 880 points possible in this course. The breakdown is as follows:

Clinical Rotation 400 pts

		Grading scale
-40% off campus rotation evals	A	90% and above
-40% MSC rotation evals	B	80 to 89%
-20% Attitude, punctuality, and dress code	C	70 to 79%
	D	60 to 69%
	F	59% and below

Lecture Series 150 pts (wkly 10pt quiz 150 pts)

Midterm 100 pts

Final 100 pts

Articles 130 pts

Total 880

All proficiency check-offs and hour requirements will be graded on a pass/fail basis. Failure to complete the 200 hour requirement or the satisfactory completion of all proficiencies will result in an F in the class. All hours and proficiencies must be checked off by the day of the final exam.

Failure to complete the mid-term and final course evaluations will result in a 10% deduction for each missed evaluation. Mid-term due October 13th – 17th. Final due December 8th -14th..

The skill completion will not come in an orderly fashion since these tasks will be completed during the class lab time, or during the daily Athletic Training Room activity. Some skills will have deadlines that in the event you have not actually completed this task on or for an athlete you will need to complete the task in a mock setting.

Americans with Disabilities Act

Mesa State College upholds the ADA by providing reasonable accommodations to individuals with disabilities. If anyone requires a reasonable accommodation to adequately perform the duties of the class, please see the instructor as soon as possible so that specific plans can be made.

KINE 368 Class Schedule

Monday	Wednesday
Week 1: 8/18 Intro, Bracing	8/20 Field Experiences Final
Week 2: 8/25 Library	8/27 Taping and Wrapping
Week 3: 9/1 Labor Day	9/3 Pharmacology
Week 4: 9/8 Pharmacology	9/10 Infrared therapy
Week 5: 9/15 Custom Padding	9/17 Ultrasound
Week 6: 9/22 Custom Padding	9/24 Physical exam/ inflammatory stages
Week 7: 9/29 Sterile field	10/1 Light therapy Taping and wrapping
Week 8: 10/6 Urinalysis	10/8 Bracing (orthoplast pad due)
Week 9: 10/13 Fall Break	10/15 Mid term , (rubber cast due)
Week 10: 10/20 Skills lab	10/22 Electrotherapy
Week 11: 10/27 Skills lab	10/29 Iontophoresis
Week 12: 11/3 Skills lab	11/5 Massage
Week 13: 11/10 Skills lab	11/12 Intermittent compression
Week 14: 11/17 Skills lab	11/19 Traction
Week 15: 11/24 Massage	11/25 Thanksgiving Holiday
Week 16: 12/2 Biofeedback	12/4 Review
Week 17:	10/10 Final 10:00 – 11:50

J3.2b

Clinical Experiences in Athletic Training II

KINE 378

CRN# 42021

Spring 2009

M, W 11:00 AM- 11:50 AM

2 credit hours

Instructor: Josh Fullmer MS, ATC

Office: S 005

Office Hours: M,W 10:00-11:00 AM

Phone: 248-1003

Email: jfullmer@mesastae.edu

Course Description: Athletic training clinical experiences with concentration on injury prevention, equipment fitting, and construction of protective devices.

Prerequisite: KINE 368

Text: Mesa State College - KINE 378 Athletic Training Clinical Experiences Manual, (adapted from the NATA's Athletic Training Educational Competencies 4th edition, 2006).

Prentice, Arnheim's Principles of Athletic Training 13th ed.

Course Objectives:

From NATA Athletic Training Educational Competencies 4th edition, 2006 - Clinical Proficiencies

Risk Management RM-P1, RM-P1.1, RM-P1.2, RM-P1.3, RM-P1.4, RM-P1.5, RM-P1.6,

RM-P1.7, RM-P2, RM-P2.1, RM-P2.2, RM-P2.3, RM-P2.4, RM-P2.5, RM-P2.6,

RM-P2.7, RM-P3

Exercise EX-P1, EX-P2, EX-P3, EX-P4, EX-P5, EX-P6, EX-P7, EX-CP1, EX-CP2,

EX-CP3, EX-CP4,

Psychological PS-CP1, PS-CP2

Nutrition Aspects NU-P1, NU-P2, NU-P3, NU-CP1, NU-CP2

Clinical Proficiencies:

The clinical proficiencies listed in this manual are from the NATA Athletic Training Educational Competencies 4th edition, 2006. These are skills related to **RISK MANAGEMENT and INJURY PREVENTION, THERAPEUTIC EXERCISE, PSYCHOSOCIAL and NUTRITION** that have been determined as skills in which an **ENTRY LEVEL CERTIFIED ATHLETIC TRAINER SHOULD BE PROFICIENT**.

To receive credit for the skill and to have it "checked off" the student **MUST COMPLETE THE TASK WITHOUT GUIDANCE OR DIRECTION FROM ANYONE** while being supervised and observed by the instructor of record or another **CERTIFIED ATHLETIC TRAINER who is a Mesa State College Athletic Training Program, Approved Clinical Instructor (ACI)**, working in cooperation with the instructor of record. If the nature of the tasks requires the assistance of another person (i.e. two person CPR) to help in some way, you can have assistance but that person cannot give any guidance or direction. After acceptable completion of the task the instructor of record or cooperating **ACI** will initial the associated area in the manual.

Attendance:

The class is designed to meet for 1 hour of lecture and 2 hours of lab each week. This

Criteria will be met by meeting 1 hour during the weekly Wednesday Morning Lecture Series and 2 hours during the assigned class time. In addition to the scheduled class times, you will also be required to work a minimum of 200 hours in the athletic training room covering practices and events as assigned. For every unexcused class or lecture series absence, 3% of your total points will be deducted from your final point total. If you have to miss class – you must contact the instructor prior to the class with an acceptable excuse. Absences can be made up by writing a 4 page paper (excluding title and ref.) over the topic presented. References have to be from accredited journals. Papers need to be turned in at the beginning of the following Wednesday's meeting.

Assignments:

Assignments are due on scheduled dates. NO late assignments, unless arrangements have been made thru instructor, see itinerary for due dates. Point total for each assignment varies. Failure to complete assignments by their due dates will result in 5% deduction from overall grade for each academic school date late.

Articles

You will have to compile a binder of articles for the following topics: Anthropometric, fitness evaluation, environmental, protective equipment, isometric-isotonic-isokinetic testing, protective devices, taping/wrapping/splinting/bracing, and postural evaluation. One (1) article for each area covered will have to be presented to the instructor along with a one (1) page summary. Articles must be relevant to athletic training and the job market available to the profession as well as be from accredited/peer-review journals. **NO website articles!!** Each article is worth 25 points. Articles are due at the beginning of the class, prior to the start of that topic. **NO late articles will be accepted.** Save articles on the K: drive. Directions on the access to the K: Drive and how to post assignments can be found at the following link <http://www.mesastate.edu/it/students/newstudents.htm> . Please contact the Mesa State Help Desk at 248-2111 or helpdesk@mesastate.edu if you are having problems with computer compatibility.

Grading:

Your grade in this course will be based on a percentage of the total points possible. There will be a total of 950 points possible in this course. The breakdown is as follows:

		Grading scale
Clinical Rotation	400 pts	A 90% and above
-40% off campus rotation evals		B 80 to 89%
-40% MSC rotation evals		C 70 to 79%
-20% Attitude, punctuality, and dress code		D 60 to 69%
Lecture Series	150 pts (wkly 10pt quiz 150 pts)	F 59% and below
Midterm	100 pts	
Final	100 pts	
Articles	200 pts	
Total	950	

All proficiency check-offs and hour requirements will be graded on a pass/fail basis. Failure to complete the 200 hour requirement or the satisfactory completion of all proficiencies will result in an F in the class. All hours and proficiencies must be checked off by the day of the final exam.

Failure to complete the mid-term and final course evaluations will result in a 10% deduction for each missed evaluation. Mid-term due March 2nd-March 7th. Final due May 4th-May 9th.

The skill completion will not come in an orderly fashion since these tasks will be completed during the class lab time, or during the daily Athletic Training Room activity. Some skills will have deadlines that in the event you have not actually completed this task on or for an athlete you will need to complete the task in a mock setting.

Americans with Disabilities Act

Mesa State College upholds the ADA by providing reasonable accommodations to individuals with disabilities. If anyone requires a reasonable accommodation to adequately perform the duties of the class, please see the instructor as soon as possible so that specific plans can be made.

KINE 378
DAILY SCHEDULE
(based on Spring 2008 schedule)

- 1/21 Syllabus—Assign RM-P1.1-1.7
1/26 Present RM-P1.1-1.7
1/28 Present RM-P1.1-1.7 (Fitness evaluation article due)
2/2 Present RM-P1.1-1.7
2/4 Present RM-P1.1-1.7
2/9 Present RM-P1.1-1.7—Assign RM-P2-P3 (Isometric-isotonic-isokinetic testing article)
2/11 Present RM-P2-P3
2/16 Present RM-P2-P3
2/18 Break
2/23 Present RM-P2-P3—Assign EX-P1-P7 (Environmental article due)
2/25 Present EX-P1-P7
3/2 Present EX-P1-P7
3/4 Present EX-P1-P7
3/9 Break
3/11 Break
3/16 Present EX-P1-P7 (Protective equipment article due)
3/18 Present EX-P1-P7
3/23 Present EX-P1-P7
3/25 Present EX-P1-P7—Assign PS-CP1-CP2 (Protective devices article due)
3/30 Mid-Term
4/1 Present PS-CP1-CP2
4/6 Present PS-CP1-CP2
4/8 Present PS-CP1-CP2—Assign NU-P1
4/13 Present NU-P1 (Taping/wrapping/splinting/bracing article due)
4/15 Present NU-P1—Assign NU-P2-P3
4/20 Present NU-P2-P3
4/22 Present NU-P2-P3
4/27 Present NU-P2-P3 (Anthropometric article due)
4/29 Present NU-P2-P3—Assign CP1-CP2
5/4 Present NU-CP1-CP2
5/6 Review (Postural evaluation article due)
5/11 Final Exam 1:00 PM--2:50 PM

J3.2c

Clinical Experiences in Athletic Training III

KINE 468

Seq# 22130

Fall 2008

Time: 12:00-12:50 pm -M,W, and arranged

2 Credit Hours

Instructor: Brenda Brady MS, ATC

Office: S 006

Office Hours: M, W 11:00 – 11:59 AM

Phone: 248-1985

E-mail: brbrady@mesastate.edu

Prerequisite: KINE 368, KINE 378, KINE 373, KINE 374

Text(s): Mesa State College KINE 468 Athletic Training Clinical Experience Manual
(adapted from the NATA's Athletic Training Educational Competencies 4th edition, 2006).

Konin, et al., Special Tests for Orthopedic Examination 2nd edition.
Bickley, Bates Guide to Physical Examinations and History Taking 9th edition
Photos and sounds on h://downloads-bcotts-KINE 468

Course Objectives: Taken directly from the NATA's Athletic Training Educational Competencies 4th edition, 2006 (Clinical Proficiencies).

Diagnosis DI-P1, DI-P2, DI-P3, DI-P4, DI-P5, DI-P6, DI-P7, DI-P8, DI-P9,
DI-P10, DI-CP1.1, DI-CP1.2, DI-CP1.3, DI-CP1.4, DI-CP1.5, DI-CP1.6, DI-
CP1.7, DI-CP1.8, DI-CP1.9, DI-CP1.10, DI-CP1.11, DI-CP1.12,
DI-CP1.13, DI-CP1.14, DI-CP1.15, DI-CP1.16,
Medical Conditions MC-P1, MC-P2, MC-P3, MC-CP1.2

Clinical Proficiencies:

The clinical proficiencies listed in this manual are from the NATA Athletic Training Educational Competencies 4th edition, 2006. These are skills related to the **ASSESSMENT & EVALUATION** of athletic injuries that have been determined as skills in which an **ENTRY LEVEL CERTIFIED ATHLETIC TRAINER SHOULD BE PROFICIENT.**

To receive credit for the skill and to have it "checked off" the student **MUST COMPLETE THE TASK WITHOUT GUIDANCE OR DIRECTION FROM ANYONE** while being supervised and observed by the instructor of record or another **CERTIFIED ATHLETIC TRAINER who is a Mesa State College Athletic Training Program, Approved Clinical Instructor (ACI)**, working in cooperation with the instructor of record. If the nature of the tasks requires the assistance of another person (i.e. two person CPR) to help in some way, you can have assistance but that person cannot give any guidance or direction. After acceptable completion of the task the instructor of record or cooperating **ACI** will initial the associated area in the manual.

Attendance:

The class is designed to meet for 1 hour of lecture and 2 hours of lab each week. This

Criteria will be met by meeting 1 hour during the weekly Wednesday Morning Lecture Series and 2 hours during the assigned class time. In addition to the scheduled class times, you will also be required to work a minimum of 200 hours in the athletic training room covering practices and events as assigned. For every unexcused class or lecture series absence, 3% of your total points will be deducted from your final point total. If you have to miss class – you must contact the instructor prior to the class with an acceptable excuse. Absences can be made up by writing a 4 page paper (excluding title and ref.) over the topic presented. References have to be from accredited journals. Papers need to be turned in at the beginning of the following Wednesday's meeting.

Assignments:

Assignments are due on scheduled dates. NO late assignments, unless arrangements have been made thru instructor, see itinerary for due dates. Point total for each assignment varies. Failure to complete assignments by their due dates will result in 5% deduction from overall grade for each academic school date late.

Assigned tasks – Facility Inspections

You will be assigned weekly duties to inspect equipment and facilities. These inspections will be due by 12:00 noon on Wednesday; failure to submit an assigned facility inspection will result in 3% of your total points will be deducted from your final point total. Forms and schedule are available in H://downloads/athletic training.

Articles

You will have to compile a binder of articles for the following topics: head injury, cervical spine, shoulder, elbow, forearm wrist and hand, thoracic spine, lumbar spine, hip/pelvis, knee, lower leg foot and ankle. One (1) article for each area covered will have to be presented to the instructor along with a one (1) page summary. Articles must be relevant to athletic training and the job market available to the profession as well as be from accredited/peer-review journals. **NO website articles!!** Each article is worth 25 points. Articles are due at the beginning of the class, prior to the start of that topic. **NO** late articles will be accepted. Save articles on the K: drive. Directions on the access to the K: Drive and how to post assignments can be found at the following link <http://www.mesastate.edu/it/students/newstudents.htm> . Please contact the Mesa State Help Desk at 248-2111 or helpdesk@mesastate.edu if you are having problems with computer compatibility.

Grading:

Your grade in this course will be based on a percentage of the total points possible. There will be a total of 1100 points possible in this course. The breakdown is as follows:

		Grading scale
Clinical Rotation	400 pts	A 90% and above
-40% off campus rotation evals		B 80 to 89%
-40% MSC rotation evals		C 70 to 79%
-20% Attitude, punctuality, and dress code		D 60 to 69%
Lecture Series	150 pts (wkly 10pt quiz 150 pts)	F 59% and below
Midterm	150 pts	
Final	150 pts	
Articles	250 pts	
Total	1100	

All proficiency check-offs and hour requirements will be graded on a pass/fail basis. Failure to complete the 200 hour requirement or the satisfactory completion of all proficiencies will result in an F in the class. All hours and proficiencies must be checked off by the day of the final exam.

Failure to complete the mid-term and final course evaluations will result in a 10% deduction for each missed evaluation. Mid-term due October 13th – 17th. Final due December 8th-14th.

The skill completion will not come in an orderly fashion since these tasks will be completed during the daily Athletic Training Room activity. Some skills will have deadlines that in the event you have not actually completed this task on or for an athlete you will need to complete the task in a mock setting.

Americans with Disabilities Act

Mesa State College upholds the ADA by providing reasonable accommodations to individuals with disabilities. If anyone requires a reasonable accommodation to adequately perform the duties of the class, please see the instructor as soon as possible so that specific plans can be made.

WEEKLY CLASS SCHEDULE

Week 1	8/18, 20	KINE 467 final, intro
Week 2	8/25, 27	Head and Face
Week 3	9/3	Head and Face
Week 4	9/8, 10	C spine
Week 5	9/15, 17	Shoulder evaluation
Week 6	9/22, 24	Shoulder evaluation
Week 7	9/29, 10/1	Elbow evaluation
Week 8	10/6, 8	Forearm, wrist, and hand evaluation
Week 9	10/15	Midterm
Week 10	10/20, 22	Thoracic spine, chest and abdomen evaluation
Week 11	10/27, 29	Lumbar spine evaluation
Week 12	11/3, 5	Pelvis evaluation
Week 13	11/10, 12	Hip evaluation
Week 14	11/17, 19	Knee evaluation
Week 15	11/24	Leg, ankle, and foot evaluation
Week 16	12/1, 3	Leg, ankle, and foot evaluation
Finals	12/8	Final Monday (1:00 pm-2:50 pm)

J3.2d

Clinical Experiences in Athletic Training IV

KINE 478

Seq# 42027

Spring 2009

M,W 10:00 – 11:00 AM

2 credit hours

Instructor: Robert Ryan MA, ATC, CSCS

Office: S120

Office Hours: M- F 9:00 – 10:00 AM

Phone: 248-1374

Email: rryan@mesastate.edu

Course Description: Athletic training clinical experiences with concentration on administrative duties and education.

Prerequisite(s): KINE 368, KINE 378, and KINE 468

Text: Mesa State College – KINE 478 Athletic Training Clinical Experiences Manual (adapted from the NATA's Athletic Training Educational Competencies / 4th edition, 2006).

Course Objectives: To learn and successfully complete the skills from the NATA's Athletic Training Educational Competencies 4th edition, 2006 – Clinical Proficiencies

Risk Management RM-CP1, RM-CP2, RM-CP3

Diagnosis – DI-CP1

Medical Conditions – MC-CP1

Acute Care – AC- CP1

Therapeutic Modalities - TM-CP1

Exercise - EX-CP3, EX-CP4

Nutrition - NU-CP1, NU-CP2

Administration – AD-P1, AD-P2, AD-P3, AD-P4, AD-P5, AD-P6, AD-P7, AD-P8

Professional Development – PD-P1, PD-P2, PD-P3, PD-P4

Clinical Proficiencies:

The clinical proficiencies listed in this manual are from the NATA Athletic Training Educational Competencies 4th edition, 2006. These are skills related to **RISK MANAGEMENT and INJURY PREVENTION, THERAPEUTIC EXERCISE, PSYCHOSOCIAL and NUTRITION** that have been determined as skills in which an **ENTRY LEVEL CERTIFIED ATHLETIC TRAINER SHOULD BE PROFICIENT.**

To receive credit for the skill and to have it “checked off” the student **MUST COMPLETE THE TASK WITHOUT GUIDANCE OR DIRECTION FROM ANYONE** while being supervised and observed by the instructor of record or another **CERTIFIED ATHLETIC TRAINER who is a Mesa State College Athletic Training Program, Approved Clinical Instructor (ACI)**, working in cooperation with the instructor of record. If the nature of the tasks requires the assistance of another person (i.e. two person CPR) to help in some way, you can have assistance but that person cannot give any guidance or direction. After acceptable completion of the task the instructor of record or cooperating **ACI** will initial the associated area in the manual.

Attendance:

The class is designed to meet for 1 hour of lecture and 2 hours of lab each week. This Criteria will be met by meeting 1 hour during the weekly Wednesday Morning Lecture Series and 2 hours during the assigned class time. In addition to the scheduled class times, you will also be required to work a minimum of 200 hours in the athletic training room covering practices and events as assigned. For every unexcused class or lecture series absence, 3% of your total points will be deducted from your final point total. If you have to miss class – you must contact the instructor prior to the class with an acceptable excuse. Absences can be made up by writing a 4 page paper (excluding title and ref.) over the topic presented. References have to be from accredited journals. Papers need to be turned in at the beginning of the following Wednesday's meeting.

Assignments:

Assignments are due on scheduled dates. NO late assignments, unless arrangements have been made thru instructor, see itinerary for due dates. Point total for each assignment varies. Failure to complete assignments by their due dates will result in 5% deduction from overall grade for each academic school date late.

Facility Design, Budget, Policy and Procedures Manual

Each student will be assigned an athletic training facility at the high school, college or minor league professional level. You will be given a specific budget to design and equip and supply this facility. You will also develop a policy and procedures manual for the facility to establish the function of the facility.

Injury assessment/treatment/rehab

Students must complete an evaluation of an acute injury and submit a SOAP note for an injury to each of the areas of the body. Head/Face/TMJ, Shoulder, Elbow, Forearm/Wrist/Hand/Fingers, Cervical Spine, Ribs/Thoracic Spine, Lumbar Spine/Pelvis/SI, Hip/Thigh, Knee, Lower Leg/Ankle/ Foot/Toes. If an actual exam has not been completed by Apr 16th, a mock exam will be performed with the instructor.

The student will develop a treatment and rehabilitation plan with identified return to play criteria. The plan must be supported by a minimum of one peer reviewed journal article.

Nutrition Assignment

Students will complete a 5 day diet analysis and develop a 1 week sample in season diet for an athlete in an assigned sport. The diet must include at least one game/event day.

Case Study

Each student will develop a case study for an actual injury that you have been involved with during your time at MSC. This case study will be presented to the clinical class.

Presentation

Each student will develop a 30 minute educational presentation (with handout) as if talking to one of the following groups. Health care professionals, patients, parents/guardians, other appropriate personnel and the general public.

Exit Exam

Each student will complete with a 90% or better, randomly assigned SIMS MASTER and EXAM MASTER tests. Upon completion of the exam the student will use the ATL Print Screen command to show proof of the passing grade. The exit Exam grade will be the combined total of both exams. The student can take the exam as many times as needed to achieve the minimum 90%. Must be completed by 5/7.

Grading:

Your grade in this course will be based on a percentage of the total points possible. There will be a total of 1450 points possible in this course. The breakdown is as follows:

		Grading scale
		A 90% and above
		B 80 to 89%
		C 70 to 79%
		D 60 to 69%
		F 59% and below
Clinical Rotation 400 pts		
-40% off campus rotation evals		
-40% MSC rotation evals		
-20% Attitude, punctuality, and dress code		
Lecture Series	150 pts (wkly 10pt quiz 150 pts)	
Facility design worksheet	20 pts	
EBM worksheet	20 pts	
Prof Development worksheet	20 pts	
Insurance worksheet	20 pts	
Facility Design	100 pts	
Budget	100 pts	
Policy and Procedures Manual	100 pts	
Resume , cover letter	50 pts	
Injury assessment and treatment/rehab plans	100 pts	
Nutrition Assignment	50 pts	
Presentation	50 pts	
Case Study	50 pts	
Exit Exam	200 pts	
Final exam Mock job interview	20 pts	
Total	1450	

All proficiency check-offs and hour requirements will be graded on a pass/fail basis. Failure to complete the 200 hour requirement or the satisfactory completion of all proficiencies will result in an F in the class. All hours and proficiencies must be checked off by the day of the final exam.

Failure to complete the mid-term and final course evaluations will result in a 10% deduction for each missed evaluation. Mid-term due March 2nd-March 7th. Final due May 4th-May 9th.

KINE 478 Spring 2008

Class Schedule

Week 1: (1/21)	Intro
Week 2: (1/26) (1/28)	Facility Design, Budget, P&P(due Apr 21 st) Facility design worksheet due Jan 28 th Facility Design, Budget, P&P
Week 3: (2/2) (2/4)	EBM worksheet due Feb 4 th , Facility Design, Budget, P&P
Week 4: (2/9) (2/11)	Facility Design, Budget, P&P Facility Design, Budget, P&P
Week 5: (2/16)	Professional Development Resume – rough draft

		due Mar 5 th , final draft Mar 31 st Prof. Development worksheet due Feb 20 th
(2/18)	Week 6: (2/23)	Professional Development- NATA/Dist/State 3 Injury Assessment/Treatment/Rehab Plans due Feb 25th Professional Development-
(2/25)		
Week 7: (3/2) (3/4)		Insurance worksheet due Mar 3 rd Resume rough draft due Mar 5 th mid semester course evaluations due Mar 2-7
	Week 8: (3/9, 16)	Spring Break
	Week 9: (3/16) (3/18)	Policy and Procedures 3 Injury Assessment/Treatment/Rehab Plans Due Mar 19 th
	Week 10: (3/23) (3:25)	Review techniques (modalities) Facility design, Budget, P&P
	Week 11: (3/30) (4/1)	Review techniques (rehab) Resume final draft due Mar 31 st Facility design, Budget, P&P
	Week 12: (4/6) (4/8)	Review techniques (joint mobilization) Nutrition assignment Due Apr 9 th
	Week 13: (4/13) (4/15)	Review techniques (PNF) Facility Design, Budget, P&P 2 Injury Assessment/Treatment/Rehab Plans Due Apr 16 th
	Week 14: (4/20) (4/22)	Facility design, Budget, Policy & Procedure Manual due Apr 21 st Professional Development
	Week 15: (4/27) (4/29)	Case Study Presentations Case studies due Apr 28 th Case Study Presentations Injury Assessment/Treatment/Rehab Plans due Apr 30 th
	Week 16: (5/4) (5/6)	Case Study Presentations TBA Exit Exam due End of Semester course evaluations due May 4-9
	Week 17: (5/11)	Final 10:00 -11:50 AM Mock job interview

- J3.4 Student clinical experiences must be conducted in such a way to allow the ATEP faculty/staff to regularly and frequently evaluate student progress and learning, as well as the effectiveness of the experience.

Rationale for continued Non-Compliance:

The program was asked to provide clinical evaluations signed by both student and ACI that demonstrates students have regular and frequent feedback. Instead the program provided course evaluations, indicating the course was taught effectively, the instructor was knowledgeable, etc.

Requested Materials/Documentation to show Compliance:

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Please provide a copy of Table B3.2a for the 2008-2009 academic year.
- Please develop and submit a policy by which the ATEP can assure that students receive regular and frequent evaluations from the qualified CI/ACIs to whom they are assigned.
- The policy must be signed by Program Director, and an administrator who has oversight over the PD, and all ACI/CI on Table 3.2a that they agree to abide by the policy.
- Please submit evidence, signed and dated by two students enrolled in each clinical education course and their associated CI/ACIs, to indicate that they have met in accordance with the policy delineated by the ATEP.

Program Response:

The Mesa State College Athletic Training Education Program is a two year clinical program completed during the students' junior and senior years.

Junior students complete four – four week rotations, three on-campus with different sports and one off-campus alternative experience, each semester. The off-campus alternative experience rotations are completed at a local high school one semester and a local outpatient physical therapy clinic one semester. For on-campus clinical rotations, junior students receive a formal written evaluation of their performance and skill development at the end of each rotation. The ATEP faculty has determined that requiring a formal mid rotation evaluation at the two week period would not be thorough as the ACI/CI may not have had the opportunity to get to know the students. The ACI/CI and student are encouraged to verbally discuss the students' progress during the rotation. All evaluations are reviewed by the

J3.4a

B3.2a: Approved Clinical Instructor/Clinical Instructor Table
Please complete as it relates to ATEP faculty and other instructional staff (ACI and CIs) used in your program in the current academic year (September 1st – May 15th).

<u>Clinical Instructor/ACI Name and Professional Credentials</u>	<u>Clinical Education Site</u> (Institution and Affiliated)	<u>BOC Certification #</u> (ATCs Only)	<u>Month & Year BOC Certified</u>	<u>State Credential #</u> (ATC, Medical & Allied Health)	<u>CIE</u> (Check if applies)	<u>ACI**</u> (Check if applies)	<u>CI</u> (Check if applies)	<u>Date of Last ACI Training</u>
Robert Ryan MA, ATC, CSCS	Mesa State College	000050402	2/85	NA	X	X		7/31/07
Geanne Gaasch MS, ATC	Mesa State College	120402070	12/04	NA		X		8/15/08
Brenda Brady MS, ATC	Mesa State College	010402017	1/04	NA		X		7/31/07
Joshua Fullmer MS, ATC	Mesa State College	050402244	5/04	NA		X		7/31/07
Robert Rimorin ATC	Mesa State College	070602054	7/06	NA		X		8/15/08
Andrew Powers ATC	Mesa State College	120702164	12/07	NA		X		8/15/08

J3.4b

Mesa State College ATEP Student and ACI/CI Evaluation Policy

On Campus Rotations

Formal written evaluations of the students by the ACI/CI and of the ACI/CI by the students will be completed at the end of the four week junior rotations and at the midpoint and end of the eight week senior rotations. Seniors completing the four week "Rehab" rotation will receive an evaluation at the end of the rotation by the ACI/CI assigned to supervise the rotation at that time.

The ACI/CI and the student should meet near the end or midpoint of the rotation to discuss the respective evaluations. Formal written evaluations will be completed electronically by the ACI/CI and the student and sent to the ATEP Clinical Coordinator who will forward them to the recipient for review and electronic signature. The evaluations will be returned the ATEP Clinical Coordinator to file electronically in both the ACI/CI and the student's folder located on the campus R:Drive/ATEP folder. The Clinical Coordinator will also forward a copy to the instructor of the Clinical Experience course in which the student is enrolled.

ACI/CI's are encouraged to complete informal evaluations with the students during the daily interaction between the student and the ACI/CI. The students are also encouraged to initiate these informal evaluations in the event that they desire more feedback than they are getting.

Off Campus Alternative Experience Rotations

The off campus rotation site coordinator or designee will meet with the student at the end of the rotation for a verbal evaluation and then complete a formal written paper evaluation to be returned to the ATEP Clinical Coordinator. A copy will be forwarded to the instructor of the Clinical Experience course in which the student is enrolled.

The student will complete an evaluation of the off campus rotation to be submitted to the ATEP Clinical Coordinator. The evaluation will be filed and a compiled report will be sent to the off campus rotation site each year. The Clinical Coordinator will immediately address any potential undesirable situation that may be identified.

The off campus rotation site staff are encouraged to complete informal evaluations with the students during the daily interaction between the student and staff . The students are also encouraged to initiate these informal evaluations in the event that they desire more feedback than they are getting.

The EVALUATION policy has been approved by

Dr. Jill Cordova PhD
Kinesiology Department Head

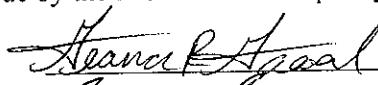


Robert Ryan MA, ATC, CSCS
ATEP Director

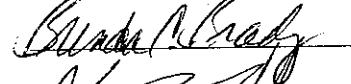


I understand and agree to abide by the MSC Evaluation policy

Geana Gaasch MS, ATC
ATEP Clinical Coordinator/ ACI



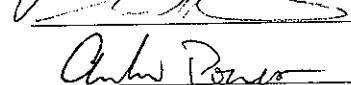
Brenda Brady MS, ATC
ACI



Josh Fullmer MS, ATC
ACI



Robert Rimorin
ACI



Andrew Powers ATC
CI



MESA STATE COLLEGE
ATHLETIC TRAINING EDUCATION PROGRAM
Program Rejoinder Response Report

SUBMISSION DATE: April 30th, 2008

ATHLETIC TRAINING EDUCATION PROGRAM TECHNICAL STANDARDS FOR ADMISSION

The Athletic Training Educational Program at Mesa State College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational 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 expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for BOC examination.

Candidates for selection to the Athletic Training Educational 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 judgments and treatment information effectively. Students 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 to the athletic training educational 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.

Educational Access Services, a division of Academic Services Department, will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

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 of whether the accommodations requested are reasonable, taking into account 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.

Signature of applicant

Date

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 Educational Access Services, a division of Academic Services Department, 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

CHECK LIST FOR APPLICATION MATERIALS

An interview will be scheduled after the complete application is received

MESA STATE COLLEGE STUDENTS

Complete Application Form

Essay on why you want to pursue a concentration in athletic training at Mesa State College

Unofficial Transcript

Current Course enrollment

Copy of current CPR-PR card

Copy of Immunization Records (MMR, and Hep B vaccinations)

TB test

Signed Technical Standards for Admission form

Completed KINE 240 course requirements (obtain form from instructor)

TRANSFER STUDENTS APPLYING FOR DIRECT ADMISSION

Complete Application Form

Essay on why you want to pursue an education in athletic training at Mesa State College

Unofficial Transcript

Current Course enrollment

Copy of current CPR-PR card

Copy of Immunization Records (MMR, and Hep B vaccinations)

TB test

Signed Technical Standards for Admission form

Confidential Letter of Recommendation from a Certified Athletic Trainer involved in the observational experience

Completed Observational Experiences Form

Program Expenses to Students

Involvement in the MSC ATEP will result in some out of pocket expenses to students beyond the customary tuition and fees. Many of these expenses are listed below.

1. NATA Membership Dues	\$125.00 - annual- 2 years
2. Liability Insurance	\$35.00 - annual- 2 years
4. TB Test	\$7.00 - annual
5. Name tag	\$5.00
6. Health Insurance	Varied

APPENDIX E1.12c

Mesa State College
Athletic Training Education Program
Admission Selection Tool

1. Cumulative college GPA (past 5 years only) Points _____
 Applicant's cumulative GPA _____
 Less than 2.5 not considered

2.5 – 2.99	1			Points _____
3.0 – 3.49	2	KINE 234		Points _____
3.5 – 4.0	3	KINE 240		Points _____
		BIOL 209		Points _____
		BIOL 141L		Points _____

 Points _____ /9
 GPA _____

2. GPA of select required courses Points _____
 If a course was taken more than once, list the highest grade achieved.

D/F	Not considered		Points _____
2.5 – 2.99	1	KINE 234	Points _____
3.0 – 3.49	2	KINE 240	Points _____
3.5 – 4.0	3	BIOL 209	Points _____
		BIOL 141L	Points _____

 Points _____ /9
 GPA _____

3. Essay Points _____

Poor	1	
Good	2	
Excellent	3	

4. Work Ethic Points _____
 Based on actions during observations and didactic courses

Inconsistent class attendance/		
Frequently missed scheduled observations	0	
Frequent late arrival	1	
On time but not prepared	2	
Arrived on time ready to be involved	3	

5. Involvement during observations Points _____
 Based on actions during observations.

Uninvolved, showed little motivation	1	
Became actively involved when prompted	2	
Appears motivated and enthusiastic	3	

- 6) Interview Points _____
 Based on responses to scripted interview and questions from the potential student

Uninspiring / Uncertain	1	
Reasonable answers with some focus and understanding	2	
Reasonable answers with clear focus and understanding	3	

Total Points _____ /18

Interview Questions

- 1) What attracts you to pursue an education in athletic training?
- 2) What can you bring to our program to make it better?
- 3) From what you have observed, what is your biggest doubt regarding your ability function as an athletic trainer.
- 4) Are you aware of and able to fulfill the time commitment involved in the ATEP?
 - a. Starting before regular classes begin
 - b. 15 – 20 hours per week working with athletes applying the knowledge and skills developed in courses

E1.13 transfer and retention policies.

Non-Compliant Evidence of NC with this Standard (if cited):

In the student handbook and in the catalog, retention in the ATEP is listed as the ATS maintaining a 2.5 GPA. Failure to maintain the 2.5 GPA will result in students being placed on academic probation. There is no indication or information provided to determine how long or what exactly probation is. The documents do state that if the ATS remains below a GPA of 2.5 for the next semester, that student will be terminated from the program.

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Please provide a copy of Table B2.2 and Table 2.1a for the 2007-2008 academic year
- Please delete the last names [only] of the students included on that table.
 - Please clarify and provide evidence that all appropriate personnel have received and understand the Program's retention policies.
 - This evidence must demonstrate support by the administration of the program. Please provide a copy of the policies that is signed and dated by the Program Director, administrator who has oversight over the Program Director, and the Dean.
 - To document receipt and understanding by the ATEP faculty and students, please provide a copy of the policies that is signed and dated by the faculty and students listed on the two tables requested.
 - Please delete the last names [only] of the students included on the table.

Program Response:

The requirement to maintain an 2.5 semester GPA is explained in the Student Retention/Suspension/Dismissal Policy located in APPENDIX B3.34d (pg B3.34 - 11) with signatures of understanding and acceptance. As of the Fall 2004, Mesa State College no longer utilizes the Dean system.

Table B2.1a is contained in APPENDIX B3.34a (pg B3.34 - 3)

Table B2.2 is contained in APPENDIX E1.13 (pg E1.13 - 2)

APPENDIX E 1.13

B2.2: Student Clinical Assignment Table

Instructions: Provide the clinical experience schedule for the most recently completed academic year on the table below.
The current year's clinical experience schedule should be available as part of the "materials to be provided on site."

Student Name	Level in Program	Supervising ACI/CI	Dates of Clinical Experience(s)	Clinical Education or Clinical Affiliate Site	Experience Type/Description		Population & Gender
					EQ = Equipment	GM = General Medical	
Example: Doe, Jane	Senior	August 25 to November 20, 2005	Smith, John	Smith University	EQ-Football	ATH GEN-male	ATH = Athletic PA = Physically Active REH = Rehabilitation OTH = Other (Describe) OTH = Other (describe)
Kelly	Junior	Aug 21 – Sept 10, 2006	Fullmer, Josh	Mesa State College	ATH- Soccer	ATH-Female	ATH = Athletic PA = Physically Active REH = Rehabilitation OTH = Other (Describe) OTH = Other (describe)
		Sept 11 – Oct 1, 2006	Speer, Erik PT	St. Mary's Life Center	REH	GEN	
		Oct 2 – Oct 22, 2006	Brady, Brenda	Mesa State College	ATH- Volleyball	ATH-Female	
		Oct 23 – Nov 12, 2006	Cotts, Billy	Mesa State College	EQ- Football	ATH- Male	
		Nov 13 – Dec 3, 2006	Steerman, James	Mesa State College	ATH- Wrestling	ATH- Male	
		Jan 22 – Feb	Fullmer, Josh	Mesa State	ATH- Baseball	ATH- Male	

11, 2007 Feb 12 – Mar 4, 2007	Brady, Brenda	College Mesa State College	REH	GEN	
Mar 5 – Mar 25, 2007	Brady, Brenda	Mesa State College	ATH- Softball	ATH- Female	
Mar 26 – Apr 15, 2007	Brady, Brenda	Mesa State College	ATH- Volleyball	ATH-Female	
Apr 16 – May 6, 2007	Miller, Shawn	Central/Palisade High Schools	ATH	GEN	
Senior Aug 20-Sept 16, 2007	Fullmer, Josh	Mesa State College	ATH-Soccer	ATH- Male/Female	
Sept 17-Oct 14, 2007	Brady, Brenda	Mesa State College	ATH-Volleyball	ATH-Female	
Oct 15-Nov 11, 2007	Hoyt, Kimberly PA Cotts, Billy	Student Health Center	GM	GEN	
Nov 12-Dec 9, 2007		Mesa State College	REH	GEN	
Jan 21-Feb 17, 2008	Brady, Brenda	Mesa State College	ATH-Softball	ATH-Female	
Feb 18-Mar 16, 2008	Brady, Brenda	Mesa State College	ATH-Softball	ATH-Female	
Mar 17-Apr 13, 2008	Fullmer, Josh	Mesa State College	REH	GEN	
Apr 14-May 11, 2008	Livingston, Heather	Western Orthopedics	OTH- orthopedic evals/surgery	GEN	

Alyssa	Junior	Aug 21 – Sept 10, 2006	Brady, Brenda	Mesa State College	ATH- Volleyball	ATH-Female
		Sept 11 – Oct 1, 2006	Cotts, Billy	Mesa State College	EQ- Football	ATH- Male
		Oct 2 – Oct 22, 2006	Speer, Erik PT	St. Mary's Life Center	REH	GEN
		Oct 23 – Nov 12, 2006	Fullmer, Josh	Mesa State College	ATH- Soccer	ATH- Female
			Brady, Brenda	Mesa State College	ATH- Basketball	ATH- Female
		Nov 13 – Dec 3, 2006	Fullmer, Josh	Mesa State College	ATH- Basketball	ATH-Male
		Jan 22 – Feb 11, 2007	Brady, Brenda	Mesa State College	ATH- Softball	ATH- Female
		Feb 12 – Mar 4, 2007	Miller, Shawn	Central/Palisade High Schools	ATH	GEN
		Mar 5 – Mar 25, 2007	Brady, Brenda	Mesa State College	REH	GEN
		Mar 26 – Apr 15, 2007	Fullmer, Josh	Mesa State College	ATH- Soccer	ATH- Female
			Brady, Brenda	Mesa State College	ATH- Volleyball	ATH- Female
			Cotts, Billy	Mesa State College	EQ- Football	ATH- Male
		Apr 16 – May 6, 2007	Brady, Brenda	Mesa State College	ATH-Volleyball	ATH-Female
		Aug 20-Sept 16, 2007	Brady, Brenda	Mesa State College	OTH- orthopedic evals/surgery	GEN
		Sept 17-Oct 14, 2007	Decker, Jen	Western Orthopedics	ATH-Basketball	ATH-Male/Female
		Oct 15-Nov 11, 2007	Cotts, Billy	Mesa State College	REH	GEN
		Nov 12-Dec 9, 2007	Cotts, Billy	Mesa State College	ATH-Basketball	ATH-Male/Female
		Jan 21-Feb 17, 2008	Cotts, Billy	Mesa State College		

Feb 18-Mar 16, 2008	Cotts, Billy	Mesa State College	ATH-Basketball REH	ATH-M/F GEN		
Mar 17-Apr 13, 2008	Hoyt, Kimberly PA	Student Health Center	GM	GEN		
Apr 14-May 11, 2008	Fullmer, Josh	Mesa State College	REH	GEN		
Alissa	Junior	Aug 21 – Sept 10, 2006	Cotts, Billy	Mesa State College	EQ- Football	ATH- Male
		Sept 11 – Oct 1, 2006	Fullmer, Josh	Mesa State College	ATH- Soccer	ATH-Female
		Oct 2 – Oct 22, 2006	Cotts, Billy	Mesa State College	EQ- Football	ATH- Male
		Oct 23 – Nov 12, 2006	Mullaney, Kari PT	Physical Therapy Speciality Center	REH	GEN
		Nov 13 – Dec 3, 2006	Fullmer, Josh	Mesa State College	ATH- Basketball	ATH-Male
		Jan 22 – Feb 11, 2007	Cotts, Billy	Mesa State College	ATH- Basketball	ATH-Female
		Feb 12 – Mar 4, 2007	Cotts, Billy	Mesa State College	REH	GEN
		Mar 5 – Mar 25, 2007	Miller, Shawn	Central/Palisade High Schools	ATH	
		Mar 26 – Apr 15, 2007	Brady, Brenda	Mesa State College	ATH- Softball	ATH- Female
		Apr 16 – May 6, 2007	Fullmer, Josh	Mesa State College	ATH- Baseball	ATH- Male
Senior	Aug 20-Sept 16, 2007	Brady, Brenda	Mesa State College	ATH-Volleyball	ATH- Female	
	Sept 17-Oct 14, 2007	Cotts, Brenda	Mesa State College	EQ-Football	ATH-Male	

Oct 15-Nov 11, 2007	Fullmer, Josh	Mesa State College	ATH-Soccer	ATH- Male/Female
Nov 12-Dec 9, 2007	Decker, Jen	Western Orthopedics	OTH- orthopedic evals/surgery	GEN
Jan 21-Feb 17, 2008	Cotts, Billy	Mesa State College	REH	GEN
Feb 18-Mar 16, 2008	Hoyt, Kimberly PA	Student Health Center	GM	GEN
Mar 17-Apr 13, 2008	Fullmer, Josh	Mesa State College	ATH-Baseball	ATH-Male
Apr 14-May 11, 2008	Fullmer, Josh	Mesa State College	ATH-Baseball	ATH-Male
Aug 21 – Sept 10, 2006	Fullmer, Josh	Mesa State College	ATH- Soccer	ATH-Female
Sep 11 – Oct 1, 2006	Brady, Brenda	Mesa State College	ATH- Volleyball	ATH-Female
Oct 2 – Oct 22, 2006	Cotts, Billy	Mesa State College	EQ- Football	ATH- Male
Oct 23 – Nov 12, 2006	Fullmer, Josh	Mesa State College	ATH- Soccer	ATH-Female
Nov 13 – Dec 3, 2006	Speer, Erik PT	St. Mary's Life Center	ATH- Basketball REH	ATH- Male
Jan 22 – Feb 11, 2007	Brady, Brenda	Mesa State College	REH	GEN
Meaghan				

Feb 12 – Mar 4, 2007	Cotts, Billy	Mesa State College	ATH- Basketball	ATH-Female		
Mar 5 – Mar 25, 2007	Steerman, James	Mesa State College	ATH- Wrestling ATH- Soccer	ATH- Male ATH- Female		
Mar 26 – Apr 15, 2007	Fullmer, Josh Miller, Shawn	Central/Palisade High Schools	ATH	GEN		
Apr 16 – May 6, 2007	Cotts, Billy	Mesa State College	EQ- Football	ATH- Male		
Senior Aug 20-Sept 16, 2007	Cotts, Billy	Mesa State College	REH	GEN		
Sept 17-Oct 14, 2007	Fullmer, Josh	Mesa State College	ATH-Soccer	ATH- Male/Female		
Oct 15-Nov 11, 2007	Cotts, Billy	Mesa State College	EQ-Football	ATH-Male		
Nov 12-Dec 9, 2007	Hoyt, Kimberly PA	Student Health Center	GM	GEN		
Jan 21-Feb 17, 2008	Fullmer, Josh	Mesa State College	ATH-Baseball	ATH-Male		
Feb 18-Mar 16, 2008	Fullmer, Josh	Mesa State College	ATH-Baseball	ATH-Male		
Mar 17-Apr 13, 2008	Livingston, Heather	Western Orthopedics	OTH- orthopedic evals/surgery	GEN		
Apr 14-May 11, 2008	Fullmer, Josh	Mesa State College	REH	GEN		
Jionni	Aug 21 – Sept 10, 2006	Fullmer, Josh	Mesa State College	ATH- Soccer	ATH-Female	
	Sept 11 – Oct 1, 2006	Miller, Shawn	Central/Palisade High Schools	ATH	GEN	
	Oct 2 – Oct	Cotts, Billy	Mesa State	EQ- Football	ATH- Male	

22, 2006 Oct 23 – Nov 12, 2006	Steerman, James Fullmer, Josh	College Mesa State College	ATH- Wrestling ATH- Soccer	ATH- Male ATH- Female	
Nov 13 – Dec 3, 2006	Brady, Brenda	Mesa State College	ATH- Basketball	ATH-Female	
Jan 22 – Feb 11, 2007	Fullmer, Josh	Mesa State College	ATH- Baseball	ATH- Male	
Feb 12 – Mar 4, 2007	Speer, Erik PT	St. Mary's Life Center	REH	GEN	
Mar 5 – Mar 25, 2007	Brady, Brenda	Mesa State College	REH	GEN	
Mar 26 – Apr 15, 2007	Cotts, Billy	Mesa State College	EQ- Football	ATH- Male	
Apr 16 – May 6, 2007	Brady, Brenda	Mesa State College	EQ- Softball	ATH- Female	
Senior Aug 20-Sept 16, 2007	Cotts, Billy	Mesa State College	EQ-Football	ATH-Male	
Sept 17-Oct 14, 2007	Hoyt, Kimberly PA	Student Health Center	GM	GEN	
Oct 15-Nov 11, 2007	Cotts, Billy	Mesa State College	REH	GEN	
Nov 12-Dec 9, 2007	Cotts, Billy	Mesa State College	ATH-Basketball	ATH- Male/Female	
Jan 21-Feb 17, 2008	Cotts, Billy	Mesa State College	REH	GEN	
Feb 18-Mar 16, 2008	Livingston, Heather Fullmer, Josh	Western Orthopedics Mesa State College	OTH- orthopedic evals/surgery EQ-Football	GEN ATH-Male	
Mar 17-Apr 13, 2008					

Apr 14-May 11, 2008	Fullmer, Josh	Mesa State College	EQ-Football	ATH-Male
Jordan				
Junior				
Aug 21 – Sept 10, 2006	Cotts, Billy	Mesa State College	EQ- Football	ATH- Male
Sept 11 – Oct 1, 2006	Fullmer, Josh	Mesa State College	ATH- Soccer	ATH-Female
Oct 2 – Oct 22, 2006	Miller, Shawn	Central/Palisade High Schools	ATH	GEN
Oct 23 – Nov 12, 2006	Brady, Brenda	Mesa State College	ATH- Volleyball	ATH-Female
Nov 13 – Dec 3, 2006	Steerman, James	Mesa State College	ATH- Wrestling	ATH- Male
Jan 22 – Feb 11, 2007	Brady, Brenda	Mesa State College	REH	GEN
Feb 12 – Mar 4, 2007	Cotts, Billy	Mesa State College	ATH- Basketball	ATH-Male
Mar 5 – Mar 25, 2007	Mullaney, Kari PT	Physical Therapy Speciality Center	REH	GEN
Mar 26 – Apr 15, 2007	Cotts, Billy	Mesa State College	EQ- Football	ATH- Male
Apr 16 – May 6, 2007	Fullmer, Josh	Mesa State College	ATH- Baseball	ATH- Male
Aug 20-Sept 16, 2007	Hoyt, Kimberly PA	Student Health Center	GM	GEN
Sept 17-Oct 14, 2007	Cotts, Billy	Mesa State College	EQ-Football	ATH-Male
Oct 15-Nov 11, 2007	Getz, Jesse	Mesa State College	ATH-Wrestling	ATH-Male

Nov 12-Dec 9, 2007	Cotts, Billy	Mesa State College	REH	GEN
Jan 21-Feb 17, 2008	Livingston, Heather	Western Orthopedics	OTH- orthopedic evals/surgery	GEN
Feb 18-Mar 16, 2008	Cotts, Billy	Mesa State College	REH	GEN
Mar 17-Apr 13, 2008	Powers, Drew	Mesa State College	ATH-Soccer	ATH-Male/Female
Apr 14-May 11, 2008	Powers, Drew	Mesa State College	ATH-Soccer	ATH-Male/Female
Ashley	Junior	Mesa State College	ATH- Volleyball	ATH-Female
	Aug 21 – Sept 10, 2006	Brady, Brenda	EQ- Football	ATH- Male
	Sept 11 – Oct 1, 2006	Cotts, Billy	EQ- Football	ATH- Male
	Oct 2 – Oct 22, 2006	Fullmer, Josh	ATH- Basketball	ATH-Male
	Oct 23 – Nov 12, 2006	Cotts, Billy	EQ- Football	ATH- Male
	Nov 13 – Dec 3, 2006	Miller, Shawn	ATH	GEN
	Jan 22 – Feb 11, 2007	Brady, Brenda	Central/Palisade High Schools	GEN
	Feb 12 – Mar 4, 2007	Brady, Brenda	REH	GEN
	Mar 5 – Mar 25, 2007	Steerman, James	ATH- Softball	ATH- Female
	Mar 26 – Apr 15, 2007	Fullmer, Josh	ATH- Wrestling	ATH- Male
	Apr 16 – May	Speer, Erik PT	ATH- Soccer	ATH- Female
		St. Mary's Life Center	REH	GEN
		Mesa State	ATH- Volleyball	ATH-Female

Senior	6, 2007 Aug 20-Sept 16, 2007	Cotts, Billy	Mesa State College	EQ-Football	ATH-Male
	Sept 17-Oct 14, 2007	Cotts, Billy	Mesa State College	REH	GEN
	Oct 15-Nov 11, 2007	Decker, Jen	Western Orthopedics	OTH- orthopedic evals/surgery	GEN
	Nov 12-Dec 9, 2007	Getz, Jesse	Mesa State College	ATH-Wrestling	ATH-Male
	Jan 21-Feb 17, 2008	Getz, Jesse	Mesa State College	ATH-Wrestling	ATH-Male
	Feb 18-Mar 16, 2008	Getz, Jesse	Mesa State College	ATH-Wrestling	ATH-Male
	Mar 17-Apr 13, 2008	Fullmer, Josh	Mesa State College	REH	GEN
	Apr 14-May 11, 2008	Hoyt, Kimberly PA	Student Health Center	GM	GEN
Shannon	Junior	Aug 20-Sept 16, 2007	Cotts, Billy	Mesa State College	ATH-Football
	Sept 17-Oct 14, 2007		Left for Medical Reasons		
	Oct 15-Nov 11, 2007		Left for Medical Reasons		
	Nov 12-Dec 9, 2007		Left for Medical Reasons		
	Jan 21-Feb 17, 2008	Cotts, Billy	Mesa State College	ATH-Basketball	ATH- Male/Female
	Feb 18-Mar 16, 2008	Miller, Shawn	Central/Palisade High Schools	ATH	GEN

Mar 17-Apr 13, 2008	Brady, Brenda	Mesa State College	ATH-Softball	ATH-Female	
Apr 14-May 11, 2008	Fullmer, Josh	Mesa State College	ATH-Baseball	ATH-Male	
Sam	Junior	Aug 20-Sept 16, 2007	Fullmer, Josh	Mesa State College	ATH-Soccer
		Sept 17-Oct 14, 2007	Harlow, Thad MPT	Physical Therapy Speciality Center	ATH-Male/Female GEN
		Oct 15-Nov 11, 2007	Cotts, Billy	Mesa State College	ATH-Football
		Nov 12-Dec 9, 2007	Getz, Jesse	Mesa State College	ATH-Wrestling
		Jan 21-Feb 17, 2008	Brady, Brenda	Mesa State College	ATH-Softball
		Feb 18-Mar 16, 2008	Glavan, Erin	GJunction/Fruita High Schools	ATH-Female
		Mar 17-Apr 13, 2008	Fullmer, Josh	Mesa State College	ATH-Baseball
		Apr 14-May 11, 2008	Fullmer, Josh	Mesa State College	EQ-Football
Ben	Junior	Aug 20-Sept 16, 2007	Cotts, Billy	Mesa State College	EQ-Football
		Sept 17-Oct 14, 2007	Cotts, Billy	Mesa State College	ATH-Wrestling
		Oct 15-Nov 11, 2007	Speer, Erik PT	St. Mary's Life Center	REH
					REH

Nov 12-Dec 9, 2007	Cotts, Billy	Mesa State College	ATH-Basketball	ATH- Male/Female
Jan 21-Feb 17, 2008	Fullmer, Josh	Mesa State College	ATH-Baseball	ATH-Male
Feb 18-Mar 16, 2008	Brady, Brenda Getz, Jesse	Mesa State College	ATH-Softball	ATH-Female
Mar 17-Apr 13, 2008	Glavan, Erin	GJunction/Fruita High Schools	ATH-Wrestling	ATH-Male
Apr 14-May 11, 2008	Fullmer, Josh	Mesa State College	EQ-Football	GEN
Adam	Junior	Glavan, Erin	ATH	GEN
Aug 20-Sept 16, 2007		GJunction/Fruita High Schools		
Sept 17-Oct 14, 2007	Fullmer, Josh	Mesa State College	ATH-Soccer	ATH- Male/Female
Oct 15-Nov 11, 2007	Cotts, Billy	Mesa State College	ATH-Football	ATH-Male
Nov 12-Dec 9, 2007	Getz, Jesse	Mesa State College	ATH-Wrestling	ATH-Male
Jan 21-Feb 17, 2008	Getz, Jesse	Mesa State College	ATH-Wrestling	ATH-Male
Feb 18-Mar 16, 2008	Cotts, Billy Fullmer, Josh	Mesa State College	ATH-Basketball	ATH- Male/Female
Mar 17-Apr 13, 2008	Speer, Erik PT	St. Mary's Life Center	ATH-Baseball	GEN
Apr 14-May 11, 2008	Brady, Brenda	Mesa State College	ATH-Softball	ATH-Female

Kayleigh	Junior	Aug 20-Sept 16, 2007	Cotts, Billy	Mesa State College	REH	GEN
		Sept 17-Oct 14, 2007	Glavan, Erin	GJunction/Fruita High Schools	ATH	GEN
		Oct 15-Nov 11, 2007	Cotts, Billy	Mesa State College	EQ-Football	ATH-Male
		Nov 12-Dec 9, 2007	Brady, Brenda	Mesa State College	ATH- Volleyball	ATH-Female
		Jan 21-Feb 17, 2008	Speer, Erik PT	St. Mary's Life Center	REH	GEN
		Feb 18-Mar 16, 2008	Fullmer, Josh	Mesa State College	ATH-Baseball	ATH-Male
		Mar 17-Apr 13, 2008	Fullmer, Josh	Mesa State College	EQ-Football	ATH-Male
		Apr 14-May 11, 2008	Powers, Drew	Mesa State College	ATH-Soccer	ATH- Male/Female
Leslie	Junior	Aug 20-Sept 16, 2007	Fullmer, Josh	Mesa State College	ATH-Soccer	ATH- Male/Female
		Sept 17-Oct 14, 2007	Cotts, Billy	Mesa State College	EQ-Football	ATH-Male
		Oct 15-Nov 11, 2007	Miller, Shawn	Central/Palisade High Schools	ATH	GEN
		Nov 12-Dec 9, 2007	Cotts, Billy	Mesa State College	ATH-Basketball	ATH- Male/Female
		Jan 21-Feb 17, 2008	Cotts, Billy	Mesa State College	REH	GEN
		Feb 18-Mar 16, 2008	Cotts, Billy	Mesa State College	ATH-Basketball	ATH-M/F GEN

Mar 17-Apr 13, 2008	Fullmer, Josh	Mesa State College	EQ-Football	ATH-Male		
Apr 14-May 11, 2008	Harlow, Thad MPT	Physical Therapy Speciality Center	REH	GEN		
Kami	Junior	Aug 20-Sept 16, 2007	Miller, Shawn	ATH	GEN	
		Sept 17-Oct 14, 2007	Cotts, Billy	EQ-Football	ATH-Male	
		Oct 15-Nov 11, 2007	Brady, Brenda	ATH- Volleyball	ATH-Female	
		Nov 12-Dec 9, 2007	Cotts, Billy	Central/Palisade High Schools		
		Jan 21-Feb 17, 2008	Cotts, Billy	Mesa State College	ATH-Male	
		Feb 18-Mar 16, 2008	Harlow, Thad MPT	Mesa State College	ATH-Male/Female	
		Mar 17-Apr 13, 2008	Fullmer, Josh	Physical Therapy Speciality Center	ATH-Male/Female	
		Apr 14-May 11, 2008	Brady, Brenda	Mesa State College	ATH-Softball	
Nicole	Junior	Aug 20-Sept 16, 2007	Brady, Brenda	Mesa State College	ATH- Volleyball	ATH-Female
		Sept 17-Oct 14, 2007	Cotts, Billy	Mesa State College	ATH-Basketball	ATH-M/F
		Oct 15-Nov 11, 2007	Cotts, Billy	Mesa State College	REH	GEN
					ATH-Football	ATH-Male

Nov 12-Dec 9, 2007	Glavan, Erin	GJunction/Fruita High Schools	ATH	GEN
Jan 21-Feb 17, 2008	Cotts, Billy	Mesa State College	ATH-Basketball	ATH-Male/Female
Feb 18-Mar 16, 2008	Cotts, Billy	Mesa State College	REH	GEN
Mar 17-Apr 13, 2008	Powers, Drew	Mesa State College	ATH-Soccer	ATH-Male/Female
Apr 14-May 11, 2008	Speer, Erik PT	St. Mary's Life Center	REH	GEN

*Please use the following key to denote experience type:

Protective equipment = E

General Medical = GM

- E1.3 Program policies, procedures, and requirements must be accurate and consistent in all published and announced information sources (e.g., websites, catalogs, recruiting materials).

Non-Compliant Evidence of NC with this Standard (if cited):

While there appears to be a requirement for suspension related to clinical education, no evidence of a suspension policy for failure to complete clinical education requirements could be located in any of the ATEP materials. Students are unaware of the ramifications of suspension from the program.

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Please provide a copy of the Suspension Policy utilized by the ATEP that includes the description of the ramifications of Suspension from the program.
 - This policy must be signed and dated by the Program Director, administrator who has oversight over the Program Director, and the Dean.
- Also provide copies of all relevant pages of the undergraduate catalog, screen prints of relevant pages of the online catalog, and all other recruiting materials that reflect consistent program information regarding a suspension policy or refers prospective and current students to another publicly-accessible document.
- Completed Tables B2.1a, B2.2, and B3.2a. Please delete the last names [only] of the students listed on Table B2.2.
- Finally, please submit evidence that all appropriate personnel have received, understand, and agree to abide by the suspension policy. This evidence must include a copy of the policy that is signed and dated by all ATEP faculty, CIs, ACIs, and ATS included on the requested tables.
 - Please delete the last names [only] of the students.

Program Response:

The suspension policy is explained in the Student Retention/Suspension/Dismissal Policy located in APPENDIX B3.34d (pg B3.34 - 11) with signatures of understanding and acceptance. As of the Fall 2004, Mesa State College no longer utilizes the Dean system.

Table B2.1a is contained in APPENDIX B3.34a (pg B3.34 - 3)

Table B2.2 is contained in APPENDIX E1.13 (pg E1.13 - 2)

E1.10 Work-study, scholarship, or other funding opportunities must not require students to perform athletic training skills or services as a replacement of certified athletic training staff.

Non-Compliant Evidence of NC with this Standard (if cited):

It was indicated by currently enrolled 5th year students that they were given "scholarships" that were not advertised nor did they believe were actual scholarships, but rather were payment for their function as staff. These students were assigned to provide medical coverage independently and without supervision for teams during travel, competition and practice sessions.

To demonstrate compliance with this Standard, the program must submit the following evidence:

No athletic training student may be utilized to replace qualified certified athletic training staff, and no athletic training student may function in an unsupervised manner. Scholarships or other funding awards may not be used to require students to function unsupervised as an athletic training student for any reason; practices that require unsupervised activities must be stopped immediately.

- *Please provide copies of the announcements for the 5th year athletic training scholarships offered by the ATEP and/or institution.*
 - *Indicate on the announcements the location(s) and manner in which the announcements are distributed to AT students.*
- *Also please provide a description of all requirements or expectations of students who receive the 5th year scholarship(s).*
 - *This description must be signed and dated by the Program Director, administrator who has oversight over the Program Director, and the Dean to indicate that the requirement of these scholarships are consistent with other scholarships offered by the institution.*
 - *Students must not be placed in situations which require them to apply athletic training skills which replace the need for a qualified ATC.*
 - *Students may not use the scholarship requirement hours to meet any ATEP programmatic requirement.*
- *Provide a copy of at least one other scholarship opportunity available at the institution whose requirements are consistent with the scholarship offered to 5th year AT students.*
 - *This scholarship opportunity must be verified, signed and dated, by the Dean.*
- *Finally, please provide a document, signed/dated by all ATS with last names [only] deleted, verifying that they have been provided a copy,*

read and understand the materials related to the distribution of the 5th year scholarship funds.

Program Response:

The 5th year scholarship program was designed for students who had completed ALL required ATEP core courses, met all clinical competencies and proficiencies and were no longer involved in the ATEP clinical education process, but, had decided to continue their undergraduate education while completing pre-requisites for admission into advanced healthcare degree programs.

Due to the anticipated success of proposed legislative action regarding athletic training registration in the State of Colorado, the 5th year program has been discontinued.

Section I. Curriculum and Instruction

- I5.** Clearly written course syllabi are required for all courses that deliver content contained in the *Athletic Training Educational Competencies*.

Non-Compliant Evidence of NC with this Standard (if cited):

Course syllabi for the clinical education courses: KINE 240, 367, 368, 378, 467, 468, 478 are unclear in terms of grading, expectations and course completion requirements. They also contain other inconsistencies in terms of course identification.

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Please provide a copy of a course syllabus for each of the following courses - KINE 240, 367, 368, 378, 467, 468, 478. These syllabi must clearly identify the course, as well as clearly stated and specific grading criteria, expectations, and course completion requirements.
- Provide copies of program web pages, catalog, and other electronic and printed material which identify these as required courses within the ATEP and which provide a description for each course. This material must be consistent with the information presented in the syllabi.

Program Response:

APPENDIX I5a contains course syllabi for

KINE 240 (pg I5 - 3)

KINE 367 (pg I5 - 6)

KINE 368 (pg I5 - 10)

KINE 378 (pg I5 - 13)

KINE 467 (pg I5 - 17)

KINE 468 (pg I5 - 21)

KINE 478 (pg I5 - 25)

APPENDIX I5b (pg I5 - 29) contains the Petition/Program which must be completed for graduation. This form is available to anyone on the academic affairs website. -The Admission deadline will change to April 15 in 2009.

http://www.mesastate.edu/academicaffairs/Docs/Program_Sheets_AY0809/Bachelors/BS_AthleticTraining_0809.pdf, or by request from the Program Director or the Kinesiology Department Administrative Assistant.

APPENDIX I5c (pg I5 - 32) contains the program advising sheet available by request from the Program Director or Kinesiology Department Administrative Assistant and online at the ATEP website

<http://www.mesastate.edu/schools/sbps/hpw/athletictraininghome.htm>

APPENDIX I5d (pg I5- 34) contains descriptions of the above mentioned courses

listed in pages 132-134 of the 2007-2008 Mesa State College Catalog. The course descriptions for KINE 368,378,368,378 will change to the following in the 2008-2009 catalog.

KINE 368 Clinical Experiences in Athletic Training I (2) Athletic training clinical experiences. Concentration on injury care and prevention. Prerequisite: KINE 367

KINE 378 Clinical Experiences in Athletic Training II (2)Athletic training clinical experiences. Concentration on injury rehabilitation, nutrition and psychology. Prerequisite: KINE 368

KINE 468 Clinical Experiences in Athletic Training III (2) Athletic training clinical experiences. Concentration on injury and illness evaluation.Prerequisites: KINE 467

KINE 478 Clinical Experiences in Athletic Training IV (2) Athletic training clinical experiences. Concentrations on administration and professional development. Capstone course for the Athletic Training Education Program. Prerequisites: KINE 468

APPENDIX I5a

Introduction to Clinical Athletic Training

KINE 240

Seq # 22347

Fall 2008

Time: Tue 7:00-9:00 PM and Arranged

2 Credit hours

Instructor:

Office:

Office Hours:

Phone:

E-Mail :

Course Description: Introduction to fundamental athletic training skills, policies and procedures. This course is required for admittance into the Athletic Training Education Program..

Prerequisite/Co-requisite: KINE 234, may be taken after KINE 234 or concurrently

Text: Mesa State College – KINE 240 Introduction to Athletic Training Manual (adapted from the NATA's Athletic Training Educational Competencies / 4th edition, 2006).

Course Objectives: During this course, the student will

- 1) Become familiar with the admission requirements to the Mesa State College Athletic Training Education Program
- 2) Become familiar with the policies and procedures within the Mesa State College Athletic Training Room
- 3) Become familiar with the treatment and rehabilitation equipment located in the Athletic Training Room
- 4) Become familiar with the duties and activities associated with the field of Athletic Training
- 5) To learn and successfully complete the following skills from the NATA's Athletic Training Educational Competencies 4th edition, 2006 – Clinical Proficiencies

Risk Management RM-P5

Acute Care AC-P4a

Diagnosis DI-P1, DI-P2

Medical Conditions MC-P4a

Therapeutic Modalities TM-P3, TM-P4

Exercise EX-P5

Clinical Proficiencies:

The clinical proficiencies listed in this manual are from the NATA Athletic Training Educational Competencies 4th edition, 2006. These are skills related to the **CARE, ASSESSMENT & EVALUATION** of athletic injuries that have been determined as skills in which an **ENTRY LEVEL CERTIFIED ATHLETIC TRAINER SHOULD BE PROFICIENT.**

To receive credit for the skill and to have it “checked off” the student **MUST COMPLETE THE TASK WITHOUT GUIDANCE OR DIRECTION FROM ANYONE** while being supervised and observed by the instructor of record or another **CERTIFIED ATHLETIC TRAINER who is a Mesa State College Athletic Training Education Program, Approved Clinical Instructor (ACI)**, working in cooperation with the instructor of record. If the nature of the tasks requires the

assistance of another person (i.e. two person CPR) to help in some way, you can have assistance but that person cannot give any guidance or direction. After acceptable completion of the task the instructor of record or cooperating ACI will initial the associated area in the manual.

Attendance:

The class is designed to meet for 2 hours each week. In addition to the scheduled class times, you will also be required to observe a minimum of three practices and one event for three different sports and a physician observation. If a student fails to attend the practices/events that they choose, they must select another practice or event to attend.

Immunization and Health Insurance Requirement

To meet guidelines and standards established by the Commission on Accreditation of Athletic Training Education (CAATE) students must prove proof of immunization, TB test and health insurance prior to completing any activity in which they come in contact with athletes. This information must be on file with the instructor prior to completing any observations.

Observation of Practice/Event Coverage for Athletics

The purpose of this experience is for students to observe the function of athletic trainers during practice and/or event coverage of competitive athletics (e.g., evaluation of acute injuries, etc.).

Directions- You will observe a minimum of three practices and one event for three different high or moderate risk sports. Following each experience, you are to write a single page summary of your observational experience (3 practices and 1 event) with that particular sport. These three summaries are required to receive credit for the observations. Comment on the types of injuries prevalent to that sport. You must be present from the time that the Athletic Training Room opens for the practice/event until all post practice/event treatments and other activities are completed. The time required for a practice or event varies from sport to sport but a general rule is 4-4.5 hours. The total out of class time commitment will be approximately 50 hours.

These observations will also be included in your application if you choose to apply to the ATEP.

Team Physician Observation

The purpose of this experience is for students to observe how certified athletic trainers interact with physicians as part of a comprehensive sport medicine program.

Directions- The observing student should take notes on the athletes seen during the physician visit to the athletic training room (e.g., type of injury, what the athletic trainer is writing down, the course of treatment for each injury, etc.). Using these notes, the observing student will write a single page summary (maintaining patient confidentiality) of this observational experience and submit this with their application materials. Visits by our team physicians occur on Monday and Wednesday of each week at about 5:15 PM and last about 45 minutes.

Grading:

Your grade in this course will be based on a percentage of the total points possible. There will be a total of 400 points possible in this course. The breakdown is as follows:

			Grading scale
Final	100 pts	A	90% and above
Competencies	100 pts	B	80 to 89%
Practice/Events	150 pt	C	70 to 79%
Physician Observation	50 pts	D	60 to 69%
Total	400 pts	F	59% and below

Americans with Disabilities Act

Mesa State College upholds the ADA by providing reasonable accommodations to individuals with disabilities. If anyone requires a reasonable accommodation to adequately perform the duties of the class, please see the instructor as soon as possible so that specific plans can be made.

- RM-P5
- Week 1 (8/19) Introduction – Policies and Procedures
 - Week 2 (8/26) Universal Precautions , Acute Care -- AC-P4a
 - Week 3 (9/2) Labor Day – No Class
 - Week 4 (9/9) Emergency Action Plans – Equipment, Policies and Procedures
 - Week 5 (9/16) Evaluation DI-P1, DI-P2
 - Week 6 (9/23) Ultrasound TM-P3, TM-P4
 - Week 7 (9/30) Muscle Stimulation TM-P3, TM-P4
 - Week 8 (10/7) Risk Management – RM-P5
 - Week 9 (10/14) Fall Break – No Class
 - Week 10 (10/21) Midterm exam
 - Week 11 (10/28) Rehabilitation Equipment EX-P5
 - Week 12 (11/4) Pre- Physical – MC-P4a
 - Week 13 (11/11) AC-P4a, RM-P5, TM-P3, TM-P4, EX-P5, MC-P4a
 - Week 14 (11/18) AC-P4a, RM-P5, TM-P3, TM-P4, EX-P5, MC-P4a
 - Week 15 (11/25) Thanksgiving – No Class
 - Week 16 (12/2) AC-P4a, RM-P5, TM-P3, TM-P4, EX-P5, MC-P4a
 - Week 17 (12/11) Final

			Grading scale
Final	100 pts	A	90% and above
Competencies	100 pts	B	80 to 89%
Practice/Events	150 pt	C	70 to 79%
Physician Observation	50 pts	D	60 to 69%
Total	400 pts	F	59% and below

Americans with Disabilities Act

Mesa State College upholds the ADA by providing reasonable accommodations to individuals with disabilities. If anyone requires a reasonable accommodation to adequately perform the duties of the class, please see the instructor as soon as possible so that specific plans can be made.

RM-P5

- Week 1 (8/19) Introduction – Policies and Procedures
- Week 2 (8/26) Universal Precautions , Acute Care – AC-P4a
- Week 3 (9/2) Labor Day – No Class
- Week 4 (9/9) Emergency Action Plans – Equipment, Policies and Procedures
- Week 5 (9/16) Evaluation DI-P1, DI-P2
- Week 6 (9/23) Ultrasound TM-P3, TM-P4
- Week 7 (9/30) Muscle Stimulation TM-P3, TM-P4
- Week 8 (10/7) Risk Management – RM-P5
- Week 9 (10/14) Fall Break – No Class
- Week 10 (10/21) Midterm exam
- Week 11 (10/28) Rehabilitation Equipment EX-P5
- Week 12 (11/4) Pre- Physical – MC-P4a
- Week 13 (11/11) AC-P4a, RM-P5, TM-P3, TM-P4, EX-P5, MC-P4a
- Week 14 (11/18) AC-P4a, RM-P5, TM-P3, TM-P4, EX-P5, MC-P4a
- Week 15 (11/25) Thanksgiving – No Class
- Week 16 (12/2) AC-P4a, RM-P5, TM-P3, TM-P4, EX-P5, MC-P4a
- Week 17 (12/11) Final

Field Experiences in Athletic Training I

KINE 367

Seq # 22358

Fall 2008

Time: Arranged Aug 1-Aug 18

2 Credit hours

Instructor:

Office: Saunders

Office Hours: by appointment

Phone:

E-Mail :

Course Description: Athletic training field experiences with concentration on Pre-Participation Considerations and Acute Injury Management.

Prerequisite(s): KINE 234, KINE 240 or completion of the Athletic Training Observation Sequence, and admission into the Athletic Training Education Program

Text: Mesa State College – KINE 367 Athletic Training Field Experiences I Manual (adapted from the NATA's Athletic Training Educational Competencies / 4th edition, 2006).

Course Objectives: To learn and successfully complete the skills from the NATA's Athletic Training Educational Competencies 4th edition, 2006 – Clinical Proficiencies

Risk Management RM-P4, RM-P4.1, RM-P4.2, RM-P4.3, RM-P4.4, RM-P4.7, RM-P6, RM-P6.1, RM-P6.2, RM-P6.3, RM-P6.4

Medical Conditions MC-P4a, MC-CP1, MC-CP1.2

Acute Care AC-P1, AC-P2, AC-P2a, AC-P2b, AC-P2c, AC-P2d, AC-P2e, AC-P3, AC-P3a, AC-P3b, AC-P3c, AC-P3d, AC-P3e, AC-P3f, AC-P3g, AC-P3h,

AC-P4, AC-P4a, AC-P4b, AC-P4c, AC-P4h, AC-P4i

Administration AD-P4, AD-P5, AD-P7

Clinical Proficiencies:

The clinical proficiencies listed in this manual are from the NATA Athletic Training Educational Competencies 4th edition, 2006. These are skills related to **RISK MANAGEMENT** and **INJURY PREVENTION, THERAPEUTIC EXERCISE, PSYCHOSOCIAL** and **NUTRITION** that have been determined as skills in which an **ENTRY LEVEL CERTIFIED ATHLETIC TRAINER SHOULD BE PROFICIENT**.

To receive credit for the skill and to have it “checked off” the student **MUST COMPLETE THE TASK WITHOUT GUIDANCE OR DIRECTION FROM ANYONE** while being supervised and observed by the instructor of record or another **CERTIFIED ATHLETIC TRAINER who is a Mesa State College Athletic Training Program, Approved Clinical Instructor (ACI)**,

working in cooperation with the instructor of record. If the nature of the tasks requires the assistance of another person (i.e. two person CPR) to help in some way, you can have assistance but that person cannot give any guidance or direction. After acceptable completion of the task the instructor of record or cooperating ACI will initial the associated area in the manual.

Attendance:

This class will meet for 32 hours at arranged times Aug 1st – Aug 17th, 2008. A majority of the meetings will be held Aug 1-7, 2008. In addition to being present to assist with the football physicals Aug 6th and all sports physical on Aug 17th, all, students will also be required to work a minimum of 40 in the athletic training room covering practices and events as assigned during the fall pre-season practices. Practice and physical times will be posted in the Athletic Training Room. Assisting with the volleyball and soccer physicals on Aug 10th will count towards the 40 hours.

Assignments:

Assignments are due on scheduled dates. NO late assignments, unless arrangements have been made thru instructor, see itinerary for due dates. Point total for each assignment varies. Failure to complete assignments by their due dates will result in 5% deduction from overall grade for each academic school date late.

Articles

You will have to compile a binder of articles for the following topics: environmental injuries and concussions. One (1) article for each area covered will have to be presented to the instructor along with a one (1) page summary. Articles must be relevant to athletic training and the job market available to the profession as well as be from accredited/peer-review journals. **NO website articles!!** Each article is worth 25 points. Articles are due at the beginning of the class, prior to the start of that topic. **NO** late articles will be accepted. Save articles on the K: drive. Directions on the access to the K: Drive and how to post assignments can be found at the following link <http://www.mesastate.edu/it/students/newstudents.htm>. Please contact the Mesa State Help Desk at 248-2111 or helpdesk@mesastate.edu if you are having problems with computer compatibility.

Assigned tasks Equipment inspection:

You will be assigned weekly duties to inspect equipment and facilities. These inspections will be due by 12:00 noon on Wednesday; failure to submit an assigned facility inspection will result in 3% of your total points will be deducted from your final point total. Forms and schedule are available in H://downloads/athletic training.

Final Exam

The final exam will be the Wednesday of the first week of the fall semester Aug. 20th.

Grading:

Your grade in this course will be based on a percentage of the total points possible. There will be a total of 250 points possible in this course. The breakdown is as follows:

Clinical Rotation 100 pts	Grading scale
-80% on-campus rotation evals	A 90% and above
-20% Attitude, punctuality, and dress code	B 80 to 89%
	C 70 to 79%
	D 60 to 69%
	F 59% and below

Final	100 pts
Articles	50 pts
Total	250

The skill completion will not come in an orderly fashion since these tasks will be completed during the class lab time, or during daily Athletic Training Room activity. Some skills will have deadlines that in the event you have not actually completed this task on or for an athlete you will need to complete the task in a mock setting.

All proficiency check-offs and hour requirements will be graded on a pass/fail basis. Failure to complete the 40 hour requirement or the satisfactory completion of all proficiencies will result in an F in the class. All hours must be completed by Aug 18th and proficiencies must be checked off October 20th.

Failure to complete the final course evaluations will result in a 10% deduction for each missed evaluation. Final course evaluation due October 20th – 24th.

Americans with Disabilities Act

Mesa State College upholds the ADA by providing reasonable accommodations to individuals with disabilities. If anyone requires a reasonable accommodation to adequately perform the duties of the class, please see the instructor as soon as possible so that specific plans can be made.

KINE 367 CLASS SCHEDULE

August 1 Friday 9:00 – 5:00

Juniors and Seniors

AM Introductions
 Personality testing
 Student Handbook, Policies and Procedures
 Emergency Actions Plans

PM Blood Borne Pathogens
 CPR-PR
 Backboarding

SportsWare

August 2, Saturday 9:00 – 5:00

Juniors and Seniors

AM - Laundry room education
Proper cleaning methods
Modality Review
Rehab review

PM Pre-Physical Skills
Body Temp
Heat Injuries

August 3, Sunday 2:00 – 5:00

Environmental Assessment
Taping

August 4, Monday 9:00 – 5:00

AM Protective equipment

PM Wound management
Splinting/ Taping

August 5, Tuesday 9:00 – 5:00

AM Head Injuries

PM Rehab exercises, Modalities

August 6, Wednesday 9:00 – 12:00, 3:30 PM – 11:00 PM

Juniors and Seniors

AM CPR-PR, Backboarding review

PM FB physicals

August 7 – 17 TBA

Clinical Experiences in Athletic Training I

KINE 368

Seq # 22124

Fall 2008

Time: 11:00 - 11:50 am M,W and arranged

2 Credit hours

Instructor:

Office:

Office Hours:

Phone:

E-Mail :

Course Description: Athletic training clinical experiences with concentration on Acute Care and Therapeutic Modalities.

Prerequisite(s): KINE 367 Field Experiences in Athletic Training

Text: Mesa State College – KINE 368 Athletic Training Clinical Experiences Manual (adapted from the NATA's Athletic Training Educational Competencies 4th edition, 2006)

Prentice: Arnheim's Principles of Athletic Training 13th edition.

Bickley: Bates Physical Examination and Assessment 9th edition.

Course Objectives: To learn and successfully complete the skills from the NATA's Athletic Training Educational Competencies 4th edition, 2006 – Clinical Proficiencies

Risk Management RM-P4.5, RM-P4.6, RM-P4.7, RM-P5

Medical Conditions MC-P4f

Acute Care AC-P3i, AC-P4a

Therapeutic Modalities TM-P1, TM-P2, TM-P3, TM-P4, TM-P5, TM-P6

Pharmacology 1, 2, 3

Clinical Proficiencies:

The clinical proficiencies listed in this manual are from the NATA Athletic Training Educational Competencies 4th edition, 2006. These are skills related to the **CARE, ASSESSMENT & EVALUATION** of athletic injuries that have been determined as skills in which an **ENTRY LEVEL CERTIFIED ATHLETIC TRAINER SHOULD BE PROFICIENT.**

To receive credit for the skill and to have it "checked off" the student **MUST COMPLETE THE TASK WITHOUT GUIDANCE OR DIRECTION FROM ANYONE** while being supervised and observed by the instructor of record or another **CERTIFIED ATHLETIC TRAINER who is a Mesa State College Athletic Training Education Program, Approved Clinical Instructor (ACI)**, working in cooperation with the instructor of record. If the nature of the tasks requires the assistance of another person (i.e. two person CPR) to help in some way, you can have assistance but that person cannot give any guidance or direction. After acceptable completion of the task the instructor of record or cooperating **ACI** will initial the associated area in the manual.

Attendance:

The class is designed to meet for 1 hour of lecture and 2 hours of lab each week. This Criteria will be met by meeting 1 hour during the weekly Wednesday Morning Lecture Series and 2 hours during the assigned class time. In addition to the scheduled class times, you will also be

required to work a minimum of 200 hours in the athletic training room covering practices and events as assigned. For every unexcused class or lecture series absence, 3% of your total points will be deducted from your final point total. If you have to miss class – you must contact the instructor prior to the class with an acceptable excuse. Absences can be made up by writing a 4 page paper (excluding title and ref.) over the topic presented. References have to be from accredited journals. Papers need to be turned in at the beginning of the following Wednesday's meeting.

Assignments:

Assignments are due on scheduled dates. NO late assignments, unless arrangements have been made thru instructor, see itinerary for due dates. Point total for each assignment varies. Failure to complete assignments by their due dates will result in 5% deduction from overall grade for each academic school date late.

Assigned tasks Equipment inspection:

You will be assigned weekly duties to inspect equipment and facilities. These inspections will be due by 12:00 noon on Wednesday; failure to submit an assigned facility inspection will result in 3% of your total points will be deducted from your final point total. Forms and schedule are available in H://downloads/athletic training.

Articles

You will have to compile a binder of articles for the following topics: protective bracing and padding, medical history taking, establishing a sterile field, medication administration policy, anaphylaxis, asthma, cryotherapy, thermotherapy, electrotherapy, ultrasound, massage, intermittent compression, traction One (1) article for each area covered will have to be presented to the instructor along with a one (1) page summary. Articles must be relevant to athletic training and the job market available to the profession as well as be from accredited/peer-review journals. **NO website articles!!** Each article is worth 25 points. Articles are due at the beginning of the class, prior to the start of that topic. **NO** late articles will be accepted. Save articles on the K: drive. Directions on the access to the K: Drive and how to post assignments can be found at the following link <http://www.mesastate.edu/it/students/newstudents.htm> . Please contact the Mesa State Help Desk at 248-2111 or helpdesk@mesastate.edu if you are having problems with computer compatibility.

Grading:

Your grade in this course will be based on a percentage of the total points possible. There will be a total of 950 points possible in this course. The breakdown is as follows:

		Grading scale
Clinical Rotation 400 pts		A 90% and above
-40% off campus rotation evals		B 80 to 89%
-40% MSC rotation evals		C 70 to 79%
-20% Attitude, punctuality, and dress code		D 60 to 69%
Lecture Series	150 pts (wkly 10pt quiz 150 pts)	F 59% and below
Midterm	100 pts	
Final	100 pts	
Articles	130 pts	
Total	880	

The skill completion will not come in an orderly fashion since these tasks will be completed during the class lab time, or during the daily Athletic Training Room activity. Some skills will

have deadlines that in the event you have not actually completed this task on or for an athlete you will need to complete the task in a mock setting.

All proficiency check-offs and hour requirements will be graded on a pass/fail basis.

Failure to complete the 200 hour requirement or the satisfactory completion of all proficiencies will result in an F in the class. All hours and proficiencies must be checked off by the day of the final exam.

Failure to complete the mid-term and final course evaluations will result in a 10% deduction for each missed evaluation. Mid-term due October 13th – 17th. Final due December 8th-14th ..

Americans with Disabilities Act

Mesa State College upholds the ADA by providing reasonable accommodations to individuals with disabilities. If anyone requires a reasonable accommodation to adequately perform the duties of the class, please see the instructor as soon as possible so that specific plans can be made.

KINE 368 Class Schedule

Monday	Wednesday
Week 1: 8/18 Intro, Bracing	8/20 Field Experiences Final
Week 2: 8/25 Library	8/27 Taping and Wrapping
Week 3: 9/1 Labor Day	9/3 Pharmacology
Week 4: 9/8 Pharmacology	9/10 Infrared therapy
Week 5: 9/15 Custom Padding	9/17 Ultrasound
Week 6: 9/22 Custom Padding	9/24 Phy exam/ inflam stages
Week 7: 9/29 Sterile field wrapping	10/1 Light therapy Taping and
Week 8: 10/6 Urinalysis	10/8 Bracing (orthoplast pad due)
Week 9: 10/13 Fall Break	10/15 Mid term , (rubber cast due)
Week 10: 10/20 Skills lab	10/22 Electrotherapy
Week 11: 10/27 Skills lab	10/29 Iontophoresis
Week 12: 11/3 Skills lab	11/5 Massage
Week 13: 11/10 Skills lab	11/12 Intermittent compression
Week 14: 11/17 Skills lab	11/19 Traction
Week 15: 11/24 Massage	11/25 Thanksgiving Holiday
Week 16: 12/2 Biofeedback	12/4 Review
Week 17:	10/10 Final 10:00 – 11:50

Clinical Experiences in Athletic Training II
KINE 378
CRN#
Spring 2009
(weekly schedule shows Spring 2008 course)
T,TH 10:00 AM
2 credit hours

Instructor:

Office:

Office Hours:

Phone:

Email:

Course Description: Athletic training clinical experiences with concentration on injury prevention, equipment fitting, and construction of protective devices.

Prerequisite: KINE 368

Text: Mesa State College - KINE 378 Athletic Training Clinical Experiences Manual, (adapted from the NATA's Athletic Training Educational Competencies 4th edition, 2006).

Prentice, Arnheim's Principles of Athletic Training 13th ed.

Course Objectives:

From NATA Athletic Training Educational Competencies 4th edition, 2006 - Clinical Proficiencies

Risk Management RM-P1, RM-P1.1, RM-P1.2, RM-P1.3, RM-P1.4, RM-P1.5, RM-P1.6, RM-P1.7, RM-P2, RM-P2.1, RM-P2.2, RM-P2.3, RM-P2.4, RM-P2.5, RM-P2.6, RM-P2.7, RM-P3

Exercise EX-P1, EX-P2, EX-P3, EX-P4, EX-P5, EX-P6, EX-P7, EX-CP1, EX-CP2, EX-CP3, EX-CP4,

Psychological PS-CP1, PS-CP2

Nutrition Aspects NU-P1, NU-P2, NU-P3, NU-CP1, NU-CP2

Clinical Proficiencies:

The clinical proficiencies listed in this manual are from the NATA Athletic Training Educational Competencies 4th edition, 2006. These are skills related to **RISK MANAGEMENT** and **INJURY PREVENTION**, **THERAPEUTIC EXERCISE**, **PSYCHOSOCIAL** and **NUTRITION** that have been determined as skills in which an **ENTRY LEVEL CERTIFIED ATHLETIC TRAINER SHOULD BE PROFICIENT**.

To receive credit for the skill and to have it "checked off" the student **MUST COMPLETE THE TASK WITHOUT GUIDANCE OR DIRECTION FROM ANYONE** while being supervised and observed by the instructor of record or another **CERTIFIED ATHLETIC TRAINER who is a Mesa State College Athletic Training Program, Approved Clinical Instructor (ACI)**, working in cooperation with the instructor of record. If the nature of the tasks requires the assistance of another person (i.e. two person CPR) to help in some way, you can have assistance but that person cannot give any guidance or direction. After acceptable completion of the task the instructor of record or cooperating **ACI** will initial the associated area in the manual.

Attendance:

The class is designed to meet for 1 hour of lecture and 2 hours of lab each week. This Criteria will be met by meeting 1 hour during the weekly Wednesday Morning Lecture Series and 2 hours during the assigned class time. In addition to the scheduled class times, you will also be required to work a minimum of 200 hours in the athletic training room covering practices and events as assigned. For every unexcused class or lecture series absence, 3% of your total points will be deducted from your final point total. If you have to miss class – you must contact the instructor prior to the class with an acceptable excuse. Absences can be made up by writing a 4 page paper (excluding title and ref.) over the topic presented. References have to be from accredited journals. Papers need to be turned in at the beginning of the following Wednesday's meeting.

Assignments:

Assignments are due on scheduled dates. NO late assignments, unless arrangements have been made thru instructor, see itinerary for due dates. Point total for each assignment varies. Failure to complete assignments by their due dates will result in 5% deduction from overall grade for each academic school date late.

Articles

You will have to compile a binder of articles for the following topics: Anthropometric, fitness evaluation, environmental, protective equipment, isometric-isotonic-isokinetic testing, protective devices, taping/wrapping/splinting/bracing, and postural evaluation. One (1) article for each area covered will have to be presented to the instructor along with a one (1) page summary. Articles must be relevant to athletic training and the job market available to the profession as well as be from accredited/peer-review journals. **NO website articles!!** Each article is worth 25 points. Articles are due at the beginning of the class, prior to the start of that topic. **NO** late articles will be accepted. Save articles on the K: drive. Directions on the access to the K: Drive and how to post assignments can be found at the following link <http://www.mesastate.edu/it/students/newstudents.htm>. Please contact the Mesa State Help Desk at 248-2111 or helpdesk@mesastate.edu if you are having problems with computer compatibility.

Grading:

Your grade in this course will be based on a percentage of the total points possible. There will be a total of 950 points possible in this course. The breakdown is as follows:

Clinical Rotation 400 pts

- 40% off campus rotation evals
- 40% MSC rotation evals
- 20% Attitude, punctuality, and dress code

Grading scale

A	90% and above
B	80 to 89%
C	70 to 79%
D	60 to 69%
F	59% and below

Lecture Series 150 pts (wkly 10pt quiz 150 pts)

Midterm 100 pts

Final 100 pts

Articles 200 pts

Total 950

The skill completion will not come in an orderly fashion since these tasks will be completed during the class lab time, or during the daily Athletic Training Room activity. Some skills will have deadlines that in the event you have not actually completed this task on or for an athlete you will need to complete the task in a mock setting.

**All proficiency check-offs and hour requirements will be graded on a pass/fail basis.
Failure to complete the 200 hour requirement or the satisfactory completion of all**

proficiencies will result in an F in the class. All hours and proficiencies must be checked off by the day of the final exam.

Failure to complete the mid-term and final course evaluations will result in a 10% deduction for each missed evaluation. Mid-term due March 2nd-March 7th. Final due May 4th-May 9th.

Americans with Disabilities Act

Mesa State College upholds the ADA by providing reasonable accommodations to individuals with disabilities. If anyone requires a reasonable accommodation to adequately perform the duties of the class, please see the instructor as soon as possible so that specific plans can be made.

KINE 378
DAILY SCHEDULE
(based on Spring 2008 schedule)

- 1/23 Syllabus—Assign RM-P1.1-1.7
1/28 Present RM-P1.1-1.7
1/30 Present RM-P1.1-1.7 (Fitness evaluation article due)
2/4 Present RM-P1.1-1.7
2/6 Present RM-P1.1-1.7
2/11 Present RM-P1.1-1.7—Assign RM-P2-P3 (Isometric-isotonic-isokinetic testing article)
2/13 Present RM-P2-P3
2/18 Present RM-P2-P3
2/20 Break
2/25 Present RM-P2-P3—Assign EX-P1-P7 (Environmental article due)
2/27 Present EX-P1-P7
3/3 Present EX-P1-P7
3/5 Present EX-P1-P7
3/10 Present EX-P1-P7 (Protective equipment article due)
3/12 Present EX-P1-P7
3/17 Break
3/19 Present EX-P1-P7
3/24 Present EX-P1-P7
3/26 Present EX-P1-P7—Assign PS-CP1-CP2 (Protective devices article due)
3/31 Mid-Term
4/2 Present PS-CP1-CP2
4/7 Present PS-CP1-CP2
4/9 Present PS-CP1-CP2—Assign NU-P1
4/14 Present NU-P1 (Taping/wrapping/splinting/bracing article due)
4/16 Present NU-P1—Assign NU-P2-P3
4/21 Present NU-P2-P3
4/23 Present NU-P2-P3
4/28 Present NU-P2-P3 (Anthropometric article due)
4/30 Present NU-P2-P3—Assign CP1-CP2
5/5 Present NU-CP1-CP2
5/7 Present NU-CP1-CP2
5/8 Review (Postural evaluation article due)
5/15 Final Exam 8:00 AM--9:50 AM

Field Experiences in Athletic Training II

KINE 467

Seq# 22359

August 2008

Time: Arranged Aug 1-Aug 18

2 Credit Hours

Instructor:

Office:

Office Hours:

Phone:

E-mail:

Prerequisite: KINE 368, KINE 378, KINE 272, 273

Text(s): Mesa State College KINE 467 Athletic Training Field Experience Manual (adapted from the NATA's Athletic Training Educational Competencies 4th edition, 2006).

Bickley, Bates' Guide to Physical Examinations and History Taking 8th edition.

Prentice, Arnheim's Principles of Athletic Training 13th edition

Photos and sounds on h://downloads-KINE 467

Course Objectives: Taken directly from the NATA's Athletic Training Educational Competencies 4th edition, 2006 (Clinical Proficiencies).

Medical Conditions MC-P4, MC-P4a, MC-P4b, MC-P4c, MC-P4e

Acute Care AC-P1, AC-P2, AC-P2a, AC-P2b, AC-P2c, AC-P2d, AC-P2e,

AC-P3, AC-P3a, AC-P3b, AC-P3c, AC-P3d, AC-P3e, AC-P3f, AC-P3g, AC-

P3h,

Clinical Proficiencies:

The clinical proficiencies listed in this manual are from the NATA Athletic Training Educational Competencies 4th edition, 2006. These are skills related to **RISK MANAGEMENT** and **INJURY PREVENTION, THERAPEUTIC EXERCISE, PSYCHOSOCIAL** and **NUTRITION** that have been determined as skills in which an **ENTRY LEVEL CERTIFIED ATHLETIC TRAINER SHOULD BE PROFICIENT.**

To receive credit for the skill and to have it "checked off" the student **MUST COMPLETE THE TASK WITHOUT GUIDANCE OR DIRECTION FROM ANYONE** while being supervised and observed by the instructor of record or another **CERTIFIED ATHLETIC TRAINER who is a Mesa State College Athletic Training Program, Approved Clinical Instructor (ACI)**, working in cooperation with the instructor of record. If the nature of the tasks requires the assistance of another person (i.e. two person CPR) to help in some way, you can have assistance but that person cannot give any guidance or direction. After acceptable completion of the task the instructor of record or cooperating **ACI** will initial the associated area in the manual.

Attendance:

This class will meet for 32 hours at arranged times Aug 1st – Aug 17th, 2008. A majority of the meetings will be held Aug 1-7, 2008. In addition to being present to assist with the football physicals Aug 6th and all sports physical on Aug 17th, all, students will also be required to work a minimum of 40 in the athletic training room covering practices and events as assigned during the fall pre-season practices. Practice and physical times will be posted in the Athletic Training Room. Assisting with the volleyball and soccer physicals on Aug 10th will count towards the 40 hours.

Assignments:

Assignments are due on scheduled dates. NO late assignments, unless arrangements have been made thru instructor, see itinerary for due dates. Point total for each assignment varies. Failure to complete assignments by their due dates will result in 5% deduction from overall grade for each academic school date late.

Articles

You will have to compile a binder of articles for the following topics: General Medical (3 areas - (skin disorders, viral/bacterial infections/diseases, and STD's) One (1) article for each area covered will have to be presented to the instructor along with a one (1) page summary. Articles must be relevant to athletic training and the job market available to the profession as well as be from accredited/peer-review journals. **NO website articles!!** Each article is worth 25 points. Articles are due at the beginning of the class, prior to the start of that topic. **NO** late articles will be accepted. Save articles on the K: drive. Directions on the access to the K: Drive and how to post assignments can be found at the following link

<http://www.mesastate.edu/it/students/newstudents.htm> . Please contact the Mesa State Help Desk at 248-2111 or helpdesk@mesastate.edu if you are having problems with computer compatibility.

Assigned tasks – Facility Inspections

You will be assigned weekly duties to inspect equipment and facilities. These inspections will be due by 12:00 noon on Wednesday; failure to submit an assigned facility inspection will result in 3% of your total points will be deducted from your final point total. Forms and schedule are available in H://downloads/athletic training.

Final Exam

The final exam will be the Wednesday of the first week of the fall semester Aug. 20th.

Grading:

Your grade in this course will be based on a percentage of the total points possible. There will be a total of 275 points possible in this course. The breakdown is as follows:

Clinical Rotation 100 pts

Grading scale

-80% on-campus rotation evals	A	90% and above
-20% Attitude, punctuality, and dress code	B	80 to 89%
	C	70 to 79%
	D	60 to 69%
	F	59% and below

Final 100 pts

Articles 75 pts

Total 275

The skill completion will not come in an orderly fashion since these tasks will be completed during the class lab time, or during daily Athletic Training Room activity. Some skills will have

deadlines that in the event you have not actually completed this task on or for an athlete you will need to complete the task in a mock setting.

All proficiency check-offs and hour requirements will be graded on a pass/fail basis. Failure to complete the 40 hour requirement or the satisfactory completion of all proficiencies will result in an F in the class. All hours must be completed by Aug 18th and proficiencies must be checked off October 20th.

Failure to complete the final course evaluations will result in a 10% deduction for each missed evaluation. Final course evaluation due October 20th – 24th.

Americans with Disabilities Act

Mesa State College upholds the ADA by providing reasonable accommodations to individuals with disabilities. If anyone requires a reasonable accommodation to adequately perform the duties of the class, please see the instructor as soon as possible so that specific plans can be made.

**KINE 467
CLASS SCHEDULE**

August 1 Friday 9:00 – 5:00

Juniors and Seniors

AM Introductions
Personality testing
Student Handbook, Policies and Procedures
Emergency Actions Plans

PM Blood Borne Pathogens
CPR-PR
Backboarding
SportsWare

August 2, Saturday 9:00 – 5:00

Juniors and Seniors
AM - Laundry room education
Proper cleaning methods
Modality Review
Rehab review

PM Pre-Physical Skills review
Body Temp review
Heat Injuries review

August 3, Sunday 2:00 – 5:00

Ear evaluation / Otoscope

August 4, Monday 9:00 – 5:00

AM Heart and Lung sounds

PM Eye evaluations / ophthalmoscope

August 5, Tuesday 9:00 – 5:00

AM Dermatology

PM STD

August 6, Wednesday 9:00 – 12:00, 3:30 PM – 11:00 PM

Juniors and Seniors

AM CPR-PR, Backboarding review

PM FB physicals

August 7 – 17 TBA

Clinical Experiences in Athletic Training III

KINE 468

Seq# 22130

Fall 2008

Time: 12:00-12:50 pm -M,W, and arranged

2 Credit Hours

Instructor:

Office:

Office Hours:

Phone:

E-mail:

Prerequisite: KINE 368, KINE 378, KINE 373, KINE 374

Text(s): Mesa State College KINE 468 Athletic Training Clinical Experience Manual (adapted from the NATA's Athletic Training Educational Competencies 4th edition, 2006).

Konin,et al., Special Tests for Orthopedic Examination 2nd edition.

Bickley, Bates Guide to Physical Examinations and History Taking 9th edition

Photos and sounds on h://downloads-bcotts-KINE 468

Course Objectives: Taken directly from the NATA's Athletic Training Educational Competencies 4th edition, 2006 (Clinical Proficiencies).

Diagnosis DI-P1, DI-P2, DI-P3, DI-P4, DI-P5, DI-P6, DI-P7, DI-P8, DI-P9,
DI-P10, DI-CP1.1, DI-CP1.2, DI-CP1.3, DI-CP1.4, DI-CP1.5, DI-CP1.6,
DI-CP1.7, DI-CP1.8, DI-CP1.9, DI-CP1.10, DI-CP1.11, DI-CP1.12,
DI-CP1.13, DI-CP1.14, DI-CP1.15, DI-CP1.16,
Medical Conditions MC-P1, MC-P2, MC-P3, MC-CP1.2

Clinical Proficiencies:

The clinical proficiencies listed in this manual are from the NATA Athletic Training Educational Competencies 4th edition, 2006. These are skills related to the ASSESSMENT & EVALUATION of athletic injuries that have been determined as skills in which an ENTRY LEVEL CERTIFIED ATHLETIC TRAINER SHOULD BE PROFICIENT.

To receive credit for the skill and to have it "checked off" the student MUST COMPLETE THE TASK WITHOUT GUIDANCE OR DIRECTION FROM ANYONE while being supervised and observed by the instructor of record or another CERTIFIED ATHLETIC TRAINER who is a Mesa State College Athletic Training Program, Approved Clinical Instructor (ACI), working in cooperation with the instructor of record. If the nature of the tasks requires the assistance of another person (i.e. two person CPR) to help in some way, you can have assistance but that person cannot give any guidance or direction. After acceptable completion of the task the instructor of record or cooperating ACI will initial the associated area in the manual.

Attendance:

The class is designed to meet for 1 hour of lecture and 2 hours of lab each week. This

Criteria will be met by meeting 1 hour during the weekly Wednesday Morning Lecture Series and 2 hours during the assigned class time. In addition to the scheduled class times, you will also be required to work a minimum of 200 hours in the athletic training room covering practices and events as assigned. For every unexcused class or lecture series absence, 3% of your total points will be deducted from your final point total. If you have to miss class – you must contact the instructor prior to the class with an acceptable excuse. Absences can be made up by writing a 4 page paper (excluding title and ref.) over the topic presented. References have to be from accredited journals. Papers need to be turned in at the beginning of the following Wednesday's meeting.

Assignments:

Assignments are due on scheduled dates. NO late assignments, unless arrangements have been made thru instructor, see itinerary for due dates. Point total for each assignment varies. Failure to complete assignments by their due dates will result in 5% deduction from overall grade for each academic school date late.

Assigned tasks – Facility Inspections

You will be assigned weekly duties to inspect equipment and facilities. These inspections will be due by 12:00 noon on Wednesday; failure to submit an assigned facility inspection will result in 3% of your total points will be deducted from your final point total. Forms and schedule are available in H://downloads/athletic training.

Articles

You will have to compile a binder of articles for the following topics: head injury, cervical spine, shoulder, elbow, forearm wrist and hand, thoracic spine, lumbar spine, hip/pelvis, knee, lower leg foot and ankle. :One (1) article for each area covered will have to be presented to the instructor along with a one (1) page summary. Articles must be relevant to athletic training and the job market available to the profession as well as be from accredited/peer-review journals. **NO website articles!!** Each article is worth 25 points. Articles are due at the beginning of the class, prior to the start of that topic. **NO** late articles will be accepted. Save articles on the K: drive. Directions on the access to the K: Drive and how to post assignments can be found at the following link <http://www.mesastate.edu/it/students/newstudents.htm> . Please contact the Mesa State Help Desk at 248-2111 or helpdesk@mesastate.edu if you are having problems with computer compatibility.

Grading:

Your grade in this course will be based on a percentage of the total points possible. There will be a total of 1100 points possible in this course. The breakdown is as follows:

		Grading scale
Clinical Rotation	400 pts	A 90% and above
-40% off campus rotation evals		B 80 to 89%
-40% MSC rotation evals		C 70 to 79%
-20% Attitude, punctuality, and dress code		D 60 to 69%
Lecture Series	150 pts (wkly 10pt quiz 150 pts)	F 59% and below
Midterm	150 pts	
Final	150 pts	
Articles	250 pts	
Total	1100	

The skill completion will not come in an orderly fashion since these tasks will be completed during the daily Athletic Training Room activity. Some skills will have deadlines that in the event you have not actually completed this task on or for an athlete you will need to complete the task in a mock setting.

Failure to complete the mid-term and final course evaluations will result in a 10% deduction for each missed evaluation. Mid-term due October 13th – 17th. Final due December 8th-14th.

All proficiency check-offs and hour requirements will be graded on a pass/fail basis. Failure to complete the 200 hour requirement or the satisfactory completion of all proficiencies will result in an F in the class. All hours and proficiencies must be checked off by the day of the final exam.

Americans with Disabilities Act

Mesa State College upholds the ADA by providing reasonable accommodations to individuals with disabilities. If anyone requires a reasonable accommodation to adequately perform the duties of the class, please see the instructor as soon as possible so that specific plans can be made.

KINE 468 WEEKLY CLASS SCHEDULE

Week 1	8/18, 20	KINE 467 final, intro
Week 2	8/25, 27	Head and Face
Week 3	9/3	Head and Face
Week 4	9/8, 10	C spine
Week 5	9/15, 17	Shoulder evaluation
Week 6	9/22, 24	Shoulder evaluation
Week 7	9/29, 10/1	Elbow evaluation
Week 8	10/6, 8	Forearm, wrist, and hand evaluation
Week 9	10/15	Midterm
Week 10	10/20, 22	Thoracic spine, chest and abdomen evaluation
Week 11	10/27, 29	Lumbar spine evaluation
Week 12	11/3, 5	Pelvis evaluation
Week 13	11/10, 12	Hip evaluation
Week 14	11/17, 19	Knee evaluation
Week 15	11/24	Leg, ankle, and foot evaluation
Week 16	12/1, 3	Leg, ankle, and foot evaluation
Finals	12/8	Final Monday (1:00 pm-2:50 pm)

Clinical Experiences in Athletic Training IV

KINE 478

Seq#

Spring 2009

(weekly schedule shows Spring 2008 course)

M,W 10:00 AM

2 credit hours

Instructor:

Office:

Office Hours:

Phone:

Email:

Course Description: Athletic training clinical experiences with concentration on administrative duties and education.

Prerequisite(s): KINE 368, KINE 378, and KINE 468

Text: Mesa State College – KINE 478 Athletic Training Clinical Experiences Manual (adapted from the NATA's Athletic Training Educational Competencies / 4th edition, 2006).

Course Objectives: To learn and successfully complete the skills from the NATA's Athletic Training Educational Competencies 4th edition, 2006 – Clinical Proficiencies

Risk Management RM-CP1, RM-CP2, RM-CP3

Diagnosis – DI-CP1

Medical Conditions – MC-CP1

Acute Care – AC- CP1

Therapeutic Modalities - TM-CP1

Exercise - EX-CP3, EX-CP4

Nutrition - NU-CP1, NU-CP2

Administration – AD-P1, AD-P2, AD-P3, AD-P4, AD-P5, AD-P6, AD-P7, AD-P8

Professional Development – PD-P1, PD-P2, PD-P3, PD-P4

Clinical Proficiencies:

The clinical proficiencies listed in this manual are from the NATA Athletic Training Educational Competencies 4th edition, 2006. These are skills related to **RISK MANAGEMENT** and **INJURY PREVENTION, THERAPEUTIC EXERCISE, PSYCHOSOCIAL** and **NUTRITION** that have been determined as skills in which an **ENTRY LEVEL CERTIFIED ATHLETIC TRAINER SHOULD BE PROFICIENT**.

To receive credit for the skill and to have it “checked off” the student **MUST COMPLETE THE TASK WITHOUT GUIDANCE OR DIRECTION FROM ANYONE** while being supervised and observed by the instructor of record or another **CERTIFIED ATHLETIC TRAINER who is a Mesa State College Athletic Training Program, Approved Clinical Instructor (ACI),** working in cooperation with the instructor of record. If the nature of the tasks requires the assistance of another person (i.e. two person CPR) to help in some way, you can have assistance but that person cannot give any guidance or direction. After acceptable completion of the task the instructor of record or cooperating **ACI** will initial the associated area in the manual.

Attendance:

The class is designed to meet for 1 hour of lecture and 2 hours of lab each week. This Criteria will be met by meeting 1 hour during the weekly Wednesday Morning Lecture Series and 2 hours during the assigned class time. In addition to the scheduled class times, you will also be required to work a minimum of 200 hours in the athletic training room covering practices and events as assigned. For every unexcused class or lecture series absence, 3% of your total points will be deducted from your final point total. If you have to miss class – you must contact the instructor prior to the class with an acceptable excuse. Absences can be made up by writing a 4 page paper (excluding title and ref.) over the topic presented. References have to be from accredited journals. Papers need to be turned in at the beginning of the following Wednesday's meeting.

Assignments:

Assignments are due on scheduled dates. NO late assignments, unless arrangements have been made thru instructor, see itinerary for due dates. Point total for each assignment varies. Failure to complete assignments by their due dates will result in 5% deduction from overall grade for each academic school date late.

Facility Design, Budget, Policy and Procedures Manual

Each student will be assigned an athletic training facility at the high school, college or minor league professional level. You will be given a specific budget to design and equip and supply this facility. You will also develop a policy and procedures manual for the facility to establish the function of the facility.

Injury assessment/treatment/rehab

Students must complete an evaluation of an acute injury and submit a SOAP note for an injury to each of the areas of the body. Head/Face/TMJ, Shoulder, Elbow, Forearm/Wrist/Hand/Fingers, Cervical Spine, Ribs/Thoracic Spine, Lumbar Spine/Pelvis/SI, Hip/Thigh, Knee, Lower Leg/Ankle/ Foot/Toes. If an actual exam has not been completed by Apr 16th, a mock exam will be performed with the instructor.

The student will develop a treatment and rehabilitation plan with identified return to play criteria. The plan must be supported by a minimum of one peer reviewed journal article.

Nutrition Assignment

Students will complete a 5 day diet analysis and develop a 1 week sample in season diet for an athlete in an assigned sport. The diet must include at least one game/event day.

Case Study

Each student will develop a case study for an actual injury that you have been involved with during your time at MSC. This case study will be presented to the clinical class.

Presentation

Each student will develop a 30 minute educational presentation (with handout) as if talking to one of the following groups. Health care professionals, patients, parents/guardians, other appropriate personnel and the general public.

Exit Exam

Each student will complete with a 90% or better, randomly assigned SIMS MASTER and EXAM MASTER tests. Upon completion of the exam the student will use the ATL Print Screen command to show proof of the passing grade. The exit Exam grade will be the combined total of

both exams. The student can take the exam as many times as needed to achieve the minimum 90%. Must be completed by 5/7.

Grading:

Your grade in this course will be based on a percentage of the total points possible. There will be a total of 950 points possible in this course. The breakdown is as follows:

		Grading scale
Clinical Rotation	400 pts	
-40% off campus rotation evals		A 90% and above
-40% MSC rotation evals		B 80 to 89%
-20% Attitude, punctuality, and dress code		C 70 to 79%
		D 60 to 69%
		F 59% and below
Lecture Series	150 pts (wkly 10pt quiz 150 pts)	
Facility design worksheet	20 pts	
EBM worksheet	20 pts	
Prof Development worksheet	20 pts	
Insurance worksheet	20 pts	
Facility Design	100 pts	
Budget	100 pts	
Policy and Procedures Manual	100 pts	
Resume , cover letter	50 pts	
Injury assessment and treatment/rehab plans	100 pts	
Nutrition Assignment	50 pts	
Presentation	50 pts	
Case Study	50 pts	
Exit Exam	200 pts	
Final exam Mock job interview	20 pts	
Total	1300	

Failure to complete the mid-term and final course evaluations will result in a 10% deduction for each missed evaluation. Mid-term due March 2nd-March 7th. Final due May 4th-May 9th.

All proficiency check-offs and hour requirements will be graded on a pass/fail basis. Failure to complete the 200 hour requirement or the satisfactory completion of all proficiencies will result in an F in the class. All hours and proficiencies must be checked off by the day of the final exam.

KINE 478 Spring 2008

Class Schedule

Week 1: (1/23)	Intro
Week 2: (1/28) (1/30)	Facility Design, Budget, P&P(due Apr 21 st) Facility design worksheet due Jan 28 th Facility Design, Budget, P&P
Week 3: (2/4) (2/6)	EBM worksheet due Feb 4 th , Facility Design, Budget, P&P
Week 4: (2/11) (2/13)	Facility Design, Budget, P&P Facility Design, Budget, P&P

Week 5: (2/18) (2/20)	Professional Development Resume – rough draft due Mar 5 th , final draft Mar 31 st Prof. Development worksheet due Feb 20 th
Week 6: (2/25) (2/27)	Professional Development- NATA/Dist/State 3 Injury Assessment/Treatment/Rehab Plans due Feb 25th Professional Development-
Week 7: (3/3) (3/5)	Insurance worksheet due Mar 3 rd Resume rough draft due Mar 5 th mid semester course evaluations due Mar 2-7
Week 8: (3/10, 12)	Spring Break
Week 9: (3/17) (3/19)	Policy and Procedures 3 Injury Assessment/Treatment/Rehab Plans Due Mar 19 th
Week 10: (3/24) (3/26)	Review techniques (modalities) Facility design, Budget, P&P
Week 11: (3/31) (4/2)	Review techniques (rehab) Resume final draft due Mar 31 st Facility design, Budget, P&P
Week 12: (4/7) (4/9)	Review techniques (joint mobilization) Nutrition assignment Due Apr 9 th
Week 13: (4/14) (4/16)	Review techniques (PNF) Facility Design, Budget, P&P 2 Injury Assessment/Treatment/Rehab Plans Due Apr 16 th
Week 14: (4/21) (4/23)	Facility design, Budget, Policy & Procedure Manual due Apr 21 st Professional Development
Week 15: (4/28) (4/30)	Case Study Presentations Case studies due Apr 28 th Case Study Presentations Injury Assessment/Treatment/Rehab Plans due Apr 30 th
Week 16: (5/5) (5/7)	Case Study Presentations TBA Exit Exam due End of Semester course evaluations due May 4-9
Week 17: (5/12)	Final 10:00 -11:50 AM Mock job interview

April 25, 2008

CAATE
2201 Double Creek Drive
Round Rock, Texas 78644

Please consider this submission of the Program Rejoinder Response Report as the formal request by Mesa State College for the continuation of our Athletic Training Education Program review.



Tim Foster
President
Mesa State College



Robert Ryan MA, ATC, CSCS
Director, Athletic Training Education Program.

Section B: Personnel

B3.3 Approved Clinical Instructor (ACI) Responsibilities

An ACI must function to:

B3.34 demonstrate understanding of and compliance with the policies and procedures of the ATEP.

Non-Compliant Evidence of NC with this Standard (if cited):

ACIs were unclear as to the exact policy or procedure for the suspension of athletic training students who do not meet proficiency or hour requirements as part of their clinical education course requirements. Staff indicated that suspensions could range from 1 semester to 1 full year of suspension from the program. This suspension is not documented in any ATEP materials. ACIs were also unclear as to the supervision requirements of the ATS. When asked, supervision of students was described as "over-the-shoulder" for "local supervision" and "in the area supervision". These terms are not well defined in the ATEP materials or understood by the ACIs leading the ATS often left unsupervised.

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Please submit a copy of the program's direct supervision program policy. This policy must meet the CAATE Standards for direct supervision.
 - The policy must include a statement indicating that unsupervised clinical experiences, even if voluntary, are not part of the educational program and cannot be required.
- Also please submit a copy of the ATS suspension policy. This policy must clearly state the criteria used for suspending a student, the repercussions related to suspension (e.g. removal from clinical experiences, removal from the program), the process by which a student can appeal the suspension, and the criteria used to reinstate the student.
- Provide completed Table B2.1a and Table B3.2a for the 2007-2008 academic year.
 - Please delete the students' last names [only] on the tables.
- Finally, please submit evidence that all appropriate personnel have received, understand, and agree to abide by the Supervision and Student Suspension policies.
 - This evidence must include evidence of support by the administrators, in the form of a copy of each policy that is dated and signed by the Program Director, administrator who has oversight over the Program Director, and the Dean.
 - Evidence of understanding and agreement by the staff and students must include a copy of each policy that is dated and

signed by all of the students, CIs, ACIs and faculty listed on the tables provided.

- *Students' last names [only] must be deleted.*

Program Response:

Table B2.1a, contained in APPENDIX B3.34a (pg B3.34 - 3), lists all faculty that teach any core course required for the BS- Athletic Training degree. As instructed by Shelia Caruthers of the CAATE office, signatures were obtained only from the faculty who teach ATEP specific courses.

Billy Cotts MS, ATC, CSCS resigned from Mesa State College on February 28, 2009. Serena Bowen MEd, ATC was employed as an adjunct faculty member during the Fall 2007 semester. She is no longer involved with the program and is not available for a signature.

Table B3.2a, contained in APPENDIX B3.34b (pg B3.34 - 6), lists all individuals who supervise ATEP students in all on campus and off campus Alternative Experience rotations. As instructed by Shelia Caruthers of the CAATE office, signatures were obtained only from the ACI/CI's involved in the traditional setting. The physical therapy, student health center and orthopedic settings are observation only.

Billy Cotts MS, ATC, CSCS resigned from Mesa State College on February 28, 2009.

APPENDIX B3.34c (pg B3.34 - 8) contains the Supervision Policy with signatures of understanding and acceptance. As of the Fall 2004, Mesa State College no longer utilizes the Dean system.

APPENDIX B3.34d (pg B3.34 - 11) contains the Student Retention/Suspension/Dismissal Policy with signatures of understanding and acceptance. As of the Fall 2004, Mesa State College no longer utilizes the Dean system.

To ensure that the ACI/CI's are familiar with all policies, ACI/CI training has been changed to include the completion of a self study program consisting of nine short answer questions will have to be completed prior to an annual 4 hour group ACI/CI training session.

APPENDIX B3.34a

B2.1a: ATEP FACULTY AND INSTRUCTIONAL STAFF TABLE

List all ATEP faculty and instructional staff who teach courses listed on the Competency and Proficiency matrices.

Faculty Name with Professional Credentials	Faculty Rank	Faculty Status <small>FT = Full Time PT = Part- time Adjunct</small>	AT Course(s) Taught (Course Prefix, #, Name, Credit Load) <small>(Include only those courses needed to meet AT Educational Competencies)</small>
Robert Ryan MA, ATC, CSCS	Visiting Professor	FT	KINE 234 - Prevention and Care of Athletic Injuries - 3 cr KINE 240 – Introduction to Clinical Athletic Training – 2 cr KINE 367 – Field Experiences ion Athletic Training I – 2 cr KINE 373 – Upper Body Injury Assessment – 3 cr KINE 309– Anatomical Kinesiology -3 cr KINE 309L Anatomical Kinesiology lab - 1 cr KINE 420 – Therapeutic Modalities – 3 cr KINE 430 – Medical Conditions and Pharmacology in Sports – 3 cr KINE 478 – Clinical Experiences in Athletic Training IV – 2 cr

Billy Cotts MS, ATC, CSCS	Lecturer	PT	KINE 374 – Lower Body Injury Assessment – 3 cr KINE 365 –First Responder –3 cr KINE 410 – Rehabilitative Exercises- 3 cr KINE 467 – Field Experiences in Athletic Training II – 2 cr KINE 468 – Clinical Experiences in Athletic Training III – 2 cr
Brenda Brady MS, ATC	Lecturer	PT	KINE 234 –Prevention and Care of Athletic Injuries – 3 cr KINE 240 – Introduction to Clinical Athletic Training – 2 cr KINE 365 –First Responder –3 cr KINE 368 – Clinical Experiences in Athletic Training I – 2 cr
Joshua Fullmer MS, ATC	Lecturer	PT	KINE 100 –Health and Wellness-1 cr KINE 378 – Clinical Experiences in Athletic Training II – 2 cr KINE 410 – Rehabilitative Exercises- 3 cr
Serina Bowen MEd, ATC	Lecturer	PT	KINE 420 – Therapeutic Modalities- 3 cr
Jill Cordova Ph.D	Professor	FT	KINE 213 - Applications of Physical Fitness and Physical Education - 3cr
Guy Leadbetter Ph.D	Professor	FT	KINE 303 – Exercise Physiology-3cr KINE 303L –Exercise Physiology Lab – 1 cr
Steven Murray DA	Professor	FT	KINE 100 –Health and Wellness-1 cr KINE 401 – Org. Ad./Legal Considerations in PE and Sport - 3cr

Richard Bell, Ed.D	Instructor	FT	KINE 401 – Org. Ad./Legal Considerations in PE and Sport - 3cr
Keith Fritz Ph.D	Associate Professor	FT	KINE 100 –Health and Wellness-1 cr
Susan Yeager P.E.D.	Professor	FT	KINE 100 –Health and Wellness-1 cr
Kris Mort MA	Lecturer	PT	KINE 100 –Health and Wellness-1 cr
Carrie McVain-Warring DVM	Professor	FT	BIOL 209 – Anatomy and Physiology I – 3 cr BIOL 209L – Anatomy and Physiology I Lab – 1 cr BIOL 210 – Anatomy and Physiology II – 3 cr BIOL 210L- Anatomy and Physiology II lab – 1 cr
Phyllis Chowdry DA	Professor	FT	BIOL 209 – Anatomy and Physiology I – 3 cr BIOL 209L – Anatomy and Physiology I Lab – 1 cr
Stephanie Matlock-Cooley MS	Lecturer	FT	BIOL 209 – Anatomy and Physiology I – 3 cr BIOL 209L – Anatomy and Physiology I Lab – 1 cr
Adam Gwiazdowski DC	Instructor	PT	BIOL 209 – Anatomy and Physiology I – 3 cr BIOL 209L – Anatomy and Physiology I Lab – 1 cr BIOL 210L- Anatomy and Physiology II lab – 1 cr
Gary McCallister DA	Professor	FT	BIOL 210 – Anatomy and Physiology II – 3 cr
Steve Werman Ph.D	Professor	FT	BIOL 209L – Anatomy and Physiology I Lab – 1 cr
Forbes Davidson Ph.D	Professor	FT	BIOL 209L – Anatomy and Physiology I Lab – 1 cr
Rick Dujay Ph.D	Lecturer	FT	BIOL 210L- Anatomy and Physiology II lab – 1 cr

APPENDIX 3.34b

B3.2a: Approved Clinical Instructor/Clinical Instructor Table
 Please complete as it relates to ATEP faculty and other instructional staff (ACI and CIs) used in your program in the current academic year (September 1st – May 15th).

Clinical Instructor/ACI Name and Professional Credentials	Clinical Education Site (Institution and Affiliated)	BOC Certification # (ATCs Only)	Month & Year BOC Certified	Credential # (ATC, Medical & Allied Health)	CIE (Check if applies)	ACI** (Check if applies)	CI (Check if applies)	Date of Last ACI Training
Robert Ryan MA, ATC, CSCS	Mesa State College	000050402	2/85	NA	X	X		7/31/07
Billy Cotts MA, ATC, CSCS	Mesa State College	089802619	8/98	NA		X		7/31/07
Brenda Brady MS, ATC	Mesa State College	010402017	1/04	NA		X		7/31/07
Joshua Fullmer MS, ATC	Mesa State College	050402244	5/04	NA		X		7/31/07
Shawn Miller ATC	St. Mary's Life Center Palisade HS / Central HS	060102160	6/01	NA		X		
Erin Glavan ATC	St. Mary's Life Center Fruita Monument HS / Grand Junction HS	030502130	3/05	NA		X		
Jessie Getz ATC	Western Orthopedics/ Mesa State College	070702030	7/07	NA			X	
Wendy West ATC	Western Orthopedics	120302099	12/03	NA			X	
Heather Livingston ATC	Western Orthopedics	110602001	11/06	NA			X	
Erik Speer PT	St. Mary's Life Center			3662			X	
John Mango MSPT	St. Mary's Life Center			2797			X	

Kari Mullaney MSPT	Physical Therapy Specialty Center	7516		X	
Janice Gifford PT	Physical Therapy Specialty Center	974		X	
Thad Harlow MPT	Physical Therapy Specialty Center	8350		X	
Kimberly Hoyt P.A.,C	Desert Sun Medical Center	1993		X	

APPENDIX B3.34c

MESA STATE COLLEGE ATEP SUPERVISION POLICY

The CAATE guidelines require that athletic training students (ATS) be supervised at all times during their clinical education (Standard J1). The ATEP will utilize two forms of supervision during the clinical education process: Over the shoulder supervision and local supervision.

Over the shoulder supervision will be utilized in a situation in which the ATS is performing a psychomotor skill on an athlete/patient that they have not fully demonstrated the knowledge and ability to perform on their own. The ACI/CI is located within arms length of the ATS and can immediately intervene on behalf of the athlete or the ATS.

Local supervision will be utilized in situations in which the ATS is performing a psychomotor skill on an athlete/patient that they have fully demonstrated the knowledge and ability to perform on their own.

Students must have been admitted into the ATEP and demonstrate the ability to perform a psychomotor skill on their own without assistance or guidance (usually in a mock setting) before they will be allowed to perform the skill on an athlete/patient under local supervision.

The distance from the ATS and ACI/CI while working under local supervision may vary based on the risk of harm to the athlete/patient and the confidence level of the ATS. The ACI/CI must be close enough to intervene on behalf of the athlete or ATS.

It is the goal of the ATEP to develop the students' confidence in their ability to act in an unsupervised setting after graduation. This can only be achieved by allowing the students to complete evaluations, develop treatment plans and design rehab programs with minimal influence from the supervising ACI or CI. After a student has demonstrated the cognitive knowledge and psychomotor skills to safely perform a task, they should be allowed to complete that task on their own. The ACI or CI should still oversee the activity in a way that allows the students' confidence to grow and still be available to answer any questions the ATS may have and intervene if needed.

At no time should an ATS be allowed to perform athletic training duties involving the assessment, treatment or rehabilitation of an injured athlete without the direct supervision of an ACI/CI. It will be the responsibility of the ACI/CI and the ATS to insure that this compliance is met. The ACI/CI should make every attempt to not allow the ATS to be in the position of being unsupervised and is the ATS responsibility to refrain from performing any athletic training duties if an ACI/CI is not present. ACI/CI supervision is not required for pre-practice/game and post-practice/game duties that do not involve direct interaction with an athlete/patient.

First Aider

In the event that a student is in the position of being unsupervised they may act in the capacity of a first Aider. The first aider position will be voluntary only, with no duty to act and the student can refuse to provide care if they so desire. Acting as a first aider is not part of the ATEP clinical

education process and time spent as a first responder can not be counted toward the hour requirement for the Clinical Experience courses. First responder actions will be limited to those skills covered in the American Red Cross Emergency Response course.

Travel

It is the goal of the ATEP that each student will have the opportunity to accompany an ACI/CI during team travel at least once while in the clinical program. The supervision policy will still be enforced during the travel setting.

In the event that a team is traveling without a staff athletic trainer, the Athletic Training Staff will supply the coaching staff with a basic kit containing tape, wraps and wound care supplies, which the coaches may apply themselves or provide to the host athletic trainers to use. If a coach wishes to ask an ATEP student to accompany them, the coach can recruit and coordinate the arrangements. If a student in the ATEP does accompany a team in this capacity, they are functioning as an assistant to the head coach and not as a member of the Mesa State College Athletic Training Staff or ATEP during this time.

APPENDIX B3.34C

The SUPERVISION policy has been approved by

Dr. Jill Cordova PhD
Kinesiology Department Head

Jill C Cordova 4/24/08

Robert Ryan MA, ATC, CSCS
ATEP Director

Robert Ryan 4/24/08

I understand and agree to follow the MSC ATEP SUPERVISION policy

Josh Fullmer MS, ATC
ATEP Clinical Coordinator/ ATC

Josh Fullmer MS, ATC 4/23/08

Brenda Brady MS, ATC
ATC

Brenda J. Brady MS, ATC 4/24/08

Jesse Getz MS, ATC
ATC

Jesse Getz 4/25/08

Andrew Powers ATC
ATC

Andrew Powers 4/25/08

Shawn Miller ATC
ATC

Shawn Miller ATC 4/28/08

Erin Glavan ATC
ATC

Erin Glavan 4/25/08

Kelly [REDACTED]

Kelly 4/25/08

Alyssa J [REDACTED]

Alyssa J 4/23/08

Alissa L [REDACTED]

Alissa L 4/25/08

Meaghan N [REDACTED]

Meaghan N 4/24/2008

Jionni [REDACTED]

Jionni 4/23/08

Jordan R [REDACTED]

Jordan R 4/23/08

Ashley V [REDACTED]

Ashley V 4/24/08

Shannon [REDACTED]

Shannon 4/23/08

Sam I [REDACTED]

Sam I 4/23/08

Ben [REDACTED]

Ben 4/23/08

Adam [REDACTED]

Adam 4/23/08

Kayleigh [REDACTED]

Kayleigh 4/23/08

Leslie [REDACTED]

Leslie 4/23/08

Kami V [REDACTED]

Kami V 4/23/08

Nicole [REDACTED]

Nicole 4/23/08

STUDENT RETENTION/SUSPENSION/DISMISSAL POLICY

Probation - Actively involved in a Clinical Experiences course but are required to submit bi-weekly grade checks to the ATEP Director and will not be allowed to accompany an ACI during team travel.

Suspension – Temporary loss of the privilege to attend and fulfill the requirements of a Field / Clinical Experiences course. Suspensions are for the period of one semester (fall or spring) or may be temporary in the event that a student fails to maintain required documentation, certifications and/or memberships. Temporary suspensions will be removed when the required documentation is received.

Dismissal – Permanent loss of the privilege to attend and fulfill the requirements of a Field / Clinical Experiences course.

Academic Standards for Retention in the Athletic Training Education Program

To remain competitive, our athletic training education program maintains low student to instructor ratios. Because of this, we limit the number of students accepted to our program and enforce academic standards for students while they are enrolled in the program.

- 1) Students failing to maintain a semester GPA of 2.5 will be placed on academic probation. If the semester GPA remains below 2.5 in the subsequent semester, the student will be dismissed from the athletic training education program. Students on academic probation are required to submit bi-weekly grade checks to the ATEP Director and will not be allowed to accompany an ACI during team travel.
- 2) Clinical and Field Experience courses are offered once a year in the following sequence: Junior year KINE 367, 368, 378; senior year KINE 467, 468, 478. Students must satisfactorily complete the didactic component, competencies and proficiencies component and the hour component of each course before moving on to the next. Failing to satisfactorily complete a Clinical / Field Experience Course will result in one semester (Fall or Spring) suspension for the ATEP until the course can be repeated. All requirements of the course must be completed during the semester that the course is repeated. Failing to successfully complete a second Field / Clinical Experience course will result in dismissal from the program.
 - a) Failing to receive a grade of C or higher in any Field or Clinical Experience course will result in suspension from the program and the student must retake the course at the next offering and receive a grade of C or better before moving on the next course in the sequence.
 - b) The clinical competencies and proficiencies associated with each Clinical / Field Experience course are graded as Pass/Fail. Failure to develop an entry level mastery of all clinical competencies and proficiencies associated with each Clinical / Field Experience course will result in a grade of F. The student will be suspended until the course is offered again and all competencies and proficiencies must be completed prior to moving to the next course in the sequence. In the event that the failure to develop an entry level mastery of all clinical competencies and proficiencies is the result of illness or

family emergency, the student may be allowed to complete the skill mastery between semesters and continue to the next course in the sequence. This option will be considered on a case by case basis with input from all ATEP faculty and ACI/CI's to which the student was assigned.

c) The clinical / field experience hour requirement associated with each Clinical / Field Experience course is graded as Pass/Fail. Failure to complete the clinical / field experience hour requirement will result in a grade of F. The student will be suspended until the course is offered again and the hour requirements must be completed prior to moving to the next course in the sequence. In the event that the failure to complete the hour requirement is the result of illness or family emergency, the student may be allowed to complete the hours between semesters and continue to the next course in the sequence. This option will be considered on a case by case basis with input from all ATEP faculty and ACI/CI's to which the student was assigned.

Reasons for Suspension or Dismissal

The following is a list of reasons for suspension or dismissal from the Mesa State College Athletic Training Education Program. This is not a complete list as someone may discover other actions that have not been experienced or anticipated. The first four (4) reasons listed are grounds for automatic dismissal.

- 1) Performing assigned field experiences under the influence of alcohol or drugs.
- 2) Unauthorized release of athlete medical records. The unauthorized release of an individual's medical records is a crime. You cannot discuss an individual's injury or status with anyone outside the Mesa State College Athletic Training Staff without the injured person's permission. The only exception is the athletes' parents if the athlete is under 18 years of age. If you are going to discuss the injury as an example or as a case study, you must keep the player's identity anonymous.
- 3) False representation. Falsely representing yourself regarding status or position with the Mesa State College Athletic Training staff. You are an athletic training student - make sure people understand this when you present yourself.
- 4) Sexual misconduct. Using your position as an athletic training student to make advances toward or take advantage of an individual during an evaluation or treatment will not be tolerated. Complaints will be evaluated and handled on an individual basis. Evidence supporting intentional sexual misconduct will automatically result in dismissal with no possibility of reinstatement, in addition to charges that the victim may wish to file (refer to Non-Sexual Evaluation Guidelines in Section IV).
- 5) Poor performance. Performance will be evaluated on a regular basis and included in all rotation evaluations. Repeated exhibition of poor performance will result in poor evaluations leading to a grade less than C in a Field / Clinical Experience course. The areas of evaluation will include but not be limited to the following:
 - a) Punctuality - You are expected to be at your assigned field experience at the time scheduled and be ready to perform assigned duties at that time. Failure to comply may negatively impact your grade in the clinical classes or result in

suspension or additional disciplinary actions as deemed necessary by the ATEP faculty and staff.

It is your responsibility to check the assigned clinical / field experience schedule (posted in the Athletic Training Student Logbook) and verify the time that you should be at the assigned clinical / field experience. Also, remember that if you are one of the people opening the athletic training room, everything should be ready at the scheduled opening time - which means you should be here 20 or 30 minutes earlier to complete needed preparation.

The clinical / field experience schedule for all athletic training students will reflect workload requirements based on team schedules, individual skills, experiences required, and student availability. If you cannot make a scheduled clinical / field experience, you are expected to notify the Clinical Coordinator or the ATC in charge of the field experience as soon as possible.

- b) Attitude toward and ability to get along with the athletes, coaches, and other Mesa State Athletic Training Staff members (physicians, physician assistants, certified athletic trainers, and other athletic training students). Athletic training is in part a service profession. Athletic training students should treat all athletes, coaches, and athletic trainers (certified or student) in a respectful, professional manner. You will spend a significant amount of time with the athletes, coaches, and other Mesa State Athletic Training Staff members and you will be required to "get along" with everyone. Even if you feel the individual is not deserving of respect or politeness, you will be expected to be respectful and polite. Rudeness and attitude conflicts that interfere with performance will not be tolerated and are grounds for dismissal.

All situations of "poor performance" will be recorded in an incident report and included in the student clinical evaluation. Isolated minor infractions may result in a 1 day suspension from assigned duties and the completion of a reflection paper and recommendations from the student regarding ways to prevent future incidents. Severe or repeated infractions may result in suspension and or dismissal from the program.

- 6) Temporary suspension will occur in the event that a student fails to maintain required documentation, certifications and/or memberships. The suspension will be removed when the required documentation, certifications and/or memberships is supplied. The ATEP students must maintain the following documentation, certifications and membership.
 - a) Annual physical - All ATEP students will be required to have a physical exam completed by the Mesa State College Team Physician Staff during one of the mass physicals completed early in the fall.
 - b) Annual TB test
 - c) CPR-PR certification or equivalent - There will be a mass re-certification class for all ATEP staff and students during KINE 367,467. All ATEP staff and students will be required to participate in and pass this re-certification.
 - d) Maintain professional liability insurance.
 - e) Maintain annual NATA student membership after January of junior year.

- f) Maintain personal health insurance
- 7) Failure to satisfactorily complete a Field / Clinical Experience course. First time suspension, second time dismissal.

Appeal Process

Students who have been suspended or dismissed from the ATEP may appeal the decision through the Athletic Training Student Grievance Process. If the suspended student is not satisfied with the decision of the Athletic Training Education Program Grievance Committee the student can proceed with the appeal to the Vice President of Student Affairs.

Athletic Training Student Grievance Process

Students in the ATEP are encouraged to resolve conflicts informally in a respectful and professional manner. Should a student conflict arise that cannot be resolved informally, the following chain of command (grievance policy) shall be followed.

1. Assigned ACI
2. Head Certified Athletic Trainer /Clinical Coordinator
3. Athletic Training Education Program Director
4. Athletic Training Education Program Grievance Committee

The Athletic Training Education Program Grievance Committee will consist of the Department of Kinesiology Chair, 2 former ATEP students not involved with the conflict and 2 current non-ATEP students with no relationship with the student(s) involved in the conflict. The former and current student members of the committee will be determined based on the student(s) involved in the grievance.

In matters regarding academic suspension as the result of failure to complete the requirements of a course, the student may appeal the decision. The appeal must include a plan for the completion of the course requirements. If the student can justify that extenuating circumstances were a factor the suspension may be removed. The appeal process should begin with the instructor of record and progress through the following list.

- 1) Instructor of record
- 2) Athletic Training Education Program Director
- 3) Athletic Training Education Program Grievance Committee

APPENDIX B3.34

The STUDENT RETENTION/SUSPENSION/DISMISSAL policy has been approved by

Dr. Jill Cordova PhD
Kinesiology Department Head

Jill C. Cordova 4/24/08

Robert Ryan MA, ATC, CSCS
ATEP Director

Robert Ryan 4/23/08

I understand and agree to follow the MSC ATEP STUDENT
RETENTION/SUSPENSION/DISMISSAL policy

Josh Fullmer MS, ATC
ATEP Clinical Coordinator/ ACI

Josh D. Fullmer MS, ATC 4/24/08

Brenda Brady MS, ATC
ACI

Brenda C. Brady MS, ATC 4/24/08

Jesse Getz MS, ATC
CI

Jesse Getz 4/25/08

Andrew Powers ATC
CI

Andrew Powers 4/25/08

Shawn Miller ATC
CI

Shawn Miller, ATC 4/26/08

Erin Glavan ATC
CI

Erin Glavan 4/25/08

Kelly [REDACTED]

Kelly [REDACTED] 4/25/08

Alyssa [REDACTED]

Alyssa [REDACTED] 4/23/08

Alissa K. [REDACTED]

Alissa K. [REDACTED] 4/25/08

Meaghan M. [REDACTED]

Meaghan M. [REDACTED] 4/24/08

Jionni [REDACTED]

Jionni [REDACTED] 4/23/08

Jordan [REDACTED]

Jordan [REDACTED] 4/23/08

Ashley V. [REDACTED]

Ashley V. [REDACTED] 4/24/08

Shannon [REDACTED]

Shannon [REDACTED] 4/23/08

Sam I. [REDACTED]

Sam I. [REDACTED] 4/23/08

Ben [REDACTED]

Ben [REDACTED] 4/23/08

Adam [REDACTED]

Adam [REDACTED] 4/23/08

Kayleigh R. [REDACTED]

Kayleigh R. [REDACTED] 4/23/08

Leslie [REDACTED]

Leslie [REDACTED] 4/23/08

Kami [REDACTED]

Kami [REDACTED] 4/23/08

Nicole Z. [REDACTED]

Nicole Z. [REDACTED] 4/23/08

Section E: Operational Policies and Fair Practices

E1. Program Admission and Advertisements

E1.1 Program admission criteria (E1.11-E1.13) must be clearly defined and published consistently in official institutional academic documents, handbooks, and/or other published and announced information sources. It is not necessary to have all information in all documents, but there must be appropriate reference to a publicly accessible document that includes all program admission criteria.

Program admission criteria must include the:

E1.12 competitive admissions process, and

Non-Compliant Evidence of NC with this Standard (if cited):

There is currently no mechanism to consider or assign value to the essay or other admission requirements in final admissions decisions.

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Please resubmit a copy of Table E1a.
- Also please submit copies of all documents listed on Table E1a that clearly delineate the competitive admission criteria in a clear and consistent manner or makes reference to the requirement and refers the prospective student to another publicly-accessible document listed on Table E1a.

Program Response:

As of the submission of this rejoinder, the new competitive admission process is located in the ATEP Application packet which can be accessed by all Mesa State College students on the campus H:Drive and by anyone on the ATEP internet website or by contacting the Program Director or the Kinesiology Department Administative Assisstant.

Updated admissions criteria will be included the the 2008-2009 Mesa State College Catalog to be published later this year. Proofs are not available at this time.

APPENDIX E1.12a (pg E1.12 - 2) contains Table E1a

APPENDIX E1.12b (pg E 1.12 - 3) contains the updated admission criteria

APPENDIX E1.12c (pg E1.12 - 8) contains the Admission Selection Tool

APPENDIX E1.12a

E1a: Admissions Materials and Advertisements Table

Required Admissions Materials	Location(s) of that Material (List Page numbers when available)
Admission Requirements	ATEP Application Packet ATEP website http://www.mesastate.edu/schools/shps/hpw/pdfadmissionrequirementsapplication%20process.pdf
	Campus H:Drive accessible by all Mesa State Students
	By request from ATEP Director and Kinesiology Dept Administrative Assistant
	Mesa State College Catalog 2008-09 (to be published)
Technical Standards	Included in ATEP Application Packet ATEP website Campus H:Drive
Transfer Policy	Included in ATEP Application Packet Mesa State College Catalog 2007-08 p 53 ATEP website Campus H:Drive
Retention Policy	Mesa State ATFP Student Handbook (Appendix P) Campus H:Drive
Evidence of non-discriminatory process	Mesa State ATEP Student Handbook (Appendix P) Mesa State College Catalog 2007-08 p 3
Tuition and Fees	Mesa State College Catalog 2007-08 p 22-26
ATEP Required Costs	Included in ATEP Application Packet ATEP website Campus H:Drive Mesa State ATEP Student Handbook (Appendix P)

APPENDIX E1.12b

MESA STATE COLLEGE ATHLETIC TRAINING EDUCATION PROGRAM

PROGRAM DESCRIPTION

The Mesa State College Athletic Training Education Program (ATEP) is a two year didactic/clinical program which leads to a Bachelor of Science Degree in Athletic Training. The program is designed to not only prepare students for a career in athletic training but also to form a foundation for graduate school and the pursuit of advanced degrees in healthcare. The Athletic Training Curriculum entails classroom and field/clinical experience courses designed to prepare students for board of certification examination and a variety of careers as certified athletic trainer. The program is designed in a way that each course builds on the knowledge and skills developed in previous courses and field/clinical experiences so a specific course sequence must be followed.. Each clinical experience requires a significant time commitment on the part of the student (i.e., a minimum of 250 hours outside of scheduled class meeting times on afternoons and some weekends). Each field experience course will begin on August 1st with the 32 hours didactic component and 50 hour clinical component being completed prior to or during the preseason practices for the fall sports. ATEP students will complete four off campus rotations during the course of the program (one each semester). Juniors will complete four week rotations at local high schools and at an out patient physical therapy clinic. Seniors will spend four weeks rotations at a general medical / family practice setting and at a multi-physician orthopedic clinic.

Applications are accepted through out the year with an April 15th deadline to ensure consideration for the next academic year. Applications received after the April 15th deadline may be reviewed on an individual basis if space is available in the upcoming academic year. If no space is available, the application will be held for consideration the following year. Approximately 16 students will be admitted to the program each year, however the number of students admitted may vary due to student attrition and availability of off campus clinical rotation sites. The number of positions available for the next year will be determined by March 1st.

All applicants will complete an interview (either in person or by phone) with a member or members of the ATEP faculty. After the completed application material has been received, the student will be allowed to schedule the interview. Interviews must be completed prior to April 25th.

The criteria for determining admission will include the following with all areas having equal value and importance; demonstrated work ethic, involvement during observations, overall GPA, pre-requisite course GPA, interview, recommendation from supervising certified athletic trainer for transfer students.

All students in the ATEP are required to maintain liability insurance and personal health insurance as well as become student members of the National Athletic Trainers Association. (See Program Expenses for Students on Pg 5)

ADMISSION REQUIREMENTS

Academic

- Overall college grade point average of 2.5 or higher
- Grade of C or higher in KINE 234 Prevention and Care of Athletic Injuries or equivalent
- Grade of C or higher in KINE 240 Introduction to Clinical Athletic Training or
- equivalent observational experience (transfer students)*
- Grade of C or higher in BIOL 209: Human Anatomy & Physiology I or equivalent
- Grade of C or higher in BIOL 209L: Human Anatomy & Physiology I Lab or equivalent

***TRANSFER STUDENTS**

The Athletic Training Education Program (ATEP) at Mesa State College will accept students from other institutions directly into the program provided they have completed courses equivalent to KINE 234, BIOL 209, BIOL 209L. In place of the KINE 240 - Introduction to Clinical Athletic Training transfer students can complete an observational experience that must equal or surpasses the course completion requirements. It is recommended that all potential transfer students contact the ATEP Program Director early in the academic year to obtain the course requirements for KINE 240- Introduction to Clinical Athletic Training and receive an Observational Experience Form. Transfer applications are accepted through out the year with an April 15th deadline to ensure consideration for the next academic year. Transfer applications received after the April 15th deadline may be reviewed on an individual basis if space is available in the upcoming academic year. If no space is available, the application will be held for consideration the following year. Transfer applications must include a completed Observational Experiences Form and a confidential letter of recommendation from a certified athletic trainer involved with the observational experience to be considered complete.

ATHLETE PARTICIPATION IN THE ATHLETIC TRAINING EDUCATION PROGRAM

Mesa State College athletes will be allowed to participate in the ATEP with the same requirements as all other ATEP students. The athlete must realize that extra effort must be made on their part to complete the required athletic training experience hours associated with each Clinical Experience class. This may include assisting with sports during Thanksgiving, Christmas and/or Spring breaks. Also if the athletic participation limits the ATEP students exposure to a specific required experience (i.e. equipment intensive, upper extremity specific sport or lower extremity specific sport) then the student may be required to attend an additional semester of school to fulfill this requirement.

STUDENT RETENTION POLICY

Students in the ATEP are required to maintain a 2.5 semester GPA. Students failing to maintain a semester GPA of 2.5 will be placed on academic probation. If the semester GPA remains below 2.5 in the subsequent semester, the student will be dismissed from the athletic training education program.

Students in the ATEP are required to master specific entry level skills, complete a set number of hours in designated athletic training settings and achieve a grade of C or higher in all Field and Clinical Experience courses. Failure to meet this criteria will result in a one semester suspension from the program and repeating the course. Mesa State students can access more detailed information can be found on the Campus H:Drive/Athletic Training folder. Potential transfer students and obtain more detailed information by contacting the Program Director.

MESA STATE COLLEGE
Athletic Training Education Program
Application Form

Application Deadline April 15th

1. Full Legal Name _____
Last _____ First _____ Middle Initial _____
2. Mesa State College Student ID (if applicable) _____
3. Date Application Submitted _____
4. Local Number (With Area Code) _____
5. Permanent Phone Number (With Area Code) _____
6. E-Mail Address _____
7. Local Address: _____
8. Permanent Address:

8. Please complete the following pre-requisite course requirement information:

<u>Course</u>	<u>Semester Taken</u>	<u>Grade Received</u>
KINE 234	_____	_____
KINE 240	_____	_____
BIOL 209	_____	_____
BIOL 209L	_____	_____

9. Your current cumulative GPA: _____
10. All applications must include the following to be considered complete. Incomplete applications will not be considered.

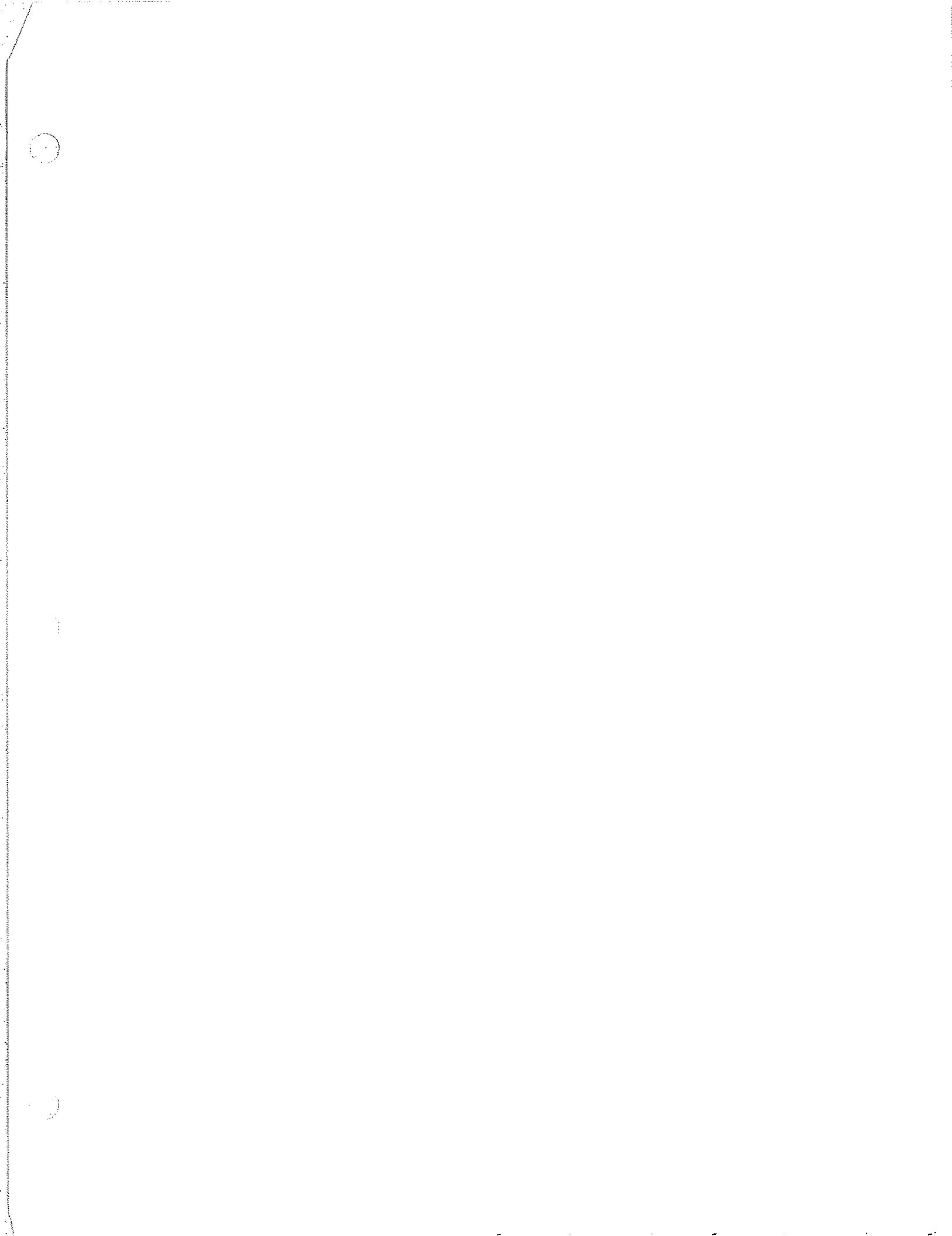
Essay on why you want to pursue a concentration in athletic training (1 to 2 pgs)

Copies of the following documents: unofficial transcript, current course enrollment, current CPR for the Professional Rescuer (CPR-PR) certification or equivalent, immunization records including MMR and HepB, TB test, completed technical standards form

Completed observational experience form (Transfer Students)*

Confidential letter of recommendation (Transfer Students)*

NOTIFICATION OF ADMISSION: All applicants who submitted complete applications before the April 15th deadline and completed the interview by the April 25th deadline will be notified by May 1st regarding acceptance.



APPENDIX I5b



2007 - 08 PETITION/PROGRAM SHEET
Degree: Bachelor of Science
Major: Athletic Training
www.mesastate.edu/schools/sbps/hpw/athletictraininghome.htm

About This Major . . .

The Mesa State College Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Students who successfully complete this program will earn a B.S. in Athletic Training and be eligible to sit for the Board of Certification examination leading to national certification as an Athletic Trainer. The ATEP has a competitive entrance standard with application deadlines of December 1st and May 1st of each year. In addition to the traditional professional, college, and high school athletic teams, athletic trainers also work in orthopedic medical clinics and physical therapy clinics. The major is designed for students interested in these areas as well as preparation for graduate or professional schools.

POLICIES:

1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the MSC Catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you will be required to take a Major Field Achievement Test (exit exam).

NAME: _____ STUDENT ID # _____

LOCAL ADDRESS AND PHONE NUMBER: _____

() _____

I, (Signature), hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

Signature of Advisor _____ Date _____ 20_____

Signature of Department Head _____ Date _____ 20_____

Signature of Registrar _____ Date _____ 20_____

Degree Requirements:

- Must earn 120 semester hours total and meet the academic residency requirements to earn a baccalaureate degree at Mesa State College.
- 40 upper division credits (i.e., 300-level and 400-level courses).
- 2.00 cumulative GPA or higher in all MSC coursework
- A 2.5 GPA is required in the major courses. A "C" or higher is required in all major courses.
- Excess KINA courses beyond the two required and pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Program sheets are for advising purposes only. Because a program may have requirements specific to the degree, check with your advisor for additional guidelines, including prerequisites, grade point averages, grades, exit examinations, and other expectations. It is the student's responsibility to be aware of, and follow, all guidelines for the degree being pursued. Any exceptions or substitutions must be approved by the faculty advisor and/or Department Head. Courses related to teacher licensure must also be approved by the Teacher Education Dept.
- When filling out the program sheet a course can be used only once.
- See the "Undergraduate Graduation Requirements" in the Mesa State College catalog for additional graduation information.

GENERAL EDUCATION REQUIREMENTS (31 Semester Hours)

See the current Mesa State College catalog for a list of courses that fulfill the requirements below. If a course is on the general education list of options and a requirement for your major, you must use it to fulfill the major requirement and make a different selection within the general education requirement.

Course No	Title	Sem. hrs	Grade	Term/Tms
-----------	-------	----------	-------	----------

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)
 ENGL 111 English Composition 3 _____
 ENGL 112 English Composition 3 _____
 (ENGL 129, Honors English, may be substituted for ENGL 111 & ENGL 112. Additional electives will be needed to meet the 120 total semester hours.)

Math: MATH 113 or higher (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

MATH 113 College Algebra 4*

*3 credits apply to the General Ed requirements and 1 credit applies to elective credit

Humanities (3 semester hours)

Social and Behavioral Sciences (6 semester hours)

Natural Sciences (7 semester hours, one course must include a lab)

L _____

History (3 semester hours)

HIST _____

Course No	Title	Sem. hrs	Grade	Term/Tms
Fine Arts (3 semester hours)				

Kinesiology (3 semester hours)				
KINE 100	Health and Wellness	1		
KINA 1		1		
KINA 1		1		
Applied Studies (3 semester hours)				
BACHELOR OF SCIENCE DEGREE DISTINCTION REQUIREMENTS (6 semester hours) Must receive a grade of "C" or better.				
Any MATH course higher than 113, or any CSCI or STAT course				
Humanities or Social/Behavioral Sciences: (3 semester hours)				
ATHLETIC TRAINING MAJOR REQUIREMENTS (60 semester hours)				
Required Core Courses (52 semester hours)				
KINE 200	History & Philosophy of Sport & Physical Education	3		
KINE 213	Applications of Physical Fitness & Physical Education	3		
KINE 234	Prevention & Care of Athletic Injuries	3		
KINE 240	Introduction to Clinical Athletic Training	2		
KINE 303	Exercise Physiology	3		
KINE 303L	Exercise Physiology Lab	1		
KINE 309	Anatomical Kinesiology	3		
KINE 309L	Anatomical Kinesiology Lab	1		
KINE 365	First Responder	3		
KINE 367	Field Experiences in Athletic Training I	2		
KINE 368	Clinical Experiences in Athletic Training I	2		
KINE 373	Upper Body Injury Assessment	3		
KINE 374	Lower Body Injury Assessment	3		
KINE 378	Clinical Experiences in Athletic Training II	2		
KINE 401	Org. Ad./Legal Considerations in PE and Sport	3		
KINE 410	Rehabilitative Exercises	3		
KINE 420	Therapeutic Modalities	3		
KINE 430	Medical Conditions and Pharmacology in Sports	3		
KINE 467	Field Experiences in Athletic Training II	2		
KINE 468	Clinical Experiences in Athletic Training III	2		
KINE 478	Clinical Experiences in Athletic Training IV	2		

SUGGESTED COURSE SEQUENCING FOR A MAJOR IN ATHLETIC TRAINING

This is a recommended sequence of course work. Certain courses may have prerequisites or are offered only during the Fall or Spring semesters. It is the student's responsibility to meet with their advisor and check the 2 year course matrix on the Mesa State website for course availability.

		FRESHMAN YEAR		
Fall Semester		Hours	Spring Semester	Hours
ENGL 111	English Composition	3	ENGL 112	English Composition
KINE 100	Health and Wellness	1	KINE 213	Appl. Of Phys., Fitness and Ex. Prose
KINE 200	History and Phil. of Sport & PE	3	MATH 113	College Algebra
General Education	Soc./Behavioral Science	3	General Education	Humanities
General Education	Fine Arts	3	General Education	Applied Studies
General Education	History	3		
		16		10

SOPHOMORE YEAR					
Fall Semester	Hours	Spring Semester	Hours		
KINE 234	Prevention and Care of Athletic Injuries	3	KINE 240	Introduction to Clinical Ath. Training	3
General Education	Soc/Bch Science (PSYC 150)	3	KINE 365	First Responder	3
BIOI 209	Human Anatomy and Physiology I AND Lab	3	BIOI 210	Human Anatomy and Physiology II AND Lab	3
BIOI 209L	Human Anatomy and Physiology I Lab	1	BIOI 210L	Human Anatomy and Physiology II Lab	1
Degree Distinction	(MATH, STAT, or CSC1)	3	General Education: Soc/Bch Science or Humanities	3	
KINA	Activity	1	Electives	3	
		14		11	

		JUNIOR YEAR		
Fall Semester		Hours	Spring Semester	Hours
KINE 367	Field Exp. in Athletic Training I	2	KINE 373	Upper Body Assessment
KINE 374	Lower Body Injury Assessment	3	KINE 378	Clinical Experiences II
KINE 309	Anatomical Kinesiology AND	3	KINE 410	Rehabilitative Exercises
KINL 309L	Anatomical Kinesiology Lab	1	KINE 401	Org./Adm./Legal Consider. in P.E.
KINE 368	Clinical Experiences I	2	OR	
KINE 420	Therapeutic Modalities	3	KINE 420	Med. Cond. & Pharmacology in Sports
Fleeces		3	General Education	Nat. Sci. with Lab
		12		12

SENIOR YEAR			
Fall Semester	Hours	Spring Semester	Hour
KINE 467 Field Exp. in Athletic Training II	2	KINE 401	Org./Adm./Legal Consider. in PE
KINE 468 Clinical Experiences III	2	OR	
KINE 303 Exercise Physiology	3	KINE 430	Med. Cond. & Pharmacology in Sports
KINE 303L Exercise Physiology, Lab	1	KINE 478	Clinical Experiences IV
General Education Nat. Sci.	3	Electives	
KINA Activity	1		
Electives	2		
	15		

APPENDIX I5c

8/30/07

Advising Sheet 2007-2008

B.S. - Athletic Training (Code 3146)

Student Name _____

Student ID Number _____

GENERAL EDUCATION

Course No. Title	Sem. Hrs.	Grade	Term/ Year
English Composition - 6 sem. hrs.			
ENGL 111 English Composition (C or higher)	3	_____	_____
ENGL 112 English Composition (C or higher)	3	_____	_____
ENGL 129 may be substituted for ENGL 111 and ENGL 112 (C or higher)			
Mathematics - 4 sem. hrs. - Math 113 or higher (C or higher) (3 apply to Gen. Ed. and 1 to elective)			
_____	_____	_____	_____
Humanities - 3 sem. hrs. - history, lit, phil.			
_____	_____	_____	_____
Social and Behavioral Sciences - 6 sem. hrs. - anth., econ., geog., pol. science, psy.			
(Suggested) PSYC 150 General Psychology	3	_____	_____
Fine Arts - 3 sem. hrs. - art, dance, music, theatre			
_____	_____	_____	_____
Natural Sciences - 7 sem. hrs. - 1 lab required - biology, chemistry, geology, physics			
_____	_____	_____	_____
History- 3 Sem. Hrs.			
_____	_____	_____	_____

TOTAL GENERAL EDUCATION CREDITS (minimum of 31 sem. hrs.) _____

OTHER LOWER DIVISION REQUIREMENTS

Kinesiology Requirement - 3 sem. hrs.			
KINE 100 Healthy/Wellness	1	_____	_____
KINA _____	_____	_____	_____
Applied Studies - 3 sem. hrs.			
_____	_____	_____	_____
BACHELOR OF SCIENCE DEGREE DISTINCTION -6 sem. hrs (C or higher) Any MATH course higher than 113, or any CSCI or STAT course			
_____	_____	_____	_____
Humanities or Social/Behavioral Sciences - 3 sem. hrs.			
_____	_____	_____	_____

ELECTIVES

Course No. Title	Sem. Hrs.	Grade	Term/ Year
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

REQUIRED CORE COURSES - 52 credits required

Course No. Title	Sem. Hrs.	Grade	Term/ Year
KINE 200 Hist. & Phil. of Sport & P.E.	3	_____	_____
KINE 213 Applications of Phys. Fit. & P.E.	3	_____	_____
KINE 234 Prevention & Care of Athl. Injuries	3	_____	_____
KINE 240 Intro. to Clin. Athletic Training	2	_____	_____
KINE 303/303L Exercise Physiology & Lab	4	_____	_____
KINE 309/309L Anatomical Kinesiology & Lab	4	_____	_____
KINE 365 First Responder	3	_____	_____
KINE 367 Field Exp. in Athletic Training I	2	_____	_____
KINE 368 Clinical Exp. in Athletic Train. I	2	_____	_____
KINE 373 Upper Body Injury Assessment	3	_____	_____
KINE 374 Lower Body Injury Assessment	3	_____	_____
KINE 378 Clin. Exp. in Athletic Training II	2	_____	_____
KINE 401 Org/Ad/Legal Consider. in PE	3	_____	_____
KINE 410 Rehabilitative Exercises	3	_____	_____
KINE 420 Therapeutic Modalities	3	_____	_____
KINE 430 Medical Cond. & Pharm in Sports	3	_____	_____
KINE 467 Field Exp. in Athletic Training II	2	_____	_____
KINE 468 Clin. Exp. in Athletic Training III	2	_____	_____
KINE 478 Clin. Exp. in Athletic Training IV	2	_____	_____

REQUIRED RELATED STUDY AREA - 8 sem. hrs.

BIOL 209/209L Human Anat. & Phys. I + Lab	4
BIOL 210/210L Human Anat. & Phys. II + Lab	4

MINOR - OPTIONAL

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTALS	LD	UD	Total
Degree Dist.	_____	_____	_____
Gen. Ed.	_____	_____	_____
Major - Core	_____	_____	_____
Major - Concent.	_____	_____	_____
Minor	_____	_____	_____
Electives	_____	_____	_____

A minimum of 40 hours upper-division credits are required for graduation.

A minimum of 120 credit hours required for graduation.

A minimum G.P.A. of 2.0 is required.

Date exit exam completed _____ Score _____

SUGGESTED COURSE SEQUENCING: ATHLETIC TRAINING

FRESHMAN YEAR

Fall Semester		Hours	Spring Semester		Hours
ENGL 111	English Comp	3	ENGL 112	English Comp	3
KINE 100	Health and Wellness	1	KINE 213	Appl. of Phys.Fit. & Ex. Pre.	3
KINE 200	Hist. & Phil. of Sport/PE	3	MATH 113	College Algebra	4
General Ed	Social/Behavioral Science	3	General Ed	Humanities	3
General Ed	Fine Arts	3	General Ed	Applied Studies	3
General Ed	History	3			16
		16			

SOPHOMORE YEAR

Fall Semester		Hours	Spring Semester		Hours
KINE 234	Prevention/Care of Ath. Inj.	3	KINE 240	Intro to Clin. Ath. Training	2
General Ed	Soc./Beh. Science (PSYC 150)	3	KINE 365	First Responder	3
BIOL 209	Human Anatomy & Phys. I and 3		BIOL 210	Human Anatomy & Phys. II and 3	
BIOL 209L	Human Anatomy & Phys. I Lab 1		BIOL 210L	Human Anatomy & Phys. II Lab 1	
Degree Distinction	(MATH, STAT, or CSCI)	3	General Ed	Soc./Beh. Sci. or Humanities	3
KINA	Activity Course	1	Electives		3
		14			15

JUNIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
KINE 367	Field Exp. in Ath. Train. I	2	KINE 373	Upper Body Assessment	3
KINE 374	Lower Body Injury Assessment	3	KINE 378	Clinical Experiences II	2
KINE 309	Anatomical Kinesiology and	3	KINE 410	Rehabilitative Exercises	3
KINE 309L	Anatomical Kinesiology Lab	1	KINE 401	Org./Ad./Legal Consid. in PE	3
KINE 368	Clinical Experiences I	2		or	
KINE 420	Therapeutic Modalities	3	KINE 430	Med. Cond. & Pharm. in Spts.	3
Electives		3	General Ed	Nat. Sci. with Lab	3.5
		17			14-16

SENIOR YEAR

Fall Semester		Hours	Spring Semester		Hours
KINE 467	Field Exp. in Ath. Train. II	2	KINE 401	Org./Ad./Legal Consid. in PE	3
KINE 468	Clinical Experiences III	2		or	
KINE 303	Exercise Physiology	3	KINE 430	Med. Cond. & Pharm. in Sports	3
KINE 303L	Exercise Physiology Lab	1	KINE 478	Clinical Experiences IV	2
General Ed	Nat. Science	3	Electives		.8
KINA	Activity	1			16
Electives		3			
		15			

American Red Cross First Aid/CPR Certification required.

Appendix I5d

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Prerequisites for all "intermediate" or Part II courses: the corresponding beginning course or consent of instructor.

KINA 180, 280, 380, 480
Varsity Football (1)

KINA 181, 281, 381, 481
Varsity Basketball (1)

KINA 182, 282, 382, 482
Varsity Baseball (1)

KINA 183, 283, 383, 483
Varsity Swimming (1)

KINA 184, 284, 384, 484
Varsity Tennis (1)

KINA 185, 285, 385, 485
Varsity Volleyball (1)

KINA 186, 286, 386, 486 **Varsity Softball (1)**

KINA 187, 287, 387, 487 **Varsity Soccer (1)**

KINA 188, 288, 388, 488 **Varsity Golf (1)**

KINA 189, 289, 389, 489
Varsity Cross Country (1)

KINA 190, 290, 390, 490
Varsity Track and Field (1)

KINA 191, 291, 391, 491
Varsity Wrestling (1)

Physical activity courses numbered 180-191 designate the first year of varsity athletics; 280-291, the second; 380-391, the third; and 480-491 the fourth. These courses must be taken in sequence.

In addition to the rules above for KINA courses, the following apply:

Only one varsity sport activity course, number KINA 180-191, may be used to meet the College physical activity requirement.

A student may elect to register for a particular Varsity sports class for credit as many as four times (once at each level).

Varsity sports activity credit at the 300 and 400 level may not be counted towards the forty (40) credit hour upper division requirement for graduation unless they are a required part of a degree program.

Kinesiology: Academic (KINE)

KINE 100 Health and Wellness (1)

The presentation of information concerning the benefits, positive effects, assessment, and implementation of healthy life styles.

KINE 200 History and Philosophy of Sport and Physical Education (3)

Discusses the breadth, scope, and nature of the profession. Orientation to the history and philosophy of human performance and the factors that influence its evolution. Special consideration is given to the history of sport from antiquity to the present, particularly the Olympic Games.

KINE 205 Introduction to Sport Management (3)

Survey and introduction to the field of sport management.

KINE 211 Methods of Lifetime Activities (3)

Prerequisite: KINE 200 or consent of instructor.

KINE 212 Methods of Individual Activities (3)

Prerequisite: KINE 200 or consent of instructor.

KINE 213 Applications of Physical Fitness and Exercise Prescription (3)

Prerequisite: KINE 100.

KINE 214 Methods of Team Activities (3)

Prerequisite: KINE 200 or consent of instructor.

KINE 220 Methods of Dance and Gymnastics (3)

KINE 230 Methods of Aerobics Training (1)

KINE 234 Prevention and Care of Athletic Injuries (3)

Procedures and techniques involved in preventing and treating common injuries associated with competitive athletics.

KINE 240 Introduction to Clinical Athletic Training (2)

Introduction to fundamental athletic training skills, policies and procedures. Required for admission into the Athletic Training Education Program. Prerequisite: KINE 234, may be taken concurrently.

KINE 250 Lifeguard Training (3)

An American Red Cross course leading to certification of qualified students.

KINE 251 Water Safety Instructor Course (3)

An American Red Cross course leading to certification of qualified students.

KINE 256 Creative Play and Literacy (3)

Acquaints students with instructional content, including proper content, progression, and literacy integration that is appropriate for elementary physical education.

KINE 260 School and Personal Health (3)

School and personal health problems with emphasis on the development of proper health attitudes and practices, and application of health knowledge and practice in school

situations. Prerequisite: KINE 100.

KINE 265 First Aid and CPR for the Professional Rescuer (3)

Knowledge and skills required to meet the needs of first aid and CPR situations that lead to obtaining valid First Aid and CPR for the Professional Rescuer cards.

KINE 296 Topics: (1-3)

KINE 297 Practicum (1-2)
Supervised assistantship with physical educators or recreation practitioners.

KINE 300 Teaching/Technology Lab (3)

Covers the technology utilized in a K-12 physical education setting to support instruction and enhance student learning. Students will also observe and participate in K-12 physical education classes through a 60-hour lab-based program. Prerequisites: KINE 200 and enrollment in the Teacher Education program.

KINE 301 Tests and Measurements in Sport and Physical Education (3)

Modern testing and evaluation methods applied to the field of HPW, including the areas of biological, neuromuscular, cognitive, social and affective development. The selection of appropriate measuring devices and their interpretation is an integral part of the course. Prerequisite: KINE 200.

KINE 303 Physiology of Exercise (3)

KINE 303L Physiology of Exercise Lab (1)
The effects of various types of exercise upon human body structure and function. Three one-hour lectures and one two hour lab per week. Prerequisites: KINE 213 and BIOL 209, 209L.

KINE 307 Philosophy and Psychology of Coaching (3)

Fundamental philosophical and psychological principles related to coaching competitive athletic teams.

KINE 309 Anatomical Kinesiology (3)

A comprehensive study of the musculature of the human body. Analysis of joint movement and muscular involvement in various physical activities will be emphasized in this course. Corequisite: KINE 309L. Prerequisites: BIOL 209, 209L, KINE 200.

KINE 309L Anatomical Kinesiology Lab (1)

A comprehensive study of the musculature of the human body. Analysis of joint movement, muscular involvement, and the application of mechanics, physics, mathematics, and motion analysis in various physical activities. One two-hour lab per week. Corequisite: KINE 309.

Certain courses are only offered during the fall or spring semesters, or may be available only in alternating years. It is the student's responsibility to meet with their advisor and/or check the two-year course planning calendar on the Mesa State College website for course availability.

Learn more at www.mesastate.edu/academics.

KINE 320 Methods of Teaching Physical Education in Elementary Schools (3)

Information for classroom and physical education teachers that examines the teaching process, classroom management, and physical education content that is developmentally appropriate for elementary school education.

KINE 333 Community Health (3)

Introduction to the areas of epidemiology, disease prevention and control, environmental health, health care, injury prevention, and safety education.

KINE 335 Sport in Society (3)

The sociology of sport, covering the cultural traditions, social values, and psychosocial experiences of sport from antiquity to today.

KINE 342 Sport Law and Risk Management (3)

Legal duties, responsibilities, rights, duties and risk management techniques involved in sport.

KINE 345 Survey of Economics and Finance in Sport (3)

The economic, financial, and managerial accounting concepts for sport. Prerequisite: ECON 201.

KINE 350 Leadership and Ethics in Sport (3)

This course is designed to give individuals an understanding of the various aspects of leadership as well as a survey course of the development and application of moral and ethical values in sport administration settings.

KINE 360 Motor Learning (3)

Foundations of motor learning and the relation of motor performance to other aspects of behavior. Prerequisite: KINE 200.

KINE 365 First Responder (3)

Advanced knowledge and skills required to meet the needs of most emergency situations. Includes monitoring vital signs, CPR for professional rescuer, childbirth, triage, and transport of victims.

KINE 367 Field Experiences in Athletic Training I (2)

Athletic training field experiences. Concentration on Pre-Participation Considerations and Acute Injury Management. Prerequisite: Admission into the Athletic Training Education Program.

KINE 368 Clinical Experiences in Athletic Training I (2)

Athletic training clinical experiences with concentration on injury care. Prerequisite: Acceptance into Athletic Training Education Program.

KINE 373 Upper Body Injury Assessment (3)

Evaluation techniques and care of athletic injuries to the head, face and upper extremities. Integration of anatomical structures, physiology principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Prerequisite: KINE 234.

KINE 374 Lower Body Injury Assessment (3)

Evaluation techniques and care of athletic injuries to the trunk and lower extremities. Integration of anatomical structures, physiology principles, and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Prerequisite: KINE 234.

KINE 378 Clinical Experiences in Athletic Training II (2)

Athletic training clinical experiences with concentration on injury prevention, equipment fitting, and construction of protective devices. Prerequisite: KINE 368.

KINE 380 Adapted Physical Education (3)

Study of physical activity, its modification and adaptation for individuals with disabilities. Prerequisites: KINE 200 or consent of instructor.

KINE 395 Independent Study (1-3)**KINE 396 Topics (1-3)****KINE 401 Organization/Administration/Legal Considerations in Physical Education and Sports (3)**

Organizational structures, administrative techniques, and legal considerations in physical education and sports.

KINE 402 Sport Marketing (3)

The application of the principles of promotion and marketing to the sport and fitness industry including the areas of professional sports, corporate fitness, college/high school athletics, clubs and resorts, and others. Prerequisite: MARK 231.

KINE 403 Preparation for Strength and Conditioning Certification (3)

Emphasis on strength and conditioning techniques and program design. Prerequisites: KINE 303 and 303L, or consent of instructor.

KINE 404 Preparation for ACSM Health Fitness Instructor Certification (3)

Emphasis in fitness testing, designing and executing an exercise program, leading exercise, organizing and assisting with operation of fitness facilities. In addition, consultation practices for lifestyle change

through multiple intervention strategies will be covered. Prerequisites: KINE 303, 303L.

KINE 405 Sports Nutrition (3)

In-depth study of macronutrient metabolism as it relates to sport. Practical consideration in the use or non-use of carbohydrate supplements, vitamins, and/or other ergogenic aids. Three one-hour lectures per week. Prerequisites: KINE 303, KINE 303L.

KINE 406 Governance and Communication in Sport (3)

The laws and rules governing various sport organizations from interscholastic to professional sport as well as the major means of sport communication.

KINE 408 Methods of Teaching Physical Education in Secondary Schools (3)

Instructional strategies on a practical application level for prospective secondary physical education teachers preparatory to entry into student teaching. Field experiences are required to supplement lectures and discussions. Prerequisites: completion of at least half of all physical education course-work required for certification.

KINE 410 Rehabilitative Exercises (3)

Review of the theoretical and scientific basis for, and the practical use of, traditional and recently emerging rehabilitative techniques utilized in the rehabilitation of acute, post acute, and chronic musculoskeletal injuries. Prerequisite: KINE 234.

KINE 411 Worksite Health Promotion (3)

Covers worksite health promotion: its description, planning, implementation, marketing, and evaluation. Prerequisite: KINE 401.

KINE 415 Physical Activity and Aging (3)

The study of the dynamic relationship between physical activity and the aging process. Course focuses on the impact of physical activity on the physiological, psychological, and social well-being of older adults. Prerequisites: KINE 303, 303L.

KINE 420 Therapeutic Modalities (3)

Review of the theoretical and scientific basis for, and the practical use of, contemporary therapeutic modalities and techniques utilized in the treatment of acute and chronic musculoskeletal injuries. Prerequisite: KINE 234.

KINE 430 Medical Conditions and Pharmacology in Sports (3)

An overview of the effects on physical activity resulting from the pre-existence of selected medical conditions and the use of pharmacological agents.

✓ This course is approved by the Colorado Department of Higher Education for statewide guaranteed transfer as part of the gtPathways program. For more information please see page 45.

KINE 467 Field Experiences in Athletic Training II (2)

Athletic training field experiences. Concentration on Injury Prevention, Acute Injury Management and Health Care Administration. Prerequisite: KINE 378 and admission into the Athletic Training Education Program.

KINE 468 Clinical Experiences in Athletic Training III (2)

Athletic training clinical experiences with concentration on injury evaluation and rehabilitation. Prerequisites: KINE 378.

KINE 478 Clinical Experiences in Athletic Training IV (2)

Athletic training clinical experiences with concentrations on administrative duties and education. Prerequisites: KINE 378, KINE 468.

KINE 480 Special Populations - Psychomotor Disabilities and Implications (3)

Designed to provide student with advanced knowledge concerning the relationship between disabilities and physical activity. A multidisciplinary approach to the etiology and functional implications of psychomotor disabilities. Prerequisites: KINE 303 and 303L.

KINE 487 Structured Research (1-3)

A formal research project undertaken with the guidance of a faculty member. The results will be presented as a formal presentation and/or paper. Prerequisites: KINE 303, 303L.

KINE 494 Senior Seminar (1)

Opportunity for senior students to contribute and participate in discussion and research of current issues.

KINE 495 Independent Study (1-3)**KINE 496 Topics (1-3)****KINE 497 Pre-Internship in Physical Education (2)**

Provides an opportunity for K-12 physical education majors to research and study teaching and standard-based education in a physical education setting. Sixty lab hours required. Prerequisite: KINE 320, 408.

KINE 499 Internship (3-12)

Work experience obtained on a job where assignments are related to the student's specific concentration area within the Human Performance and Wellness degree. Prerequisites: Human Performance and Wellness major, senior standing.

KINE 500 Facility and Equipment Management in Sport and Fitness (3)

Provides an in-depth study of the facilities and equipment used in a variety of sport and fitness settings, from public to private

organizations, educational settings, athletics (interscholastic, intercollegiate, and professional sports) as well as commercial and corporate fitness centers. The focus is on designing, planning, funding, and maintaining a facility as well as the equipment necessary for its successful operation.

KINE 510 Event and Program Management in Sport and Fitness (3)

Duties and responsibilities of sport and fitness managers in creating policies, conducting events, and developing programs for sport or fitness organizations. Includes extensive examination of the topics and issues involved in the planning, funding, promotion, implementation, and evaluation of events and programs.

KINE 520 Management Policies and Regulations in Sport and Fitness (3)

Study of managerial policies and regulations to specific sport and fitness organizations to include educational, athletic, commercial and corporate entities. Topics will include the following: human resource management; labor relations; policy issues; sponsorship; budgeting; federal, state, and local statutes; CHSAA and NCAA rules and guidelines; and professional organization policies. Specific attention will be given to compliance strategies.

KINE 530 Advanced Coaching for Basketball (1)**KINE 534 Advanced Athletic Training for Coaches (1)****Machine and Manufacturing Trades (MAMT)****MAMT 100 Machine Shop Studies (3)**

Concentrated and condensed overview in the areas of calculator math, blueprint reading, geometric tolerancing, inspection, gauging, safety, and employee group skills.

MAMT 101 Introduction to Manufacturing (2)

The course is designed to give the student a broad overview of the world of manufacturing. The course will include people, materials, machines, design, organization, waste, quality, and other subjects which effect society and production of a product.

MAMT 102 Machine Shop Theory (3)

Concentrated unit dealing with speeds and feeds of machines, materials, tooling, tapping, boring, and manufacturing processes.

MAMT 105 Print Reading and Sketching (2)

Reading of blueprints and process sheets as used in industry, application of that information to various manufacturing processes.

MAMT 106 Geometric Tolerancing (1)

Identification, interpretation, and application of the blueprint symbols (referred to as Geometric Tolerancing symbols) in machining and inspection operations. Corequisite: MAMT 105 or consent of instructor.

MAMT 110 Gauging and Measuring Tools (1)

Uses and techniques of inspection including micrometers, Vernier scales, instruments, hole gauges in surface plate work, finish of parts and overall inspection techniques. Prerequisite: MAMT 106 or consent of instructor.

MAMT 115 Introduction to Machine Shop (3)

Safety procedures: using bench tools, layout tools, power saws, and taps; sharpening general purpose drills, grinding lathe bits; and identifying and operating basic machines such as the bench grinder, drill press, band saw, and others. One hour lecture and three hours lab per week.

MAMT 120 Machine Technology I (4)

Operation of engine lathes, milling machines and surface grinders. One hour lecture and five hours lab per week. Prerequisite: consent of instructor.

MAMT 125 Machine Technology II (4)

Further development of skills acquired in MAMT 120. Emphasis will be placed on technical aspects of tooling and machining tolerances. One hour lecture and five hours lab per week.

MAMT 130 Machine Technology III (4)

Advanced machine operations including O.D. grinding, cutter tool grinding, gear cutting, indexing, and rotary table work with emphasis on accuracy, inspection, and workmanship. One hour lecture and five hours lab per week.

MAMT 135 Job Shop Machining I (3)

Production of machined parts from a shop blueprint, writing process sheets, and estimating machine time. Machining of parts may involve one or more machine operations. Machine time, paperwork, inspection, and accuracy will be emphasized. One hour lecture and three hours lab per week. Prerequisite: consent of instructor.

MAMT 140 Job Shop Machining II (3)

Further development of writing process sheets, estimating machine time, performing final inspection of finished parts and using all

Certain courses are only offered during the fall or spring semesters, or may be available only in alternating years. It is the student's responsibility to meet with their advisor and/or check the two-year course planning calendar on the Mesa State College website for course availability. Learn more at www.mesastate.edu/academics.

Syllabi must include:

15.1 course title, number, and term,

Non-Compliant Evidence of NC with this Standard (if cited):

The syllabi for KINE 368, 420, 430 and 468 still contain incorrect references to HPWA course numbers, titles, and/or content requirements. HPWA was the designation of the old department, prior to 2005. In 2005, the ATEP moved into the Kinesiology Department which uses the KINE prefix. Syllabi have not been updated to demonstrate current department classification.

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Please revise and provide a copy of each of the following course syllabi - KINE 368, 420, 430, 468 that utilize corrected course numbers, titles, and/or related courses and/or content in courses with designation for the new Department of Kinesiology (KINE).
- Also provide a program curricular sequence page/advising sheet that documents where each of these courses (i.e. KINE 368, 420, 430, 468) fall in the academic plan.

Program Response:

APPENDIX I5a contains course syllabi for

KINE 368 (pg I5 - 10)

KINE 468 (pg I5 - 21)

Appendix I5.1 contains course syllabi for

KINE 420 (pg I5.1 - 1)

KINE 430 (pg I5.1 - 4)

APPENDIX I5c (pg I5 - 32) contains the program advising sheet with curricular sequence available by request from the Program Director or Kinesiology

Department Administrative Assistant and online at the ATEP website

<http://www.mesastate.edu/schools/sbps/hpw/athletictraininghome.htm>

APPENDIX I5.1

**KINE 420
Therapeutic Modalities
Fall 2008
CRN# 22129
T,R 12:30 PM – 1:45 PM**

Instructor:

Office Hours:

Phone –

E-mail –

Text: Knight and Draper, Therapeutic Modalities: The Art and Science With Clinical Activities Manual.

Descriptive Information:

Review of the theoretical and scientific basis for, and the practical use of, contemporary therapeutic modalities and techniques utilized in the treatment of acute and chronic musculoskeletal injuries. Prerequisite: KINE 234

Course Goals and Objectives:

By the end of this course the student will be able to

- describe and explain the healing process
- describe and explain the various types of pain
- describe and explain multiple methods of pain modulation
- describe and explain the use and effects of thermal modalities
- describe and explain the use and effects of electrical modalities
- describe and explain the use and effects of mechanical modalities

Method of Assessment

Tests (2x150)	300
Article reviews (10x10)	100
Lab Activities (10x10)	100
Case Studies (4x75)	300
Presentations (1x100)	<u>100</u>
Total	900 points

Grade breakdown will be 90%-A, 80%-B, 70%-C, 60%-D, 59% and below – F

Assignments:

Assignments are due on scheduled dates. NO late assignments, unless arrangements have been made thru instructor, see itinerary for due dates. Point total for each assignment varies. Failure to complete assignments by their due dates will result in 5% deduction from overall grade for each academic school date late.

Articles

You will have to compile a binder of articles for the following topics: pain control, infrared therapy, therapeutic ultrasound, diathermy/UV light/Laser, electrical stimulation, iontophoresis, massage, intermittent compression/traction, and biofeedback. One (1) article for each area

covered will have to be presented to the instructor along with a one (1) page summary. Articles **must** be relevant to athletic training and the job market available to the profession as well as be from accredited/peer-review journals. **NO website articles!!** Each article is worth 25 points. Articles are due at the beginning of the class, prior to the start of that topic. **NO** late articles will be accepted. Save articles on the K: drive. Directions on the access to the K: Drive and how to post assignments can be found at the following link <http://www.mesastate.edu/it/students/newstudents.htm>. Please contact the Mesa State Help Desk at 248-2111 or helpdesk@mesastate.edu if you are having problems with computer compatibility.

Attendance

This class will meet 1 hour and 15 minutes, twice a week. Approximate 45 minutes a week will be spent in a laboratory setting developing an understanding of the modalities. Attendance in class is not required and roll will not be taken but, it is strongly recommended that you attend every class so that you understand the material.

Tests

There will be two examinations worth a total of 300 points consisting of case studies, short answer, listing, matching and multiple choice questions.

These tests will be given on the following dates

Laboratory Activities

There will be 10 lab activities that must be completed. 10 pts each

Treatment Plan

You will be given a scenario involving a significant acute injury. You will develop short and long term goals and treatment plans for the injury. The plan will include justification for the use of each modality used in the various phases of the injury

Presentations

Presentations will be at the conclusion of the semester. Students will pick/assigned a therapeutic modality and "teach" the class as a review for the final. These presentations will be graded.

Americans with Disabilities Act

Mesa State College upholds the ADA by providing reasonable accommodations to individuals with disabilities. If anyone requires a reasonable accommodation to adequately perform the duties of the class, please see the instructor as soon as possible so that specific plans can be made.

KINE 420
Therapeutic Modalities
Fall 2008

Tue Aug 19 - Intro
Thur Aug 21 – Healing Process Ch 1, 2
Tue Aug 25 – Pain Ch 1, 3
Thur Aug 27 – Muscle contraction **Pain control article review**
Tue Sep 2 – no class labor Day
Thur Sep 4 – Infrared Modalities Ch 1, 4
Tue Sep 9 – Infrared Modalities Ch 1, 4 **Infrared article review**
Thur Sep 11 - Therapeutic Ultrasound Ch 1, 5/
Tue Sep 16 – Therapeutic Ultrasound Ch 1, 5 **Therapeutic ultrasound article review**
Thur Sep 18 – Diathermy Ch 1, 6
Tue Sep 23 - Diathermy Ch 1, 6
Thur Sep 25 – Ultraviolet Therapy Ch 1, 15
Tue Sep 30 – Laser Therapy – Ch 1, 14 **Diathermy or UV light or Laser article review**
Thur Oct 2 – Electricity Ch 1,7/Test Review
Tue Oct 7 – Test
Thur Oct 9 – Presentation Prep (no formal class)
Tue Oct 14 – no class Fall Break
Thur Oct 16 – Electricity Ch. 1,7 and Electrical Stimulation Ch 1, 8
Tue Oct 21 - Electrical Stimulation Ch 1, 8 **Electrical stim article review**
Thur Oct 23 - Electrical Stimulation Ch 1, 8
Tue Oct 28 – Iontophoresis Ch 1, 9
Thur Oct 30 – Therapeutic Massage Ch 1, 10 **Iontophoresis article review**
Tue Nov 4 – Therapeutic Massage Ch 1, 10 **Therapeutic Massage article review**
Thur Nov 6 – Intermittent Compression Devices Ch 1, 11
Tue Nov 11 - Intermittent Compression Devices Ch 1, 11
Thur Nov 13 – Traction Ch 1, 12
Tue Nov 18 – Traction Ch 1, 12
 Traction article review, Intermittent Compression article review
Thur Nov 20 – Biofeedback – Ch 1, 13
Tue Nov 25 – Biofeedback – Ch 1, 13 **Biofeedback article review**
Thur Nov 27 – No Class- Thanksgiving Break
Tue Dec 2 –**Presentations**
Thur Dec 4 –**Presentations**
Thur Dec 11 – Test 2 final exam -10:00-11:50 AM

KINE 430- Medical Conditions and Pharmacology in Sport
Spring 2008
CRN# 47480
T,R 12:30 pm – 1:45 pm
Medesy 179

Instructor: Billy Cotts

Office: Saunders 105

Office Hours: M,W,F 10:00– 11:00 AM

Phone: 248-1003

e-mail – bcotts@mesastate.edu

Text: Magnus and Miller - Pharmacology Application in Athletic Training

Objectives:

- 1) Students will develop an understanding of pharmacokinetics and pharmacodynamics of various classification of drugs both prescription and over the counter.
- 2) Students will develop an understanding of the physiology and treatment of various medical conditions which may affect participation in exercise and athletics.

It is strongly recommended that the reading assignments be completed before the lecture so that you are familiar with the terminology. We will try to follow the course outline as close as possible but changes may occur in the daily topics, however, the lecture tests will be given on the scheduled dates. Any information not covered in class, is **your responsibility**.

Attendance

Except for the day when we have a guest speaker, Attendance is not required and roll will not be taken, but, it is strongly recommended that you attend every class so that you understand the material. On the 5 days that we have a guest speaker there is a 10 point attendance grade.

Tests

The lecture tests will consist of multiple choice and short answer questions covering the lecture and assigned reading materials. There will be four tests worth 100 points each. **The tests will be given on the scheduled dates.** If you know in advance that you will not be able to take a test on the assigned date and time, you must schedule a make-up test prior to the scheduled time. If you cannot make the scheduled test time due to unforeseen circumstances, a make-up test must be taken as soon as possible. Ten percent (10%) of the value of the test will be deducted from any test taken late without a legitimate excuse and an additional five percent (5%) will be deducted for every weekday that the test is not taken. Legitimate excuses are situations such as family emergencies or serious illness or injury. Keep in mind that just because you feel like you are going to die does not always mean you have a serious illness or injury and you should always anticipate the possibility of transportation delays.

Each student will also make a 50 point presentation to the class on an assigned topic. The topics will be pharmaceutical agents or medical conditions which are not covered in lectures or by guest lecturers. Presentation **must be** 10-12 min's long. Include photos, descriptions, medications (pro's and con's), and any other pertinent information. The topics will be assigned the week before Spring Break and the presentations will occur in May. A copy of your presentation must be placed on the K:// drive prior to presenting. Directions on the access to the K: Drive and how to post assignments can be found at the following link -

<http://www.mesastate.edu/it/students/newstudents.htm> . Please contact the Mesa State Help Desk at 248-2111 or helpdesk@mesastate.edu if you are having problems with computer compatibility.

Grades

Your grade in this class will be based on a percentage of the total points possible. An anticipated total of 500 points will be possible in this class.

Tests 4 x 100	400
Presentation	50
Attendance	50
Total	500

A= 90%
B= 80%
C= 70%
D= 60%
F= less than 60%

Americans with Disabilities Act

Mesa State College upholds the ADA by providing reasonable accommodations to individuals with disabilities. If anyone requires a reasonable accommodation to adequately perform the duties of the class, please see the instructor as soon as possible so that specific plans can be made.

KINE 430 Spring 2008

Thr	Jan 24	-	Ch 1 – Participation considerations, Historical and Legal Issues
Tue	Jan 29	-	Ch 2 – Pharmacokinetics and Pharmacodynamics
Thr	Jan 31	-	Ch 3 – Anti-Inflammatory Medications
Tue	Feb 5	-	Anti-Inflammatory and Muscle Relaxants – Dr. M. Copeland DO
Thr	Feb 7	-	“catch-up” lecture day
Tue	Feb 12	-	Ch 4 – Skeletal Muscle Relaxants
Thr	Feb 14	-	Ch 5 Diabetes Mellitus
Tue	Feb 19	-	Test 1* (100 pts)
Thr	Feb 21	-	Ch 6 – Cardiovascular Medications
Tue	Feb 26	-	Cardiovascular conditions – Dr. Reeder DO
Thr	Feb 28	-	Ch 7 – Respiratory Drugs
Tue	Mar 4	-	Ch 8 – Gastrointestinal Disorders
Thr	Mar 6	-	no class, Assign presentation topics- work on topics

Mar 10 - 14 Spring break

Tue	Mar 18	-	Dermatology- Dr. Deeths
Thur	Mar 20	-	Ch 9 – Drugs for Bacterial, Viral and Fungal Infections
Tue	Mar 25	-	Ch 10 – Analgesics and Local Anesthetics
Thur	Mar 27	-	Test 2 * (100 pts)
Tue	Apr 1	-	Ch 11 – Muscle Building agents used in Sports, Ch 13- Natural/ Ergogenic Supplements
Thur	Apr 3	-	Ch 12 – Stimulants
Tue	Apr 8	-	Ch 15 – Recognition and Rules
Thur	Apr 10	-	Pharmacist- Stacy Biedelman
Tue	Apr 15	-	Dr. Reeder- Ergogenics
Thur	Apr 17	-	Test 3 * (100 pts)
Tue	Apr 22	-	Presentations (100 pts)
Thur	Apr 24	-	Presentations
Tue	Apr 29	-	Presentations
Thur	May 1	-	Presentations
Tue	May 6	-	Presentations
Thur	May 8	-	Presentations
Tue	May 15	-	Final – 10:00 – 11:50 AM (100 pts)*

Supplemental websites for additional information

www.drugfreesports.com

www.lumg.ca/diseases

www.ncaa.org

www.fda.gov

www.cdc.gov

www.merck.com

www.gssiweb.com

www.physsportsmed.com

**15.4 specific evaluation criteria and weightings,
Non-Compliant Evidence of NC with this Standard (if cited):**

It was stated by ATEP staff that clinical education courses are Pass/Fail based on the hours required and clinical proficiencies assigned. Course syllabi do not indicate this, and students did not relate this information when asked during interviews. Clinical hour expectations are similar (250 hours) in clinical education courses: KINE 368, 378, 468, and 478; however, if grades are assigned according to the information contained in the course syllabi, the hours would be worth 50%, 33%, 36% and 14% of the final grade, respectively. Thus, students are able to pass courses without completing the required hours that ATEP staff indicated would result in a failing grade, and thus a 1 year suspension (which the ATEP materials do not support). Clinical education proficiencies are addressed in some syllabi but not in others. Therefore, it is possible for students to pass their clinical education courses without completing the required hours and/or clinical proficiencies as currently documented by the course syllabi.

Further, student files contain clinical education evaluations that do not correlate with clinical course grading scales, criteria or weighting found in the associated clinical education course syllabi. In interviews, it was stated that a student could complete all evaluations at 90% or better; however, if he/she had missed one hour, or very few hours, that the hours would have to be made up over break or they would fail the course. Several individuals indicated that "making up" missed hours occurs frequently.

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Please revise and provide a copy of the course syllabi for KINE 368, 378, 468, and 478 indicating specific course evaluation and grading criteria described in a clear and concise manner.
- Also provide copies of completed student hour forms/cards for two student enrolled in each of the KINE clinical education courses (KINE 368, 378, 468, and 478). Please delete the last names [only] of the students on the hour forms.
- Finally, please provide copies of the official final grading sheets for the same students for whom the student hour forms/cards are provided. Again, please delete the last names [only] of the student on the final grading sheets.

Program Response:

Following discussions with students and ACI/CI's the ATEP has decided to reduce the hour requirement for 250 hours per semester to 200 hours per

semester working with the Mesa State College Athletic Training Room. The 40 hours obtained during the 4 week off campus rotations will not be included in the 200 hours.

APPENDIX I5a contains course syllabi for

KINE 368 (pg I5 - 10)
KINE 378 (pg I5 - 13)
KINE 468 (pg I5 - 21)
KINE 478 (pg I5 - 25)

APPENDIX I5.4a contains completed hour logs for two students from the Fall 2007 for KINE 368,468 and for two students from the Spring 2007 for the KINE 378, 478 Logs do not include time spent at off campus rotations. In the Spring 2007, 200 hours were required includiuing a 30 hour, 3 week off campus rotation. In the Fall 2007, 250 hours were required including a 40 hour, 4 week off campus rotation.

KINE 368 - Leslie (pg I5.4 - 3)
KINE 368 - Kami (pg I5.4 - 8)
KINE 378 - Alissa (pg I5.4 - 13)
KINE 378 - Meaghan (pg I5.4 - 18)
KINE 468 - Alissa (pg I5.4 - 23)
KINE 468 - Meaghan (pg I5.4 - 27)
KINE 478 - Morgan (pg I5.4 - 32)
KINE 478 - Joel (pg I5.4 - 37)

APPENDIX I5.4b contains the final grading sheets for the students listed in APPENDIX I5.4a

KINE 368 (pg I5.4 - 41)
KINE 378 (pg I5.4 - 42)
KINE 468 (pg I5.4 - 43)
KINE 478 (pg I5.4 - 44)

APPENDIX I5.4a

KINE 368 Fall 2007 Leslie

Name	Leslie [REDACTED]	ATEP Field Experience Log	KINE 368	Prev. Hrs.	Current Hrs.	Field Experience Setting/Situation	ATR	Prac/Game	First Resp.	Sport(s)	Class	Comments
Date		Start Time	End Time	Start Time	End Time	Daily Total						
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20		3:00pm	7:00pm									
21		1:30pm	3:00pm									
22		3:00pm	7:00pm									
23		5:15am	4:45am									
24												
25												
26		11:30am	4:30pm									
27												
28		5:30pm	7:00pm									
29		12:15pm	4:00pm									
30		2:00pm	7:00pm									
31		2:00pm	7:00pm									

I verify that the information above is accurate.

Student: [REDACTED]

Name LeslieMonth Sept Year 2009

ATEP Field Experience Log

Prev. Hrs 28.25Current Hrs 24.75KINE 368Total Hrs 123

Date	Start Time	End Time	Start Time	End Time	Start Time	End Time	Total	ATR	Prac/Game	First Resp.	Sport(s)	Class	Comments
1	10:00am	1:00pm					3	1.5	2	2.5	NSO		
2	11:00am	1:30pm					4.5	3.5	1.5	2	NSO		
3	1:30pm	4:30pm					3.5	4	1	2	NSO		
4	2:00pm	4:10pm					2	4	1	2	NSO		
5	3:00pm	7:00pm					2	4	1	2	NSO		
6	1:30pm	3:30pm					2	2	1.5	1.5	NSO		
7													
8													
9													
10													
11	2:00pm	7:00pm					4	4	2	2	NSO		
12	3:00pm	7:00pm					3.5	3.5	1.5	2	NSO		
13	3:00pm	6:30pm					2	4	1.5	2	NSO		
14	2:00pm	6:30pm					2	4	1.5	2	NSO		
15	3:00pm	7:00pm					3	3	3.5	4.5	NSO		
16	1:30pm	7:00pm					2	5	2.5	2.5	NSO		
17	1:30pm	7:00pm					1.5	4.5	2	2	NSO		
18	1:30pm	7:00pm					1.5	5	2	3	NSO		
19	2:30pm	4:10pm					1.5	4.5	2	3	NSO		
20	1:30pm	4:30pm					1.5	3	1.5	2	NSO		
21	2:30pm	7:00pm					2.5	2.5	2	2	NSO		
22													
23													
24													
25	1:30pm	7:00pm					1.5	4.5	2.5	2.5	NSO		
26	1:30pm	6:30pm					1.5	5	2.5	2.5	NSO		
27	2:30pm	7:45pm					1.5	5.25	2.5	2.5	NSO		
28	2:30pm	8:00pm					1.5	5.5	2.5	2.5	NSO		
29	3:30pm	4:00am					1.5	7.5	1.5	1.5	NSO		
30													

I verify that the information above is accurate.

Student Leslie [Signature]

APPENDIX I5.4a

KINE 368 Fall 2007 Leslie

Name	Leslie [REDACTED]	ATEP Field Experience Log	KINE	368
Month	Aug	Prev. Hrs.	Current Hrs.	28.25
Year	2007	Total Hrs.	[REDACTED]	28.25
Date		Field Experience Setting/Situation	ATR	Sports
		Pro/Game	First Resp.	Class
				Comments
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20		3:00pm-7:00pm	1.5	WSU
21		1:30pm-3:30pm	1	WSU
22		3:00pm-7:00pm	1.5	WSU
23		5:15am-5:45am	1.5	WSU
24			2.5	
25				
26		11:30am-4:30pm	5	WSU
27			2	
28		5:30pm-7:00pm	3	WSU
29		12:00pm-4:00pm	1	WSU
30			3	
31		2:00pm-7:00pm	5	WSU

I verify that the information above is accurate.

Student: [REDACTED]

Name Leslie [REDACTED]
 Month Sept
 Year 2009

ATEP Field Experience Log

KINE 368
 Prev. Hrs 28.25 Current Hrs 49.75
 Total Hrs 123

Date	Start Time	End Time	Start Time	End Time	Start Time	End Time	AIR	Pcto/Game	First Resp.	Sport(s)	Class	Comments
1	10:00am	1:00pm					3	1.5	1.5	NSO		
2	11:00am	3:30pm					4.5	2	2.5	NSO		
3	2:00pm	4:30pm					3.5	1.5	2	MSO		
4	3:00pm	7:00pm					4	3	2	NSO		
5	3:00pm	7:00pm					4	2	2	NSO		
6	1:30pm	3:30pm					2	1.5	1.5	NSO		
7												
8												
9												
10												
11	2:00pm	7:00pm					4	2	2	NSO		
12	3:00pm	7:00pm					3.5	1.5	2	NSO		
13	3:00pm	6:30pm					4.5	2.5	2	NSO		
14	2:00pm	6:30pm					4.5	2.5	2	NSO		
15	3:00pm	7:00pm					3	3.5	4.5	NSO		
16	1:30pm	3:30pm					5	2.5	3	NSO		
17	1:30pm	7:00pm					4.5	2.5	2.5	NSO		
18	1:30pm	7:00pm					5	2	2	NSO		
19	2:30pm	7:10pm					4.5	2	2	NSO		
20	1:30pm	4:30pm					4.0	3	1.5	NSO		
21	2:30pm	7:00pm					4.25	2.5	2	NSO		
22												
23												
24												
25	1:30pm	7:00pm					4.5	2.5	2.5	NSO		
26	1:30pm	6:30pm					5	2.5	2.5	NSO		
27	2:30pm	7:45pm					5.35	2.5	2.5	NSO		
28	2:30pm	7:45pm					5.35	2.5	2.5	NSO		
29	6:30pm	4:45pm					7.5	1.5	1.5	NSO		
30												

I verify that the information above is accurate.

Student [REDACTED] [REDACTED]

Name Rosario [REDACTED]
 Month Oct Year 2011

ATEP Field Experience Log

Date	Start Time	End Time	Start Time	End Time	Daily Total	Field Experience Setting/Simulation	First Resp.	Sports/Game	Class	Comments	KINE	Prev. Hrs	Current Hrs	Total Hrs
											368	123	35.5	58.5
1														
2	3:00pm	7:00pm												
3	1:30pm	10:45pm												
4														
5														
6														
7														
8														
9	2:30pm	7:00pm												
10	1:30pm	7:00pm												
11	2:30pm	4:30pm												
12	1:30pm	4:15pm												
13	1:30pm	4:15pm												
14														
15														
16														
17														
18														
19														
20														
21														
22														
23														
24														
25														
26														
27														
28														
29														
30														
31														

I verify that the information above is accurate.

Student Signature [REDACTED]

Name Leslie [REDACTED] Year 2007
 Month NOV

ATEP Field Experience Log

Prev. Hrs 158.5 Current Hrs 50 Total Hrs 208.5

HPWA
360

Date	Start Time	End Time	Start Time	End Time	Start Time	End Time	Daily Total	ATR	Sport(s)	First Resp.	Class	Comments
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12	3:00pm	3:30pm										
13	1:30pm	5:30pm										
14	2:30pm	6:30pm										
15	1:30pm	6:30pm										
16	1:30pm	5:30pm										
17												
18												
19	1:30pm	6:30pm										
20	1:30pm	6:30pm										
21												
22												
23												
24												
25												
26	3:30pm	6:30pm										
27	3:12pm	6:45pm										
28	2:30pm	6:00pm										
29	1:30pm	5:00pm										
30	1:30pm	5:30pm										
31												

I verify that the information above is accurate.

Student [REDACTED]

Name LPSLIE ██████████
 Month DEC Year 2017

ATEP Field Experience Log

Prev. Hrs 208.5 Current Hrs 210.5 Total Hrs 235 + 40 offdays

Date	Start Time	End Time	Start Time	End Time	Start Time	End Time	Daily Total	Comments
1								
2								
3	2:00pm	4:00pm						
4	3:00pm	6:30pm						
5	1:30pm	5:30pm						
6	1:30pm							
7	0:30am	11:30am	5:00am	10:30am				
8	0:30am	10:30am	4:00pm	7:30pm				
9								
10								
11	1:30pm	6:30pm						
12	1:							
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								
31								

I verify that the information above is accurate.

Student Jellie ██████████

KINE 368 Fall 2007 Kami

ATEP Field Experience Log							KINE	368			
Name	Year	Field Experience Setting/Situation	Prev. Hrs.	Current Hrs.	Total Hrs.		Comments				
Month	Date	Start Time	End Time	Start Time	End Time	Daily Total	ATR	Prac/Game	First Resp.	Sports	Class
	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9										
	10										
	11										
	12										
	13										
	14										
	15										
	16										
	17										
	18										
	19										
	20										
	21										
	22										
	23										
	24										
	25										
	26										
	27										
	28										
	29										
	30	12:30	4:30	—	—	—	3.3	2.5			
	31										

Student Kami

I verify that the information above is accurate.

Name Kami
Month Sep Year 2007

ATEP Field Experience Log

Prev. Hrs 3.5 Current Hrs 3.5 Total Hrs 90.75

Date	Start Time	End Time	Start Time	End Time	Start Time	End Time	Total	ATR	Prac/Game	Fist/Resp.	Sport(s)	Class	Comments
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14	8:30	4:00	—	—	—	—	7.5	2	5.5	—	FB	G	
15													
16													
17	1:00	4:30	—	—	—	—	3.5	3.5	—	—	FB	—	
18	1:30	6:00	—	—	—	—	4.5	1.5	3	—	FB	—	
19	SICK												
20	SICK												
21	SICK												
22													
23													
24	1:30	7:15	—	—	—	—	5.75	5.75	—	—	FB	—	
25	1:30	6:30	—	—	—	—	5.75	1.5	3.5	—	FB	—	
26	1:15	7:00	—	—	—	—	4.75	3	2.75	—	FB	—	
27	1:30	6:45	—	—	—	—	4.75	2.75	3	—	FB	—	
28	7:40	5:40	—	—	—	—	3	2	1	—	FB	—	
29	8:30	4:00	—	—	—	—	7.5	2	5.5	—	FB	G	
30													
31													

I verify that the information above is accurate.

Student Jain

Name - Kami [REDACTED]
 Month Oct Year 2007

ATEP Field Experience Log

KINE 368
 Prev. Hrs. 90.75 Current Hrs. 78 Total Hrs. 168.75

Date	Field Experience Setting/Situation					First Resp.	Sports/Class	Comments
	Start Time	End Time	Start Time	End Time	Daily Total			
1	1:00	4:45			3.75	FB	Frisbee	
2	1:30	(0:45)			4.75	FB	Frac	
3								
4	1:30	6:00			4.5	FB	Prac	
5	1:30	5:00			3.3	FB	Prac	
6	1:30	7:00			5.5	FB	Prac	
7					3	FB	Prac	
8								
9								
10	1:30	7:00			5.5	FB	Prac	
11	1:30	6:15			4.75	FB	Prac	
12								
13								
14								
15								
16								
17	1:45	7:00			5.25	VB	Pract	
18	1:45	6:30			5.75	VB	Pract	
19	7:00	6:00			9	VB	Pract	
20	11:45	2:45	3:00	8:00	9	VB	Pract Game & FB Game	
21	1:30	6:30			5	VB	Pract	
22								
23								
24	7:00	6:15			4.75	VB	Pract	
25	7:30	5:15			3.75	VB	Prac	
26								
27								
28								
29	N.D.	Pract	6:15		4.75	VB	Prac	
30	1:45	6:30			5	VB	Prac	
31	1:30	6:30						

I verify that the information above is accurate.

Student [REDACTED] [REDACTED]

Name Kami [REDACTED] Year 2007
 Month Nov

ATEP Field Experience Log

Prev. Hrs 168.75 Current Hrs 0.00 Total Hrs 168.75

Date	Start Time	End Time	Start Time	End Time	Daily Total	Field Experience Setting/Situation		Comments
						ATR	Frac/Game	
1	2:00	3:30			1.5	—	VB Pract	
2	5:15	9:30			4.25	3	VB Game	
3	2:45	9:30			6.75	16	VB Pract & Game	
4.								
5	2:30	6:30			4	2	VB Pract	
6	1:45	5:45			4	2	VB Pract	
7	5:15	7:15			2	1	VB Pract	
8								
9								
10								
11	1:30	5:15			3.75	1.5	WBSS Pract	
12	1:30	5:15			3.75	2	WBSS Pract	
13	1:30	5:15			3.75	2	WBSS Pract	
14	12:45	3:45			3	1.5	WBSS Pract	
15								
16								
17								
18								
19								
20								
21								
22								
23	3:30	4:20			6	3	BB Touchy	
24	9:45	1:00	1:45	3:30	13.5	3	BB Touchy	
25	9:45	2:15			4.5	2	BB Touchy	
26	2:30	4:30			2.5	1.5	BB Touchy	
27	2:30	6:00			3.5	2	BB Pract	
28	3:30	6:30			3	3	BB Pract	
29								
30								
31								

I verify that the information above is accurate.

Student [Signature] [REDACTED]

Name Kami
Month Dec Year 2007

ATEP Field Experience Log

Prev. Hrs 376.5 HPWA 368
Current Hrs 9.5 Total Hrs 246 + off
Field Experience Setting/Situation

Date	Start Time	End Time	Start Time	End Time	Daily Total	Comments
1						
2						
3						
4	1:30	3:00			1.5	BB Bas
5	1:15	4:45			3.5	BB Bas
6	1:15	3:45			2.5	BB Bas
7						
8						
9						
10						
11	11:30	3:30			4	BB Bas
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						

I verify that the information above is accurate.

Student Jasper

KINE 378 Spring 2007 Alissa

ATEP Field Experience Log							Kine <u>378</u>	Total Hrs <u>15</u>		
Name <u>Alissa</u>	Year <u>2007</u>	Prev Hrs _____	Current Hrs <u>15</u>	Field Experience Setting/Situation			First Resp.	Sport(s)	Class	Comments
Date	Start Time	End Time	Start Time	End Time	Daily Total	ATR	Prac/Game			
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21	2:15	5:30			3hr 15 mins	Mr. Bono	w Basketball			
22	2:15	5:30			3hr 15 mins	Mr. Bono	w Basketball			
23	1:20	5:00			3hr 30 mins	Mr. Bono	w Basketball			
24	3:00	5:00			2hr	Mr. Bono	Morning Basketball			
25	—	5:30			2hr 30 mins	Mr. Bono	Football			
26	1:30	5:30			3hr 30 mins	Mr. Bono	Football			
27	—	—								
28	—	—								
29	—	—								
30	1:30	5:00			3hr 30 mins	Mr. Bono	Football			
31	—	—								

I verify that the information above is accurate.

Student _____

ATEP Field Experience Log

Name JH Year 2011
Month Feb

Prev Hrs .15 Current Hrs .67

Kine 378
Total Hrs .82

Date	Start Time	End Time	Start Time	End Time	Start Time	End Time	Daily Total	Field Experience Setting/Situation				Comments
								ATR	Prac/Game	Firs/Resp.	Sport(s)	
1	1:30	5:00					2 hrs	2 hrs			WB	Team
2	1:30	8:30					4 hr				VC Game	
3	1:30	8:30					—				VC Game	
4	—	—					—				—	
5	—	—					—				—	
6	1:30	5:30					4 hrs	2 hrs			OBSTACLES practice	
7	4:00	5:30					1hr 30	1hr			OBSTACLES	
8	—	—					—	2 hrs			BASKETBALL	
9	1:30	3:30	8:30				2 hrs	1 hrs			REHAB IN GAMES	
10	3:30	8:30					2 hrs	4 hr			CHAMPS	
11	—	—					—				REHAB	
12	4:30	6:30					2 hrs	3 hrs			REHAB	
13	—	—					—				REHAB	
14	—	—					—				REHAB	
15	1:30	1:30					—				REHAB	
16	1:30	3:30	3:30				2 hrs	2 hrs			REHAB	
17	—	—					—				REHAB	
18	—	—					—				REHAB	
19	—	—					—				REHAB	
20	—	—					—				REHAB	
21	2:00	4:00					2 hrs				REHAB	
22	1:30	1:30					—				REHAB	
23	1:30	1:00	1:00				1 hr 30	1 hr 30			REHAB	
24	—	—					—				REHAB	
25	—	—					—				REHAB	
26	1:30	5:00					2 hrs 30				REHAB	
27	1:30	1:30					—				REHAB	
28	2:30	5:30					3 hrs	30 min	2 hr 30		BASKETBALL	
29	—	—					—				—	
30	—	—					—				—	
31	—	—					—				—	

I verify that the information above is accurate.

Student _____

Name Missa
Month March Year 2007

ATEP Field Experience Log

Prev. Hrs 5.2 Current Hrs 1.8 HPWA 378
Field Experience Setting/Situation

Date	Start Time	End Time	Start Time	End Time	Daily Total	ATR	Prac/Game	First Resp.	Sport(s)	Class	Comments
1	1:30	4:00									
2	1:30	5:00									
3	—										
4	—										
5	—										
6	—										
7	—										
8	—										
9	—										
10	—										
11	—										
12	—										
13	—										
14	—										
15	—										
16	—										
17	—										
18	—										
19	—										
20	2:00	3:15									
21	—										
22	—										
23	—										
24	—										
25	—										
26	—										
27	1:30	6:15									
28	1:00	4:00									
29	1:30	7:00									
30	—	—									
31	9:00	2:06									

I verify that the information above is accurate.

Student Missa

Name Missa
Month April Year 2007

ATEP Field Experience Log

378

Date	Start Time	End Time	Start Time	End Time	Daily Total	AIR	ATR	PrecGame	First Resp.	Sports(s)	Class	Comments
1	1:30	5:20				4hrs				SB Game		
2	3:00	7:15				4hrs				SB Game		
3	3:00	2:45										
4	3:00	5:30				2hr 30	2hr 30			Recruit		
5	3:00	4:30				3hr 30	1hr 30			Volleyball		
6												
7												
8												
9												
10	2:00	4:30				4hr 30	2hrs			SB		
11												
12	2:00	4:30				4hrs 30	1hr 30	3hrs		SB		
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												
26												
27												
28												
29												
30												
31												

I verify that the information above is accurate.

Student _____

Name Aikson
 Month May Year 2011

ATEP Field Experience Log (w/bat/c) HPAWA 378
 Prev. Hrs 17 Current Hrs 265 Total Hrs 223.5 + 30+
 Field Experience Setting/Situation
 Sport(s) Class Comments

Date	Start Time	End Time	Start Time	End Time	Total	ATR	Prac/Game	First Resp.	Comments
1	2:00	4:30							
2	3:00	6:30				4hr 30	1hr 30		
3	2:00	5:20				3hr 20	1hr 30		
4	—	—							
5	1:30	12:00				4hrs			
6	—	—							
7	—	—							
8	—	—							
9	—	—							
10	1:00	1:30				4hrs	—		
11	—	—							
12	—	—							
13	—	—							
14	—	—							
15	2:30	4:00				3hr 30	3hr 30		
16	3:30	10:00				2hr 30	2hr 30		
17	—	—							
18	—	—							
19	—	—							
20	—	—							
21	—	—							
22	—	—							
23	—	—							
24	—	—							
25	—	—							
26	—	—							
27	—	—							
28	—	—							
29	—	—							
30	—	—							
31	—	—							

I verify that the information above is accurate.

Student _____

KINE 378 Spring 2007 Meaghan

ATEP Field Experience Log												
Name	<u>Meaghan</u>	Year	<u>2007</u> <th>Prev Hrs</th> <th>Current Hrs</th> <th>Total Hrs</th> <th>Kine</th> <th>ATR</th> <th>Field Experience Setting/Situation</th>	Prev Hrs	Current Hrs	Total Hrs	Kine	ATR	Field Experience Setting/Situation			
Month	<u>Jan</u>	Start Time	End Time	Start Time	End Time	Daily Total	Total	Frac/Game	Firs/Resp.	Sport(s)	Class	Comments
1												
2												
3												
4												
5												
6												
7												
8		9:00	1:00			4	2	2				
9		1:30	4:00			4:3	2	2.5				
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22		2:30	5:30				3	3				
23		1:30	5:30				4	4				
24												
25		1:30	5:30				4	4				
26												
27												
28												
29		2:30	5:30				3	3				
30		1:30	2:30				4	4				
31		2:30	3:00				5	5				

School
break

I verify that the information above is accurate.

Student _____

Name McLaughlin _____ Year 2007
Month Feb

ATEP Field Experience Log

Prev Hrs 27 Current Hrs 15 Total Hrs 42 Kine 378
41.5 41.5 45

Date	Field Experience Session Situation						First Resp.	Sport(s)	Class	Comments
	Start Time	End Time	Start Time	End Time	Daily Total	ATR				
1	1:30	5:45			4.25	4.25				
2	3:00	5:30			2.5	2.5				
3										
4										
5	1:30	5:30			3	3				
6	1:30	2:30			1	1				
7										
8	1:30	5:30			4	4				
9	1:30	5:30			3	3				
10										
11										
12	2:00	5:00			3	1	2			WJ
13	1:30	5:00			4.5	2.5	2			
14										
15	1:30	2:00			3.5	3.5				
16	3:00	3:30			0.5	0.5				
17										
18										
19										
20										
21	2:30	4:45			2.25	2.25				
22										
23										
24										
25										
26	2:15	5:15			2	1				
27	1:30	4:30			3	3				
28	2:30	4:30			2	2				
29										
30										
31										

I verify that the information above is accurate.

Student _____

Name	Drexelham		Year	2007	Prev Hrs	48	5	HPWA	105	Total Hrs	105	15	
Month/Year	Field Experience	Situation	Start Time	End Time	Start Time	End Time	Daily Total	ATR	Prac/Game	First Resp.	Sport(s)	Class	Comments
1	2:00	5:00					3	1	2				
2													
3													
4													
5	2:00	5:30					3.5	3.5					
6													
7	2:00	5:00					3	3					
8	1:45	5:45					4	4					
9	2:30	5:30					3	3					
10													
11													
12													
13													
14													
15													
16													
17													
18													
19	2:45	6:15					3.5	2	1.5		Soccer		
20	1:45	3:45					2		2		rehab		
21	2:30	4:15					3.75	2.15	1.5		Soccer		
22	2:00	5:30					3.5	2	1.5		Soccer		
23	1:00	4:30					5	3.5	1.5		Soccer/rehab		
24													
25													
26													
27													
28	2:30	5:30					3	2	1		Volleyball		
29													
30													
31													

I verify that the information above is accurate.

Student _____

Name Morgan
Month April Year 2007

ATEP Field Experience Log

Prev. Hrs 124

Current Hrs 67.5

Total Hrs 191.5

Date	Start Time	End Time	Start Time	End Time	Daily Total	ATR	Pra/Game	First Resp.	Sport(s)	Class	Comments
1	8:00	12:00				4		1.5	2.5	FB	
2	1:00	5:30				4.5		4		Rehab	
3	1:30	5:30				4		4		Rehab	
4											
5	1:30	5:30				6		4		Rehab	
6	1:00	7:00				5	2	2.5	3.5	FB	
7	8:00	1:00				3				FB	
8											
9	1:30	5:30				4		4		Rehab	
10	1:00	6:30				4.5		4.5		Rehab	
11											
12	1:30	6:15				4.25		4.25		Rehab	
13	1:30	4:30				3		3		Rehab	
14	9:30	2:00				4.5	2	2.5		Scrimmage	
15											
16											
17											
18											
19											
20											
21											
22											
23											
24	2:00	5:30				3.5		2.5	1	BB	
25	2:00	6:15				4.25	2	2.25		BB	
26	4:30	9:30				5(4)	1	4	6	BB	
27	1:00	5:30	5:30	9:30		8(4)	1	7	6	BB	
28	11:00	4:00				5(4)	1	4	6	BB	
29											
30											
31											

I verify that the information above is accurate.

Student _____

Name Mesighan
Month March

Year 2001

ATEP Field Experience Log

(159 Work Hrs.)

HPWA _____

378

Total Hrs. 189

Prev Hrs. 189

Current Hrs. 189

Field Experience Setting/Situation

Start Time End Time Start Time End Time Daily Total

Date ATR Prac/Game First Resp.

Sport(s) Class Comments

1	1:30	4:00			2:5	2:5						
2	2:15	5:15			3	3						
3												
4												
5												
6												
7												
8	1:30	3:45			2:25	2:25						
9												
10	1:30	1:00			5:30(A)	5						
11												
12												
13												
14												
15	1:30	3:30			2	2						
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												
26												
27												
28												
29												
30												
31												

I verify that the information above is accurate.

Student _____

KINE 468 Fall 2007 Alissa

Name	Alissa	Month	Aug	Year	2007	KINE	468	Total Hrs	44.75
Date		Start Time	End Time	Start Time	End Time	Daily Total	Daily Total	Comments	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20		-	-	-	-	-	-		
21	2:00	7:00	-	-	-	-	-	Shrs	2hrs VB
22	2:00	7:45	-	-	-	-	-	Bursts	2hrs VB/BTX
23	1:20	10:30	-	-	-	-	-	Shrs	2hrs FB
24	1:30	10:30	-	-	-	-	-	Shrs	2hrs FB practice TX tracking
25	3:30	10:30	-	-	-	-	-	AS	3 hrs FB game
26	-	-	-	-	-	-	-	-	-
27	2:00	1:00	-	-	-	-	-	Shrs	2hrs VB
28	2:00	1:00	-	-	-	-	-	Shrs	2hrs VB
29	9:00	7:00	-	-	-	-	-	Shrs	2hrs VB
30	1:00	3:00	-	-	-	-	-	Tues	VB @ MINTS
31	11:30	3:00	6:00	10:00	-	-	-	-	-

I verify that the information above is accurate.

Shrs = min

Student

Name Alissa
Month Sept Year 2021

ATEP Field Experience Log

Prev. Hrs 6/1. 7: Current Hrs 10/2 Total Hrs 152.75

KINE

6/68

Date	Start Time	End Time	Start Time	End Time	Daily Total	ATR	Prec/Game	First Resp.	Spots(s)	Class	Comments
1	12:00	3:00	4:00	8:00	-	Thurs	-	-	VB	Minness	
2	-	-	-	-	-						
3	-	-	-	-	-						
4	7:00	12:00	-	-	-	Shrs	2hrs	-	VBS	-	
5	2:00	3:00	-	-	-	Shrs	2hrs	-	VBS practice	-	
6	-	-	-	-	-	-	-	-	-	-	
7	1:30	5:30	-	-	-	-	-	-	-	-	Behaviors
8	-	-	-	-	-	-	4hrs	4hrs	-	-	
9	-	-	-	-	-	-	-	-	-	-	
10	-	-	-	-	-	-	-	-	-	-	
11	2:00	7:00	-	-	-	Shrs	3hrs	2hrs	VBS	practice	
12	2:00	7:00	-	-	-	Shrs	2hrs	3 hrs	VBS	practice	
13	2:00	4:00	-	-	-	Ahrs	2 hrs	2 hrs	-	VBS	practice
14	4:30	10:30	-	-	-	Lhrs	3hr	3hrs	VBS	stand	CSE per
15	4:30	10:00	-	-	-	Shrs	30	2hr30	VBS	stand	Adams
16	10:00	12:00	-	-	-	Ahrs	2hrs	-	-	-	#PB treatments
17	1:30	5:00	-	-	-	Shrs	2hr30	2hr30	-	-	FOTX
18	1:30	7:00	-	-	-	Shrs	2hrs	3hr30	-	-	FOTX
19	2:15	7:30	-	-	-	Shrs	3hr15	3hr15	-	-	FOTX
20	3:30	7:30	-	-	-	Shrs	3hrs	3hrs	-	-	FOTX
21	1:30	4:00	-	-	-	2hr30	2hrs	30min	-	-	FOTX
22	10:30	12:00	9:00	-	-	Shrs	-	-	-	-	FOTX
23	-	-	-	-	-	-	-	-	-	-	FOTX
24	1:30	7:30	-	-	-	4hrs	4hr30	1hr30	-	-	FOTX
25	1:30	7:00	-	-	-	Shrs	2hrs	3hr30	-	-	FOTX
26	2:15	7:00	-	-	-	-	4hrs	1hr5	-	-	FOTX
27	1:30	7:00	-	-	-	Ehr30	2hrs	3hr30	-	-	FOTX
28	-	-	-	-	-	-	-	-	-	-	
29	8:30	4:00	-	-	-	-	-	-	-	-	FOTX
30	10:00	12:00	-	-	-	-	2hrs	2hrs	-	-	FOTX treatments

10/2 I verify that the information above is accurate.

Student _____

Name Miscell
Month OCT. Year 2000

ATEP Field Experience Log

Prev. Hrs 53.75 Current Hrs _____
Field Experience Setting/Situation _____

Total Hrs 46.8

Date	Start Time	End Time	Start Time	End Time	Start Time	End Time	Daily Total	Comments
1	1:30	6:30	—	—	—	—	4hrs	FB training
2	1:30	7:00	—	—	—	—	—	FB practice
3	2:30	7:00	—	—	—	—	4hr 30m	FB practice
4	1:30	7:00	—	—	—	—	5hr 30m	FB practice
5	—	—	—	—	—	—	—	FB practice
6	—	—	—	—	—	—	—	FB practice
7	—	—	—	—	—	—	—	FB practice
8	1:30	6:00	—	—	—	—	5hr 30m	FB practice
9	1:30	7:00	—	—	—	—	5hr 30m	FB practice
10	2:30	7:00	—	—	—	—	4hr 30m	FB practice
11	2:00	10:30	—	—	—	—	8hr 30m	FB practice
12	—	—	—	—	—	—	—	—
13	—	—	—	—	—	—	—	—
14	—	—	—	—	—	—	—	—
15	—	—	—	—	—	—	—	—
16 T	1:30	10:30	—	—	—	—	8hrs	WVN soccer
17 W	2:00	7:00	—	—	—	—	5hrs	M/W Soccer
18 Th	1:30	7:00	—	—	—	—	5hrs	3hrs
19 F	10:00	1:00	—	—	—	—	3hrs	Hospital W/ Abby / Safer 2pm
20 S	9:30	12:30	—	—	—	—	3hrs	Mond soccer
21 Su	—	—	—	—	—	—	—	—
22 M	9:00	2:00	—	—	—	—	5hrs	Soccer at mine # Mines
23 T	—	—	—	—	—	—	—	Hospital W/ Abby
24 W	—	—	—	—	—	—	—	TNT off W/Conn
25 Th	1:30	4:00	—	—	—	—	4.5 hrs	Richard
26 F	1:30	5:30	—	—	—	—	4 hrs	Richard
27 S	—	—	—	—	—	—	—	—
28 Su	—	—	—	—	—	—	—	—
29 M	—	—	—	—	—	—	—	—
30 T	1:45	5:00	—	—	—	—	4:15 hrs	Randy
31 W	1:20	5:30	—	—	—	—	4 hrs	Randy

I verify that the information above is accurate.

Student _____

Name ALESSA
 Month NOV. Year 2007

ATEP Field Experience Log

KINE 468 Current Hrs 231.5
 Prev. Hrs 231.5 Total Hrs 274 + 147
 Field Experience Setting/Situation rayan

Date	Start Time	End Time	Start Time	End Time	Daily Total	Comments
1 TA						
2 F	—					
3 S	—					
4 Su	—					
5 M	1:15	6:00				
6 T	1:20	6:00				
7 W	2:30	6:30				
8 Th	—					
9 F	1:30	5:00				
10 S	—					
11 Su	11:00	2:00				
12 M	—					
13 T	1:45	4:25				
14 N	2:15	4:30				
15 Th	1:45	5:30				
16 F	1:30	10:30				
17 S	9:00	4:00				
18 S	—					
19 M	—					
20 T						
21 W						
22 Th						
23 F						
24 S						
25 Su						
26 M						
27 T						
28 W						
29 Th						
30 F						
31 S						

I verify that the information above is accurate.

Student _____

KINE 468 Fall 2007 Meaghan

ATEP Field Experience Log							KINE <u>178</u>					
Name <u>Meaghan</u>	Month <u>Aug</u>	Year <u>2001</u>	Prev. Hrs <u>0</u>	Current Hrs <u>33</u>	Total Hrs <u>33</u>							
Date	Start Time	End Time	Start Time	End Time	Daily Total	Comments	Field Experience Setting/Situation	ATR	Prac/Game	First Resp.	Sport(s)	Class
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20	1:30	5:45										
21	1:30	4:15										
22	1:30	3:30										
23	1:30	5:30										
24	1:00	5:30										
25												
26												
27	1:30	5:00										
28	1:30	5:00										
29	—	—										
30	1:30	4:00										
31	1:30	5:30										

I verify that the information above is accurate.

Student _____

Name Meaghan [REDACTED]
 Month Sept Year 2001

ATEP Field Experience Log

KINE 478
 Prev. Hrs. 33 Current Hrs. 0 Total Hrs. 93 hrs.

Date	Start Time	End Time	Start Time	End Time	Daily Total	Field Experience Setting/Situation		Sport(s)	Class	Comments
						ATR	Frac/Game			
1										
2										
3										
4										
5										
6	1:30	5:45				4:15	4:25			
7	1:30	5:30				4	4			
8	—	—								
9	—	—								
10	1:30	6:45				4:54	4:54			
11	1:30	3:30				2:0	2:2			
12	—	—								
13	1:30	5:45				4:25	4:25			
14	—	—								
15	—	—								
16	—	—								
17	—	—								
18	1:30	4:45				5:25	2	3:25	MCONS	
19	1:30	4:30				4	1	3	WS/MS	
20	1:30	4:30				3	2	1	WS	
21	2:00	7:00				5	1.5	2.5	WS	
22	2:00	1:30				4.5	1.5	3	WS	(WALKER)
23	8:30	12:30				2	1	1	WS	(23:15)
24	—	—								
25	1:30	4:30				5	2	3	WS/VS	
26	1:30	4:15				3:15	1.5	3	WS/VS	
27	1:30	6:30				5	1.5	3.5	WS/HS	(13:15)
28										
29										
30	12:00	3:30				(3.5	—	3.5)	WS	travel (17:25)
31										

I verify that the information above is accurate.

Student _____

Name Meaghan
Month OCT Year 2001

ATEP Field Experience Log

KINE 478
Prev Hrs 9.3 Current Hrs .05.5 Total Hrs 15.8.50
Field Experience Setting/Situation

Date	Start Time	End Time	Start Time	End Time	Daily Total	ATR	Pract/Game	First Resp.	Sport(s)	Class	Comments
1	5:00	6:00					1		WS		travel
2	12:00	3:30					3.5	-	WS		
3											
4	2:00	4:45				4.75	2.25	2.5	WS/WS		
5	2:00	4:30				4.5	2.5	2	WS		
6	9:15	11:35				2.25	1.25	1	WS		(15) (10)
7											
8	1:30	3:30				2	1	1	WG		
9	1:30	4:30				3.0	2.0	1	WS		(14.0)
10	2:30	4:30				4	2	2	WG		
11	1:30	4:15				2.75	1	1.75	WS		(11.75) (11.75)
12											
13											
14											
15											
16	1:30	4:45				5.25	2.75	2.5	FB		
17	1:00	5:00				3	1.5	1.5	FB		
18	1:30	4:30				5	3	2	FB		
19	2:15	4:15				2	1	1	FB		(15.25)
20											
21											
22											
23	2:00	4:15				4.25	1.75	2.5	VB		
24	2:30	4:45				4.25	2	2.25	FB		
25	1:30	5:45				4.25	2.25	2	FB		(12.75) (148.75)
26											
27											
28											
29											
30	1:30	4:45				5.25	3	2.25	FB		
31	2:30	7:00				4.5	2.25	2.25	FB		(9.75)

I verify that the information above is accurate.

Student _____

Name Meaghan _____
2007

ATEP Field Experience Log KINE 4059007
 PREV. 158.5 4/7 KINE 178
 Total Hrs 198.5 4/199.5

Date	Start Time	End Time	Start Time	End Time	Daily Total	Field Experience Setting/Situation	Prac/Game	Sport(s)	Comments
1	1:30	4:45			5:25		3	FB	
2	2	4:30			2:5		1	FB	
3	8:45	4:05			1:25			FB	
4	12:30	1:30			1			FB TX	(14.5)
5									
6	1:30	4:15			4:15	2:25	2	FB	
7	2:30	4:45			4:25	2	2:25	FB	
8	1:30	5:30			4	2	2	FB	
9	4:45	5:15			5		.5	FB	
10	WATER	BXBB	10:30	4:30	10:30			FB	
11	11:30	12:00			1		1	FB TX	(20.5) (210..should) (19.5)
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24	3:00	7:30			4:5			WB (host)	(199.5)
25									
26									
27									
28									
29									
30									
31									

I verify that the information above is accurate.

Student _____

2
1
)

Name Meaghan [REDACTED] 1
Month Dec Year 2001 2
5
6-75 3
211-25 4
40.00 5
251-25 6
ATEP Field Experience Log 7
109.5 → 148.5 8
add 9
corrective Hrs 10
Field Preference Setting/Situation 11
First Resp. 12
Prac/Game 13
Comments 14

Date	Start Time	End Time	Start Time	End Time	Total Daily	AIR	Prac/Game	First Resp.	Sport(s)	Class	Comments
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11	1:00	4:00			3:00	2	3:00				Rental
12	1:30	3:30									Rehab
13	1:30	8:15									WB same climbing
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											
31											

I verify that the information above is accurate.

Student _____

KINE 478 Spring 2007 Morgan

ATEP Field Experience Log

Name Morgan
Month Jan Year 2007

Prev Hrs _____

Current Hrs 16.5

Total Hrs 16.5

Kine 6/17/07

Date	Start Time	End Time	Start Time	End Time	Daily Total	Field Experience Setting/Situation	ATR	Prac/Game	First Resp.	Sport(s)	Class	Comments
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18	3:00	6:30			3.5	1.5	2	X		WR		
19	4:00	9:00			5.1	3	2			WP		
20	10:00	2:30			4.5	1.5	3			BB		
21	10:00	2:30			4.5	1.5	3			BB		
22												
23												
24												
25												
26												
27												
28												
29												
30												
31												

I verify that the information above is accurate.


Student Morgan

Name Morgan
Month Feb Year 2007

ATEP Field Experience Log

Date	Start Time	End Time	Start Time	End Time	Start Time	End Time	Daily Total	ATR	Prac/Game	First Resp.	Sport(s)	Class	Comments
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12	1:30	6:30											
13	2:00	5:00											
14	1:30	3:30											
15	2:00	4:00											
16	2:00	4:00											
17													
18	10:00	3:00											
19	8:00	10:30											
20	9:00	10:00	4:00	8:00									
21													
22	1:30	5:30											
23	1:30	5:30											
24	11:00	12:30	4:00	8:00									
25													
26													
27	9:30	11:00											
28	2:00	4:00											
29													
30													
31													

I verify that the information above is accurate.

Student Morgan [REDACTED]

Name Morgan
Month March Year 2007

ATEP Field Experience Log

Date	Start Time	End Time	Start Time	End Time	Daily Total	ATR	Prac/Game	First Resp.	Sports(s)	Class	Comments	HPWA	Prev. Hrs.	Current Hrs.	Total Hrs.
												Field Experience	Satting/Simulation		
1	2:00	5:15			3.25	3.2			BB						
2	2:00	4:00			2	2			Rehab						
3					5(4)	1	4	3	SB						
4	10:00	11:00	12:00	3:40	2.5	2.5			Rehab						
5	2:00	4:30			5	2	3		SB						
6	2:00	7:00			2	2			Rehab						
7	2:00	4:00			4:5(1)	1	3		SB						
8	2:00	6:00			4	1	3		SB						
9	1:30	6:00			4.5(1)	1	2.5	6	SB						
10	1:30	5:30			4	1	3	6	SB						
11															
12															
13															
14															
15															
16															
17															
18															
19	2:00	4:00				2	2		Rehab						
20	2:00	5:00				3	3		Rehab						
21	2:00	7:00				5	2.5	2.5	BB						
22	2:00	6:30				4.5	2	2.5	SB						
23															
24															
25	12:00	4:45				4.75	1.75	3	SB						
26	1:30	4:00				4.5	4.5		Rehab						
27	1:30	5:45				4:25	4:25		Rehab						
28															
29	1:30	5:45				4.25	4.25		Rehab						
30															
31	8:00	1:00				3	1.5	3.5	TB						

I verify that the information above is accurate.

Student Morgan [Redacted]

Name Morgan
Month April Year 2007

ATEP Field Experience Log

Prev. Hrs 124 Current Hrs 67.5 HPWA 478 Total Hrs 1915

Date	Start Time	End Time	Start Time	End Time	Daily Total	ATR	PracGame	First Resp.	Sports)	Class	Comments
1	18:00	17:00				4	1.5	2.5	FB		
2	1:00	5:30				4.5	4.5		Replay		
3	1:30	5:30				4	4		Penalty		
4						4	4				
5	1:30	5:30				6	2.5	3.5	FB		
6	1:00	7:00				5	2	3	FB		
7	8:00	1:00									
8											
9	1:30	5:30				4	4		Replay		
10	1:00	6:30				4.5	4.5		Replay		
11											
12	1:30	6:15				4.25	4.25		Replay		
13	1:30	4:30				3	3		Replay		
14	9:30	2:00				4.5	2	2.5	FB		Scrimmage
15											
16											
17											
18											
19											
20											
21											
22											
23											
24	2:00	5:30				3.5	1	2.5	M		
25	2:00	6:15				4.25	2	2.25			
26	4:30	9:30				5(4)	1	4	G		
27	1:00	3:00	5:30	9:30		8(4)	1	7	G		
28	11:00	4:00				5(+)	1	4	G		
29											
30											

I verify that the information above is accurate.

Student _____

Name Adrienne
Month May Year 2007

ATEP Field Experience Log

HPWA 678 + 300 ft
Total Hrs 211 Campus

Date	Start Time	End Time	Start Time	End Time	Daily Total	Field Experience Setting/Situation	Field Experience First Resp.	Sport(s)	Class	Comments
					ATR	Prac/Game	First Resp.			
1	2:00	6:15			4.25	2	2.25	BB		
2	2:00	6:15			4.25	2	2.25	BB		
3										
4	9:00	12:00			3	0	3 G	SB		
5										
6										
7										
8										
9	5:00	11:00			6 (4)	0	6 G	BB		
10	5:00	11:00			6 (4)	0	6 G	BB		
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										
26										
27										
28										
29										
30										
31										

I verify that the information above is accurate.

Student _____

ATEP Field Experience Log							Kine	6/17/07	Kine	6/17/07	Total Hrs	
Name	[REDACTED]	Month	Jan	Year	2007	Prev Hrs	0	Current Hrs	18.9	Sport(s)		Comments
Date	Start Time	End Time	Start Time	End Time	Daily Total	Field Experience Setting/Situation	AIR	FracGame	First Resp.	Class		
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22	3:00pm	6:00pm			3	1.5	1.5			MBB		Practice
23	2:00	6:00pm			4	2.5	1.5			MBB		Practice
24	1:00pm	3:00pm			2	2				TX		
25												
26												
27												
28												
29	1:00pm	6:00pm			5	5	2.5	2.5		MBB/TX		Practice
30	2:00pm	7:00pm			5	2.5	2.5	2.5		MBB		Practice
31												

I verify that the information above is accurate.

Student [REDACTED]

Name Joe
Month Feb

Year 19
Prev Hrs 87.5

ATEP Field Experience Log

Kine 168.478
Total Hrs 87.5

Date	Start Time	End Time	Start Time	End Time	Daily Total	Field Experience Situation			Comments
						ATR	Prac/Game	First Resp.	
1	2:30pm	6:00pm			3	2.5	1.5		Practice
2	6pm	11pm			5	1.5	2.5		Game
3	6pm	11pm			5	2.5	2.5	MBB	Game
4					4	2	2	TK/R	Practice
5	3pm	7pm			4	2	2	TK/R	Practice
6	2pm	6pm			4	2	2	MBB	Practice
7					4	2.5	2.5	MBB	Game
8	2pm	6pm			4	2.5	1.5	MBB	Practice
9	6pm	10:30pm			4	2	2.5	MBB	Game
10	6pm	10:30pm			4	2	2.5	MBB	Game
11					6	1.5	1.5	WR/TX	Practice/Rehab
12	1pm	7pm	6		4	1	3	WR	Practice/Rehab
13	5pm	9pm	4		2	2	2	R	Match
14	1pm	3pm	2					TX	Rehab
15									
16									
17	1pm	2:30pm	6pm		3.5	1.5	2	WR	Practice
18									
19									
20									
21	1pm	3pm			2	2		TX	Rehab
22	2pm	6pm	4		4	3.5	1.5	WR/TX	Practice/Rehab
23	1pm	5pm			3	1		WR/TX	Practice/Rehab
24	6am	9am	3pm	5pm	5	5		WR	Practice Denver
25	9am	10pm			6	1		WR	Practice Denver
26	1pm	5pm			5	5		TX	Rehab
27	2:30pm	5:30pm			3	3		TX	Rehab
28	1pm	3pm			2	2		TK	Rehab
29									
30									
31									

I verify that the information above is accurate.

Student

Name Joel
Month March Year 2007

ATEP Field Experience Log

Date	Start Time	End Time	Start Time	End Time	Daily Total	Comments	Field Experience Setting/Situation	Prac/Game	First Resp.	Spender	Class
							HPWA	Total Hrs	Setting	Comments	
1											
2											
3											
4											
5	2 pm	6:30									
6	1 pm	3 pm									
7											
8											
9	2 pm	5 pm									
10											
11											
12	2:00	2:30									
13	2:00	2:30									
14	2:00	2:30									
15	2:00	2:30									
16											
17											
18	10 am	9:00 pm									
19											
20	7:00 am	6:00 pm									
21	1 pm	3 pm									
22	2 pm	6 pm									
23	4:30 pm	10:00 pm									
24	11 am	3:30 pm									
25											
26	1:00 pm	5:00 pm									
27	1:30 pm	5:30 pm									
28											
29	1:30 pm	7:00 pm									
30	1 pm	7 pm									
31											

I verify that the information above is accurate.

Student _____

Name Jaci
Month April Year 2007

ATEP Field Experience Log

Date	Start Time	End Time	Start Time	End Time	Daily Total	Field Experience Setting/Situation	Setting/Situation	First Resp.	Comments	HPWA	Current Hrs	Total Hrs
1	1pm	7pm			6	3	3		FB			
2	1pm	7pm			4	4			TX			
3					2	3	3		Rehab			
4	1pm	3pm	4pm	6pm	2	3	3		FB			
5					2	3	3		practice			
6	1pm	2pm			2	3	3					
7					2	3	3					
8					2	3	3					
9	1pm	7pm			6	3	3		FB			
10	1pm	3pm			2	2	2		TX			
11	1pm	3pm			1.5	1.5	1.5		TX			
12	2pm	3:30pm			2	5	3		FB			
13	1pm	7pm			4.5	2	2.5		FB			
14	9:30	2pm										
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												
26												
27												
28												
29												
30												
31												

I verify that the information above is accurate.

Student _____





APPENDIX I5.4b

KINE 368 Fall 2007

KINE 378 Spring
2007

Clinical II Grade Sheet

Spring 07

	Ar.1(25)	Ar.2(25)	Ar.3(25)	Ar.4(25)	Ar.5(25)	Ar.6(25)	Ar.7(25)	Ar.8(25)	Col. Total
	Alissa	25	25	25	25	25	24	25	199
	Meagha	23	23	25	23	25	24	25	190

	As.1(20)	As.2(16)	As.3(40)	As.4(44)	As.5(20)	As.6(15)	As.7(20)	As.8(10)	As.9(10)	As.10(20)	Col. Total
	Alissa	20	16	40	42	19.84	15	20	10	10	20
	Meagha	14.85	16	36.75	26	19.66	15	20	10	10	20

	Mid-T	Final	Off Campus	On Campus	C-Rot	Col. Total
	Alissa	92	102	81.94	83.66	172.5
	Meagha	88	93	64.69	77.63	155.25

	Col. 1	Col. 2	Col. 3	L.S. (75)	# Class M	# AM MM	Deduct.	Tot. Pts.	Pts. Poss.	Final %	Final Grade
	Alissa	199	212.84	532.1	75	0	0	1013.94	1041	97.88%	A
	Meagha	190	188.26	478.57	75	0	0	931.83	1041	89.51%	A

KINE 468 Fall
2007

KINE 468 Fall 2007												
Alissa	8/20	8/22	8/27	8/29	9/5	9/10	9/12	9/17	9/19	9/24	9/26	10/1
Meaghan	*	*	*	*	*	*	*	*	*	*	*	*
Alissa	10/17	10/22	10/24	10/29	10/31	11/5	11/7	11/12	11/14	11/19	11/21	11/26
Meaghan	*	*	*	*	*	*	*	*	*	*	*	*
Alissa	9 total <u>Articles</u>	8	205	<u>Clinical</u> 394	<u>Absence</u> (-3%)	<u>M. Attend</u> (-3%)	<u>E. Inspec (15 pts)</u> 11 but ct 13	<u>Total Pts</u> 13	<u>Deduc</u> 195	<u>Total Pts</u> 978	<u>Deduc</u> 0.00	<u>Grade</u> 92
Meaghan	8	175	397	0.124 late eval				13	195	927.75	115.04	812.71

KINE 478 Spring
2007

KINE 478 Spr 2007		EAP										TM1										TM2										rotations										TOTAL									
		FDws	20	budg ws	20	Ins ws	20	FD	100	Budget	100	PPM	100	nut	50	total	460		Ave	grade																															
Joel	45	20	19	17	90	90	95	90	90	90	95	95	95	50	50	0	426	945	0.935644	A																															
Morgan	47	20	20	20	90	90	95	90	90	90	95	95	95	50	50	0	430	949	0.939644	A																															
		tx plan1	25	tx plan2	25	tx plan3	25	pres	50	case study	25					total	150																																		
Joel		22	25	25	25	25	25	50	50	25	50	25	25	23	23		147																																		
Morgan		24	23	23	23	23	23	50	50	23	50	23	23	23	23		145																																		
		tm1		tm2		tm3		tm4		tm5		tm6		tm7			tm9																																		
Joel	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x																															
Morgan	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x																															
		off		on		on		on	92	on	93	on	93	92	92		total	372																																	
Joel		92	95	95	97	95	97	95	92	90	90	92	92	92	92		374																																		
Morgan		95	95	95	97	95	97	95	92	90	90	92	92	92	92		374																																		
		PD		tx		rot		rot	400	Wed abs	(-)						Total	1010																																	
Joel		460		150		147		372	0								945																																		
Morgan		426		147		145		374	0								949																																		

I5.5 objective course completion criteria, and
Non-Compliant Evidence of NC with this Standard (if cited):

It was stated that grades for clinical education courses are based on clinical evaluations done by the ACIs and CIs. This evaluation criteria is not indicated in the syllabus for the corresponding clinical education course. Clinical education evaluations are subjective in content, and clinical proficiency completion or mastery is not part of the evaluations. These evaluations do not correspond to the weighting of the evaluations found in the clinical course syllabi. Some syllabi do not indicate that clinical proficiency evaluations are part of the evaluation and grading at all (i.e. KINE 468, 467, 378, 367).

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Please revise and provide a copy of the course syllabi for KINE 368, 378, 468, and 478 indicating specific course evaluation and grading criteria described in a clear and concise manner.
- Also provide copies of completed student final clinical education course evaluations for two students enrolled in each of the KINE clinical education courses (KINE 368, 378, 468, and 478). Please delete the last names [only] of the students on the evaluation forms.
- Finally, please provide copies of the official final grading sheets for the same students for whom the student evaluations are provided. Again, please delete the last names [only] of the student on the final grading sheets.

Program Response:

APPENDIX I5a contains course syllabi for
KINE 368 (pg I5 - 10)
KINE 378 (pg I5 - 13)
KINE 468 (pg I5 - 21)
KINE 478 (pg I5 - 25)

APPENDIX I5.5 (pg I5.5) contains final clinical education course evaluation forms for two students each for the KINE 368, 468 for the Fall 2007 and two students each in KINE 368.478 from the Spring 2007.

KINE 368 - Leslie (pg I5.5 - 3)
KINE 368 - Kami (pg I5.5 - 5)
KINE 378 - Alissa (pg I5.5 - 7)
KINE 378 - Meaghan (pg I5.5 - 9)
KINE 468 - Alissa (pg I5.5 - 11)
KINE 468 - Meaghan (pg I5.5 - 14)
KINE 478 - Morgan (pg I5.5 - 16)

KINE 478 - Joel (pg I5.5 - 18)

APPENDIX I5.4b contains the final grading sheets for the students listed in APPENDIX I5.5

KINE 368 (pg I5.4 - 41)

KINE 378 (pg I5.4 - 42)

KINE 468 (pg I5.4 - 43)

KINE 478 (pg I5.4 - 44)

APPENDIX I5.5

KINE 368 Fall 2007 - Leslie

Mesa State College
Athletic Training Education Program
Clinical Experiences
Semester End Evaluation Form
(Student)

Student Name : Leslie Rogers
Clinical Course Number: Clinical 1
Date of Evaluation: December 9, 2007
Instructor: Brenda Brady

Please mark the appropriate number (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree) for the following questions. You are also encouraged to add written comments.

1	2	3	4	5
1 This course was being taught in an effective manner.				X
Comments:				

1	2	3	4	5
2 The ACI who taught this course has a strong knowledge base in regard to course content.				X
Comments:				

1	2	3	4	5
3 Adequate time was taken to instruct clinical skills associated with this course.				X
Comments:				

1	2	3	4	5
4 Adequate time was given to practice clinical skills associated with this course.				X
Comments:				

1	2	3	4	5
5 There was adequate equipment to instruct and practice the clinical skills associated with this course				X
Comments:				

1 2 3 4 5

6	There was adequate exposure to athletic populations to demonstrate mastery of clinical skills associated with this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> X	<input type="checkbox"/>
---	--	--------------------------	--------------------------	--------------------------	---------------------------------------	--------------------------

Comments:

1 2 3 4 5

7	The ACIs/CIs supervising my rotations maintain direct auditory and/or visual contact with students during the field experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> X	<input type="checkbox"/>
---	--	--------------------------	--------------------------	--------------------------	---------------------------------------	--------------------------

Comments:

7	The ACIs/CIs supervising my rotations maintain direct auditory and/or visual contact with students during the field experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> X	<input type="checkbox"/>
---	--	--------------------------	--------------------------	--------------------------	---------------------------------------	--------------------------

Comments:

8	What suggestions do you have to improve the course?	<input type="checkbox"/>				
---	---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments:

9	At this point in your progression through the program, are you pleased with the education you are receiving?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> X	<input type="checkbox"/>
---	--	--------------------------	--------------------------	--------------------------	---------------------------------------	--------------------------

Comments:

10	At this point in your progression through the program, what do you see as weaknesses in the program?	<input type="checkbox"/>				
----	--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments:

11	At this point in your progression through the program, what do you see as strengths in the program?	<input type="checkbox"/>				
----	---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments: Good instructors

KINE 368 Fall 2007 – Kami

Mesa State College

Athletic Training Education Program

Clinical Experiences

Semester End Evaluation Form

(Student)

Student Name : Kami Williams

Clinical Course Number: Kine 368

Date of Evaluation: 12/11/07

Instructor: Brenda Brady

Please mark the appropriate number (1 = strongly disagree, 2 = disagree,

3 = neutral, 4 = agree, 5 = strongly agree) for the following questions. You are also encouraged to add written comments.

1 2 3 4 5

1 This course was being taught in an effective manner.

5

Comments:

1 2 3 4 5

2 The ACI who taught this course has a strong knowledge base in regard to course content.

5

Comments:

1 2 3 4 5

3 Adequate time was taken to instruct clinical skills associated with this course.

5

Comments:

1 2 3 4 5

4 Adequate time was given to practice clinical skills associated with this

5

course.

Comments:

1 2 3 4 5

- 5 There was adequate equipment to instruct and practice the clinical skills associated with this course 5

Comments:

1 2 3 4 5

- 6 There was adequate exposure to athletic populations to demonstrate mastery of clinical skills associated with this course. 5

Comments:

1 2 3 4 5

- 7 The ACIs/CIs supervising my rotations maintain direct auditory and/or visual contact with students during the field experiences.

Comments:

- 7 The ACIs/CIs supervising my rotations maintain direct auditory and/or visual contact with students during the field experiences. 5

Comments:

- 8 What suggestions do you have to improve the course? 1

Comments: No suggestions it is fine

- 9 At this point in your progression through the program, are you pleased with the education you are receiving? 5

Comments:

- 10 At this point in your progression through the program, what do you see as weaknesses in the program?

Comments: Fairness

- 11 At this point in your progression through the program, what do you see as strengths in the program?

Comments: Hands on

Mesa State College
Clinical Experiences in Athletic Training Course
End-Semester Evaluation Form
(Student)

Student Name Alissa [REDACTED]
Clinical Course Number 378
Date of Evaluation 5/17/07
Course ACI Josh Fullmer

Please circle the appropriate number (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree) for the following questions. You are also encouraged to add written comments.

1. This course was being taught in an effective manner. 1 2 3 4 5

2. The ACI teaching this course has a strong knowledge base in regard to course content. 1 2 3 4 5

3. Adequate time was taken to instruct clinical skills associated with this course. 1 2 3 4 5

4. Adequate time is given to practice clinical skills associated with this course. 1 2 3 4 5

5. There was adequate equipment to instruct and practice the clinical skills associated with this course.

1 2 3 (4) 5

6. There was adequate exposure to athletic populations to demonstrate mastery of clinical skills associated with this course.

1 2 3 4 (5)

Mesa State College
Clinical Experiences in Athletic Training Course
End-Semester Evaluation Form
(Student)

Student Name MEAGHAN [REDACTED]

Clinical Course Number 378

Date of Evaluation 5/17/2007

Course ACI ESCI Fullmer

Please circle the appropriate number (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree) for the following questions. You are also encouraged to add written comments.

1. This course was being taught in an effective manner.

1 2 3 4 5

I liked the students having to teach each other. I think we learned more.

2. The ACI teaching this course has a strong knowledge base in regard to course content.

1 2 3 4 5

Jessie made comments and added tips to all of our lecture stuff.

3. Adequate time was taken to instruct clinical skills associated with this course.

1 2 3 4 5

4. Adequate time is given to practice clinical skills associated with this course.

1 2 3 4 5

5. There was adequate equipment to instruct and practice the clinical skills associated with this course.

1 2 3 (4) 5

6. There was adequate exposure to athletic populations to demonstrate mastery of clinical skills associated with this course.

1 2 3 (4) 5

soft casts and thermoplasti stuf not be much load like a little more taping responsibility.

KINE 468 Fall 2007 – Alissa

Mesa State College
Athletic Training Education Program
Clinical Experiences
Semester End Evaluation Form
(Student)

Student Name : Alissa Krajecki
Clinical Course Number: KINE 468
Date of Evaluation: 12-5-2007
Instructor: Billy Cotts

Please mark the appropriate number (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree) for the following questions. You are also encouraged to add written comments.

1 2 3 4 5

1	This course was being taught in an effective manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> x
Comments: Billy is one of my favorite teachers I have had. He is very knowledgeable and if you don't understand a certain subject he is able to explain it in another way and will not move on the majority of the time until you understand it.						

1 2 3 4

5	2	The ACI who taught this course has a strong knowledge base in regard to course content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> x
Comments: Yes and as mentioned above he is able to explain things you don't understand he has a different way of explaining it.							

1 2 3 4 5

3	3 Adequate time was taken to instruct clinical skills associated with this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
Comments:						

1 2 3 4 5

4	4 Adequate time was given to practice clinical skills associated with this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
Comments:						

1 2 3 4 5

5	There was adequate equipment to instruct and practice the clinical skills associated with this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
---	---	--------------------------	--------------------------	--------------------------	---	--------------------------

Comments: I think that we should get better rehab equipment because some of the equipment is falling apart. I also think that it would be beneficial to have weights and medicine balls. This would allow us to be able to make rehab programs more beneficial.

1 2 3 4 5

6	There was adequate exposure to athletic populations to demonstrate mastery of clinical skills associated with this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
---	--	--------------------------	--------------------------	--------------------------	--------------------------	---

Comments:

1 2 3 4 5

7	The ACIs/CIs supervising my rotations maintain direct auditory and/or visual contact with students during the field experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
---	--	--------------------------	--------------------------	--------------------------	--------------------------	---

Comments:

8	What suggestions do you have to improve the course?	<input type="checkbox"/>				
---	---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments: I think that it would be beneficial for both the students and the instructors if we had another certified in the training room. This would give both of us the chance to do a more thorough evaluation and provide better treatment to the athletes. This would also give us the opportunity to ask more question to our ACI's.

I would also like to see this class be more than 2 credits. With the mandatory Wednesday meetings we are basically meeting three times a week not to mention the 250+ hours that we put into the training room.

9	At this point in your progression through the program, are you pleased with the education you are receiving?	<input type="checkbox"/>				
---	--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

The classes are very beneficial. I am learning a lot of important information that is going to be very beneficial when I continue with my schooling and into my career.

10	At this point in your progression through the program, what do you see as weaknesses in the program?	<input type="checkbox"/>				
----	--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments: I think that the classes are very beneficial. The only thing that I am weary about is that the program has not changed since the new test came out. I understand that everything that we are learning we are able to apply in our jobs, but I think the teaching should change a little with the test-at least one day.

11	At this point in your progression through the program, what do you see as strengths in the program?	<input type="checkbox"/>				
----	---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments: This clinical class is a good review of information that we have gone over so far. I also think that the ACI's, for the most part, take the time to answer questions.

For me, the ACI's also pushed me to have more confidence in myself and gave me more and more opportunities to practice my skills by myself.

KINE 468 Fall 2007 – Meaghan

Mesa State College
Athletic Training Education Program
Clinical Experiences
Semester End Evaluation Form
(Student)

Student Name : Meaghan Miller
Clinical Course Number:
Date of Evaluation: December 10, 2007
Instructor: Billy Cotts

Please mark the appropriate number (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree) for the following questions. You are also encouraged to add written comments.

1 2 3 4 5

1 | This course was being taught in an effective manner.

Comments:

1 2 3 4 5

2 | The ACI who taught this course has a strong knowledge base in regard to course content.

Comments:

1 2 3 4 5

3 | Adequate time was taken to instruct clinical skills associated with this course.

Comments:

1 2 3 4 5

4 | Adequate time was given to practice clinical skills associated with this course.

Comments:

1 2 3 4 5

5 | There was adequate equipment to instruct and practice the clinical skills associated with this course

Comments:

1 2 3 4 5

6	There was adequate exposure to athletic populations to demonstrate mastery of clinical skills associated with this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
---	--	--------------------------	--------------------------	--------------------------	---------------------------------------	--------------------------

Comments:

1 2 3 4 5

7	The ACIs/CIs supervising my rotations maintain direct auditory and/or visual contact with students during the field experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
---	--	--------------------------	--------------------------	--------------------------	---------------------------------------	--------------------------

Comments:

7	The ACIs/CIs supervising my rotations maintain direct auditory and/or visual contact with students during the field experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
---	--	--------------------------	--------------------------	--------------------------	---------------------------------------	--------------------------

Comments:

8	What suggestions do you have to improve the course?	<input type="checkbox"/>				
---	---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments: Spend more hands on time with special tests, even though it is a review course I felt that we went through the special tests VERY quickly.

9	At this point in your progression through the program, are you pleased with the education you are receiving?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> x	<input type="checkbox"/>
---	--	--------------------------	--------------------------	--------------------------	---------------------------------------	--------------------------

Comments:

10	At this point in your progression through the program, what do you see as weaknesses in the program?	<input type="checkbox"/>				
----	--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments: I think that it can get a little on the insane side with so many people being in charge of so much of the same things. I also think that personal affairs are being way too integrated into the clinical setting as far as students are concerned.

11	At this point in your progression through the program, what do you see as strengths in the program?	<input type="checkbox"/>				
----	---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments: I love the hands on aspect and the amount of responsibility that we are given as students because I feel that is how we learn best. I also like that we learn a variety of things and that we have a fairly wide variety of exposure to different aspects of healthcare.

KINE 478 Spring 2007 – Morgan

Mesa State College
Clinical Experiences in Athletic Training Course
End-Semester Evaluation Form
(Student)

Student Name Morgan [REDACTED]
Clinical Course Number KINE 478
Date of Evaluation 5/16/07
Course ACI Robert Ryan

Please circle the appropriate number (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree) for the following questions. You are also encouraged to add written comments.

1. This course was being taught in an effective manner. 1 2 3 4 5
We would have done more hands on stuff and reviewed more

2. The ACI teaching this course has a strong knowledge base in regard to course content. 1 2 3 4 5

3. Adequate time was taken to instruct clinical skills associated with this course. 1 2 3 4 5

4. Adequate time is given to practice clinical skills associated with this course. 1 2 3 4 5

5. There was adequate equipment to instruct and practice the clinical skills associated with this course.

1 2 3 **4** 5

6. There was adequate exposure to athletic populations to demonstrate mastery of clinical skills associated with this course.

1 2 3 **4** 5

Mesa State College
Clinical Experiences in Athletic Training Course
End-Semester Evaluation Form
(Student)

Student Name Joel [REDACTED]
Clinical Course Number 94511
Date of Evaluation 5/16/07
Course ACI Clinical AT

Please circle the appropriate number (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree) for the following questions. You are also encouraged to add written comments.

1. This course was being taught in an effective manner. 1 2 3 4 5
Some days were a little disorganized
but we made them work
2. The ACI teaching this course has a strong knowledge base in regard to course content. 1 2 3 4 5
Robert is a great clinical teacher
3. Adequate time was taken to instruct clinical skills associated with this course. 1 2 3 4

4. Adequate time is given to practice clinical skills associated with this course. 1 2 3 4

5. There was adequate equipment to instruct and practice the clinical skills associated with this course.

1 2 3 4 (5)

6. There was adequate exposure to athletic populations to demonstrate mastery of clinical skills associated with this course.

*other observation setting would be nice
also longer than 3 weeks would be nice
as well.*

1 2 3 (4) 5

Section J: Clinical Education

J1. The athletic training curriculum must include provision for clinical experiences under the direct supervision of a qualified ACI or CI (see Section B) in an appropriate clinical setting.

J1.1 ACI or CI must be physically present and have the ability to intervene on behalf of the athletic training student to provide on-going and consistent education.

Non-Compliant Evidence of NC with this Standard (if cited):

It was stated by the ATEP Program Director that the ATS has a radio while covering practices, and that the Mesa State College ACIs are no more than a minute or two away by radio contact; according to the PD, the ACI roams around during practices to supervise the students. It was stated by another clinical staff member that students are never alone and are always under direct supervision both visually and auditory. Another staff member indicated that students are rarely left alone, and that they only travel alone periodically with one sport – Wrestling. There are inconsistencies among the staff on what is actually occurring for the supervision of students. Interviews with all those involved in the program identified consistently that students are being left unsupervised at practices and that they travel with teams without the supervision or being accompanied by ACI/CIs from Mesa State. It also was mentioned during interviews that the ATS cannot utilize modalities when traveling unsupervised with teams; however, the student handbook states that the use of therapeutic modalities by an unsupervised student is acceptable when it is cleared by the host institution ATC (page 209 of the self-study).

To demonstrate compliance with this Standard, the program must submit the following evidence:

Athletic Training students must be supervised at all times, and no athletic training student may function in an unsupervised manner. CI/ACIs may not require students to function unsupervised as an athletic training student for any reason; practices that require unsupervised activities must be stopped immediately.

- Please provide a copy of the Clinical Supervision Policy that provides documentation of a policy requiring direct supervision of students as defined in the CAATE Standards Glossary.
 - To demonstrate support of this policy by program administration, a copy of this policy must be signed and dated by the Program Director, administrator who has oversight over the Program Director, and the Dean.
- Also please submit documentation, listing all current ACIs, CIs and Athletic Training Students, signed and dated by all listed, reflecting that they understand and agree to comply with the policy that states that any unsupervised clinical education experiences is in violation of

CAATE Standards, ATEP policy, and is not permitted by the ATEP and the institution.

- *Students' last names [only] must be deleted from the documentation.*
- *In addition, please provide a revised First Aider Contract, signed and dated by all CIs, ACIs, and AT students, with language modified to indicate that student participation as a First Aider is entirely voluntary and cannot and will not be mandated by the ATEP or any other individual associated with the ATEP. Further, the First Aider Contract must delineate that students are not permitted to perform Athletic Training skills unless directly supervised by a CI or ACI affiliated with the ATEP.*
- *Students' last names [only] must be deleted from the documentation.*

OR

- *In lieu of producing a First Aider policy, submit a document indicating that students will no longer be used in a First Aider capacity.*
 - *This document must be signed and dated by the Program Director, administrator who has oversight over the Program Director and Dean, as well as all ACIs and CIs and Athletic Training students. Please delete the last names [only] of the students.*

Program Response:

The occasional non-compliance in the supervision occurs when the ACI/CI is late getting to the beginning of practice and when the sports seasons overlapped and the ACI was working with two sports at once, example -the beginning of basketball and the end of soccer season. This situation has been corrected with the addition of the ATEP Clinical Coordinator position effective January 15, 2008. This position has 50% academic responsibilities (teaching and coordinating student rotation) and 50% athletics. The following is the projected sport coverage, based on the presence of 3 full time and 1 half time certified athletic trainers employed by the athletic department and 1 half time certified athletic trainer employed by the Kinesiology Department and providing coverage to athletics.

Position	Fall	Winter	Spring
Head ATC	Football		Baseball
Asst ATC 1	Volleyball		Softball
Asst ATC 2	Soccer M, W		Football
Asst ATC 1/2 time	Baseball	Wrestling	Soccer M, W
Clinical Coordinator	Softball	Basketball M, W	Volleyball

Minor sports - Track/Cross Country (W), Tennis (M,W), Golf (W), Swimming (W) are divided between the full time ACI/CIs but no students are assigned to them and practices are not covered.

APPENDIX B3.34c (pg B3.34 - 8) contains the Supervision Policy with signatures of understanding and acceptance

APPENDIX J1.1 (pg J1.1 - 4) contains the First Responder Policy with signatures of understanding and acceptance. As of the Fall 2004, Mesa State College no longer utilizes the Dean system.

APPENDIX J1.1

FIRST RESPONDER POLICY

In the event that a student is in the position of being unsupervised they may act in the capacity of a first responder. The first responder position will be voluntary only, with no duty to act and the student can refuse to provide care if they so desire. Acting as a first responder is not part of the ATEP clinical education process and time spent as a first responder can not be counted toward the hour requirement for the Clinical Experience courses. First responder actions will be limited to those skills covered in the American Red Cross Emergency Response course.

The FIRST RESPONDER policy has been approved by

Dr. Jill Cordova PhD
Kinesiology Department Head

Jill C. Cordova 4/27/08

Robert Ryan MA, ATC, CSCS
ATEP Director

Robert Ryan 4/27/08

I understand and agree to follow the MSC ATEP FIRST RESPONDER policy

Josh Fullmer MS, ATC
ATEP Clinical Coordinator/ ACI

Josh Fullmer MS, ATC 4/23/08

Brenda Brady MS, ATC
ACI

Brenda Brady MS, ATC 4/24/08

Jesse Getz MS, ATC
CI

Jesse Getz MS, ATC 4/25/08

Andrew Powers ATC
CI

Andrew Powers ATC 4/25/08

Shawn Miller ATC
CI

Shawn Miller ATC 4/29/08

Erin Glavan ATC
CI

Erin Glavan ATC 4/25/08

Kelly [REDACTED]

Kelly [REDACTED] 4/25/08

Alyssa [REDACTED]

Alyssa [REDACTED] 4/23/08

Alissa [REDACTED]

Alissa [REDACTED] 4/25/08

Meaghan [REDACTED]

Meaghan [REDACTED] 4/24/2008

Jionni [REDACTED]

Jionni [REDACTED] 4/23/08

Jordan [REDACTED]

Jordan [REDACTED] 4/23/08

Ashley [REDACTED]

Ashley [REDACTED] 4/24/08

Shannon [REDACTED]

Shannon [REDACTED] 4/23/08

Sam [REDACTED]

Sam [REDACTED] 4/27/08

Ben [REDACTED]

Ben [REDACTED] 4/23/08

APPENDIX J1.1

Adam [REDACTED]
Kayleigh [REDACTED]
Leslie [REDACTED]
Kami [REDACTED]
Nicole [REDACTED]

Adam [REDACTED] 4-23-08
Kayleigh [REDACTED] 4-23-08
Leslie [REDACTED] 4/23/08
Kami [REDACTED] 4/23/08
Nicole [REDACTED] 04/23/08

- J1.2** The ACI or CI must consistently and physically interact with the athletic training student at the site of the clinical experience.

Non-Compliant Evidence of NC with this Standard (if cited):

During interviews with Mesa State College ATEP staff it was stated that the students are never left alone at practice, and they do not travel unsupervised to away events with the exception of wrestling which is managed by a 5th year Mesa State student who has completed their ATEP program requirements but is not certified. It was also stated by staff that if a student did travel unsupervised, it was done only with the student functioning as a first responder which required the student not to perform duties of an athletic training student. However, through student interviews and student evaluations of ACIs and clinical experiences, it was identified in specific situations where students were unsupervised and that these situations included practice, games, travel and making return to play/participation decisions.

To demonstrate compliance with this Standard, the program must submit the following evidence:

- *Please provide evidence, in the form of an official ATEP communication to the program's ACIs and CIs, that the ATEP requires that program ACIs/CIs be consistently and physically present at all times to interact with the athletic training students at the site of the clinical experience.*
 - *This communication must be signed and dated by the Program Director, administrator who has oversight over the Program Director, and the Dean.*
 - *The communication must clearly state that failure to abide by this policy will result in immediate removal of students from the ACI/CI who fails to be consistently and physically present at all times with the AT student under his/her supervision.*

Program Response:

APPENDIX J1.2 (pg J1.2 - 2) contains a copy of a Memo to all ACI/CI's regarding supervision criteria and the consequences of not abiding by the policy. As of the Fall 2004, Mesa State College no longer utilizes the Dean system.

APPENDIX J1.2

April 21, 2008

TO: All Mesa State College ATEP ACI/CI's
FROM: Robert Ryan MA, ATC, CSCS Director, ATEP
Subject : Athletic Training Student Supervision

CAATE guidelines clearly state that all athletic training students may only function under the direct supervision of an ACI/CI and any unsupervised performance of athletic training duties by a student is in clear violation of the CAATE guideline J1.

The ACI/CI must remain within visual and auditory communication of the student when performing athletic training duties. Failure to abide by this guideline will result in the removal of current and future students from rotations at your facility.

Robert Ryan
ATEP Director

Jill Cordova
Kinesiology Dept. Head

Robert Ryan
Jill C. Cordova

4/22/08
4/22/08

J3. Clinical experiences must be contained in individual courses that are completed over a minimum of two academic years.

J3.2 Courses must include objective criteria for successful completion.

Non-Compliant Evidence of NC with this Standard (if cited):

It was stated that grades for clinical education courses are based on clinical evaluations done by the ACIs and Cls. This requirement is not indicated in the syllabi for the corresponding courses. These evaluations do not correspond to the weighting of the evaluations listed in the clinical course syllabi. Some syllabi do not indicate these evaluations as part of the evaluation and grading requirements of the course(s) at all (i.e. KINE 468, 467, 378, 367).

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Please submit clinical course syllabi - KINE 367,378, 468, and 467 that include objective criteria for successful completion of the clinical course.
- Provide all grading documentation used to determine students' final clinical education course grades for two students enrolled in each of the clinical education courses.
 - Please delete the last names [only] of each of the students on all materials.
- Finally, please provide final official grade documentation for the same two students enrolled in each of the clinical education courses. Again, please delete the last name [only] of each student.

Program Response:

The Field Experience courses (KINE 367, 467) have a very limited duration of time lasting 3 weeks or less. The courses were developed after several requests from students during the past years.

The courses were designed to achieve two goals:

- 1) Supply a didactic component to the pre-season experience that a majority of the students were volunteering to attend. The ATEP has always encouraged the students to attend at least part of the fall pre-season practices so they may experience the reality of the setting. The ATEP feels that it would be doing a disservice to the students if they graduated from the program, became employed at the high school or college level and had not experienced what occurs during 2-a-days.
- 2) To decrease the number of competencies taught in the four Clinical Experience courses. KINE 468 in particular contained a review of all orthopedic evaluations as well as introducing general medical conditions and evaluation. The addition of KINE 467 allows for ENT and Heart and

Lung evaluations to be introduced and practiced prior to the physicals for the fall sports. During the three main physical dates, the senior students rotate between ENT, Heart and Lung and the Orthopedic stations and evaluate the athletes with the physicians.

The duration and design of the course does not allow for multiple evaluations. Students will be allowed to choose which teams they would like to work with so they may work with several ACI/CI's during their required 40 hours of working with teams pre, during and post practice. Student will be required to be present at the Football physicals at the beginning of pre-season practices and the ALL Sports physicals held the Sunday before the Fall semester begins. Student presence will be optional at the Volleyball and Soccer physicals and they may count that time towards the 40 hours.

When KINE 367,467 were offered for the first time in the Fall of 2007, Football physicals were held on August 1st. this resulted in a complicated class schedule working around practices to complete the didactic component; it was decided to include the hours and proficiencies completed as part of the grade. The course completion criteria and grading system have been revised with hour and proficiency completion not included in the grading scale.

APPENDIX I5a contains course syllabi for

KINE 367 (pg I5 - 6)
KINE 378 (pg I5 - 13)
KINE 467 (pg I5 - 17)
KINE 468 (pg I5 - 21)

APPENDIX I5.4b contains the final grading sheets for the students listed in APPENDIX I5.5

KINE 378 (pg I5.4 - 42)
KINE 468 (pg I5.4 - 43)

Appendix J3.2a contains the final grading sheets for two students in KINE 367,467.

KINE 367 (pg J3.2a - 3)
KINE 467 (pg J3.2a - 4)

Appendix J3.2b contains the Fall grade reports for the students listed in J3.2a.

KINE 367 - Leslie (pg J3.2 - 5)
KINE 367 - Kami (pg J3.2 - 6)
KINE 467 - Alissa (pg J3.2 - 7)
KINE 467 - Meaghan (pg J3.2 - 8)

APPENDIX J3.2a

KINE 367 Fall 2007

KINE 367 F07 grades

	final 100	skills 75	tasks 100	total 275	%	grade
Leslie	81.5	75	100	256.5	0.932727 A	
Kami	84.5	75	100	259.5	0.943636 A	

KINE 467 Fall 2007

KINE 467
August 2007

KINE 467 fall 07

	<u>Atticies</u>	<u>Practices</u>	<u>Physicals</u>	<u>Final</u>	<u>Total Pts</u>	<u>Grade</u>
Alissa	25	25	300	87	0.972632	A
Meaghan	25	25	300	77	0.951579	A

APPENDIX J3.2b

KINE 367 Fall 2007 grades Leslie

Term GPA and Course Detail Information						
Current Standing		Term GPA		Attendance Period:		
Institution or Transfer:	Transfer Number:	Attempted Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points
Term: 7002		20.000	20.000	20.000	20.000	74.00
Cumulative:		84.000	84.000	84.000	84.000	299.00
						3.55

Institutional Courses						
Subject	Course	Title	Grade	Mode	Hours	Repeat
ANTH	222	World Prehistory-GTSS3	B	N	3.000	
ARTE	102	Three-Dimensional Design-GTAH1	A	N	3.000	
KINE	309	Anatomical Kinesiology	A	N	3.000	
KINE	309L	Anatomical Kinesiology Lab	A	N	1.000	
KINE	368	Clinic Exp in Athl Training I	A	N	2.000	
KINE	420	Therapeutic Modalities	A	N	3.000	
KINE	367	Fld Exp Athl Training I	A	N	2.000	
KINE	374	Lower Body Injury Assessment	B	N	3.000	

Record: 55	<ESC>
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KINE 367 Fall 2007 grades Kami

Term GPA and Course Detail Information						
ID:	7001	Kami K.	Course Level Codes by Person:	01	Start Term:	200502
Current Standing						
Institution or Transfer:	<input type="text"/>	Transfer Number:	<input type="text"/>	Attendance Period:	<input type="text"/>	
Term:	200702	Attempted Hours	Passed Hours	Earned Hours	GPA Hours	GPA
	14.000	14.000	14.000	14.000	32.00	2.28
Cumulative:	20.000	110.000	110.000	110.000	286.00	2.60
Term GPA						
Institution or Transfer:	<input type="text"/>	Transfer Number:	<input type="text"/>	Attendance Period:	<input type="text"/>	
Term:	200702	Attempted Hours	Passed Hours	Earned Hours	GPA Hours	GPA
	14.000	14.000	14.000	14.000	32.00	2.28
Cumulative:	20.000	110.000	110.000	110.000	286.00	2.60
Institutional Courses						
Subject	Course	Title	Grade	Mode	Hours	Repeat
KINE	200	Hist/Philosophy Sport & P.E.	D	N	3.000	<input type="checkbox"/>
KINE	309L	Anatomical Kinesiology Lab	B	N	1.000	<input type="checkbox"/>
KINE	368	Clinic Exp in Athl Training I	B	N	2.000	<input type="checkbox"/>
KINE	420	Therapeutic Modalities	B	N	3.000	<input type="checkbox"/>
KINE	367	Fld Exp Athl Training I	A	N	2.000	<input type="checkbox"/>
KINE	374	Lower Body Injury Assessment	D	N	3.000	<input type="checkbox"/>
Record: 66 ... <OSC>						

KINE 467 Fall 2007 grades Alissa

Oracle PeopleSoft Frontline Web Open STATESMEN	
File Edit Options Block Item Record Query Tools Help 	
Term Sequence Course History STATESMEN 7.3.3 (PROD)	
ID: <input type="text" value="7001"/>	Course Level Codes by Person: <input type="text" value="01"/> ▾
	Start Term: <input type="text" value="200502"/> ▾
<input type="button" value="Current Standing"/> <input type="button" value="Term GPA and Course Detail Information"/>	
Term GPA Institution or Transfer: <input type="text"/> Term: <input type="text" value="200702"/> Attempted Hours Passed Hours Earned Hours GPA Hours Quality Points GPA Cumulative: <input type="text"/> 91.000 <input type="text"/> 91.000 <input type="text"/> 91.000 <input type="text"/> 17.000 <input type="text"/> 65.00 <input type="text"/> 3.62 <input type="text"/> 91.000 <input type="text"/> 91.000 <input type="text"/> 91.000 <input type="text"/> 17.000 <input type="text"/> 65.00 <input type="text"/> 3.62 <input type="text"/> 91.000 <input type="text"/> 91.000 <input type="text"/> 91.000 <input type="text"/> 17.000 <input type="text"/> 323.00 <input type="text"/> 3.54	
Institutional Courses Subject Course Title Grade Mode Hours Repeat Campus SPCH 101 Interpersonal Communications A N 3.000 F PSYC 233 Human Growth and Dev-GTSS3 B N 3.000 F KINE 303 Physiology of Exercise A N 3.000 F KINE 303L Physiology of Exercise Lab A N 1.000 F KINE 405 Sports Nutrition A N 3.000 F KINE 458 Clin Exp in Athl Training III A N 2.000 F KINE 467 Fld Exp Ath Train II A N 2.000 F	
Record: 6/6 ... <OSC>	

KINE 467 Fall 2007 grades Meaghan

Term GPA and Course Detail Information																																																																													
Current Standing		Term GPA and Course Detail Information																																																																											
ID:	70	Name:	Catherine M.	Course Level Codes by Person:	01	Start Term:	200502																																																																						
<table border="1"> <thead> <tr> <th colspan="3">Term GPA</th> <th colspan="4">Attendance Period:</th> </tr> <tr> <th>Institution or Transfer:</th> <th>Transfer Number:</th> <th></th> <th>Attempted Hours</th> <th>Passed Hours</th> <th>Earned Hours</th> <th>GPA Hours</th> <th>Quality Points</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>Term:</td> <td>200702</td> <td></td> <td>11.00</td> <td>11.00</td> <td>11.000</td> <td>11.000</td> <td>24.00</td> <td>2.18</td> </tr> <tr> <td>Cumulative:</td> <td></td> <td></td> <td>45.000</td> <td>110.000</td> <td>115.000</td> <td>113.000</td> <td>308.00</td> <td>2.72</td> </tr> </tbody> </table>							Term GPA			Attendance Period:				Institution or Transfer:	Transfer Number:		Attempted Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA	Term:	200702		11.00	11.00	11.000	11.000	24.00	2.18	Cumulative:			45.000	110.000	115.000	113.000	308.00	2.72																																					
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KINE	303L	Physiology of Exercise Lab	B	N	1.000		1																																																																						
KINE	468	Clin Exp in Athl Training III	C	N	2.000		1																																																																						
KINE	467	Fld Exp Ath Train II	A	N	2.000		1																																																																						
KINE	401	Org/Admin/Legal in PE & Sports	D	N	3.000		7																																																																						
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- J3.4** Student clinical experiences must be conducted in such a way to allow the ATEP faculty/staff to regularly and frequently evaluate student progress and learning, as well as the effectiveness of the experience.

Non-Compliant Evidence of NC with this Standard (if cited):

Interviews with students indicate that there is a desire to have more feedback from clinical staff. There is an evaluation done on each student at the end of the clinical experience, but then the student proceeds to another experience without having an opportunity to demonstrate improvement of skills and responsiveness to clinical staff feedback. Interviews and evaluations also indicate that students are sometimes confused as to who are their supervising ACI/CIs, as the students may have limited contact with that CI/ACI during certain clinical experiences.

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Please provide a copy of Table B3.2a for the 2007-2008 academic year.
- Please develop and submit a policy by which the ATEP can assure that students receive regular and frequent evaluations from the qualified CI/ACIs to whom they are assigned.
 - This plan must be signed and dated by the Program Director, administrator who has oversight over the Program Director, as well as all CI/ACIs listed on Table B3.2a.
- Please submit evidence, signed and dated by two students enrolled in each clinical education course and their associated CI/ACIs, to indicate that they have met in accordance with the policy delineated by the ATEP.

Program Response:

The finding that the athletic training students are confused as to the identity of their ACI/CI is misleading. All students are given a four or eight or week rotation schedule prior to the beginning of each semester stating which sports and ACI/CI's they will be working with. Junior students complete four - 4 week rotations each semester. Three rotations with various sports and one at an off-campus Alternative Experience with a local out patient physical therapy clinic one semester and with a local high school the other semester. Effective the Spring 2008 senior students complete one 8 week sports rotation, one 4 week Alternative Experience rotation at the Student Health Center one semester and the team orthopedic surgeon office the other, and one 4 week rehab rotation in which they work with athletes from all sports completing extended rehabilitation programs. Beginning with the Spring 2008 semester, all on campus evaluations are completed electronically. The ACI and the student will meet to discuss the evaluation and both will sign by typing their name on the form

The ATEP feels that the confusion that was mentioned during the interviews relates to the periods of time before or after a sport is in season and the students assigned to that sport are assisting with other sports or the "Rehab" assignment. An example of this is the students assigned to wrestling for the second 4 week rotation in the fall. The rotation began in mid September but practices did not begin until October 1. During that initial two weeks of the rotation, the students assisted with in season sports under the supervision of a different ACI/CI.

The policy of the ATEP has been and will continue to be the complete written evaluations of the students by the ACI/CI and the ACI/CI by the student at the end of the four week and at the midpoint and end of the eight week rotations. The ATEP feels that requiring the ACI/CI's to complete formal written evaluations more frequently would be counter productive. To increase the ownership of the students in the evaluation process we have charged them with the task of periodically initiating informal evaluations with the ACI/CI that they are working with if they feel they are not receiving the feedback that they desire from the daily interaction with the ACI/CI.

APPENDIX J3.4c (pg J3.4 - 3) contains the Evaluation Policy with signatures of understanding and acceptance. As of the Fall 2004, Mesa State College no longer utilizes the Dean system.

APPENDIX J3.4

Mesa State College ATEP Student and ACI/CI Evaluation Policy

On Campus Rotations

Formal written evaluations of the students by the ACI/CI and of the ACI/CI by the students will be completed at the end of the four week junior rotations and at the midpoint and end of the eight week senior rotations. Seniors completing the four week "Rehab" rotation will receive an evaluation at the end of the rotation by the ACI/CI assigned to supervise the rotation at that time.

The ACI/CI and the student should meet near the end or midpoint of the rotation to discuss the respective evaluations. Formal written evaluations will be completed electronically by the ACI/CI and the student and sent to the ATEP Clinical Coordinator who will forward them to the recipient for review and electronic signature. The evaluations will be returned the ATEP Clinical Coordinator to file electronically in both the ACI/CI and the student's folder located on the campus R:Drive/ATEP folder. The Clinical Coordinator will also forward a copy to the instructor of the Clinical Experience course in which the student is enrolled.

ACI/CI's are encouraged to complete informal evaluations with the students during the daily interaction between the student and the ACI/CI. The students are also encouraged to initiate these informal evaluations in the event that they desire more feedback than they are getting.

Off Campus Alternative Experience Rotations

The off campus rotation site coordinator or designee will meet with the student at the end of the rotate for a verbal evaluation and then complete a formal written paper evaluation to be returned to the ATEP Clinical Coordinator. A copy will be forwarded to the instructor of the Clinical Experience course in which the student is enrolled.

The student will complete an evaluation of the off campus rotation to be submitted to the ATEP Clinical Coordinator. The evaluation will be filed and a compiled report will be sent to the off campus rotation site each year. The Clinical Coordinator will immediately address any potential undesirable situation that may be identified.

The off campus rotation site coordinator or designee are encouraged to complete informal evaluations with the students during the daily interaction between the student and the ACI/CI. The students are also encouraged to initiate these informal evaluations in the event that they desire more feedback than they are getting.

APPENDIX J3.4

The EVALUATION policy has been approved by

Dr. Jill Cordova PhD
Kinesiology Department Head

Robert Ryan MA, ATC, CSCS
ATEP Director

I understand and agree to follow the MSC ATEP SUPERVISION policy

Josh Fullmer MS, ATC
ATEP Clinical Coordinator/ ACI

Brenda Brady MS, ATC
ACI

Jesse Getz MS, ATC
CI

Andrew Powers ATC
CI

Shawn Miller ATC
CI

Erin Glavan ATC
CI

Jill C Cordova 4/28/08

Robert Ryan 4/28/08

<u>Josh Fullmer</u>	4/28/08
<u>Brenda P. Brady</u>	4/28/08
<u>Jesse Getz</u>	4/28/08
<u>Andrew Powers</u>	4/28/08
<u>Shawn Miller ATC</u>	4/28/08
<u>Erin Glavan ATC</u>	4/28/08

This Program Rejoinder Response Report is submitted by

Robert Ryan
ATEP Director

Jill Cordova
Kinesiology Dept Head

Robert Ryan
Jill C. Cordova

4/28/08
4/28/08

**MESA STATE COLLEGE
ATHLETIC TRAINING EDUCATION PROGRAM
PROGRAM SELF STUDY REPORT**

SECTION 1

SUBMISSION DATE: SEPTEMBER 15th, 2007

PROGRAM DIRECTOR: ROBERT RYAN MA, ATC, CSCS

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INTRODUCTION

Self-Study Completion

The self-study was completed over a period of 16 months. This comprehensive report is the combined effort of a variety of individuals associated with Mesa State College and the Athletic Training Education Program (ATEP). The development of the recently approved Bachelor of Science degree in Athletic Training (BS) was a significant portion of the self-study process. This self-study will include data and information regarding the previous Bachelor of Arts degree in Kinesiology – Athletic Training Concentration (BA) which is being phased out, information regarding the new BS degree, and the transition between the two degrees. Some of the 2007-2008 seniors who started with the BA degree will be changing to the BS degree, and the May 2008 graduates will include both degrees. Juniors admitted to the program for the Fall 2007 semester and all future ATEP students will be required to declare the BS degree.

The college administration has recently approved a full time administrative position of ATEP Clinical Coordinator. This position has been proposed with the following duties: teaching 50 percent, administrative release 25 percent and athletic training coverage 25 percent. The current timeline for this position is to conduct a national search during the Fall 2007 semester and have the successful candidate in place starting in January 2008. Once this position is filled the teaching responsibilities of all athletic training faculty will be re-evaluated to assure the best educational experiences for the students. Because of the recent notice of this position approval, it is not discussed in the self study narratives or appendices.

Self-Study Committee

In addition to the individuals listed as members of the Self-Study Committee, several clinical instructors and former students were consulted regarding the development of the BS degree and the self-study and there was considerable assistance from classified and student administrative assistants.

Committee Members

Robert Ryan, MA, ATC, CSCS (ATEP Program Director)

Jill Cordova, PhD (Head, Department of Kinesiology)

Steven Murray, DA (former Head, Department of Kinesiology)

Billy Cotts, MA, ATC (Head Athletic Trainer/ ATEP Clinical Coordinator, Lecturer)

Brenda Brady, MS, ATC (Assistant Athletic Trainer, ACI, Lecturer)

Josh Fullmer, MS, ATC (Assistant Athletic Trainer, ACI, Lecturer)

Michael Reeder, DO (ATEP Medical Director)

Member Contributions

Mr. Ryan coordinated and assigned duties to the committee members, collected and compiled data, and wrote the narrative section of the self-study.

Dr. Cordova provided program budget information and reviewed the narratives and appendices sections.

Dr. Murray was involved in the development of the BS degree while in the position of Kinesiology Department Head and reviewed the narratives and appendices sections.

Mr. Cotts assisted in the development of the competencies matrix, provided data and input regarding student rotations and assignments, policy and procedure revisions, and reviewed the narratives and appendices sections.

Ms Brady assisted in the development of the competencies matrix, assisted in data collection, policy and procedure revisions, syllabi review, and reviewed the narratives and appendices sections.

Mr. Fullmer assisted in the development of the competencies matrix, assisted in data collection, policy and procedure revisions, syllabi review, and reviewed the narratives and appendices sections.

Dr. Reeder provided input in the development of the competencies matrix, clinical rotations and policy and procedure revisions.

Signature Page

The following members of the Self-Study Committee were involved in the development of the self-study and have had the opportunity to review the completed document.

Robert Ryan, MA, ATC, CSCS (ATEP Program Director)

Coordinated and assigned duties to the committee members, collected and compiled data, and wrote the narrative section of the self-study.

Jill Cordova, PhD (Professor, Head, Department of Kinesiology)

Provided program budget information and reviewed the narratives and appendices sections.

Steven Murray, DA (Professor, Department of Kinesiology)

Involved in the development of the BS degree while in the position of Kinesiology Department Chair and reviewed the narratives and appendices sections.

Billy Cotts, MA, ATC (Head Athletic Trainer/ ATEP Clinical Coordinator, Lecturer)

Assisted in the development of the competencies matrix, provided data and input regarding student rotations and assignments, policy and procedure revisions, and reviewed the narratives and appendices sections.

Brenda Brady, MS, ATC (Assistant Athletic Trainer, ACI, Lecturer)

Assisted in the development of the competencies matrix, assisted in data collection, policy and procedure revisions, syllabi review, and reviewed the narratives and appendices sections.

Josh Fullmer, MS, ATC (Assistant Athletic Trainer, ACI, Lecturer)

Assisted in the development of the competencies matrix, assisted in data collection, policy and procedure revisions, syllabi review, and reviewed the narratives and appendices sections

Michael Reeder, DO (ATEP Medical Director)

Provided input in the development of the competencies matrix, clinical rotations and policy and procedure revisions.

PROGRAM HISTORY

The ATEP at Mesa State College, a two year clinical program housed in the Department of Kinesiology, received initial CAAHEP accreditation in April 2003. The Department of Kinesiology has 7 full-time faculty members of which 6 hold terminal degrees and 5 are tenured. There are 382 majors within the 3 degrees and 3 concentrations offered by the department. The ATEP will have 7 senior students and 12 junior students during the 2007-2008 academic year. There are also 53 freshman or sophomore students who have declared the Pre-Athletic Training major. Students in the Pre-Athletic Training major are completing pre-requisite courses prior to application to the clinical program.

Mesa State College hired its first certified athletic trainer in 1985 and an internship program was initiated. In 1998 the Bachelor of Arts – Human Performance and Wellness Athletic Training concentration was approved with equal status to the existing Exercise Science, Adapted Physical Education, Corporate Fitness and K-12 Teaching concentrations. In 2005 the departmental name was changed to the Department of Kinesiology and in April 2007, a stand alone Bachelor of Science in Athletic Training major within the Department of Kinesiology received final approval.

The first ATEP Program Director (PD), Dr. Brian Udermann, began working on the initial accreditation in the August 1999. After completion of the initial self-study Dr. Udermann left Mesa State for a similar position at another institution. Dr. Helen Binkley served as the PD from June 2002 through May 2004. Dr. Robert Pettitt served as the PD from August 2004 to May 2005. On August 15th, 2005 Robert Ryan MA, ATC, CSCS, assumed the position of Interim PD. At this time Mr. Ryan is progressing toward the completion of a doctoral degree with intentions of remaining in the position.

PROGRAM INSTITUTIONAL DATA FORM

ATHLETIC TRAINING SELF-STUDY REPORT PROGRAM INSTITUTIONAL DATA FORM

Sponsorship

1. Sponsoring Institution

Mesa State College

2. Type and Name of Degree

(e.g. BS in Athletic Training)

BS Athletic Training

3. In the box below, please provide the number of Clinical Education and Clinical Affiliated Sites, including the host institution, currently used by the Program.

9

Current Clinical Education and Clinical Affiliated Sites

4. Department Chair

a. Name with Professional Credentials

Dr. Jill Cordova, PhD

b. Office Address (Provide complete address including city, state and zip code)

Mesa State College, Saunders 123, 1100 North Ave, Grand Junction, Colorado 81501

c. Office Phone

970-248-1715

d. Office Fax

970-248-1980

e. E-mail address

jcordova@mesastate.edu

5. Dean

a. Name with Professional Credentials

As of the Fall 2004 – Mesa State College no longer utilizes the Dean system

b. Office Address (Provide complete address including city, state and zip code)

c. Office Phone

d. Office Fax

f. E-mail address

6. President**a. Name with Professional Credentials**

Tim Foster, J.D.

b. Office Address (Provide complete address including city, state and zip code)

Mesa State College, Lowell-Heiny Hall 301, 1100 North Ave, Grand Junction, Colorado 81501

c. Office Phone

970-248-1498

d. Office Fax

970-248-1903

e. E-mail address

tfoster@mesastate.edu

Program Director**1. Program Director****a. Name with Professional Credentials**

Robert Ryan, MA, ATC, CSCS

b. Office Address (Provide complete address including city, state and zip code)

Mesa State College, Saunders 120, 1100 North Ave, Grand Junction, CO 81501

c. Office Phone

970-248-1374

d. Office Fax

970-248-1980

e. E-mail address

rryan@mesastate.edu

f. Academic Rank and Title

Visiting Professor

g. BOC#

000050402

Year Certified

1985

**h. Type of State Athletic Training Credential Current State Athletic Training
(license, certification, registration, exempt, NA) Credential Number**

NA

2-6. Check either the YES or NO box to respond to each statement below as the statement relates to the current Program Director.

Program Director Qualifications	YES	NO
2. Full-time Employee of Host Institution	X	
3. Faculty Member of Host Institution with all faculty rights (including voting on faculty issues)	X	
4. Tenure-Track Academic Appointment		X
5. Non-tenure Track Academic Appointment	X	
6. Tenured Faculty Member at Host Institution		X

PROGRAMMATIC OVERVIEW

Program Strengths

The most crucial strength of the program is the commitment from the college itself. Mesa State College hired its first certified athletic trainer in 1985 and an internship program was initiated. From that time the administration has always shown strong support for athletic training education. From the addition of the Advanced Athletic Training Principles course in 1989 to meet the needs of the internship students, to the approval of the Athletic Training concentration in 1998 to meet education reform requirements, to the approval of the BS degree in 2007, and the recent approval of the Clinical Coordinator position, the department (Physical Education/Human Performance and Wellness/Kinesiology) and academic affairs have supported athletic training education.

The second most important strength of the program is the willingness and dedication of the local medical community to be involved. The physicians and staff at Western Orthopedics and Sports Medicine have served as the Mesa State Team Physicians for 29 years and have been actively involved with the development of the ATEP from the beginning. Doctors Larry Copeland, Dick Knackendoffel, Pat Sillix, Michael Reeder, Mitchell Copeland, and Chris Copeland have all been involved in student education. The mutual satisfying relationship between the ATEP and Western Orthopedics, the St. Mary's Life Center Outpatient Physical Therapy Center and the Physical Therapy Specialty Center is evident when one looks at the number of former students that each location has employed. In the past, Student Health Center patients were limited to college students, now that it is run by family practice group, Desert Sun Medical Center, the students have the opportunity to see a wider range of medical conditions. Physicians, therapists and staff members from the previously mentioned clinics and several other members of the local health care community regularly present to our students during our Wednesday Morning Lecture Series.

The program prides itself in the development of students who are not only knowledgeable but can apply the knowledge. This is achieved by encouraging the students to perform evaluations and develop treatment and rehabilitation programs at every opportunity. Evidence based practice is discussed but the students are encouraged to experiment and be creative. No two injuries are the same, and no two athletes are the same, so the student must be able to adapt and adjust. The employer survey results readily indicate the ability of our graduates to work independently.

Over the years, the program graduates, both internship and curriculum, have been successful in securing employment and attending graduate schools. Our students graduate with a true understanding of the demands of the profession in a traditional setting while having had the opportunity to experience alternative settings so they can make informed decision regarding future employment. Graduates have gone on to graduate assistance positions at NCAA Division I and II schools, high schools, clinics, and clinic outreach programs, as well as professional and international sports.

Program weaknesses

During the completion of the self-study, two obvious weaknesses were identified:1) the inconsistent filing of student records and collection of outcomes data and 2) lower than desired first time pass rate for the BOC exam.

As a result of the frequent turnover in the PD position, the record keeping systems were inconsistent. Each of the four directors has had a different policy regarding what materials to keep in the student records, what evaluation forms to utilize, and what outcomes information to collect. During the completion of the self-study, the current PD (Mr. Ryan) has become familiar with the required records and data and has developed a consistent file management and outcomes data collection system. At the center of this system will be the utilization of a limited access file system located on the campus mainframe for the electronic submission of most academic assignments. Although a completely paperless system is not possible, efforts will be made to use as little paper as possible and to scan and store written tests and other documents that are not submitted electronically. The campus computer system has the capability in place and the system was tested by the PD in one course during the Spring 2008 semester. The goal of the program is to eventually have all outcomes data, including anonymous year end and graduate surveys to be completed electronically. During the 2007-2008 academic year, all evaluations regarding courses and on campus rotations will be completed and submitted electronically.

Prior to the 2007 graduates, the first time pass rate for the BOC exam for students involved in the ATEP was 25% (4 of 16). The second time pass rate is 50% (6/12) and the third time pass rate is 100% (2/2). Three students are waiting to take the test a second time and one for the third time. Three graduates have not taken the exam but two are scheduled to take the exam in August 2007. In reviewing test results for the previous exam format, there was no trend regarding which section(s) were passed or failed on the first exam attempt. We interpret this as an indication that the program is equally strong, or weak, in presenting information, and developing psychomotor and decision-making skills.

When looking at the results of the 2007 graduates, four of the five sat for the exam in June, unfortunately none of them passed the exam. The ATEP faculty was confident that all four would have passed the previous exam format anticipated favorable results with the new exam format. One graduate will retake the exam in August 2007, two are planning a November 2007 retake and the fourth in February 2008. The fifth graduate has not decided when he will take the exam for the first time. The results drop the first time pass rate to 20% (4/20).

The ATEP faculty has set a goal of a 75% first time pass rate for all future graduates and has developed a three prong approach to achieve the goal: 1) order of material presentation, 2) increased critical thinking exercises, and 3) exit examination format to mimic the BOC examination.

With the design of the BS degree course sequence, almost all psychomotor skills will be presented and evaluated prior to the fall of the senior year. The program has adopted a novice to technician to clinician model for didactic and laboratory presentation of

material. Students will be considered as novice when enrolling in KINE 240 – Introduction to Clinical Athletic Training. By the end of the junior year, the students will be considered as technicians who can perform all the tasks but may not completely understand why a certain task was chosen. The senior year will focus on turning the technician into a clinician. Based on knowledge gained from the didactic and clinical settings, the students will refine their psychomotor skills and develop critical thinking as they define their own system to approach injury prevention, treatment, and rehabilitation. This approach is discussed in detail in the ACI Training Manual and the Athletic Training Student Handbook.

All classes taught by the ATEP faculty will include regular critical thinking and evidence-based practice assignments that not only consider factual injury evaluation, treatment, and rehabilitation material but also moral, ethical, and administrative situations.

The ATEP will utilize an exit examination composed of commercially available and in-house developed test questions that will mimic the BOC certification examination format. This examination will be given in the capstone course KINE 478 – Clinical Experiences in Athletic Training IV.

SELF-STUDY STANDARDS AND CRITERIA

Section A: Sponsorship

- A1.** The sponsoring institution must be accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation.

Criteria for Review: Reference to Appendix A	Appendix A: Document
Page Reference in Appendix A - A1: Page 11	A1. Letter of notification or certificate of accreditation by regional accreditor recognized by US Department of Education and/or the Council on Higher Education Accreditation.

- A2.** Sponsoring institutions must submit documentation that it is authorized, under applicable law or other acceptable authority, to provide a program of postsecondary education. Institutions outside of the United States must submit documentation that the institution is recognized and authorized by a national or international authority to provide a program of postsecondary education.

Criteria for Review: Reference to Appendix A	Appendix A: Document
Page Reference in Appendix A - A2: Page 13	A2. Copy of institution document or letter to verify recognition by the state department of education

- A3.** Current formal affiliation agreement(s) or memorandum(s) of understanding must be developed and endorsed by appropriate administrative personnel from all institutions (i.e., bearing signature authority). The agreement must delineate responsibilities for:
- A3.1** program administration,
 - A3.2** instruction,
 - A3.3** supervision, and
 - A3.4** other functions as deemed appropriate by the sponsoring institution or the affiliate institution.

Criteria for Review: Reference to Appendix A	Appendix A: Document(s)
Page Reference in Appendix A - A3: Page 15	A3. Sample of a completed formal affiliation agreement. If more than one version of the document exists, provide a complete copy of each of the different forms of the agreements.

- A4.** Each affiliated clinical setting where students are assigned to a clinical instructor for student learning and/or clinical practice (excluding the ATEP sponsoring institution) must have an affiliation agreement. In the case where the

administrative oversight of the clinical instructor differs from the affiliate site, formal agreements must be obtained from both parties.

Criteria for Review: References to Appendix A	Appendix A: Table and Documents
<p>Page References in Appendix A -</p> <p>A4a: Page 29</p> <p>A4b: Page 31</p>	<p>A4a. Affiliated Site Table (Table A4a) for all clinical sites used during the last academic year.</p> <p>A4b. Completed and dated signature pages of all same format contracts for each clinical affiliated site; documents must include all appropriate signatures for each site.</p>

Section B: Personnel

B1. Program Director

B1.1 Requirements of the Position

The program director must:

- B1.11** be a full-time position of the sponsoring institution,
- B1.12** have full faculty status, rights, responsibilities, and privileges as defined by institution policy and be consistent with other similar positions at the institution,
- B1.13** have programmatic administrative and supervisory responsibility recognized as a department assignment consistent with other similar assignments at the institution, and
- B1.14** have an amount of released/reassigned workload that is necessary to meet the administrative responsibilities of this assignment. This released/reassigned workload must be consistent with similar assignments at the institution.

Criteria for Review: - References to Appendix B - Narrative	Appendix B: Documents
<p>Page References in Appendix B -</p> <p>B1.1a: Page 41 B1.1b: Page 44</p> <p>B1.13 and 1.14. Narrative - Explanation of administrative and supervisory responsibilities and release time.</p> <p>The Program Director receives 3 credit hours per semester release time to complete all administrative and supervisory duties and tasks associated with the ATEP. The Program Director also has full responsibility regarding curricular decisions regarding course content and faculty assignment of courses taught by ATEP faculty in ATEP specific courses and input into the content of other Department of Kinesiology courses. The Program Director has no involvement with the assignment of the Biology Department faculty teaching the Anatomy and Physiology courses, but does communicate with the A&P coordinator, Dr. Carie McVean Waring, to assure that the competencies addressing normal anatomy and physiological function are addressed.</p>	<p>B1.1a. Program Director faculty appointment letter, contract, or other official institutional document indicating appointment or continuing appointment to a full-time faculty position.</p> <p>B1.1b. Copies of pages from faculty handbook or other institutional document verifying requirements for full-time faculty position</p>

B1.2 Responsibilities of the Position

The Program Director must have input to and assurance of the following program features:

- B1.21** organization and administration of all aspects of the educational program,
- B1.22** curricula planning and development,
- B1.23** fiscal and budgetary input and management as determined by the institution,

- B1.24** equitable distribution of educational opportunities at all clinical and classroom sites. This responsibility may be shared with a faculty member designated as a clinical coordinator; however, the Program Director has ultimate responsibility, and
- B1.25** recognizable institutional responsibility or oversight for the day-to-day operation, coordination, supervision, and evaluation of all components (academic and clinical education) of the ATEP.

Criteria for Review: References to Appendix B	Appendix B: Document and Table
Page References in Appendix B - B1.2a: Page 52 B1.2b: Page 54	B1.2a Program Director job description B1.2b Program Director Workload Table (Table B1.2b)

B1.3 Qualifications

The Program Director (PD) must:

- B1.31** hold current national certification and be in good standing with the Board of Certification (BOC),
- B1.32** have a minimum of five years experience as a BOC-certified athletic trainer,
- B1.33** possess a current state credential for those states that require professional credentialing for athletic trainers, and
- B1.34** demonstrate teaching, scholarship, and service consistent with institutional standards.

Criteria for Review: References to Appendix B	Appendix B: Documents
Page References in Appendix B - B1.3a: Page 57 B1.3b: Page 59 B1.3c: Page 61 B1.3d: Page 63	B1.3a Current PD BOC certificate or other official BOC verification B1.3b Copy of PD BOC certificate with years certified noted B1.3c Copy of PD current state certificate credential or official verification B1.3d Copy of PD full curriculum vitae

B2. Faculty and Instructional Staff

B2.1 Qualifications

All faculty and instructional staff members assigned and responsible for the instruction of required coursework must be:

- B2.11** qualified through professional preparation and experience in their respective academic areas as determined by the institution,
- B2.12** recognized by the institution as faculty or instructional staff, and
- B2.13** familiar with and incorporate the *Athletic Training Educational Competencies* as they pertain to their respective teaching areas.

Criteria for Review: - References to Appendix B - Narrative	Appendix B: Table and Documents
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<p>Page References in Appendix B -</p> <p>B2.1a: Page 68 B2.1b: Page 72 B2.1c: Page 74</p> <p>B2.13 Narrative - Describe how faculty and staff are educated about the Athletic Training Educational Competencies and how they are instructed to include that content in their courses</p> <p>ATEP faculty are informed of the Athletic Training Competencies and what is to be included in their respective courses by means of personal or group meetings and by e-mail review of the an abbreviated competencies matrix containing specific competencies related to their course(s).</p>	<p>B2.1a ATEP Faculty and Instructional Staff Table (Table B2.1a) – Include all ATEP Faculty and Staff who teach courses listed on the Competency and Proficiency Matrices</p> <p>B2.1b ATEP Faculty/Adjunct appointment letters or verification of faculty appointment as delineated in university catalog for faculty and staff listed on Table B2.1a.</p> <p>B2.1c Completed A-1 vitae forms for all ATEP faculty and instructional staff included on Table B2.1a</p> <p>ATEP Faculty and Instructional Staff, except the Program Director</p>
---	---

B2.2 Number

There must be sufficient faculty and instructional staff to:

- B2.21** advise and mentor students,
- B2.22** provide oversight of program clinical education and experiences,
- B2.23** provide instruction and supervision on a regular planned basis,

and

- B2.24** maintain student to faculty and instructional staff ratios to allow for educational classroom and laboratory instruction and evaluation as consistent with institutional practice.

Criteria for Review: References to Appendix B	Appendix B: Tables
<p>Page References in Appendix B: -</p> <p>B2.1a: Page 68 B2.2: Page 109</p>	<p>B2.1a ATEP Faculty and Instructional Staff Table</p> <p>B2.1a</p> <p>B2.2 – Student Clinical Assignment Table (Table B2.2)</p>

B3. Clinical Faculty and Staff

B3.1 Clinical Instructor Educator (CIE)

A CIE must be:

- B3.11** recognized and designated by the institution as the CIE for the educational program,
- B3.12** BOC credentialed, for a minimum of three years,
- B3.13** designated and authorized by the institution to oversee Approved Clinical Instructor (ACI) training, and
- B3.14** knowledgeable in the content areas required for the training of Approved Clinical Instructors (ACI).

B3.15 If more than one individual is designated as the CIE for the educational program, then at least one of those individuals must be a BOC credentialed athletic trainer.

Criteria for Review: - References to Appendix B - Narrative	Appendix B: Documents
<p>Page References in Appendix B -</p> <p>B3.1a: Page 121 B3.1b: Page 123 B3.1c: Page 125</p> <p>B3.14 Narrative – Describe how CIE is knowledgeable of content areas of ACI training requirements</p> <p>The Program Director, Robert Ryan MA, ATC, CSCS, attended the CIE workshop held in conjunction with the 2007 NATA Educators Conference and serves as the CIE for the Mesa State College ATEP. Mr. Ryan has been formally involved with the clinical education of athletic training students at Mesa State College since 2001 as an ACI.</p>	<p>B3.1a Documentation of formal recognition and designation of CIE responsibilities by institution</p> <p>B3.1b Current BOC certificate or other official BOC verification including date of initial certification and verification of continuing certification</p> <p>B3.1c May include a copy of CIE training certificate or relevant continuing education/training in ACI content areas</p>

B3.2 Approved Clinical Instructor (ACI) Qualifications

An ACI must:

- B3.21** be credentialed in a health care profession as defined by the American Medical Association or American Osteopathic Association,
- B3.22** be an ATC ® or appropriately credentialed health care professional for a minimum of one year, and
- B3.23** not be currently enrolled in the athletic training education program at the institution,
- B3.24** ACI training must include the following content areas:
 - B3.241** learning styles and instructional skills,
 - B3.242** review of the *Athletic Training Educational Competencies*,
 - B3.243** evaluation of student performance and feedback,
 - B3.244** instructional skills of supervision, mentoring, and administration,
 - B3.245** program/institution-specific policies, procedures, and clinical education requirements,
 - B3.246** legal and ethical behaviors,
 - B3.247** communication skills,
 - B3.248** appropriate interpersonal relationships, and
 - B3.249** appropriate clinical skills and knowledge.
- B3.25** be trained/re-trained by the institution's CIE on a minimum of a three year cycle.

Criteria for Review: References to Appendix B	Appendix B: Table and Documents
<p>Page References in Appendix B -</p> <p>B3.2a: Page 127 B3.2b: Page 129 B3.2c: Page 133</p>	<p>B3.2a Approved Clinical Instructor/Clinical Instructor Table (Table B3.2a)</p> <p>B3.2b ATCs Only: Current</p>

<p>B3.2d: Page 137 B3.2e: Page 139 B3.2f: Page 146 B3.2g: Page 247</p>	<p>BOC certificate or other official BOC verification for all ACIs listed on Table B3.2a B3.2c ATCs Only: Copy of BOC certificate with years certified noted for all ACIs listed on Table B3.2a B3.2d Copy of current state practice credential for all ACIs listed on Table B3.2a B3.2e Completed A-1 vitae form for all ACIs listed on Table B3.2a B3.2f ACI training content and agenda B3.2g ACI dated training roster documenting training for all ACIs listed on Table B3.2a</p>
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B3.3 Approved Clinical Instructor (ACI) Responsibilities

An ACI must:

- B3.31** provide instruction and/or evaluation of the *Athletic Training Educational Competencies*,
- B3.32** provide assessment of athletic training students' clinical proficiency
- B3.33** have regular communication with the appropriate ATEP Administrator, and
- B3.34** demonstrate understanding of and compliance with the policies and procedures of the ATEP.

Criteria for Review: Narrative	Appendix B:
<p>B3.31 – B3.34 Narrative Describe how ACIs are informed of responsibilities and description of how the ATEP is able to determine how ACIs meet those responsibilities.</p> <p>Mesa State College ACIs are informed of their duties and responsibilities during ACI training and their performance is evaluated at the end of each set of clinical rotations utilizing an evaluation form completed by the students.</p>	None

B3.4 Clinical Instructor (CI) Qualifications

A CI must:

- B3.41** be a credentialed health care professional as defined by the American Medical Association and the American Osteopathic Association,
- B3.42** be appropriately credentialed for a minimum of one year. If a CI is credentialed for less than one year, the program must develop and document the implementation of a plan for supervision of that

CI by an experienced credentialed CI that ensures the quality of instruction provided to the athletic training students.

B3.43 not be currently enrolled in the athletic training education program at the institutions.

Criteria for Review: - Reference to Appendix B - Narrative if required	Appendix B: Documents
<p>Page References in Appendix B -</p> <p>B3.2a: Page 127 B3.4a: Page 249 B3.4b: Page 255 B3.4c: Page 261 B3.4d: Page 266</p> <p>B3.42 Narrative (if required) - If certified less than one year, provide plan of supervision</p> <p>In the event that an ACI has been certified less than one year, the following guidelines will be followed.</p> <ol style="list-style-type: none">1) the ACI will only be utilized in an on-campus rotations.2) The ACI will meet weekly with the Clinical Coordinator to discuss the performance of the students and the ACI.	<p>B3.2a Completed ACI/CI Table B3.2a</p> <p>B3.4a ATCs Only: Current BOC certificate or other official BOC verification for all CIs listed on Table B3.2a</p> <p>B3.4b ATCs Only: Copy of BOC certificate with years certified noted for all CIs listed on Table B3.2a</p> <p>B3.4c Copy of current state practice credential for all CIs listed on Table B3.2a</p> <p>B3.4d Completed A-1 vitae form for all CIs listed on Table B3.2a</p>

B3.5 Clinical Instructor (CI) Responsibilities

A CI must:

B3.51 supervise the students during clinical and/or field experiences,

B3.52 have regular communication with the appropriate ATEP administrator, and

B3.53 demonstrate understanding of, and compliance, with the policies and procedures of the ATEP.

Criteria for Review: Narrative	Appendix B:
<p>B3.51 – 3.53 Narrative Description as to how CIs are informed of responsibilities and description of how the ATEP is able to determine how CIs meet those responsibilities.</p> <p>Mesa State College CI's are informed of their duties and responsibilities by attending individual or group meetings with the CIE and their performance is evaluated at the end of each set of clinical rotations utilizing an evaluation form completed by the students.</p>	None

B3.6 Medical and Other Health Care Personnel

There must be involvement of various medical and other health care personnel in formal classroom settings on a planned, annual, and continuing basis.

- B3.61** A minimum of two physicians (MD, DO) with differing specialties must participate in formal, scheduled classroom instruction that is a component of a required course(s).
- B3.62** A minimum of two allied health care professionals other than physicians, with differing specialties, with professional credentials other than, or in addition to, Certified Athletic Trainer must participate in formal, scheduled classroom instruction that is a component of a required course(s).

Criteria for Review: References to Appendix B	Appendix B: Table and Documents
<p>Page References in Appendix B -</p> <p>B3.6a: Page 289</p> <p>B3.6b: Page 292</p> <p>A requirement of the Clinical Experience courses (KINE 368,378,468,478) is to attend a weekly Wednesday Morning Lecture Series. The information from the lectures is included in the course exams. The goal of the lecture series is to have a two year rotation of presentations so students will see each presenter once either their junior or senior year.</p> <p>KINE 430 – Medical Conditions and Pharmacology in Sports is offered alternate spring semesters. Dr. Michael Reeder DO has taught the course every year except for 2006 and is considering teaching it again in 2008. The Spring 2006 syllabus included in this appendix does not show all of the current topics listed in the matrix that will now be addressed in the course.</p>	<p>B3.6a Completed Medical and Other Health Care Personnel Table (Table B3.6a)</p> <p>B3.6b Copies of course syllabi which document Medical and Other Health Care Personnel participation in daily/weekly format.</p>

B4. ATEP Medical Director

The medical director must:

- B4.1** be an MD/DO who is licensed to practice in the state housing the ATEP, and
- B4.2** in coordination with the program director, act as a resource and expert for the medical content of the ATEP in both formal classroom and supervised clinical experiences.

Criteria for Review: - References to Appendix B - Narrative	Appendix B: Documents
<p>Page References in Appendix B -</p> <p>B4.1a: Page 318</p> <p>B4.1b: Page 325</p> <p>B4.2 Narrative - Description as to how MD/DO meets requirement of B4.2</p> <p>The Program Director meets regularly with the Medical Director, Dr. Michael Reeder, DO, and other physicians from Western Orthopedics and Sports Medicine to</p>	<p>B4.1a Medical Director professional vitae or A-1 Form</p> <p>B4.1b Copy of Medical Director's current state medical license</p>

<p>discuss trends and changes in the medical field which may impact what we present to the students. Dr. Reeder has also taught the KINE 430- Medical Conditions and Pharmacology in Sports course in the past.</p> <p>Topics and possible presenters for the Wednesday Morning Lecture Series are also discussed. Dr. Reeder and Dr. Mitch Copeland, DO are regular presenters for the lecture series.</p> <p>Dr. Reeder and Dr. Copeland hold regularly scheduled weekly clinics in the Mesa State College Athletic Training Room. Students are encouraged to observe the physicians evaluations of the athletes from their current rotations.</p>	
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B5. Administrative and Support Staff

- B5.1** Equitable professional clerical/secretarial and other support staff must be available to support program personnel comparable to that which is provided to similar academic programs in the institution.
- B5.2** Clerical/secretarial and other support staff must be sufficient to support the program's mission and goals.

Criteria for Review: - Reference to Appendix B - Narrative	Appendix B: Document
<p>Page Reference in Appendix B - B5.1: Page 327</p> <p>B5.1 and B5.2 Narrative Describe how staffing meets requirements described in B5.1 and B5.2</p> <p>The ATEP utilizes the services of the Kinesiology Department administrative assistant who shares a dual appointment with the Department of Athletics. The Department of Athletics also has a full time administrative assistant. In addition to the full time classified staff positions there are also several work study students assisting with both departments under the supervision of the administrative assistants. The Kinesiology Department administrative assistant and students assist the 7 full-time faculty and 15 adjunct faculty in the Kinesiology Department.</p> <p>In addition to the previously mentioned staff, the Kinesiology also funds a student assist/ workstudy position to directly assist the program director with clerical duties. This position is usually filled by an ATEP student.</p> <p>It is the campus standard that there is one full time administrative assist per academic department. A survey</p>	<p>B5.1 Official staff appointment documentation with evidence that ties appointment to ATEP (e.g. job description, letter from administrator)</p>

of academic departments found that the full time faculty:administrative assist ratio to range from 16:1 to 43:1 with an average of 33:1. When compared to other departments on campus, the Kinesiology Department has one of the lowest faculty:administrative assistant ratios on campus.

Section C: Resources

C1. Financial Resources

- C1.1** The academic unit of the sponsoring institution must provide and manage adequate (as defined by C1.3), equitable, and continuing resources necessary to operate an athletic training education program.
- C1.2** The ATEP budget must be consistent and comparable with other academic programs funded by the sponsoring institution.
- C1.3** Funding must be available for the following essential needs and functions:
- C1.31** expendable supplies,
- C1.32** capital equipment,
- C1.33** course instruction,
- C1.34** operating expenses, and
- C1.35** professional development.

Criteria for Review: - Narrative - References to Appendix C	Appendix C: Table and Document
<p>Page References in Appendix C -</p> <p>C1a: Page 330</p> <p>C1b: Page 333</p> <p>C1.1 – C1.3 Narrative Describe the consistency and availability of, and management processes used for the distribution of financial resources for the ATEP</p> <p>The ATEP budget is part of the Kinesiology Department budget. Although there is no specific line item for the ATEP, past and present department heads have been very generous and understanding to the needs of the ATEP. Lab fees collected from selected courses cover a majority of the expenses for expendable supplies and equipment used in the ATEP courses. Additional expendable supplies and membership dues for the ATEP Program Director and adjunct faculty are covered by the Athletic Training Room Budget.</p> <p>The Department of Kinesiology and the Athletic Training Room often split the cost of expensive items, such as the Solaris 709 multi channel muscle stimulator with ultrasound and light therapy, which benefit both departments.</p> <p>In addition to the Kinesiology Department funds for professional development, a \$50,000 annual Faculty Professional Development Fund has been established through the Academic Affairs office. These funds are available to all full-time faculty.</p> <p>The Tomlinson Library receives funding from the college general fund for the purchase of materials. Each department is awarded funds based on a variety of established criteria. The library funds allocated to the</p>	<p>C1a. Completed Budget Table (Table C1)</p> <p>C1b. Purchase invoice, completed reimbursement form, faculty contract, <u>or</u> other official institutional documents which demonstrate the availability and use of funds for ATEP faculty professional development.</p>

Kinesiology Department for the 2007-08 academic year
\$5,000.

The information listed in Appendix C1a includes funds from the Department of Kinesiology as well as funds from the Athletic Training Room budget for faculty membership dues and library funding.

Section D: Physical Resources

D1. Facilities

D1.1 Physical facilities must include:

D1.11 classrooms that are consistent in size and quality with classrooms used for similar academic programs at the sponsoring institution,

D1.12 laboratories that are consistent in size and quality with laboratories used for similar academic programs at the sponsoring institution,

D1.13 clinical facilities that are consistent in size and quality with clinical facilities used for similar academic programs at the sponsoring institution, and

D1.14 administrative offices must be provided for program staff and faculty on a consistent basis similar to other academic programs at the sponsoring institution.

D1.2 An athletic training facility and other clinical settings must provide the primary setting(s) in which the clinical portion of the athletic training educational program is conducted.

D1.3 The educational facilities for all instructional sites used for classroom and laboratory instruction must be equitable for students at each site; this includes distance or remote education sites.

D1.4 Classroom and laboratories must have seating, lighting, heating/cooling, and ventilation that will provide an atmosphere to facilitate the learning process.

D1.5 There must be designated space for confidential counseling of students by ATEP faculty.

D1.6 There must be secure, private storage space for student files and records.

Criteria for Review: - Narrative - Reference to Appendix D	Appendix D: Table and Document
<p>Page References to Appendix B - A4a: Page 29</p> <p>Page References to Appendix D - D1b: Page 337</p> <p>D1.1 - D1.6. Narrative Provide an overview of the facilities available for classroom and laboratory instruction, and for the facilities used by students for clinical experiences,</p> <p>A majority of the didactic courses for the Mesa State College ATEP are held in Saunders Fieldhouse, Rooms 007, 019, 131, 132. All room have a capacity of 30-35 students and are well equipped with current technology (computer, DVD, VCR, projector). Depending on the topic and space requirements, laboratory components for courses are held in Saunders Fieldhouse 018 (Laboratory) and 007 (the Athletic Training Room). Annually, one section of the KINE 234 – Prevention and Care of Athletic Injuries has been held in Houston Hall, to allow for a larger enrollment.</p>	<p>A4a - Affiliated Site Table (Table A4a)</p> <p>D1b – Classroom and Laboratory Table (Table D1)</p>

The Mesa State College Athletic Training Room, located in the Saunders Fieldhouse, is the primary site for the clinical experiences. In addition to two offices and an exam room, the 2165 square foot facility houses six treatment tables, five taping stations, four whirlpools, a 380 square foot rehabilitation area.

Saunders Fieldhouse is currently undergoing renovation. The plans include an enlarged recreation area, a new swimming pool, a new Athletic Training Room, a new Exercise/Performance Lab and the addition of several classrooms. The plans include a classroom and an Athletic Training Lab adjacent to a new 2700 square foot Athletic Training Room.

There are four off-campus Alternative Experience rotations which are completed by the students. These experiences consist of a High School Athletic Training setting, an Out Patient Physical Therapy Clinic setting, A Family Practice setting which serves as the MSC Student Health Center, and an Orthopedic Clinic setting at the Team Physician Office. The goals and objectives of these experiences are explained in the ACI Training Manual located in Appendix B3.2f and in the Athletic Training Student Manual.

High School Rotation

The high school rotation is a hands on experience completed during the junior year. Two ATC's employed by the St. Mary's Hospital Life Center provide coverage to 4 local high schools.

One ATC works with Central High School (located 4 miles east of the college) and Palisade High School (located 7 miles east of the college). The other ATC works with Grand Junction High School (located ½ mile west of the college) and Fruita Monument High School (located 11 miles west of the college).

All four schools have small Athletic Training Rooms with 1 to 2 treatment tables, ice, and emergency equipment available.

Physical Therapy Rotation

The outpatient physical therapy rotation is an observational experience completed during the junior year. Students complete a 4 week 40 hour rotation at one of two multi-therapist outpatient clinics located within one mile of the college.

<p>The St. Mary's Hospital Life Center is a 14,000 square foot facility which includes a fitness area, therapy pool.</p> <p>The Physical Therapy Specialty Center is a 4000 square foot facility which includes a fitness area.</p> <p>Both facilities employ physical and occupational therapists with which the students can observe.</p> <p>Orthopedic Clinic Rotation</p> <p>The orthopedic clinic rotation is completed during the senior year at the office of the ATEP medical director and team physicians. Western Orthopedics and Sports Medicine is an 8 physician office with 7 orthopedic surgeons and 1 non-surgical orthopedic specialist.</p> <p>The clinic is located 1 ½ blocks from the college and contains digital x-ray equipment and an extremity MRI.</p> <p>Student Health Center (General Medical Conditions) Rotation</p> <p>The student Health Center is housed in a family practice office located across the street from the Saunders Fieldhouse. Desert Sun Medical Center operates the clinic in which students have the opportunity to not only observe conditions common to young adults but also in pediatric and geriatric populations.</p> <p>NOTE: A narrated video of host and affiliated clinical sites may be developed and sent with this self-study document to facilitate review of Clinical Sites. A full description of the requirements for this type of submission is included with the forms provided. See "Site Visit Requirements for Verification of Clinical Sites."</p>	
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D2. Learning and Instructional Resources

- D2.1** The number and quality of instructional aids must allow for learning, practice, and evaluation during formal instruction and the clinical practice components of the ATEP.
- D2.2** Instructional aids must be available to provide instruction and student practice of the clinical proficiencies and psychomotor competencies as identified in the *Athletic Training Educational Competencies*.
- D2.3** At all distance or remote education sites, learning and instructional equipment and supplies used for classroom and laboratory instruction

and assessment must be comparable and equally accessible to all students.

- D2.4** At all distance or remote education sites, educational technology used for formal instruction and assessment must be comparable and equally accessible to all students regardless of location.

Criteria for Review: Reference to Appendix D	Appendix D: Table
Page Reference in Appendix D - D2: Page 339	D2. Completed Instructional Aids Table (Table D2)

D3. Therapeutic Modalities and Rehabilitation Resources

- D3.1** The therapeutic modalities and rehabilitation equipment, identified in the psychomotor and clinical proficiency sections of the *Athletic Training Educational Competencies*, must be available for formal instruction and practice.
- D3.2** Therapeutic modalities and rehabilitation equipment, appropriate to the clinical setting, must be available for clinical education purposes.
- D3.3** At all distance or remote education sites, all therapeutic modalities and rehabilitation equipment used for classroom and laboratory instruction and assessment must be comparable and equally accessible to all students regardless of location.

Criteria for Review: References to Appendix D	Appendix D: Tables
Page References in Appendix D - D3a: Page 342	D3. Completed Therapeutic Modalities and Therapeutic Exercise Equipment Table (Table D3)

D4. First Aid and Emergency Care Equipment

- D4.1** The first aid and emergency care equipment, identified in the *Athletic Training Educational Competencies*, must be available for formal instruction and practice.
- D4.2** First aid and emergency care equipment, appropriate to the emergency action plan of the clinical setting, must be available for clinical education purposes.
- D4.3** At all distance or remote education sites, all first aid and emergency equipment used for classroom and laboratory instruction and assessment must be comparable and equally accessible to all students regardless of location.

Criteria for Review: Reference to Appendix D	Appendix D: Table
Page Reference in Appendix D - D4: Page 345	D4. Completed First Aid and Emergency Care Equipment Table (Table D4)

D5. Library and other Information Sources

- D5.1** Students must have reasonable access to information resources needed to adequately prepare them to be entry-level professionals. This includes current editions of books, periodicals, and other reference materials in contemporary formats related to the programmatic goals.

D5.2 At all distance or remote education sites, all library and other information resources used for classroom and laboratory instruction and assessment must be comparable and equally accessible to all students regardless of location.

Criteria for Review: - Narrative - Reference to Appendix D	Appendix D: Tables
<p>Page Reference in Appendix D - D5: page 348</p> <p>D5.1 - D5.2 Narrative Describe library and information sources which are related to the profession of athletic training and or the BOC examination and available to the students</p> <p>In addition to a vast collection of 234 titles applicable to the field of athletic training housed in the Mesa State College Tomlinson Library. Students and faculty also have access to several online journals and indexes. In addition to the material available through the library, the ATEP has a collection of 150 books, videos, CDs, and audio tapes plus 25 years of the Athletic Training Journal and 20 years of the Journal of Strength and Conditioning Research and the Strength and Conditioning Journal located in the Athletic Training Room.</p>	<p>D5. Completed Required Textbook Table (Table D5)</p>

Section E: Operational Policies and Fair Practices

E1. Program Admission and Advertisements

- E1.1** Program admission criteria (E1.11a-E1.13) must be clearly defined and published consistently in official institution academic documents, handbooks, and/or other published and announced information sources. It is not necessary to have all information in all documents, but there must be appropriate reference to a publicly accessible document that includes all program admission criteria. Program admission criteria must include:
- E1.11** technical standards,
- E1.12** competitive admissions process, and
- E1.13** transfer and retention policies.
- E1.2** Program admission criteria must be available to prospective and current students.
- E1.3** Program policies, procedures, and requirements must be accurate and consistent in all published and announced information sources (e.g., websites, catalogs, recruiting materials).
- E1.4** Announcements and advertising must accurately reflect current terminology of the profession and program offered (e.g., BOC, athletic training student, and the title of athletic training).
- E1.5** Student and faculty recruitment, student admission, and faculty employment practices must be non-discriminatory with respect to race, color, creed, gender, sexual orientation, age, disabling conditions (handicaps), and national origin and must be consistent with defined institutional policy.
- E1.6** Academic tuition, fees, and other ATEP required costs to the student must be made known to all applicants and current students in official institutional documents (e.g., published and announced information sources).
- E1.7** The institution must have a published procedure available for processing student and faculty grievances.
- E1.8** Policies and processes for student withdrawal and for refund of tuition and fees must be published in official institutional publications or other announced information sources and made available to applicants.
- E1.9** Policies and procedures governing the award of funding available for work-study, scholarship, or other funding opportunities must be made available to all students.
- E1.10** Work-study, scholarship, or other funding opportunities must not require students to perform athletic training skills or services as a replacement of certified athletic training staff.
- E1.11a** The welfare of all athletic training students must be protected by liability insurance that can be documented through declaration pages or other legally-binding documents.

Criteria for Review: References to Appendix E	Appendix E: Table and Documents
Page References in Appendix E - E1a: Page 353 E1b: Page 355 E1c: Page 363	E1a. Admissions Materials and Advertisements Table (Table E1a) – List of materials/information available to prospective students and how where that

info may be accessed
E1b. Copies of Admissions Materials and Advertisements listed on Admissions Materials and Advertisements Table E1a
E1c. Copy of declaration page or other legally-binding documentation of student liability insurance

Section F: Health and Safety

- F1.** A physical examination by a MD/DO/NP/PA 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:
- F1.1** a medical history,
 - F1.2** an immunization review, and
 - F1.3** evidence of a physical examination that is maintained by the institution in accordance with established confidentiality statutes.

Criteria for Review: - References to Appendix F - Narrative	Appendix F: Documents
<p>Page References in Appendix F -</p> <p>F1a: Page 366 F1b: Page 371</p> <p>F1.1 – F1.3 Narrative Describe when physical examinations are required, where the completed physical examination are housed, and how the ATEP verifies that all currently enrolled students have completed this requirement</p> <p>Effective the Fall 2007, physical examinations, TB test and immunization records will be required as part of the student application. Follow up physical examinations are completed annually by the team physician staff during the mass physicals for the soccer and volleyball athletes.</p> <p>The completed physical forms are kept in the students' master file in the Program Directors' office</p>	<p>F1a. Physical exam criteria and blank physical examination form</p> <p>F1b. Verification of physical examination completion for all students involved in clinical education – may be a copy of a blinded (last name only deleted) form or official verification form</p>

- F2.** Technical standards required for admission to the program must be clearly defined, published, and approved by appropriate institutional representatives having the authority to act on behalf of the institution; these requirements must be readily accessible to current and prospective students. Students who are unable to meet the technical standards and who require accommodations must attain verification by a physician or appropriate institution disability officer as defined by sponsoring institution policy.

Criteria for Review: - References to Appendix F - Narrative	Appendix F: Documents
<p>Page References in Appendix F -</p> <p>F2: Page 373</p> <p>F2 Narrative Describe when technical standards are required, where the completed technical standards are housed, and how the ATEP verifies that all currently enrolled students have completed this requirement</p>	<p>F2. One completed (last name of the student blinded/blackened) copy of technical standards document</p>

<p>The completed technical is a requirement for admission into the clinical program. The completed form is kept in the students' master file in the Program Directors' office.</p> <p>The Technical Standards are reviewed in the KINE 240 - Introduction to Clinical Athletic Training course, or prior to completion of the skills and knowledge check of transfer students.</p> <p>A copy of the Technical Standards is also reviewed during completion of the physical exam by the team physician staff.</p>	
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- F3.** Athletic training students must be officially enrolled in the clinical portion of the program, be formally instructed and formally assessed on athletic training clinical skills as part of a required course prior to performing those skills on patients.

Criteria for Review: Narrative	Appendix F:
<p>F3 Narrative Describe ATEP policy as it relates to F3 and provide a description as to how students and CIs/ACIs are informed of this policy</p> <p>KINE 240 – Introduction to Clinical Athletic Training is a didactic/laboratory course which covers policies and procedures, basic evaluation and the proper application of ice, hot packs, whirlpool, ultrasound, light therapy , electrical stimulation and intermittent compression as well as the proper use of rehabilitation equipment obtaining vital signs. This course or equivalent knowledge is required to enter the clinical program.</p> <p>During the KINE 240 course students have the opportunity to observe injury evaluations and treatments while completing required observations of athletic training room activities, athletic practices and events. KINE 240 students are not permitted to perform treatments or evaluations during these observations except with direct "over the shoulder" supervision by an ACI/CI.</p> <p>This policy is included in the Supervision section of the ACI Training Manual and the Athletic Training Student Manual. This policy is explained to students during the first meeting of the KINE 240 course and is reviewed with the ACI/CIs annually.</p>	None

- F4.** An active communicable disease policy must be established, published in program documents that are accessible to current students, and enforced for ATEP students by program personnel.

Criteria for Review: - Reference to Appendix F - Narrative	Appendix F: Document
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<p>Page Reference to Appendix F - F4: Page 375</p> <p>F4 Narrative Describe how the ATEP verifies that all students and CIs/ACIs are informed of this requirement</p> <p>The communicable disease policy is available on the H drive and a hard copy is available in the Clinical Coordinators office.</p> <p>This policy is reviewed with all ACI/CI prior to the beginning of each academic year. A record of absences due to illness is kept by all on campus ACI's</p>	<p>F4. Copy of Communicable Disease Policy</p>
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- F5.** Electrical modalities and electrical safeguards (e.g., GFIs) must annually pass safety inspections and be calibrated by a qualified technician at all clinical sites.

Criteria for Review: - References to Appendix F	Appendix F:
Page References in Appendix D - D3: Page 342	D3. Therapeutic Modalities and Therapeutic Exercise Equipment Table (Table D3)
Page References to Appendix F - F5: Page 377	F5. Documentation of checks and calibrations for all electrical modalities, signed/dated by qualified technicians, as listed on Table D3

- F6.** The students must comply with Occupational Safety and Health Administration or appropriate blood-borne pathogen procedures. Students must have:

- F6.1** formal blood-borne pathogen training before being placed in a potential exposure situation. This includes participation in all clinical settings and situations including the clinical observation portion of the clinical education experience (if applicable).
- F6.2** annual education in pathogen and infection control,
- F6.3** access to and utilize appropriate blood-borne pathogen barriers,
- F6.4** access to and utilize proper sanitary precautions, and
- F6.5** access to appropriate biohazard disposal equipment and procedures at each clinical site.

Criteria for Review: - References to Appendix F - Narrative	Appendix F: Documents
<p>Page References in Appendix F - F6a: Page 380 F6b: Page 382</p> <p>F6 Narrative Describe how students have access to and are instructed to utilize proper blood-borne pathogen procedures</p> <p>Initial Blood Borne Pathogen training for students is completed in KINE 240 – Introduction to Clinical Athletic</p>	<p>F6a. Copy of OSHA or blood-borne pathogen Policy F6b. Provide a copy/copies of the Blood-borne pathogen training roster(s) for the most recent academic year documenting that all students currently involved in patient contact have been trained</p>

<p>Training utilizing American Red Cross- Preventing Disease Transmission material. Students must receive a 100% on a test covering the course information and Mesa State procedures before they can begin the required observations. Annual follow-up training is completed the first meeting of the KINE 367/467 – Field Experiences courses. The Blood Borne pathogen procedures and supplemental information are available in the student manual and a hard copy is located in the head athletic trainers office.</p>	
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- F7.** Students must have access to a written emergency action plan at each clinical site where assigned for clinical education.

Criteria for Review: - Reference to Appendix F	Appendix F: Documents
<p>Page Reference in Appendix F - F7: Page 384</p> <p>F7 Narrative: Describe when and how students receive information regarding EAP's, and the location of hard copies of these plans on each site</p> <p>EAP's for all venues utilized by Mesa State College and all clinical sites are available on the H drive and hard copies are located the clinical coordinators office.</p> <p>Students are to review the respective EAP prior to the first day of there rotation and are encouraged to discuss the plan with the site supervisor.</p>	<p>F7. Copy of emergency action plan for <u>each</u> clinical site</p>

Section G: Student Records

- G1.** Student records must be maintained in a secure location(s), be accessible to only designated program personnel, and document the following:
- G1.1** evidence of completion of published admission criteria,
 - G1.2** verification of all completed clinical experiences,
 - G1.3** student and ACI/CI signed clinical experience evaluations,
 - G1.4** completed clinical competencies and proficiencies including skill/technique acquisition and learning over time evaluations,
 - G1.5** completed and signed technical standards,
 - G1.6** written documentation of a physical examination, including immunizations, by a MD/DO, NP, or PA,
 - G1.7** remediation and disciplinary actions,
 - G1.8** appropriate academic progress (e.g., grade tracking/completion forms, advisement forms),
 - G1.9** written documentation of current first aid, CPR, and AED training consistent with the *Athletic Training Educational Competencies*, and
 - G1.10** written documentation of annual blood-borne pathogen training.

Criteria for Review: - Reference to Appendix G	Appendix G: Table
Page Reference in Appendix G - G1: Page 418	G1. Student Records Table (Table G1) – includes a listing of documents/records maintained on each student and their location(s)

Section H: Outcomes

- H1.** Programs must routinely secure qualitative and quantitative data to determine the outcomes and effectiveness of the program. These outcomes must relate to the program's stated educational mission and goals and include measures related to didactic and clinical instruction, student learning (both clinical and didactic), and overall program effectiveness. The specific volume and nature of outcome information is influenced by the individual character of the institution and should be in keeping with other academic programs within the institution.

Criteria for Review: - Reference to Appendix H - Narrative	Appendix H: Document
<p>Page Reference in Appendix H - H1: Page 422</p> <p>H1 Narrative Describe the relationship among/between the ATEP mission and goals and the assessment techniques used by the ATEP to determine didactic and clinical instruction, student learning (both clinical and didactic), and overall program effectiveness</p> <p>The main goal of the ATEP is to give students a solid foundation of knowledge and information concerning the broad spectrum of study involved in athletic training. To meet this goal the ATEP has developed a series of goals based on the Educational Competencies.</p> <p>The ATEP utilizes a variety of written, oral and psychomotor testing throughout the clinical and didactic courses to monitor student knowledge and skill development. The program also utilizes a series of written evaluations of the ACI/CI's and didactic courses to assure that the needs of the students are being met.</p>	<p>H1. Copy of Program Mission and Goals</p>

- H2.** There must be a comprehensive (master) assessment plan to evaluate all aspects of the educational program. Assessments used for this purpose may include, but are not limited to, clinical site evaluations, clinical instructor evaluations, completed clinical proficiency evaluations, academic course performance, employer and/or alumni surveys, senior exit evaluations, and BOC examination passing rates.

Criteria for Review: - Reference to Appendix H - Narrative	Appendix H: Document
<p>Page Reference in Appendix H - H2: Page 427</p> <p>H2 Narrative Provide an overview of the Comprehensive (master) assessment plan for the educational program.</p> <p>The ATEP utilizes a number of program evaluation tools to elicit student feedback in an effort to continually</p>	<p>H2. Copy of Comprehensive (Master) Assessment Plan</p>

evaluate educational effectiveness and to initiate appropriate changes when necessary. Following the completion of every semester, athletic training students are asked to complete a multi-page written program evaluation survey in which quantitative and qualitative data is gathered regarding the overall quality of the ATEP, ATEP faculty and staff, policies and procedures manual, library resources, course and program requirements, the athletic training competencies, program strengths and weaknesses, as well as a variety of additional topics. Student and staff (ACI or alternative experience supervisor) evaluations are also completed at the end of every assigned sport rotation and off-campus Alternative Experience Rotation (High School, Out Patient Physical Therapy, Student Health Center, Orthopedic Clinic). These evaluations are specific for each setting and experience level of the student and look at the quality of the experience by the student and the ACI or supervisors impression of the students knowledge, skills and professionalism.

In past years and for the 2007-08 seniors who do not switch to the BS - Athletic Training degree, the Exit exam taken by students in the capstone KINE 490 Senior Seminar course is designed to evaluate the effectiveness of learning and retention of knowledge by the students. This exam consists of questions covering content from all core Kinesiology major courses and questions specific to individual concentrations. A similar exam will be incorporated in the KINE 478 Clinical Experiences IV course taken by ATEP students during the spring semester of the senior year.

The campus wide policy regarding faculty evaluations by students was changed in the 2005-06 academic year from having paper evaluations completed in all courses to one of having optional online evaluations completed by students. This has reduced the number of evaluations returned and the data in those which are returned is often skewed due to fact that only those students who had a very positive or very negative experience take the time to complete the evaluation. Beginning with the Spring 2007 semester the ATEP returned to having the students complete our own course evaluation form for the Clinical Experiences courses (KINE 378,478) and in the Fall 2007 will begin completing similar evaluations in all ATEP specific courses.

Beginning in the Fall 2007 Semester, the ATEP will begin conducting formal interviews with all ATEP

<p>students and seek feedback on the students overall impression of the program, sport and alternative experience rotations, fellow students they feel are strong assets to the program and changes they would like to see implemented.</p> <p>ATEP faculty and staff review the results of all evaluations, look for themes that indicate areas of concern and initiate changes when appropriate. Recent changes implemented as the result of the evaluations are re-sequencing of courses, discontinuance of an off-campus alternative experience site, <i>adjustment of Clinical Experience hour requirement for the senior students during their Spring semester and the reduction of the hours spent at the Student Health Center with the addition of observations at specialist offices.</i></p>	
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H2.1 The evaluation plan must include, minimally, assessments that are designed to evaluate:

- H2.11** achievement outcomes relative to the educational mission and goals of the program,
- H2.12** effectiveness of learning,
- H2.13** quality of didactic instruction, and
- H2.14** quality of clinical instruction.

Criteria for Review: - Reference to Appendix H	Appendix H : Documents
<p>Page Reference in Appendix H - H2.1: Page 429</p>	<p>H2.1. Provide one completed blinded (last name only deleted) copy of each type of evaluation tool listed in Comprehensive (master) Assessment Plan</p>

H2.2 The ATEP must provide data that demonstrates effectiveness as related to:

- H2.21** achievement of educational mission and goals of the program,
- H2.22** effectiveness of learning,
- H2.23** quality of didactic instruction, and
- H2.24** quality of clinical instruction.

Criteria for Review: - Narrative - Reference to Appendix H	Appendix H : Documents
<p>Page Reference in Appendix H - H2.2: Page 462</p> <p>H2.2 Narrative Describe how the data collected from each evaluation tool cited in the Comprehensive Assessment Plan is used to demonstrate effectiveness in each of the categories listed.</p>	<p>H2.2 Provide summary data for those evaluations conducted during the last two academic years</p>

The ATEP has approximately 40 goals and objectives for the athletic training students. These goals are directly tied to the Athletic Training Education Competencies 4th edition. Prior to the approval of the BS- Athletic Training degree, completion of the educational goals is tied directly to the four Clinical Experiences in Athletic Training courses (KINE 368,378,468,478), and the students' ability to demonstrate mastery in the specified clinical proficiencies associated with each course. With the approval of the BS- Athletic Training degree, completion of the educational goals are tied directly to the four Clinical Experiences in Athletic Training courses (KINE 368,378,468,478) and two Field Experiences in Athletic Training courses (KINE 367,467), and the students ability to demonstrate mastery in the specified clinical proficiencies associated with each course. Students must successfully demonstrate mastery of each clinical proficiency, associated with each course, before a final grade will be awarded. Therefore the main form of documentation showing the completion of the educational goals is the completed clinical or field course manual kept in the students file.

Prior to the approval of the BS-Athletic Training degree, effectiveness of learning and retention of knowledge is measured using the exit examination administered as part of the capstone KINE 494 – Senior Seminar course. With the approval of the BS – Athletic Training degree, a similar exam will be administered in the KINE 478 – Clinical Experiences in Athletic Training IV course which will now serve as a capstone course for the ATEP. It is the goal of the ATEP to develop an exam that mimics the BOC exam in presentation and length as to better prepare the students for the certification exam.

In the past, the quality of didactic instruction was evaluated using a campus wide paper survey administered at the end of all course, however the campus policy has changed to the use of an online evaluation system which has resulted in limited student response. With this in mind the ATEP began utilizing its own end of term survey in limited courses for Spring 2007 semester and will utilize this tool in all ATEP specific courses in the fall 2007. This will be in addition to any evaluations required by the college of department.

The quality of clinical instruction is evaluated by each student at the end of each on-campus and off-campus sport or alternative experience rotation. The tools are

<p>specific for the off-campus sites and evaluate the setting and the ACI or CI.</p> <p>In the Spring 2007 semester, an anonymous written year end review survey was given to all students. The results compiled by the department secretary and forwarded to the ATEP faculty. The ATEP faculty did not have to opportunity to see the original forms. By doing the survey in this manner, a potential problem that probably not been reported was brought to our attention. This anonymous evaluation and a formal interview with each student will be conducted at the end of each semester.</p> <p>Post graduation surveys are sent to all graduates to receive feedback after they have been away from the program for a year and have had the opportunity experience the profession setting and assess what knowledge or skills they may be lacking.</p> <p>Employer surveys will be sent to the employers or graduate school supervisors of all graduates to obtain feedback regarding the preparation of the graduate for Entry Level duties.</p>	
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H2.3 The program must document an ongoing plan for obtaining the outcome data delineated in H2.2

Criteria for Review: Narrative	Appendix H :
<p>H2.3 Narrative Describe how the ATEP Master Plan for assessment will be maintained or altered in the future.</p> <p>The ATEP Master Plan for assessment is evaluated by the ATEP faculty and Staff annually and will continue to adjust and modify as new areas of concern are identified and different evaluative tools are developed. One such change will be the development of an exit exam that resembles the BOC exam in method of presentation and length.</p>	None

H3. Programs that include distance education (i.e., online learning), or remote education components, must provide documentation of instructional effectiveness of any distance education or off-campus educational components in relation to the overall program and its impact on all students of the program of both on and off-site locations.

Criteria for Review: Narrative	Appendix H :
<p>H3. Narrative Should the ATEP utilize distance or remote education components the ATEP must provide a comparison of all outcomes for local vs. distance education learning.</p>	None

<p>During the last two years Mesa State College and the Kinesiology Department have developed several online courses based on the WebCt program. Currently eight ATEP curriculum required courses are available as online courses as well as the traditional setting. In general, a higher percentage of failing grades are given in the online courses due to students failing to complete the assigned material. Of those completing the material, the grade range is similar to the traditional setting.</p> <p>KINE 100 – Health and Wellness – The outcomes for those who complete the work have similar results to the traditional setting.</p> <p>KINE 200 – History and Philosophy of Sport and Physical Education – The outcomes for those who complete the work have similar results to the traditional setting.</p> <p>KINE 213 – Applications and Physical Fitness and Exercise Prescription - The outcomes for those who complete the work have similar results to the traditional setting. To this date no ATEP student has taken the online course.</p> <p>KINE 303 – Exercise Physiology - The outcomes for those who complete the work have similar results to the traditional setting. To this date no ATEP student has taken the online course.</p> <p>KINE 309 – Anatomical Kinesiology – regarding all students The outcomes for those who complete the work have similar results to the traditional setting. To this date 4 ATEP students have attempted these courses on line. Two students received an A, one student received a B and the fourth decided that they needed the traditional interaction to fully understand the material and was given an Incomplete. The student then received a B the following semester in the traditional setting. The ATEP program director teaches both the traditional and online sections of this course and the course content and evaluations are equivalent.</p> <p>KINE 309L – Anatomical Kinesiology Lab – regarding all students – those who complete the work have similar results to the traditional setting. To this date four ATEP students have attempted these courses on line. Two students received an A, one student received a C and the fourth decided that they needed the traditional interaction to fully understand the material and was given an Incomplete. The student then received a B the</p>	
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following semester in the traditional setting. The ATEP program director teaches both the traditional and online sections of this course and the course content and evaluations are equivalent.

KINE 401 – Organization/Administration/Legal Considerations in Physical Education and Sport – The outcomes for those who complete the work have similar results to the traditional setting. To this date no ATEP student has taken the online course.

KINE 430 – Medical Conditions and Pharmacology in Sport- those who complete the work have similar results to the traditional setting. ATEP students are advised to take it in the traditional setting to take advantage of guest speakers from the local medical community. To this date one ATEP student has taken this course on-line due to a schedule conflict and received a B.

The Program Director teaches the on-line course and while the information presented is the same as the traditional setting, the students miss the opportunity to interact with guest lecturers and class discussion.

Section I. Curriculum and Instruction

- I1.** Description of the Program - The athletic training education program must be an undergraduate or graduate program that offers a major or graduate equivalent in athletic training. The undergraduate major or graduate major equivalent must be:
- I1.1** consistent with other majors offered within the institution,
 - I1.2** identified as an academic athletic training major program in institutional academic publications, and
 - I1.3** indicated on the official transcript of the student as is normally designated for other undergraduate majors or graduate major equivalents at the institution.

Criteria for Review: - References to Appendix I	Appendix I: Documents
Page References in Appendix I - <ul style="list-style-type: none"> I1a: Page 466 I1b: Page 471 I1c: Page 475 	<p>I1a. Provide official university document that describes how academic majors are determined at the institution</p> <p>I1b. Provide copies of institutional academic publications that list the Athletic Training program as a major</p> <p>I1c. Provide a copy of a student transcript indicating Athletic Training is the student's major</p>

- I2.** Athletic training faculty and students must have a clearly written and consistent description of the academic curriculum available to them. This description must include:
- I2.1** program mission and goals,
 - I2.2** curriculum and course sequence,
 - I2.3** clinical education, and
 - I2.4** clinical and didactic requirements for completion of the major or graduate major equivalent.

Criteria for Review: - Narrative - References to Appendix I	Appendix I: Table and Document
Page References to Appendix I - <ul style="list-style-type: none"> I2a: Page 478 I2b: Page 480 I2c: Page 489 <p>I2.1 Narrative Describe how/where students may access program's mission and goals</p> <p>The program mission statement is posted on the Mesa State College Athletic Training Education Program website.</p>	<p>I2a. Program Course Sequence List – includes academic term, course prefix and number, course name, and course credit</p> <p>I2b. Copy of Institutional requirements for completion of academic major program in Athletic Training</p> <p>I2c. Copies of catalog, program website, and related recruiting publications</p>

The program mission statement and Goals are included in the Athletic Training Student Manual. The Manual can be accessed by any Mesa State College student thru the Mesa State College mainframe in the Athletic Training folder located on the campus H:Drive

A hard copy is also available in the office of the Clinical Coordinator.

I2.3 Narrative Describe the clinical education portion of the academic program

(NOTE – the catalog descriptions in the 2007-2008 Mesa State College Catalog do not exactly match the following course descriptions for KINE 368, 378, 468, and 478. The deadline for submitting the materials for the B.S. Athletic Training degree to the Curriculum Committee to receive 2007-2008 approval was 10/12/2007 and there had not been enough time to fully review our program. Course modification forms will be submitted to the Curriculum Committee during the Fall 2008 requesting the catalog description be changed to the following;

KINE 368 Clinical Experiences in Athletic Training I (2)
Athletic training clinical experiences. Concentration on injury care and prevention.

Prerequisite: KINE 367 and admission into the Athletic Training Education Program.

KINE 378 Clinical Experiences in Athletic Training II (2)
Athletic training clinical experiences. Concentration on injury rehabilitation, nutrition and psychology.

Prerequisite: KINE 368 and admission into the Athletic Training Education Program.

KINE 468 Clinical Experiences in Athletic Training III (2)
Athletic training clinical experiences. Concentration on injury and illness evaluation.

Prerequisites: KINE 467 and admission into the Athletic Training Education Program.

KINE 478 Clinical Experiences in Athletic Training IV (2)
Athletic training clinical experiences. Concentrations on administration and professional development. Capstone course for the Athletic Training Education Program.

Prerequisites: KINE 468 and admission into the Athletic Training Education Program.)

KINE 240 – Introduction to Clinical Athletic Training is a didactic/laboratory course which covers policies and

procedures, basic evaluation and the proper application of ice, hot packs, whirlpool, ultrasound, laser, electrical stimulation and intermittent compression as well as the proper use of rehabilitation equipment obtaining vital signs. The students also completed required observations in the Athletic Training Room and at athletic practices and events.

KINE 367 – Field Experiences in Athletic Training I is completed during the preseason practices for the fall sports during the junior year. The didactic/laboratory component of this course reviews modalities use and introduces equipment fit, acute injury care and environmental stress. The students are required to log 50 hours working with a team (primarily football) and observe a physician visit to the athletic training room.

KINE 368 – Clinical Experiences in Athletic Training I is completed in the fall semester of the junior year. The didactic/laboratory component of this course is injury care and prevention. The students are required to log 250 hours working with team(s) covered by assigned ACI(s). The 250 hours also includes a 4 week 40 hour off-campus alternative experience rotation at a high school or physical therapy clinic.

KINE 378 – Clinical Experiences in Athletic Training II is completed in the spring semester of the junior year. The didactic/laboratory component of this course is injury prevention and rehabilitation. The students are required to log 250 hours working with team(s) covered by assigned ACI(s). The 250 hours also includes a 4 week 40 hour off-campus alternative experience rotation at a high school or physical therapy clinic.

KINE 467 – Field Experiences in Athletic Training II is completed during the preseason practices for the fall sports during the senior year. The didactic/laboratory component of this course is evaluation, assessment and acute injury care. The students are required to log 50 hours working with a team.

At this point the ATS will have experienced and been evaluated on all psychomotor skills

KINE 468 – Clinical Experiences in Athletic Training III is completed in the fall semester of the senior year. In addition to the previous field and clinical experience courses, the students are required to have completed both the KINE 373 – Upper Body Assessment and KINE 374 – Lower Body Assessment courses. The didactic

<p>/laboratory component of this course is evaluation and assessment. The students are required to log 250 hours working with team(s) covered by assigned ACI(s). The 250 hours also includes a 4 week 40 hour off-campus alternative experience rotation at the student health center or team physician's office.</p> <p>KINE 378 – Clinical Experiences in Athletic Training IV is completed in the spring semester of the senior year. The didactic/laboratory component of this course is administration, professional development. The students are required to log 250 hours working with team(s) covered by assigned ACI(s). The 250 hours also includes a 4 week 40 hour off-campus alternative experience rotation at the student health center or team physician's office.</p>	
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- I3.** The content of the curriculum must include formal instruction in the expanded subject matter as identified in the *Athletic Training Educational Competencies*. Formal instruction must involve teaching of required subject matter with instructional emphasis in structured classroom and laboratory environment(s).

Criteria for Review: - References to Appendix I	Appendix I: Documents
Page References in Appendix I - I3a: Page 497 I3b: Page 552	I3a. Completed copy of the Comprehensive Matrix for the Athletic Training Educational Competencies – shows all courses and all domains I3b. Completed copy of the Comprehensive Matrix for the Athletic Training Clinical Proficiencies – shows all courses and all domains

- I4.** Clinical experiences must follow a logical progression that allows for increasing amounts of clinically-supervised responsibility. The clinical education plan must follow and reinforce the sequence of formal classroom and psychomotor skill learning.

Criteria for Review: - Narrative	Appendix I:
I4 Narrative Describe how programs clinical experiences meet the requirements described in I4. The ATS will have had the opportunity to experience and become competent at all psychomotor skills prior to taking KINE 468 Clinical Experiences in Athletic Training III and KINE 478 Clinical Experiences in Athletic Training IV. The goal is to develop the technical skills prior to their senior year and allow the student to focus on	None

<p>developing clinical skills as seniors.</p> <p>During the junior year, the ATS involvement in evaluations as well as treatment and rehab plan design increases throughout the year as material is covered in the formal classroom and “learning moments” occur. During the senior year students are expected to evaluate, assess and design treatment and rehabilitation programs for most injuries they encounter during their assignments with sports.</p>	
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- I5.** Clearly written course syllabi are required for all courses that deliver content contained in the *Athletic Training Educational Competencies*. Syllabi must include:
- I5.1** course title, number, and term,
 - I5.2** course instructor,
 - I5.3** learning objectives,
 - I5.4** specific evaluation criteria and weightings,
 - I5.5** objective course completion criteria, and
 - I5.6** daily/weekly topics in sufficient detail to determine course content relative to assigned competencies and clinical proficiencies.

Criteria for Review: - References to Appendix I	Appendix I: Documents
Page References in Appendix I - I5: Page 554	I5. Provide copies of the course syllabi for all those courses included in the Matrices

Section J: Clinical Education

- J1.** The athletic training curriculum must include provision for clinical experiences under the direct supervision of a qualified ACI or CI (see Section B) in an appropriate clinical setting.
- J1.1** ACI or CI must be physically present and have the ability to intervene on behalf of the athletic training student to provide on-going and consistent education.
- J1.2** The ACI or CI must consistently and physically interact with the athletic training student at the site of the clinical experience.
- J1.3** There must be regular planned communication between the ATEP and the ACI or CI.
- J1.4** The number of students assigned to an ACI or CI in the clinical experience component must be of a ratio that will ensure effective education and should not exceed a ratio of eight students to a clinical instructor in the clinical setting.

Criteria for Review: - References to Appendix J	Appendix J: Documents
Page Reference in Appendix J - J1: Page 696	J1 Clinical Supervision Policy
Page Reference in Appendix B - B3.2a: Page 127	B3.2a Completed ACI/CI Table B3.2a

- J2.** Clinical experiences must provide students with opportunities to integrate cognitive, psychomotor skills/clinical proficiency, and affective competence/core values. While development of psychomotor skills/clinical proficiencies must represent a significant focus of clinical experiences, opportunities also must be provided for the development, synthesis, and demonstration of cognitive competency (i.e., learning over time) and professional behavior.

Criteria for Review: Narrative	Appendix J:
<p>J2 Narrative Describe how program addresses criteria listed in J2.</p> <p>(NOTE – the course descriptions in the 2007-2008 Mesa State College Catalog do not exactly match the following course descriptions. The deadline for submitting the materials for the B.S. Athletic Training degree to the Curriculum Committee to receive 2007-2008 approval was 10/12/2007 and there had not been enough time to fully review our program. Course modification forms to will be submitted to the Curriculum Committee during the Fall 2008)</p> <p>KINE 240 – Introduction to Clinical Athletic Training is a didactic/laboratory course which covers policies and procedures, basic evaluation and the proper application of ice, hot packs, whirlpool, ultrasound, laser, electrical stimulation and intermittent compression as well as the proper use of rehabilitation equipment and obtaining vital signs. The students also completed required</p>	None

observations in the Athletic Training Room and at athletic practices and events (3 practices and 1 event from 3 different sports).

KINE 367 – Field Experiences in Athletic Training I is completed during the preseason practices for the fall sports during the junior year. The didactic/laboratory component of this course reviews modalities use and introduces equipment fit, acute injury care and environmental stress. The students are required to log 50 hours working with a team (primarily football).

KINE 368 – Clinical Experiences in Athletic Training I is completed in the fall semester of the junior year. The didactic/laboratory component of this course is injury care and prevention. The students are required to log 250 hours working with team(s) covered by assigned ACI(s).

KINE 378 – Clinical Experiences in Athletic Training II is completed in the spring semester of the junior year. The didactic/laboratory component of this course is injury prevention and rehabilitation. The students are required to log 250 hours working with team(s) covered by assigned ACI(s).

KINE 467 – Field Experiences in Athletic Training II is completed during the preseason practices for the fall sports during the senior year. The didactic/laboratory component of this course is evaluation, assessment of acute injuries and general medical conditions. The students are required to log 50 hours working with a team.

At this point the ATS will have experienced and been evaluated on all psychomotor skills

KINE 468 – Clinical Experiences in Athletic Training III is completed in the fall semester of the senior year. In addition to the previous field and clinical experience courses, the students are required to have completed both the KINE 373 – Upper Body Assessment and KINE 374 – Lower Body Assessment courses. The didactic /laboratory component of this course is evaluation and assessment of acute injuries and general medical conditions. The students are required to log 250 hours working with team(s) covered by assigned ACI(s).

KINE 478 – Clinical Experiences in Athletic Training IV is completed in the spring semester of the senior year. The didactic/laboratory component of this course is

<p>administration, professional development and review of previous material. The students are required to log 250 hours working with team(s) covered by assigned ACI(s).</p>	
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- J3.** Clinical experiences must be contained in individual courses that are completed over a minimum of two academic years.
- J3.1** Course credit must be consistent with institutional policy or institutional practice.
- J3.2** Courses must include objective criteria for successful completion.
- J3.3** There must be opportunities for students to gain clinical experiences associated with a variety of different populations including genders, varying levels of risk, protective equipment (to minimally include helmets and shoulder pads), and medical experiences that address the continuum of care that would prepare a student to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer in the profession.
- J3.4** Student clinical experiences must be conducted in such a way to allow the ATEP faculty/staff to regularly and frequently evaluate student progress and learning, as well as the effectiveness of the experience.
- J3.5** The students' clinical experience requirements must be carefully monitored.
- J3.51** The length of clinical experiences should be consistent with other comparable academic programs requiring a clinical or supervised practice component. Such policies must be consistent with federal or state student work-study guidelines as applicable to the campus setting.
- J3.52** Consideration must be given to allow students comparable relief (days off) from clinical experiences during the academic year as compared to other student academic and student activities offered by the institution (e.g., other health care programs, athletics, clubs).

Criteria for Review: - Narrative - References to Appendix J	Appendix J: Documents
<p>Page References in Appendix J -</p> <p>J3a: Page 698</p> <p>J3b: Page 701</p> <p>J3c: Page 703</p> <p>J3 Narrative Describe how program addresses criteria included in J3. Also describe where the Clinical Education Policy (ies) are published and how students have access to them</p> <p>The Mesa State College Athletic Training Education Program is a two year clinical program starting with the beginning of Fall pre-season practices the student's junior year. Basic technical skills are required for entrance into the program are taught and evaluated in KINE 240 – Introduction to Clinical Athletic Training. Transfer students and Mesa State students with</p>	<p>J3a. Clinical Education Policy(ies) that address criteria included in J3</p> <p>J3b. Clinical course syllabi – provided as part of I5 Appendix, do not duplicate; cite page numbers.</p> <p>J3c. Student clinical experience hour logs. If not recorded by ATEP, provide documentation as to how ATEP monitors student clinical experience hours and comparable relief as described in J3.5.</p>

<p>previous experience in Athletic Training and a letter of recommendation from a Certified Athletic Trainer may be admitted into the program if they can demonstrate the required basic skills and associated knowledge covered in KINE 240.</p> <p>The Field and Clinical Experiences courses have didactic, laboratory and clinical requirements similar to those utilized by the Nursing program on campus. A student must successfully demonstrate performance of all psychomotor skills and clinical proficiencies associated with the field and/or clinical experience before moving on the next course in the sequence. In the event a student does not completed the associated clinical hour requirement, it may be completed during the break following that semester.</p> <p>During the two year sequence all students will complete a rotation with football, men's or women's basketball, volleyball, wrestling, men's or women's soccer, and baseball or softball. They will also receive a variety of exposure to women's cross country and track, women's golf, women's swimming and men's and women's tennis depending on the sport assignments of the ACI(s) to which they are assigned. Students will also complete four off campus rotations with local high schools, outpatient physical therapy clinics, the student health center and the team physicians office.</p> <p>Student progress is evaluated by written and practical examinations and by utilizing evaluations by the ACI or CI and student self evaluations at the end of each rotation.</p> <p>Students must maintain a log of all hours completed. The log book is monitored by the Clinical Coordinator to assure that students do not exceed 20-25 hours per week. In general students work 15-18 hours per week unless they work a game.</p>	
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J4. The clinical experience must allow students opportunities to practice with different patient populations and in different athletic or allied health care settings.

Criteria for Review: - Narrative	Appendix J:
<p>J4 Narrative Describe how the program meets the criteria defined in J4.</p> <p>Students receive exposure to different patient populations thru the four off campus rotations.</p>	None

<p>As juniors, they receive exposure to high school athletes while working with an ATC that provides care for two of the local high schools. During this four week rotation time they must log 40 hours and assist with a minimum of three events. Also in the junior year they complete a four week, 40 hour observation at one of two local outpatient physical therapy clinics.</p> <p>During their senior year, students complete a four week 40 hour observation with a local primary care physician group which operates the Student Health Center. In this rotation the ATS has the opportunity to see the medical ailments common to a college population, but also medical conditions for all ages from pediatrics to geriatrics. The other rotation of the senior year is a four week, 40 hour period at the team physician's office. During this time the students function as back office assistants and are required to observe a minimum of two surgeries.</p>	
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- J5.** All clinical education sites where students are gaining clinical experience must be evaluated by the ATEP on an annual and planned basis.

Criteria for Review: - Narrative - Reference to Appendix J	Appendix J: Document
<p>Page Reference in Appendix J: J5: Page 705</p> <p>J5 Narrative Describe how the program meets the criteria defined in J5</p> <p>Prior to the beginning of each academic year, and if a concern is raised by a student, all clinical sites are evaluated by the Program Director or Clinical Coordinator</p> <p>To assure that the required standards are met.</p>	<p>J5. Copy of one completed clinical site evaluation form for <u>each</u> clinical site (on and off-campus), signed/dated by person completing form</p>

- J6.** At least one year of the student's clinical experiences must occur under the direct supervision of an ACI or CI who is an ATC®.

Criteria for Review: Reference to Appendix J	Appendix J: Table
Page Reference in Appendix B - B3.2a: 127	B3.2a ACI/CI Table B3.2a