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# Physical Education and Sport Athletic Training Track Revision

## Explanation of Clinical Field Experience

# Indiana University of Pennsylvania

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Date: February 2, 1999

To: University Undergraduate Curriculum Committee

From: Jose' Rivera, Athletic Training Curriculum Coordinator (X75507)  
Ron Trenney, Athletic Training Clinical Coordinator (X76918)

Re: Explanation of practicum course/clinical experience relationship

Dear Committee Members,

Thank you for the opportunity to address the questions raised regarding the field experience component of the proposed practicum courses in the Athletic Training Track curriculum revisions. Should additional questions remain following a review of this information please feel free to contact us at your convenience.

In response to the question regarding a more defined explanation of "clinical experience" as well as the justification of this requirement please understand that:

The current guidelines set forth by the accrediting bodies for Athletic Training Education Programs (Joint Review Committee on Educational Programs in Athletic Training, JRC-AT, and the Commission on Accreditation of Allied Health Education Programs, CAAHEP) require the documentation of a comprehensive clinical education component that meets the following criteria/parameters:

1. offered using academic courses and/or credits that incorporate an academic syllabi or clinical instruction manual that includes educational objectives and specific clinical outcomes (new criteria effective September 2001)
2. include the presentation, practice and evaluation of the "clinical proficiencies" (i.e. psychomotor competencies within appendix 1 of proposal).
3. outcomes must be measurable and the evaluations of those outcomes must be documented over time (new criteria effective Sept. 2001).
4. include provision for clinical experiences under the direct supervision of qualified clinical instructors in designated physical facilities where comprehensive health care services are provided.



5. it is recommended that a minimum of 800 clock hours of clinical field experience be distributed as equally as possible over a minimum of two calendar years. Effective Sept. 2001, the 800 hour requirement will be eliminated and substituted with an outcomes-based evaluation requirement which will be met by our proposed combination of practicum courses and clinical experiences.
6. assurance that the "clinical proficiencies" are taught, practiced and evaluated in a progression over time (new criteria effective Sept. 2001).

This model of combining academic/didactic education with clinical field experience is consistent with the clinical education of physicians, physical therapists, nurses, and most other allied health professions. Students enrolled in the four practicum courses proposed will work as "student athletic trainers" within the IUP athletics program, and affiliated high schools and clinics under the supervision of qualified clinical instructors.

The educational plan being proposed is as follows:

1. Students will be introduced to psychomotor competencies within the context of lecture based and designated laboratory courses currently included in the Athletic Training Track curriculum. Due to the extensive list of skills that need to be presented, these lecture based and laboratory courses will only allow for an initial exposure to these skills.
2. Students will have the opportunity to practice, apply skills and be evaluated on their skill acquisition and performance on a daily basis by means of the four practicum courses proposed, as well as the clinical field experiences included in each. These courses will also allow us to comply with the new clinical education documentation guidelines regarding measurable outcomes. The same instruments used to assess psychomotor proficiency within the practicum courses (oral/practical exams), will also serve to document a large portion of our clinical education outcomes to the JRC-AT and the CAAHEP.

Please note that each practicum course addresses a different set of psychomotor competencies and skills that have been taught but not mastered or thoroughly evaluated in previous curriculum courses. The proper sequencing of lecture based/laboratory courses, and practicum courses will allow for the teaching, practice, application and evaluation of all skills in a progression over time as described within the criteria listed above.

In closing, note that a change has been made in the course descriptions for all four practicum courses (HP 312, 316, 415, and 416) which better defines this clinical field experience, and hopefully avoid potential misinterpretation by students. We thank you for your time and consideration in this matter, as well as, allowing this proposal to move forward in a timely manner. This is very important because we must ensure that all courses have been taught at least once prior to a formal site visit by the accrediting body.