

From: [Grad School Curriculum Services](#)
To: [Reed, Katie](#); [Evans, Kevin](#)
Cc: [Pruchnicki, Maria](#); [Carpenter, Thomas J.](#); [Anthony, Anika](#)
Subject: MED New Master of Athletic Training
Date: Monday, July 12, 2021 10:27:50 AM
Attachments: [MED Master of Athletic Training.pdf](#)

Dear Kevin and Katie,

Attached are materials for the proposal to establish a new ***Master of Athletic Training*** in the School of Health and Rehabilitation Sciences in the College of Medicine.

The School of Health and Rehabilitation Sciences has developed a new Master of Athletic Training (MAT) that will replace the current Bachelor of Science in Athletic Training (BSAT) due to new accreditation expectations. This entry-level professional athletic training program is designed for students who have earned a bachelor's degree and who are seeking enrollment in a graduate professional health program that includes athletic training. The 64-credit hour program is within the typical range for athletic training professional master's degree programs offered nationally and within Ohio. All students will be enrolled full-time over six semesters across two academic years. The program includes in-person coursework, laboratory activities, and supervised clinical practice experiences. The required culminating learning experience is a non-thesis capstone project that requires students to demonstrate the ability to use evidence-based practices to address a specific need of the profession. The proposed MAT program is expected to have a capacity of up to 25 students per cohort; however, a staged transition is planned while currently enrolled BSAT students complete the bachelor's degree. The proposal has been approved by the School of Health and Rehabilitation Sciences and the College of Medicine. It has been recommended for approval by the GS/CAA subcommittee and approved by the Graduate Council.

Please let me know if you need any additional information in order to add this proposal to an upcoming CAA meeting agenda.

Sincerely,
Anika

Anika Anthony, Ph.D.

Associate Dean of Academic Affairs
Associate Professor, Department of Educational Studies

The Ohio State University

Graduate School

250E University Hall, 230 North Oval Mall, Columbus, OH 43210

Phone: (614) 247-2083

anthony.171@osu.edu <https://gradsch.osu.edu/>

TO: Randy Smith, Vice Provost for Academic Programs
FROM: Anika Anthony, Associate Dean of Academic Affairs, Graduate School
DATE: July 12, 2021
RE: Proposal to establish a new *Master of Athletic Training* in the College of
Medicine

The College of Medicine is proposing to establish a new *Master of Athletic Training*.

The proposal was received by the Graduate School on April 27, 2021. The combined Graduate School and Council on Academic Affairs (GS/CAA) subcommittee first reviewed the proposal on May 12, 2021 and requested revisions. Revisions were received on June 2, 2021. GS/CAA conducted a second review of the proposal and recommended it for approval by the Graduate Council on June 14, 2021. The proposal was approved by the Graduate Council on July 7, 2021.

April, 26, 2021

Committee on Academic Affairs
The Ohio State University

To Whom It May Concern:

I am pleased to forward for review the proposal to implement a Master of Athletic Training degree program (MAT) that will replace our current undergraduate program consistent with the new accreditation mandate. The program proposal has been reviewed and approved by the Graduate Studies Committee and Curriculum Committee of the School of Health and Rehabilitation Sciences, so we now forward it for College and University approval. We look forward to answering any questions that arise. The courses outlined in the proposal will be submitted separately for approval.

Thank you for your consideration of this proposal.

Sincerely,



Deborah S. Larsen, PT, PhD, FASAHP, FAPTA
Professor and Director
School of Health and Rehabilitation Sciences
Associate Dean, College of Medicine



THE OHIO STATE UNIVERSITY

Daniel M. Clinchot, MD
College of Medicine

Vice Dean for Education
Associate Vice President for Health Sciences Education

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370 West 9th Ave
Columbus, OH 43210-1238

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Dan.Clinchot@osumc.edu

April 26, 2021

Alicia L. Bertone, DVM, PhD
Vice Provost for Graduate Studies and
Dean of the Graduate School
250 University Hall
230 North Oval Mall
Columbus, Ohio 43210-1366

Dear Dr. Bertone:

The College of Medicine has reviewed and fully endorses the proposed Master of Athletic Training Degree through the School of Health & Rehabilitation Sciences. This proposed degree will evolve our program to be in alignment with the changes in the accreditation expectations of the Commission on Accreditation of Athletic Training Education. The Master of Athletic Training Degree will replace the Bachelor of Science in Athletic Training Degree currently offered within the School. I am confident you will find this proposed degree reflective of an innovative and integrated model that trains health-care professionals in a manner that will enable them to be practice ready and highly sought after at the time of graduation. Please do not hesitate to contact me if you have any questions.

Sincerely,

Daniel M. Clinchot, M.D.
Vice Dean for Education
Associate Vice President for Health Sciences Education
Chair, Department of Biomedical Education and Anatomy
Harry C. and Mary Elizabeth Powelson Professor of Medicine
Professor, Physical Medicine & Rehabilitation

DMC:sl



May 27, 2021

Marcia Nahikian-Nelms
Director, Academic Affairs
School of Health and Rehabilitation Sciences
College of Medicine

RE: Master of Athletic Training Degree Proposal

Dear Dr. Nelms and Review Committees,

The Athletic Training Division of the School of Health and Rehabilitation Sciences appreciates the feedback and revision requests as per instruction on 5/19/2021 for the creation of a new Master of Athletic Training Degree (MAT).

1. Please provide a rationale for a summer start for the program. Will students have an option to begin the program in autumn, or must they begin the program in summer?

We have added information relative to summer data and the reasoning for this start and students must begin together in the summer:

A summer start date is required due to two important considerations; 1) athletic training clinical courses in traditional sports setting environments typically begin in the fall semesters to coincide with high school and university sports seasons. Starting in the summer provides one block of preparation prior to embarking on rigorous clinical practical classes in the field. 2) athletic training jobs at traditional university and high school settings typically start July/August and thus our graduates completing their degrees in May would make them eligible for employment opportunities typically starting at the end of the summer. All students will be participating in a professional healthcare model setting with lockstep modules of classroom and clinical care integration, thus all students will start at the end of May in the summer.

2. For the market analysis, is there a data source in addition to the U.S. Bureau of Labor Statistics that indicates a workforce and employment need for the degree (e.g., data from a professional association or other source)?

The National Athletic Trainers' Association professional website, NATA.org refers to the Bureau of Labor Statistics for workforce and employment need information. We have added the info below to describe the current status of job placement and services as described in the literature (19-21):

Program directors of master's degree programs report higher retention and job placement rates than bachelor's degree programs (19). The largest job setting for Athletic Trainers is in secondary schools, and only 66% of schools have access to AT services, while 34% had no access in 2019; this data shows a gap in the workforce while there is a push for athletic trainers to care for middle school aged patients as well (20). Additional research suggests that over 500 graduate-assistant positions will be eliminated as the degree change takes effect, and those jobs are projected to transition to internship and full time positions to continue to meet the current care demands in collegiate settings (21).

3. Provide further clarification on faculty support. PDF p. 9 of the proposal references that the program has four faculty and 11 part-time instructors; however, PDF p. 15 mentions five full-time faculty, six lecturers, and four support staff. Please connect the two sections to clarify.

This has been corrected and changes reflect p. 15 as being accurate

4. Provide a draft advising sheet that students can use to track their progression through the program. The advising sheet should clearly indicate the required and elective courses students should take to complete the degree.

This has been completed and added to Appendix #8

5. Provide additional information about statewide alternatives, such as a table that lists other programs offered across the state (e.g., institution, required credit hours), narrative about unique features of your program compared to others in the state, and statement of any opportunities for inter-institutional collaboration.

We have added a table per request:

Professional AT Master's Degree Programs in Ohio as of 3/2020	Number of Semesters	Total credit hours
Heidelberg University	6	49
Wilmington College	4	50
Otterbein University	6	53
University of Toledo	6	54
Xavier University	5	54
Bowling Green State University*	6	56
Kent State University	6	60
Ohio University	4	61
University of Cincinnati*	6	62
Marietta College	6	63
Ohio State University (Proposed)	6	64
Youngstown State University	6	64
MEAN	5.6	58.5

6. The proposal mentions milestones on PDF p. 14 and includes milestones starting on PDF p. 281, but it was unclear to the subcommittee how the milestones relate to the assessment of the program. Please add a section to the proposal narrative that describes the assessment plan and how it relates to the milestones, indicates how progress toward goals will be monitored, and describes how the program will respond to assessment data.

Milestone assessments are outlined below and currently are listed on our website for complete program transparency required currently are listed on our website for complete program transparency required by CAATE guidelines:

Programmatic assessment will include applying the CAATE Athletic Training milestones outlined in the Appendix 12. Annual assessment of the program mission, goals, and outcomes are vital to continuous improvement. The program mission is to provide exceptional education; deliver outstanding patient care; to define the practice of Athletic Training through research and scholarship; and to improve the world around us through leadership and service. Our program is guided by four goals; 1) to graduate students who are ready for independent practice, 2) to graduate students who will become leaders in Athletic Training and/or the Medical Community, 3) to graduate students who are engaged in serving the larger community, and 4) to graduate student who will be future innovators. Our programmatic outcomes include first time and overall BOC Certification Examination pass rates, program retention rates, program graduation rates, and program graduate placements. Several metrics will be examined for each outcome and posted on our website to inform prospective students and employers, as well as allow a transparent assessment of our program outcomes.

Thank you for your review of this proposal.

Sincerely,



James A. Onate, AT, ATC, FNATA
Interim Director and Associate Professor
Division of Athletic Training

Proposal for the Establishment of a Clinical Graduate Program

Master of Athletic Training

Ohio State University
College of Medicine
School of Health and Rehabilitation Sciences
Athletic Training Division



April 2021

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Proposal for the Master of Athletic Training

BASIC CHARACTERISTICS OF THE EDUCATIONAL PROGRAM

1. Brief description of the disciplinary purpose and significance of proposed degree.

The Board of Certification for the Athletic Trainer (BOC) describes Athletic Trainers as follows; “Athletic Trainers (ATs) are healthcare professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the states' statutes, rules and regulations. As a part of the healthcare team, services provided by ATs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Athletic training is recognized by the American Medical Association (AMA) as a healthcare profession.” The Athletic Training Division of Ohio State University’s School of Health and Rehabilitation Sciences proposes a new **Master of Athletic Training (MAT)** degree to replace its existing Bachelor of Science in Athletic Training degree (BSAT). The proposed degree program will be a full-time, externally accredited, entry level professional graduate program leading to eligibility for national certification and state licensure to practice as an Athletic Trainer. The genesis for this transition to the graduate level is a change in the national accreditation requirements for professional athletic training programs. Ohio State’s existing baccalaureate entry level professional athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) at through 2028-29 academic year. CAATE accredits three different levels of programs, our current professional level degree program can continue uninterrupted during the transition to become the proposed MAT program. CAATE’s required process offers an accreditation update through the accreditor’s substantive change mechanism rather than to seek initial accreditation as a new program. The accreditor does not permit this substantive change notification to be submitted until after the proposed program has received institutional and state level approvals [13].

2. Definition of the focus of the program.

The proposed Master of Athletic Training degree is an entry level professional practice degree that will be firmly rooted in the scholarly theory and practice traditions of a major academic medical center and will reflect the legacy of excellence of our clinical partners. Our graduate athletic training students will be well grounded in the five core competencies for all health care providers [10] of providing patient centered care, working in interdisciplinary teams, employing evidence based practice, applying quality improvement, and utilizing informatics in the care they provide. No specialized tracks or concentrations will be completed as health care continues to become increasingly interdisciplinary, students will be trained to employ the principles espoused in the Core Competencies from the Interprofessional Education Collaborative (IPEC) [11] including maintaining a climate of mutual respect and shared values, using the combined knowledge across professions to meet needs of patients and populations, communicating responsively with patients and professionals to promote health and prevent and treat disease, and working to build relationships to create teams to deliver effective care and promote population level health programs and policies.

Our graduate level athletic training students will be mentored by highly qualified faculty and established practitioners in a variety of highly respected practice settings. Ohio State University is an ideal climate to achieve all of these goals as athletic training students will be learning about, from, and with professionals across an unparalleled spectrum of health and health care professions through interactions with each of the Ohio State University Health Sciences colleges. The richness and variety of experiences in the practice settings available at Ohio State and in the surrounding community is outstanding and easily provides for both the depth and breadth of experiences necessary to fulfill the newly elevated graduate level clinical competencies for athletic training students.

3. Rationale for degree name.

The proposed “Master of Athletic Training” designation is specifically recommended by the program’s accreditor as the preferred designation for professional (entry level) athletic training degree programs. Ohio State University’s existing Bachelor of Science in Athletic Training degree program will be phased out and shuttered after the final cohort enters in Fall 2022 and graduates in May 2025 as a result of a change to *The 2020 Standards for the Accreditation of Professional Athletic Training Programs* [1] from CAATE. The implementation timeline for this standard is that athletic training undergraduate degree programs **may no longer matriculate students after fall term 2022.**

4. Duration of the program.

The proposed Master of Athletic Training degree will be subject to specialty accreditation through CAATE and will consist of 64 graduate credit hours. The total credit hours for the proposed program is within the typical range for athletic training professional master’s degree programs nationally, and is comparable to the other programs in Ohio. All students will be enrolled full-time over six semesters across two academic years (Year 1: Summer, Autumn, Spring; Year 2: Summer Autumn, Spring). A summer start date is required due to two important considerations; 1) athletic training clinical courses in traditional sports setting environments typically begin in the fall semesters to coincide with high school and university sports seasons. Starting in the summer provides one block of preparation prior to embarking on rigorous clinical practical classes in the field. 2) athletic training jobs at traditional university and high school settings typically start July/August and thus our graduates completing their degrees in May would make them eligible for employment opportunities typically starting at the end of the summer. All students will be participating in a professional healthcare model setting with lockstep modules of classroom and clinical care integration, thus all students will start at the end of May in the summer.

5. Admission Timing.

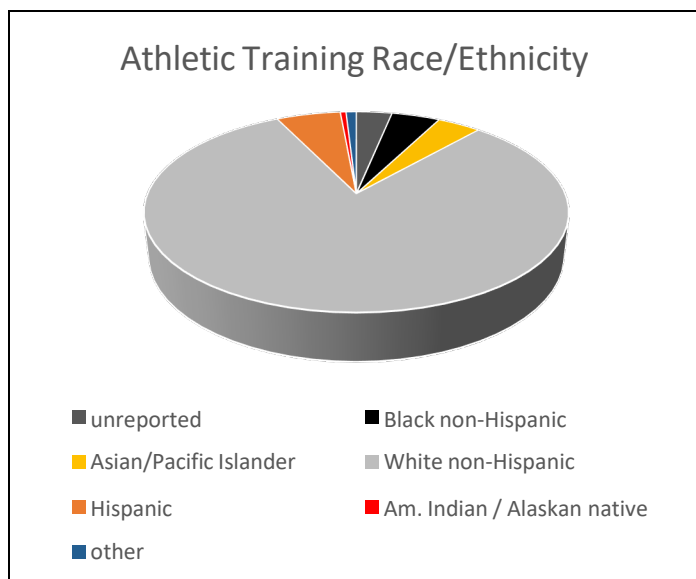
The proposed “Master of Athletic Training” will aim to start admission process in November 2022 and final admissions decisions will occur January 2023. The program proposed start date for classes will be May 2023. The Ohio State University’s existing Bachelor of Science in Athletic Training degree program will end after the final cohort graduates in May 2025 as a result of a change to *The 2020 Standards for the Accreditation of Professional Athletic Training Programs* [1] from CAATE. A single cohort of Master of Athletic Training students will be admitted every winter (Nov-Jan) to start in the summer of the following year (May) beginning in 2022.

6. Primary target audience for the program and admission requirements.

Ohio State University's current Bachelor of Science in Athletic Training (BSAT) degree program draws students from across the country and its mix of students has been approximately 65% in-state to 35% out-of-state over the past decade. The program will participate in the nationwide Athletic Training Common Application System (ATCAS), making it easily accessible to the national pool of prospective Athletic Training students. The majority of students applying to the proposed Ohio State MAT program are expected to draw from an internal pool of students completing baccalaureate degrees at the university. The primary program from which these applicants are expected to draw is the University's existing Health Sciences major, housed within our own School of Health and Rehabilitation Sciences. This program is the largest of its kind in the state, holds the US News and World Reports #1 ranking nationally for its online pathway, and with over two hundred graduates annually. The Health Sciences program is a primary pathway for students who are specifically seeking graduate professional health programs including Athletic Training and is a perfect pathway for future MAT students. The application process will include a holistic interview, which offers the applicant the opportunity to express their interest in the profession, describe relevant past life experiences, and describe personal attributes and qualities that reflect our vision and values. These are all used in a balanced consideration of experiences, attributes, and academic metrics, and, when considered in combination, how the applicant might contribute value as a future Athletic Trainer and health care provider. Foundational admission requirements include a bachelor's degree from an accredited institution, minimum overall GPA of 3.0 on a 4.0 scale, successful completion all prerequisites with a grade of "C-" or better, and embodiment of the vision, experiences, and attributes identified in our Admission Plan.

7. Primary target audience for the Special efforts to enroll and retain underrepresented groups.

Athletic Trainers are predominantly Caucasian (81%) and the profession has recently seen females



Data Source: National Athletic Trainers' Association Membership Statistics, Sept. 2019.

overtake males in number, comprising 56% of the over 48,000 member of the National Athletic Trainers' Association. Nationally, 15% of Athletic Trainers are from underrepresented groups with race and ethnicity data showing 6% identifying as Hispanic, 4% as Black non-Hispanic, 4% as Asian/Pacific Islander, 1% as American Indian/Alaskan Native (12).

Efforts have been implemented nationally and locally to promote diversity in the profession. Ohio State University's School of Health and Rehabilitation Sciences (HRS) has been actively developing strategies to enhance the recruitment of underserved groups, through efforts

of its Director of Diversity and Inclusion and through its individual programs including Athletic Training.

The implementation of holistic admissions programs throughout the College of Medicine and HRS have enhanced the competitiveness of individuals from varied backgrounds, including students from rural, low resource, first generation college student, and racial and ethnic minority backgrounds. As a leader in athletic training education, we embrace the responsibility to prepare Athletic Trainers who have a broad set of experiences and attributes that provide strong potential for success. Our holistic admissions process assesses an applicant's unique experiences and personal attributes, alongside more traditional materials, such as measures of academic achievement. The admissions' vision statement of the Ohio State University Master of Athletic Training identifies that the program seeks to admit resilient, reflective thinkers, demonstrating compassion and diversity in background and thought, who are driven to support the health and well-being of the people of Ohio and the global community. The holistic admissions review process helps assess an applicant's potential to become a highly competent, effective, diverse, and caring Athletic Trainer. Therefore, the admissions process will include a structured evaluation of an applicant's personal experiences and attributes such as the following: Community Service, Work Experience, Leadership Experience, Healthcare Experience, Communication Skills, Integrity & Ethics, Empathy & Compassion, Curiosity, Persistence, Work Ethic, Responsibility, Initiative, Self-Confidence, Maturity, and Adaptability.

INSTITUTIONAL PLANNING FOR THE PROGRAM

1. Physical facilities, equipment and staff needed to support the program

Education of health professionals is an intensive process, requiring that faculty spend considerable face-to-face hours in laboratory sessions, individual student assessment, advising and coordinating clinical experiences. Because all 25 of the Master of Athletic Training professional degree students will require a graduate capstone project, the demand for mentoring and advising will increase.

Currently we have four full-time faculty lines and all faculty hold the ATC® credential. This includes a Program Director and Clinical Coordinator, we also plan on adding one new faculty line once the program reaches full enrollment capacity. The BSAT program also has two part-time lecturers (one who is an Athletic Trainer with a master degree and extensive experience and one who is dual credentialed as Athletic Trainer/Physical Therapist with a clinical doctoral degree). We also have two doctorally trained psychologists who teach within the Athletic Training division.

The proposed program includes extensive clinical fieldwork experiences where students learn, refine, and demonstrate the competence necessary for independent clinical practice upon graduation. The program has existing affiliation agreements with numerous, varied, high quality clinical sites which are more than sufficient to accommodate the full array of clinical placements needed to meet all accreditation requirements and identified goals of the MAT program. These include over 60 fully-Certified and Licensed Athletic Trainers serving as the program's clinical preceptors at over 50 affiliated central Ohio clinical sites including 8 full-service athletic training facilities within Ohio State University's department of Athletics. This is in addition to numerous on and off campus ambulatory sports medicine and primary care facilities, amateur and professional sports teams, military, occupational medicine, performing arts, and over 20 high schools where Athletic Training services are delivered. All preceptors complete in-depth training by the program prior to supervising students and all preceptors and clinical sites are visited regularly and formally evaluated the program annually.

The richness, diversity and exceptional quality of our affiliated clinical sites and our close partnership with Ohio State University intercollegiate athletics are clear strengths of the proposed program. Clinical placements are overseen by a full-time member of the Athletic Training faculty who serves as the Clinical Coordinator and who receives administrative release time for this role.

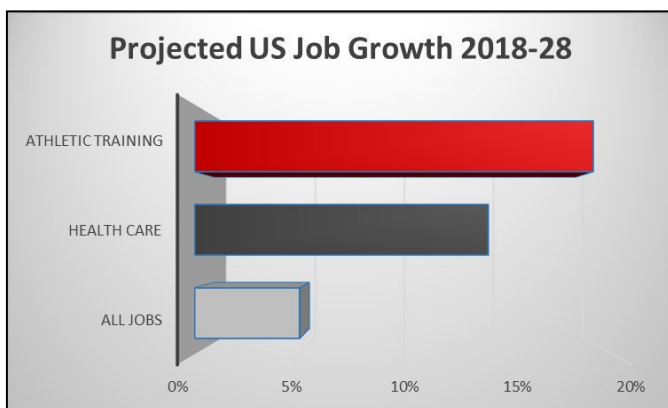
Instruction in Athletic Training cognate courses and laboratory courses is completed within classroom facilities and laboratories at the Columbus Campus of the Ohio State University. Courses and laboratory activities are primarily instructed in Atwell Hall, home of the School of Health and Rehabilitation Sciences and the Athletic Training Division. Atwell Hall has numerous classrooms of sufficient size and quality to meet all program cognate course needs. Additionally, the Athletic Training program has a dedicated clinical procedures laboratory located in Atwell Hall 236. This laboratory has 16 motorized high-low treatment tables and sufficient space, equipment, and supplies to offer instruction in the full array of Athletic Training clinical skills. Beyond the high quality facilities in Atwell Hall, the MAT program will also make use of selected classroom space in other buildings on campus for specialty content instruction. These including human anatomy in the gross anatomy laboratories in the College of Medicine located in Hamilton Hall, clinical skills instruction and simulation in the College of Medicine's Clinical Skills Education and Assessment Center (CSEAC) located in the Prior Health Sciences Laboratory, surgery observation and motion capture laboratory activities in the on-campus Jameson Crane Sports Medicine Institute. Additionally, though not necessary to meet accreditation requirements, the program also conducts emergency care simulations and specialty equipment demonstrations in Ohio Stadium, the McCorkle Aquatics Pavilion, Woody Hayes Athletic Center, Steelwood Athletic Training Facility, Schottenstein Center, Schumaker Complex, Covelli Center, and OSU Ice Rink. The number and quality of facilities used for instruction of Ohio State Athletic Training students are clear strengths and compare favorably to the top programs nationally.

2. Evidence that a market for the new program exists.

The accreditation-mandated nationwide move for all professional Athletic Training education programs to be at the Master's degree level and the related shift to elevate education to the graduate level provide the foundation for the program proposal and creates the rationale for the new program. Ohio State is unique within the state in that its Athletic Training degree program is administratively housed in a College of Medicine while also offering students clinical fieldwork placements with one of the nation's largest and most comprehensive intercollegiate athletics programs. Among Ohio's Athletic Training programs, Ohio State University's has consistently been the largest, graduating an average of 28 students per cohort in our most recent 3 year reporting cycle (8). Likewise, over that same period Ohio State's program has seen a 99% program retention rate and 95% placement rate of graduates into their field. Ohio State's athletic training program is also the producer of the state's largest number of students who passed their national board exam on their first attempt over not only the past 3 years, but over the past decade as well. Our 10 year national board exam first-time passing rate is 99% with 202 / 204 passing on their first attempt over that period.

Ohio has long been a national leader in Athletic Training education, with a large number of programs and demand to support each of them. In Ohio, there are currently 21 accredited professional athletic training degree programs of which 11 have already had their master's degree approved at the state level and 9 of those have had their master's transition also approved by the accreditor (8, 14). Six of the 11 who still offer a bachelor's degree are voluntarily withdrawing from accreditation and will be closing their program in the next 1-3 years (8). This will leave only 15 other professional programs in just a few years; down from a high of 27 just a few years ago. Only one graduate program is currently in central Ohio, while the remaining programs are more than an hour away and concentrated in the Southeast, Southwest, and Northwest regions of the state. While there is potential for duplication of programs, there is also very strong, consistent, and ongoing demand for Ohio State's program and it is among the national leaders in program outcomes.

Demand for Athletic Trainers remains strong and growing nationally and this should also support program enrollment. The Bureau of Labor Statistics (15) describes the job growth outlook for Athletic Trainers as "Much faster than average" with an expected 19% increase in job projected



Data Source: US Bureau of Labor Statistics, 2020.
<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

employment from 2018-28 while the outlook across all jobs in this period is only 5%. Changes in the healthcare funding models towards value-based care will and managed care will increase the demand for mechanism to address lifestyle behaviors. Inside Higher Education (16) portrayed a >50% increase in the awarding of *health and medical* degrees from 2011 to 2017, fourth highest of all domains. Likewise, as not all of the state's current baccalaureate programs in Athletic Training will be transitioning to the master's degree (8),

the number of programs and statewide capacity for educating athletic trainers is shrinking at a time when the demand for the profession is expanding.

Program directors of master's degree programs report higher retention and job placement rates than bachelor's degree programs (19). The largest job setting for Athletic Trainers is in secondary schools, and only 66% of schools have access to AT services, while 34% had no access in 2019; this data shows a gap in the workforce while there is a push for athletic trainers to care for middle school aged patients as well (20). Additional research suggests that over 500 graduate-assistant positions will be eliminated as the degree change takes effect, and those jobs are protected to transition to internship and full time positions to continue to meet the current care demands in collegiate settings (21).

STATEWIDE ALTERNATIVES

The proposed Master of Athletic Training degree is an entry level professional practice degree that will be firmly rooted in the scholarly theory and practice traditions of a major academic medical and health center and will reflect the legacy of excellence of our clinical partners. As health care continues to become increasingly interdisciplinary, students will be trained to employ the principles espoused in the Core Competencies from the Interprofessional Education Collaborative (IPEC) [11]. Ohio State University is an ideal climate to achieve all of these interprofessional educational goals as athletic training students will be learning about, from, and with professionals across an unparalleled spectrum of health care professions through interactions with our School of Health and Rehabilitation Sciences, College of Medicine, College of Nursing, College of Pharmacy, College of Dentistry, College of Public Health, College of Optometry, College of Education and Human Ecology, and the College of Veterinary Medicine. Additional depth and breadth are provided through patient simulation opportunities and experiences in Ohio State's world-class Clinical Skills Education and Assessment Center (CSEAC). The program is an integral part of a School that is currently leading national efforts in the use of interprofessional simulations in healthcare education and where our students will team together with other entry level students in 9 other graduate level health professions. Altogether, these provide for a learning environment that is ideal for preparing future health care professionals.

Additionally, the typical prospective

Ohio State student is seeking the opportunity to be exposed to unique clinical experiences and the athletics department hosts 33 teams which is the largest in the state. There are currently 9 institutions with approved Master level Athletic Training educational programs and 2 seeking CAATE accreditation approval in Ohio as of April 1, 2021. Ohio State University has positive strong relationships with several of these institutions, in particular current or past research collaborations with Ohio University, University of Toledo, and University of Cincinnati, with potential for strengthening educational inter-collaboration opportunities in the near future.

Professional AT Master's Degree Programs in Ohio as of 3/2020	Number of Semesters	Total credit hours
Heidelberg University	6	49
Wilmington College	4	50
Otterbein University	6	53
University of Toledo	6	54
Xavier University	5	54
Bowling Green State University*	6	56
Kent State University	6	60
Ohio University	4	61
University of Cincinnati*	6	62
Marietta College	6	63
Ohio State University (Proposed)	6	64
Youngstown State University	6	64
MEAN	5.6	58.5

GROWTH OF THE PROGRAM

The proposed Master of Athletic Training (MAT) program is expected to have a capacity of up to 25 students per cohort. During the first 2-3 years while we transition to the MAT program, we anticipate enrollment closer to 15-20 students per cohort. This will allow for a staged transition as we teach-out to our currently enrolled students BSAT students. Faculty Matrix lists faculty in Athletic Training, who have the expertise to support coursework and the capstone projects within the professional MAT degree in athletic training. We plan that only the full-time faculty will serve as primary advisors for the capstone projects. As such, the proposed program will necessitate the eventual hire of one additional doctorally-trained Athletic Trainer as a full-time faculty member to support the increased research mentoring demands of a clinical master degree program. We anticipate that many of our current MS-trained part-time lecturers will contribute to topical instruction in which they demonstrate significant professional experience and expertise in accordance with HLC faculty qualification guidelines (18).

CURRICULUM AND INSTRUCTIONAL DESIGN

1. Curricular content.

COURSE #	TITLE	CREDITS
* new course	Required Core Courses for Degree	
*ATHTRNG 6000	Emergency Care in Athletic Training Practice	1
*ATHTRNG 6110	Introduction to Athletic Training Diagnosis	2
*ATHTRNG 6120	Examination, Diagnosis, and Care of LE Conditions	5
*ATHTRNG 6130	Examination, Diagnosis, and Care of UE Conditions	5
*ATHTRNG 6140	Examination, Diagnosis, and Care of Head & Spine Conditions	3
*ATHTRNG 6150	Examination, Diagnosis, and Care of Primary Care Conditions	5
*ATHTRNG 6189	Clinical Experience: Coordinating Patient Care	1
*ATHTRNG 6210	Athletic Training Clinical Skills 1: Foundational Athletic Training Skills	1
*ATHTRNG 6220	Athletic Training Clinical Skills 2: Advanced Athletic Training Skills	1
*ATHTRNG 6289	Clinical Experience: Prevention & Risk Management	1
*ATHTRNG 6310	Rehabilitative Methods 1: Physical Agents & Therapeutic Exercise	2
*ATHTRNG 6320	Rehabilitative Methods 2: Physical Agents & Therapeutic Exercise	2
*ATHTRNG 6389	Clinical Experience: Introduction Diagnosis & Acute Care – High School	2
*ATHTRNG 6489	Clinical Experience: Introduction Diagnosis & Acute Care – Collegiate	2
*ATHTRNG 6510	Practicum 1 - Clinical Integration: Problems & Goals	1
*ATHTRNG 6520	Practicum 2 - Clinical Integration: Lower Extremity Care	1
*ATHTRNG 6530	Practicum 3 - Clinical Integration: Upper Extremity Care	1

*ATHTRNG 6540	Practicum 4 - Clinical Integration: Primary Care	1
*ATHTRNG 6589	Clinical Experience: Diagnosis & Management	4
*ATHTRNG 6600	Administration & Leadership in Athletic Training Practice	2
*ATHTRNG 6689	Clinical Experience – Rehabilitation	2
*ATHTRNG 6700	Sport Science Assessment & Monitoring	3
*ATHTRNG 6789	Clinical Experience – Optional Elective	Var
*ATHTRNG 6800	Behavioral Health in Athletic Training Practice	2
*ATHTRNG 7089	Intermediate Clinical Experience - Immersive	2
*ATHTRNG 7189	Intermediate Clinical Experience – Comprehensive Care 1	4
*ATHTRNG 7289	Intermediate Clinical Experience – Comprehensive Care 2	3
*ATHTRNG 7999	Capstone Project	2
*HTRHSC 5010	Core Competencies in Health Care	1
HTRHSC 7900	Evidence Based Practice 1: Critical Analysis Measure/Diagnosis	1
HTRHSC 7910	Evidence Based Practice 2: Critical Analysis Intervention	1

2. What are the requirements students must fulfill to complete the program successfully?

The proposed Master of Athletic Training degree will be subject to specialty accreditation through CAATE and will consist of 64 graduate credit hours completed over six semesters across two academic years (Year 1: Summer, Autumn, Spring; Year 2: Summer Autumn, Spring). The total credit hours for the proposed program is within the typical range for athletic training professional master’s degree programs nationally, and is comparable to the other programs in Ohio. The curriculum will provide instruction, laboratory activities, and supervised clinical practice experiences to meet all curricular content and clinical practice requirements outlined in the 2020 Standards for Professional Athletic Training Programs at the Master’s Degree Level [1, Appendix A] from the CAATE as well as meeting licensure eligibility criteria [4] from the Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board. Additionally, the curriculum will use the CAATE Athletic Training Milestones as the cornerstone of its clinical competency assessment plan. There are no specializations in the proposed curriculum. The curriculum will enroll students who hold a baccalaureate degree and have completed pre-requisite courses that include both CAATE mandated pre-requisites [1] (biology, chemistry, physics, psychology, anatomy, and physiology) an

additional program specific prerequisites (exercise physiology, nutrition, biomechanics/kinesiology, statistics, medical terminology, research design, and public health/healthcare system). Program admission applicants will apply through the Athletic Training Centralized Application Service (ATCAS) [9].

Programmatic assessment will include applying the CAATE Athletic Training milestones outlined in the Appendix 12. Annual assessment of the program mission, goals, and outcomes are vital to continuous improvement. The program mission is to provide exceptional education; delivery outstanding patient care; to define the practice of Athletic Training through research and scholarship; and to improve the world around us through leadership and service. Our program is guided by four goals; 1) to graduate students who are ready for independent practice, 2) to graduate students who will become leaders in Athletic Training and/or the Medical Community, 3) to graduate students who are engaged in serving the larger community, and 4) to graduate students who will be future innovators. Our programmatic outcomes include first time and overall BOC Certification Examination pass rates, program retention rates, program graduation rates, and program graduation placements. Several metrics will be examined for each outcome and posted on our website to inform prospective students and employers, as well as allow a transparent assessment of our program outcomes.

3. Description of a required culminating, or integrated learning, experience.

We propose the use of a non-thesis capstone project, which is currently approved by the Graduate School and is in use within the School of Health and Rehabilitation Sciences. The project will follow a parallel structure to that currently employed by the MS in Health and Rehabilitation Sciences, Master of Dietetics and Nutrition, Master in Respiratory Therapy, Doctorate of Physical Therapy and Occupational Therapy Doctoral programs within the School. The program will require graduate faculty with M or P status to serve as primary advisors or committee members. If each eligible faculty serves as the Primary Advisor for five students, there will be adequate faculty in the Athletic Training program and School to meet all project advising needs. Each student will prepare a case study, quality improvement, curricular or similar project document that summarizes the existing evidence around the case/project, propose a solution and summarize the outcomes relative to the current science. The experience provides a capstone experience to demonstrate the ability to use evidence based practice to address a specified need of the profession. An oral examination will be administered by the Graduate Exam Committee and will be a case study/ project presentation, followed by a question and answer period. A detailed rubric for assessment of passing or non-passing grade will be utilized to standardize the evaluation process and address interrater reliability. One retest will be permitted if the student's oral examination is deemed to be non-passing by the Graduate Exam Committee.

INSTITUTIONAL STAFFING, FACULTY, AND STUDENT SUPPORT

1. Faculty.

The Master of Athletic Training (MAT) proposal includes 5 full-time faculty (including 1 proposed new faculty line to be added when the program reaches full enrollment capacity) and 2 part-time associated lecturers (down from 11 in BSAT program) as well as 4 projected support staff costs. Three current faculty in the School of Health and Rehabilitation Sciences contribute to the MAT and teach one course for the degree.

- a) Faculty (5 total, including Program Director and Clinical Coordinator, plus 1 new faculty line

- once the program reaches full enrollment capacity)
- i) Program Director (1)
 - ii) Clinical Coordinator (1)
- b) Part-time associated lecturers (2)

The director of the MAT will be a doctorally trained Athletic Trainer who is nationally Certified by the Board of Certification for the Athletic Trainer (ATC® credential) and licensed to practice Athletic Training in Ohio by the Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers' Board. The director will be an active member of the Ohio and National Athletic Trainers' Associations and fulfill all requirements of the accrediting body (CAATE) to serve as the director of an accredited professional athletic training degree program [1]. In accordance with accreditation standards, the program will have a full-time Clinical Coordinator who will oversee student placements in supervised clinical practice settings and who meets all accreditation qualification standards to serve in this role. The Clinical Coordinator will be responsible to meet the program's needs related to students' required fieldwork for its Professional (entry-level credentialing) Program. The Clinical Coordinator requirements include good standing as a BOC certified athletic trainer and terminal degree in a related field of athletic training. Both positions will be full-time, 12 month positions within a clinical or tenure track faculty line.

2. Administration and Support.

The Master of Athletic Training professional degree will be a component of the Graduate School of The Ohio State University. The School of Health and Rehabilitation Sciences within the College of Medicine will serve as the home for the program and it will be overseen by the School's Director of Graduate Studies and the Graduate Studies Committee. Faculty with appropriate academic and/or clinical practice expertise will teach the cognate courses; advise students and manage student issues; evaluate students; evaluate, revise and upgrade curriculum. Graduate faculty from the School of Health and Rehabilitation Sciences and Athletic Training will be invited to support the graduate capstone projects by serving as members of the students' graduate committees. The Directors, the faculty, and the Graduate School will manage student probation or dismissal per guidelines from the MAT student handbook and follow the guidelines for professional students in the School of Health and Rehabilitation Sciences. The HRS Graduate Studies Committee and subsequently, the Graduate School will oversee admission, enrollment, course approval, curriculum revisions and graduation of students. The Director of the School of Health and Rehabilitation Sciences will oversee the Athletic Training Program and supervise its Director to guide, monitor, and assess the faculty, resources, and programs. The Athletic Training faculty and Director will coordinate specific aspects of the Athletic Training program that interface with the Graduate School per HRS professional program guidelines with the assistance of the Office of Academic Affairs. These include program assessment, fellowship applications, and when needed, application, enrollment, and graduation issues. The College of Medicine oversees the School through leadership of the college. The administrative resources required for this program include administrative release time for the Director and Clinical Coordinator, one full-time advisor, and access to administrative assistance that is equitable with the other accredited professional degree programs in the School.

References

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3. Ohio Department of Higher Education. *Ohio Department of Higher Education Chancellor's Council On Graduate Studies Guidelines and Procedures for Review and Approval of Graduate Degree Programs*. <https://www.ohiohighered.org/sites/default/files/CCGS%20Guidelines%20-%20revised%20March%202019%20final.pdf> March 2019.
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19. Bowman, T. G., Mazerolle, S. M., Pitney, W. A., Dodge, T. M., & Hertel, J. (2015). Student-Retention and Career-Placement Rates Between Bachelor's and Master's Degree Professional Athletic Training Programs. *Journal of athletic training*, 50(9), 952–957. <https://doi.org/10.4085/1062-6050-50.7.06>
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21. Cavallario, J. M., & Van Lunen, B. L. (2015). Preparation of the Professional Athletic Trainer: A Descriptive Study of Undergraduate and Graduate Degree Programs. *Journal of athletic training*, 50(7), 760–766. <https://doi.org/10.4085/1062-6050-50.1.13>.
22. Higher Learning Commission. *Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices*. http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf. 2016.

Appendices

APPENDIX 1. FACULTY MATRIX

* HRS faculty who teach one course

Instructor Name	Rank or Title	Full-Time (FT) or Part-Time (PT)	Instructor Qualification			Courses taught in the proposed program (Include course number and title)
			Degree Title, Discipline Institution, Year	Years of Teaching Experience In the Discipline/Field	Additional qualifications (e.g., licenses, certifications)	
<i>James Onate</i>	<i>Associate Professor</i>	<i>FT</i>	<i>PhD Human Movement Science University of North Carolina at Chapel Hill 2002</i>	<i>25</i>	<i>BOC Certified Athletic Trainer State of Ohio Licensed Athletic Trainer</i>	<i>ATHTRNG 6000: Emergency Care in Athletic Training Practice ATHTRNG 6140: Examination, Diagnosis, and Care of Head & Spine Conditions ATHTRNG 6520: Practicum 2 – Clinical Integration: Lower Extremity Care ATHTRNG 6600: Administration & Leadership in Athletic Training Practice ATHTRNG 6700: Sport Science Assessment & Monitoring ATHTRNG 7999: Capstone Project</i>
<i>Samar Long</i>	<i>Clinical Coordinator</i>	<i>FT</i>	<i>MSEd Athletic Training Old Dominion University 2008</i>	<i>13</i>	<i>BOC Certified Athletic Trainer State of Ohio Licensed Athletic Trainer</i>	<i>ATHTRNG 6189: Clinical Experience: Coordinating Patient Care ATHTRNG 6289: Clinical Experience:</i>

						<p><i>Prevention & Risk Management</i></p> <p><i>ATHTRNG 6389: Clinical Experience: Introduction Diagnosis and Acute Care - High School</i></p> <p><i>ATHTRNG 6489: Clinical Experience: Introduction Diagnosis and Acute Care – Collegiate</i></p> <p><i>ATHTRNG 6510: Practicum 1: Clinical Integration: Problems & Goals</i></p> <p><i>ATHTRNG 6789: Clinical Experience: Optional Elective</i></p> <p><i>ATHTRNG 7089: Intermediate Clinical Experience – Immersive</i></p> <p><i>ATHTRNG 7189: Intermediate Clinical Experience – Comprehensive Care 1</i></p> <p><i>ATHTRNG 7289: Intermediate Clinical Experience – Comprehensive Care 2</i></p>
<i>Laura Boucher</i>	<i>Associate Professor Clinical</i>	<i>FT</i>	<i>PhD Anatomy The Ohio State University 2014</i>	<i>20</i>	<i>BOC Certified Athletic Trainer</i> <i>State of Ohio Licensed Athletic Trainer</i>	<p><i>ATHTRNG 6110: Introduction to Athletic Training Diagnosis</i></p> <p><i>ATHTRNG 6120: Examination, Diagnosis, and</i></p>

						<p><i>Care of Lower Extremity Conditions</i></p> <p><i>ATHTRNG 6130: Examination, Diagnosis, and Care of Upper Extremity Conditions</i></p> <p><i>ATHTRNG 6150: Examination, Diagnosis, and Care of Primary Care Conditions</i></p>
<i>Matt Brancaleone</i>	<i>Clinical, Assistant Professor</i>	<i>PT</i>	<i>PhD Health and Rehabilitation Sciences The Ohio State University 2020</i>	<i>8</i>	<p><i>BOC Certified Athletic Trainer</i></p> <p><i>State of Ohio Licensed Athletic Trainer</i></p> <p><i>Board Certified Sports Clinical Specialist (SCS)</i></p> <p><i>State of Ohio Licensed Physical Therapist</i></p>	<p><i>ATHTRNG 6540: Practicum 4 - Clinical Integration: Primary Care</i></p> <p><i>ATHTRNG 6589: Clinical Experience: Diagnosis & Management</i></p> <p><i>ATHTRNG 6689: Clinical Experience – Rehabilitation</i></p>
<i>Adam Stewart</i>	<i>Adjunct</i>	<i>PT</i>	<i>DPT Physical Therapy, University of Miami 2015</i>	<i>9</i>	<p><i>BOC Certified Athletic Trainer</i></p> <p><i>State of Ohio Licensed Athletic Trainer</i></p> <p><i>State of Ohio Licensed Physical Therapist</i></p>	<p><i>ATHTRNG 6310: Rehabilitative Methods 1: Physical Agents & Therapeutic Exercise</i></p> <p><i>ATHTRNG 6320: Rehabilitative Methods 2: Physical Agents & Therapeutic Exercise</i></p>
<i>Jackie Caccese</i>	<i>Assistant Professor</i>	<i>FT</i>	<i>PhD</i>	<i>4</i>		<i>ATHTRNG 6140: Examination,</i>

			<i>Biomechanics and Movement Science University of Delaware 2016</i>			<i>Diagnosis, and Care of Head & Spine Conditions</i>
<i>Lisa Juckett*</i>	<i>Assistant Professor</i>	<i>FT</i>	<i>PhD Social Work The Ohio State University 2019</i>	<i>10</i>	<i>NBCOT Registered Occupational Therapist State of Ohio Licensed Occupational Therapist HTCC Certified Hand Therapist</i>	<i>HTHRHSC 7910: Evidence-Based Practice II</i>
<i>Catherine Quatman-Yates*</i>	<i>Assistant Professor</i>	<i>FT</i>	<i>PhD Sport and Exercise Management The Ohio State University 2006 DPT, Physical Therapy University of Toledo 2010</i>	<i>15</i>	<i>Licensed Physical Therapist State of Ohio (PT012824)</i>	<i>HTHRHSC 7900: Evidence-Based Practice I</i>
<i>Kristen Welker*</i>	<i>Assistant Professor, Clinical</i>	<i>FT</i>	<i>PhD Health Promotion & Education University of Cincinnati 2018</i>	<i>8</i>	<i>Certified Health Education Specialist (CHES)</i>	<i>HTHRHSC 5010: Core Competencies in Healthcare</i>
<i>Open Position</i>	<i>e.g., , Assistant-Full Professor.</i>	<i>FT</i>	<i>Doctorate required</i>	<i>3 years minimum</i>	<i>None required</i>	<i>ATHTRNG 6210: Athletic Training Clinical Skills 1: Foundational Athletic Training Skills ATHTRNG 6220: Athletic Training Clinical Skills 2: Advanced Athletic Training Skills ATHTRNG 6530: Practicum 3: Clinical Integration: Upper Extremity Care</i>

						<i>ATHTRNG 6800: Behavioral Health in Athletic Training Practice</i>
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APPENDIX 2. CORE FACULTY VITAE – 2 PAGE

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. DO NOT EXCEED FIVE PAGES.

NAME: Onate, James

eRA COMMONS USER NAME (credential, e.g., agency login): OnateJames

POSITION TITLE: Associate Professor

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
University of Florida	B.S	05/1994	Exercise & Sports Science
University of North Carolina at Chapel Hill	MA	05/1997	Exercise & Sports Science
University of North Carolina at Chapel Hill	Ph.D.	12/2002	Human Movement Science

A. Personal Statement

I am an Associate Professor at Ohio State University with specific research interests to better understand the effects of human movement as it relates to mitigating injury risk and enhancing performance in active populations. As Director of the Movement Optimization & Prevention for Exercise Sustainment (MOVES) research laboratory, in conjunction with the Movement Analysis and Performance (MAP) Laboratory, the goals to facilitate a collaborative interdisciplinary research team consisting of athletic trainers, physical therapists, exercise scientists and engineers.

B. Positions and Honors**Positions and Employment**

1999-2002 University of North Carolina Department of Exercise and Sport Science: Chapel Hill, NC
Lecturer and Research Assistant

2002-2003 Boston University Department of Rehabilitation Sciences, Boston, MA
Assistant Professor

2003-2009 Old Dominion University Department of Human Movement Science: Norfolk, VA
Assistant Professor

2003-2009 Old Dominion University Sports Medicine Research Laboratory: Norfolk, VA
Director

2010-present The Ohio State University School of Health & Rehabilitation Sciences: Columbus, OH
Associate Professor

2010-present The Ohio State University MOVES Laboratory: Columbus, OH
Director

2014-2019 The Ohio State University School of Health & Rehabilitation Sciences: Columbus, OH
Director, PhD program

2014-2019 The Ohio State University School of Health & Rehabilitation Sciences: Columbus, OH
Chair, Graduate Studies Committee

2019-2020 The Ohio State University School of Health & Rehabilitation Sciences: Columbus, OH
Director, Human Performance Research Collaborative

2020-present The Ohio State University School of Health & Rehabilitation Sciences: Columbus, OH
Director, Division of Athletic Training

Certifications and Licensures

April 1995 – Present	Certified Athletic Trainer: Athletic Training, Board of Certification for the Athletic Trainer
March 2011 – Present	Athletic Trainer: Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board #AT003573
National Provider Identifier (NPI) #: 1174049274	

Significant Other Experience and Professional Memberships

1994 -	Certified Member, National Athletic Trainers' Association
2013 -	Associate Editor, Journal of Athletic Training
2021 -	Chair, Athletic Training Research Agenda Committee, NATA Foundation

Honors

2005	Faculty Proposal Preparation Program Award at Old Dominion University
2005	Most Inspirational Faculty Award Old Dominion University Darden College of Education
2008	O'Donoghue Sports Injury Research Manuscript Award, The American Orthopaedic Society Sports Medicine (co-author)
2008	SCHEV Outstanding Faculty Finalist Award, State Council of Higher Education of Virginia, Old Dominion University Nominee
2012	Fellow, National Athletic Trainers' Association
2015	JOSPT George J. Davies – James A. Gould Excellence in Clinical Inquiry Manuscript Award (co-author)

Teaching Experience

The Ohio State University

- ATHTRNG 2000: Basic Athletic Training = 10 semesters = 558 students
- ATHRNG 3600: Clinical Biomechanics for Athletic Trainers = 9 semesters = 207
- Other courses total semester classes = 94

Publications (sample of 87 publications)

1. Monfort SM, Pradarelli JJ, Grooms DR, Hutchison KA, **Onate JA**, Chaudhari AMW. [Visual-Spatial Memory Deficits Are Related to Increased Knee Valgus Angle During a Sport-Specific Sidestep Cut](#). Am J Sports Med. 2019 May;47(6):1488-1495. doi: 10.1177/0363546519834544. Epub 2019 Apr 15. PubMed PMID:30986095.
2. Grooms DR, Chaudhari A, Page SJ, Nichols-Larsen DS, **Onate JA**. [Visual-Motor Control of Drop Landing After Anterior Cruciate Ligament Reconstruction](#). J Athl Train. 2018 May;53(5):486-496. doi: 10.4085/1062-6050-178-16. Epub 2018 May 11. PubMed PMID: 29749751; PubMed Central PMCID: PMC6107770.
3. Grooms DR, Page SJ, Nichols-Larsen DS, Chaudhari AM, White SE, **Onate JA**. [Neuroplasticity Associated With Anterior Cruciate Ligament Reconstruction](#). J Orthop Sports Phys Ther. 2017 Mar;47(3):180-189. doi: 10.2519/jospt.2017.7003. Epub 2016 Nov 5. PubMed PMID: 27817301.
4. Grooms D, Appelbaum G, **Onate J**. [Neuroplasticity following anterior cruciate ligament injury: a framework for visual-motor training approaches in rehabilitation](#). J Orthop Sports Phys Ther. 2015 May;45(5):381-93. doi: 10.2519/jospt.2015.5549. Epub 2015 Jan 10. Review. PubMed PMID: 25579692.

Samar McCann Long, MEd, ATC, AT

EDUCATION

- The Ohio State University*** ***Columbus, Ohio***
 Doctor of Education Candidate; Higher Education and Student Affairs Anticipated Completion 2021
- Old Dominion University*** ***Norfolk, Virginia***
 Master of Science in Education; Athletic Training (2008)
 Thesis: “Effects of Static and Dynamic Flexibility on Lower Extremity Range of Motion” Advisor:
 Dr. Bonnie Van Lunen
- Barry University*** ***Miami Shores, Florida***
 Bachelor of Science; Athletic Training Program (2006)

PROFESSIONAL EXPERIENCE

- The Ohio State University,*** ***Columbus, Ohio***
School of Health and Rehabilitative Sciences *2014-present*
Clinical Fieldwork Coordinator- Athletic Training Division
- Responsible for student clinical fieldwork progression; coordinating fieldwork rotations; evaluating student, preceptor, and clinical site performance; preceptor training; and developing policies and procedures related to clinical fieldwork experiences
 - Instructor of the following Athletic Training Courses:
 - Clinical Fieldwork Experiences (Multi-site College, College, High School, and Gen Medical)
 - Therapeutic Exercise Lecture and Lab (2015)
 - AT Basic Clinical Skills
 - AT Skills Assessment IV (Therapeutic Exercise Proficiency)
 - AT Skills Assessment VI (General Medical Proficiency)
- University of Louisiana at Lafayette,*** ***Lafayette, Louisiana***
School of Kinesiology *2008-2014*
Athletic Training Program Director (2011-2014)
- Responsible for planning, development, implementation, delivery, documentation, and assessment of all components of the curriculum in association with university standards
 - Maintain standards for the commission on the accreditation of the athletic training education related to sponsorship, outcomes, personnel, program delivery, financial resources, facilities and instructional resources, operational resources, and student records
- Athletic Training Clinical Education Coordinator, Instructor (2008-2011)
- Responsible for all aspects of student clinical progression, coordinating clinical education rotations, clinical site evaluation, student evaluation, preceptor training, preceptor evaluation, and develop and/or modify policies and procedures related to clinical education
 - Instruction and re-designer of the following Athletic Training Courses:
 - Clinical Experience I (Emergency procedures, injury documentation, medical terminology)
 - Clinical Experience II (Prophylactic, protective, and functional taping, bracing, and splinting)
 - Clinical Experience III (General medical conditions assessment, recognition, and referral skills)

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- Clinical Experience IV (Surgical procedures and post-surgical treatment of orthopedic injuries)
- Clinical Experience V (Capstone Board of Certification review course)
- Rehabilitation and Reconditioning Lecture and Lab
- Instruction and designer of the following online or hybrid Courses:
- First Aid, Health and Wellness, Chemical Substance Abuse, Nutrition for Fitness and Sports, Global Health, Concepts of Fitness and Wellness, Skills/Techniques of Weightlifting , Sports Psychology, and Sport Ergogenics

PROFESSIONAL AFFILIATIONS & CERTIFICATION

- National Athletic Trainers' Association (NATA) 2006- Present
- Great Lakes Athletic Trainers' Association (GLATA) 2014- Present
- Ohio Athletic Trainers' Association (OATA) 2014- Present
- Commission on the Accreditation of Athletic Training Education Site Visitor 2015- Present
- Board of Certification #: 060602172 2006- Present
- Ohio Athletic Training License #: 004510 2014- Present
- National Provider Identifier #: 191232258

SERVICE

- NATA By Laws Work Group Member 2020
- NATA Ethnic Diversity Advisory Committee- District Representative 2019-Present
- Journal of Athletic Training Reviewer 2020- Present
- GLATA Diversity and Inclusion Committee 2020- Present
- Health and Rehabilitation Science Diversity, Equity, Inclusion Committee 2020
- Health and Rehabilitation Science Communication Committee 2018-2020
- Health and Rehabilitation Science Welcome Day Committee 2017-2019
- Health and Rehabilitation Science Interprofessional Education Committee 2019- Present
- OSU Interprofessional Education and Practice Facilitator 2016- Present
- Athletic Training Club at Ohio State University Advisor 2015- Present

RESEARCH

Publications/Presentations

Lopez RM, **Long S**, Moffit DM, Crossway AK. Intersectionality: The role of the athletic trainer in providing culturally competent patient-centered care. Clin Pract Athl Train. 2021;4(1):8-16.

<https://doi.org/10.31622/2021/0004.1.2>

Lee K, Onate J, **McCann S**, Hunt T, Turner W, Merrick M. The Effectiveness of Cervical Strengthening on Decreasing Neck Injury Risk in Wrestling. J Sport Rehabil. 2017; 26, 306-310.

Presentation: **McCann S**. *Rectal Thermometry Learning Lab*. Ohio Athletic Trainers Association Annual Conference, May 12, 2018.

Presentation: **McCann S**. *"Evidence Based Practice: Culturally Competent Healthcare Provider"*. Ohio Athletic Trainers Association Annual Conference, May 14, 2016.

Laura C. Boucher, PhD, LAT, ATC

1478 Sedgefield Dr. New
Albany, OH 43054 Cell:
614-203-3178
Email: boucher.57@osu.edu

Education

- 2010-2014 ***The Ohio State University, Columbus, OH***
PhD, Anatomy
Dissertation: *Lower Extremity Anthropometry, Range of Motion, and Stiffness in Children and the Application for Modification and Validation of the Anthropomorphic Test Device* Advisor: Dr. John H. Bolte, IV
- 2001-2003 ***University of North Carolina at Chapel Hill, Chapel Hill, NC***
MA, Exercise and Sports Science with a concentration in Athletic Training, NATA Accredited Curriculum
Thesis: *Fatigue-Related Compensation in Core Musculature during a Lacrosse Shot* Advisor: Dr. Richard Mynark
- 1997-2001 ***Ohio University, Athens, OH***
BS, Athletic Training with a concentration in Exercise Physiology, CAAHEP Accredited Curriculum, Magna Cum Laude

Academic Positions

- 01/2018-Present ***Associate Director***, MOVES Lab, Crane Sports Medicine Research Institute, The Ohio State University Wexner Medical Center
- 07/2016-Present ***Assistant Professor-Clinical***, Athletic Training Division, School of Health and Rehabilitation Sciences, The Ohio State University College of Medicine
- 07/2016-Present ***Associated Faculty***, Division of Anatomy, School of Biomedical Education and Anatomy, The Ohio State University College of Medicine
- 01/2014-Present ***Research Scientist***, Injury Biomechanics Research Center, School of Health and Rehabilitation Sciences, The Ohio State University College of Medicine
- 07/2014-07/2016 ***Assistant Professor-Clinical***, Division of Anatomy, School of Health and Rehabilitation Sciences, The Ohio State University College of Medicine
- 01/2014-07/2014 ***Lecturer***, Division of Anatomy, School of Health and Rehabilitation Sciences, The Ohio State University College of Medicine
- 08/2005-12/2013 ***Faculty Instructor***, Health and Sport Sciences Department, Capital University, Bexley, OH
- 09/2011-05/2012 ***Graduate Research Associate***, Injury Biomechanics Research Laboratory, Division Anatomy, Department of Health and Rehabilitation Sciences, The Ohio State University College of Medicine
- 09/2007-05/2011 ***Adjunct Professor***, Biological Sciences Department, Capital University, Bexley, OH
- 09/2003-05/2005 ***Adjunct Professor***, Health and Sport Sciences Department, Capital University, Bexley, OH

09/2001-05/2003 **Teaching Assistant**, Exercise and Sport Science Department, University of North Carolina-Chapel Hill, Chapel Hill, NC

Clinical Athletic Training Experience

08/2003-05/2010 **Assistant Athletic Trainer**, Athletics Department, Capital University, Bexley, OH
 Provided athletic training services for Women's Basketball, Cross Country, Football, Indoor and Outdoor Track & Field, and Women's Volleyball

Responsibilities included:

- Preceptor for athletic training students in the Athletic Training Education Program
- Evaluation and treatment of all athletic injuries, development and administration of rehabilitation programs: acute, chronic, and post-surgical cases
- Documentation, including daily progress notes, coaches and injury reports
- Coordination of medical appointments and referrals
- Submission of athletic injury insurance claims

08/2001-06/2003 **Graduate Assistant Athletic Trainer**, University of North Carolina-Chapel Hill
 Provided athletic training services for Baseball, Field Hockey, UNC Student Health Services Physical Therapy Clinic

Teaching

The Ohio State University, Division of Athletic Training

2019-Present **ATHTRNG 2300, Athletic Training Diagnosis & Management I, Course Director**

- This course covers lower extremity and spine physical exam
- Fall, 4 semester credits, enrollment typically 30 students

2019-Present **ATHTRNG 2310, Athletic Training Diagnosis & Management II, Course Director**

- This course covers upper extremity, head, abdomen and thorax physical exam
- Spring, 4 semester credits, enrollment typically 30 students

2018-Present **ATHTRNG 3600, Athletic Training Biomechanics, Course Director**

- Fall, 4 semester credits, enrollment typically 30 students

2014-Present **ATHTRNG 2200, Foundations of Athletic Training Diagnosis, Co-Instructor**

- Fall, 3 semester credits, enrollment typically 30 students

The Ohio State University, Department of Biomedical Education and Anatomy

2016-Present **ANAT 8140, Advanced Regional Dissection, Course Director**

- Fall, 2019, Spring 218, Fall 2017, Spring 2017, Summer 2017, Individual study course, 2-4 semester credits, variable enrollment

2014-Present **ANAT 6193, Individual Studies in Anatomy, Course Director**

- Fall 2017, Spring 2016, Summer 2017, Individual study course, 2-4 semester credits, variable enrollment

2011-Present **ANAT 6000, Advanced Musculoskeletal Anatomy, Course Director**

Summer 2019, 2018: *Course Director, Laboratory Director*

Summer 2017, 2016, 2015: *Course Co-Director, Laboratory Director*

Summer 2014 (Lecturer): *Laboratory Director, Instructor*

Summer 2011, 2012, 2013: (PhD Student Assistant)

- Gross anatomy for physical therapy and occupational therapy graduate students
- 5 semester credits, enrollment typically 100 students

2015-Present **ANAT 2220, Anatomy Structure & Function, Instructor**

- 2015-2016 *Course Director, Laboratory Director*
- Gross anatomy for undergraduate biomedical engineering students
- 4 semester credits, enrollment approximately 95 students/ semester

Matthew P. Brancalone, PhD, PT, DPT, SCS, AT

EDUCATION

The Ohio State University , Columbus, OH <i>Post-Doctorate Researcher;</i> Mentor: Daniel M. Merfeld, PhD	2020-Present
The Ohio State University , Columbus, OH <i>Doctorate of Philosophy in Health and Rehabilitation Sciences</i> <i>Graduate Interdisciplinary Specialization in College and University Teaching</i> Advisor: James Onate, PhD, ATC, FNATA	2016-2020
The Ohio State University , Columbus OH <i>Sports Physical Therapy Residency</i> The Ohio State University Sports Medicine	2014-2015
Central Michigan University , Mt. Pleasant, MI <i>Doctorate of Physical Therapy</i> Advisor: Elaine Filusch Betts, PT, PhD, FACSM	2011-2014
Central Michigan University , Mt. Pleasant, MI <i>Bachelor of Science – Athletic Training; American Sign Language</i> Advisor: René Revis Shingles, PhD, AT, ATC	2006-2010

LICENSURE

Licensed Physical Therapist; 014937 Licensed Athletic Trainer; 004465	2014-Present
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CERTIFICATIONS

Board Certified Sports Clinical Specialist (SCS) <i>American Physical Therapy Association; Certification number: 572116</i>	2016-Present
Basic Life Support for Healthcare Providers <i>American Heart Association</i>	2016-Present
Certified Athletic Trainer (ATC) <i>National Athletic Training Association Board of Certification; Certification number: 2000005566</i>	2011-Present

PROFSSIONAL EXPERIENCE

The Ohio State University , Columbus, OH <i>School of Health and Rehabilitation Sciences; Division of Athletic Training</i> Instructor	2020-Present
The Ohio State University , Columbus, OH <i>The Ohio State University Sports Medicine</i> Physical Therapist/Athletic Training Outreach Services	2015-2021
Central Michigan University , Mt. Pleasant, MI <i>Department of Physical Therapy</i> Fixed-Term Faculty	2016-Present
USA Deaf Sports Federation Athletic Trainer and Physical Therapist	2013-Present

Matthew P. Brancaleone, PhD, PT, DPT, SCS, AT

The Ohio State University, Columbus, OH
The Ohio State University Sports Medicine Sports Physical Therapy Resident **2014-2015**

TEACHING EXPERIENCE

The Ohio State University Athletic Training Education Program
Care of Medical Emergencies, Trauma, and Disease – ATHTRNG 3800 **Spring 2021**
 Guest Lecturer – Deaf Culture, Health Care, and Sport

Athletic Training Skills Assessment 2 – ATHTRNG 3100 **Fall 2020 - Present**
 Instructor

Musculoskeletal Screening and Corrective Techniques - ATHTRNG 3750 **Spring 2020 - Present**
 Instructor

Athletic Training Therapeutic Modalities – ATHTRNG 3500 **Fall 2020**
 Guest Lecturer – Therapeutic Cupping

The Ohio State University Kinesiology: Health and Exercise Science **Fall 2020**
Comprehensive Laboratory in Exercise Science
 Guest Lecturer – Physical Therapy and Isokinetic Assessment

Central Michigan University Athletic Training Education Program **Fall 2014-Present**
Diversity Issues in the Health Professions – HSC 532
 Guest Lecturer – Deaf Culture, Health Care, and Sport

Central Michigan University Physical Therapy Program **Spring 2017 - Present**
Sports Physical Therapy – PTH 792A; Instructor/Instructor

The Ohio State Doctor of Physical Therapy Program **Spring 2015**
Musculoskeletal Skills Lab II – PHYSTHR 8410 **Spring 2018**
 Teaching Assistant and Lecturer

Musculoskeletal Skills I – PHYSTHR 7410 **Fall 2014**
 Teaching Assistant **Fall 2015**
 Lecturer

PEER-REVIEWED MANUSCRIPT PUBLICATIONS IN PRINT/PRESS

Talarico MK, **Brancaleone MP**, Onate JA. Influence of a multitask paradigm on motor and cognitive performance of military and law enforcement personnel: A systematic review. *J Spec Oper Med*. 2020; 20(1): 72-80.

Brancaleone MP, Ballance CJ, Clifton DR, Talarico MK, Onate JA. The effectiveness of inertial sensors to assess postural stability in individuals who are concussed: A systematic review. *Athl Train Sports Health Care*. 2019;11(5):243-248.

Brancaleone MP, Clifton DR, Onate JA, Boucher LC. Concussion risk in athletes who are deaf or hard-of-hearing compared to athletes who are hearing. *Clin J Sports Med*. 2018

Brancaleone MP, Shingles RR, DeLellis N. Deaflympian's satisfaction of athletic training services at the 2013 Deaflympic summer games. *J Athl Train*. 2017;52(7):708-718.

Brancaleone MP, Shingles RR. Communication patterns among athletes who are deaf and athletic trainers: a pilot study. *Athl Train Sports Health Care*. 2015;7(1):29-33.

Adam Robert Stewart ATC PT DPT

1476 Inglis Avenue, Columbus, Ohio 43212

Phone: (740)-391-1245 Email: Stewart.733@osu.edu

Education:

Ohio State University, Columbus, Ohio (2006-2010)- Bachelors of Science in Athletic Training

University of Miami, Miami, Florida (2012-2015)- Doctorate of Physical Therapy

- Professor- "Sports Injury and Performance" (2013-2014)
-

Work Experiences:

The Buffalo Bills of the National Football League: (2009)

- Sports Medicine Internship
 - *Duties Included:* Taping, Emergency care, Wound care, Organizing workouts, Carrying out rehabilitation protocols, Strength and conditioning

The New England Patriots of the National Football League: (2010-2012)

- Assistant Athletic Trainer and Assistant to the Director of Rehab
 - *Duties Included:* Taping, Emergency Care, Wound Care, Organizing Workouts, Rehabilitation Protocols, Strength and Conditioning, Ordering and Budgeting of Supplies, Working with Team Doctors

Massachusetts General Hospital- Sports Rehabilitation Center: (2014)

- Physical Therapy Internship
 - *Duties Included:* Following Rehabilitation Protocols, Administer Rehabilitation Exercises, Documentation and Note Reviews, Meeting with Orthopedic Doctors

IMG Academy- Bradenton Florida: (2015)

- Physical Therapy Internship
 - *Duties Included:* Design Rehabilitation Protocols, Administer Rehabilitation Exercises, Documentation and Note Reviews, NFL Combine preparation

Ohio State University- Football: (2015- Present)

- Head Physical Therapist and Head Athletic Trainer for Ohio State Football
- Professor for Therapeutic Exercise Course in the Athletic Training Curriculum
 - *Duties Included:* Design and administer rehabilitation protocols. Communicate status and expectations of injured athletes with Physicians, Sports Medicine Team, and Sports Performance Staff. Conduct in-practice rehabilitation sessions with injured athletes returning to sport. Documentation and daily notes for Football Staff. Integrate Athletes back into weight room and return to sport activity.

Ohio State University- Professor: (2015-Present)

- Professor in Athletic Training Curriculum- Therapeutic Exercise
-

Certifications and Memberships:

- CPR Rescue Certification- American Red Cross (2007-Present)
- First Aid Certification- American Red Cross (2007-Present)
- Certified Athletic Trainer- NATA/BOC (2010-Present)
- American Physical Therapy Association (2012-Present)
- Functional Range Conditioning Training (2020)
- Blood Flow Restriction Training- (2016)
- Vestibular and Concussion Rehab Certification- American Institute of Balance (2014 & 2018)
- Dry Needling Certification- Integrated Dry Needling (2015-Present)

Jaclyn Caccese, PhD

□ jaclyn.caccese@osumc.edu

Academic Appointments

The Ohio State University, Columbus, Ohio
College of Medicine, School of Health and Rehabilitation Sciences
 Assistant Professor, January 2020 – Present
Chronic Brain Injury Program
 Faculty Member, January 2020 – Present

Education

University of Delaware, Newark, Delaware
College of Health Sciences, Department of Kinesiology and Applied Physiology Postdoctoral
 Researcher, May 2017 – December 2019

Temple University, Philadelphia, Pennsylvania
College of Public Health, Department of Kinesiology
 Postdoctoral Researcher, September 2016 – April 2017

University of Delaware, Newark, Delaware
College of Health Sciences, Department of Kinesiology and Applied Physiology
 Doctor of Philosophy in Biomechanics and Movement Science, August 2016
 Dissertation: Head Acceleration Across Youth, High School, and Collegiate Soccer Players

University of Delaware, Newark, Delaware
College of Health Sciences, Department of Kinesiology and Applied Physiology
 Master of Science in Biomechanics and Movement Science, December 2014
 Thesis: Brain Acoustic Monitor Validation Using Transcranial Doppler Ultrasound

University of Pennsylvania, Philadelphia, Pennsylvania
School of Engineering and Applied Sciences, Department of Bioengineering
 Bachelor of Science, Engineering in Bioengineering, May 2012
 Thesis: Cell-based high-throughput Screening Assays for the Identification and Validation of Small Molecule Compounds for SMA Therapy

Teaching Experience

The Ohio State University, Columbus, Ohio
School of Health and Rehabilitation Sciences
 Instructor, Grand Rounds (HTHRHS 7888/8888), Spring 2021

University of Delaware, Newark, Delaware
Department of Kinesiology and Applied Physiology
 Instructor, Basic Concepts in Kinesiology (KAAP 350), Fall 2012 – Spring 2015
 Teaching Assistant, Functional Human Anatomy (KAAP 420), Spring 2013 – December 2019

University of Pennsylvania, Philadelphia, Pennsylvania
Department of Bioengineering
 Teaching Assistant, Linear Signals and Systems (BE 350), Fall 2011
 Teaching Assistant, Engineering Ethics (BE 303), Spring 2011
Department of Mechanical Engineering
 Teaching Assistant, Product Design and Development (MEAM 415/515), Fall 2011

Peer-Reviewed Publications

List of publications can be accessed at <https://www.ncbi.nlm.nih.gov/myncbi/jaclyn.caccese.2/bibliography/public/>
 35 Peer-Reviewed Publications (22 First Author/Senior Author)

Selected Publications

Caccese JB, Santos FV, Yamaguchi FK, Buckley TA, Jeka JJ. Persistent visual and vestibular impairments for postural control following concussion: a cross-sectional study in university students. *Sports Medicine*. (Accepted: March 31, 2021)

Caccese JB, Santos FV, Yamaguchi F, Jeka JJ. Sensory reweighting for upright stance in soccer players: A comparison of high and low exposure to soccer heading. *Journal of Neurotrauma*. 2020 Dec;37(24):2656-2663. PMID: 32571175.

Caccese JB, Houck Z, Kaminski TW, Clugston JR, Iverson GL, Bryk K, Oldham JR, Pasquina PF, Broglio SP, McAllister TW, McCrea M, Hoy AM, Hazzard JB, Kelly LA, Ortega JD, Port N, Putukian M, Langford TD, Giza CC, Goldman JT, Benjamin HJ, Schmidt JD, Feigenbaum LA, Eckner JT, Mihalik JP, Miles JD, Anderson S, Master CL, Collins MW, Kontos AP, Chrisman SP, Brooks A, Jackson JC, McGinty G, Cameron KL, Susmarski A, O'Donnell PG, Duma S, Rowson S, Miles CM, Bullers CT, Dykhuizen BH, Lintner L, Buckley TA. Estimated age of first exposure to American football and outcome from concussion. *Neurology*. 2020 Nov;95(21):e2935-e2944. PMID: 32907967.

Caccese JB, Bodt B, Iverson GL, Kaminski TW, Bryk K, Oldham JR, Broglio SP, McCrea M, McAllister TW, Buckley TA, CARE Consortium Investigators. Estimated age of first exposure to contact sports and neurocognitive, psychological, and physical outcomes in healthy NCAA collegiate athletes: A cohort study. *Sports Medicine*. 2020 Jul;50(7):1377-1392. PMID: 32002824.

Caccese JB, Iverson GL, Cameron KL, Houston MN, McGinty GT, Jackson JC, O'Donnell P, Pasquina P, Broglio SP, McCrea M, McAllister T, Buckley TA. Estimated age of first exposure to contact sports is not associated with greater symptoms or worse cognitive functioning in male U.S. service academy athletes. *Journal of Neurotrauma*. 2020 Jan 15;37(2):334-339. PMID: 31375052.

Caccese JB, DeWolf RM, Kaminski TW, Broglio SP, McAllister TW, McCrea M, Buckley TA, CARE Consortium Investigators. Estimated age of first exposure to American football and neurocognitive performance amongst NCAA male student-athletes: A cohort study. *Sports Medicine*. 2019 Mar; 49(3):477-487. PMID: 30747378.

Caccese JB, Buckley TA, Tierney RT, Arbogast KB, Rose WC, Glutting JJ, Kaminski TW. Head and neck size and neck strength predict linear and rotational acceleration during purposeful soccer heading. *Sports Biomechanics*. 2018 Nov; 17(4):462-476. PMID: 29037111.

Caccese JB, Buckley TA, Tierney RT, Rose WC, Glutting JJ, Kaminski TW. Sex and age differences in head acceleration during purposeful soccer heading. *Research in Sports Medicine*. 2018 Jan-Mar; 26(1):64-74. PMID: 29067816.

Current Grant Funding

American College of Sports Medicine Research Endowment

The Concussion Assessments in Virtual Environments (CAVE) Study

Caccese JB (PI)

Chronic Brain Injury Program Pilot Award

Understanding the neurodevelopmental effects of football-related neurotrauma across the first year of youth tackle football participation

Caccese JB (co-PI), Saygin ZM (co-PI), Yang J (co-I), Onate JA (co-I)

Chronic Brain Injury Program Pilot Award

FORM: Flexion sensors for monitoring on-field activities following return to play from mTBI

Caccese JB (co-PI), Kiourti A (co-PI)

Other Scholarship

National and International Presentations & Published Abstracts (27)

Invited Academic Presentations (7)

Invited Conference Presentations (8)

Invited Community Outreach Presentations (4)

International Presentations (4)

National Presentations (6)

Local Presentations (11)

Kristen Welker, PhD, CHES

306F Atwell Hall, 453 W. 10th Ave., Columbus, OH 43210 – Kristen.Welker@osumc.edu

Education and Certifications

Ph.D., Health Promotion and Education, University of Cincinnati – 2018 **M.S., Kinesiology and Health (Health Promotion)**, Miami University – 2015 **B.S., Marketing**, Miami University – 2011

Certified Health Education Specialist, National Commission for Health Education Credentialing – 2018
Certified Personal Trainer, American College of Sports Medicine – 2014

Professional Appointments

Assistant Professor – Clinical – School of Health & Rehabilitation Sciences The Ohio State University, Columbus, Ohio – January 2020 – Present

Assistant Professor of Health Science (Tenure-Track) – Health and Exercise Sciences Department Truman State University, Kirksville, Missouri – August 2018 – December 2019

Adjunct Instructor – Doctorate of Health Science Program University of Indianapolis, Indianapolis, Indiana – January 2019 – March 2019 **Graduate**

Teaching Assistantship – Health Promotion and Education Program University of Cincinnati, Cincinnati, Ohio – August 2015 – August 2018 **Graduate Teaching**

Assistantship – Kinesiology and Health Department Miami University, Oxford, Ohio – August 2013 - May 2015

Publications & Book Chapters

Welker, K., Philpot, S., Krysiuk, A., & Outzen, C. (2020, December). #Fitspiration and mental health for LGBTQ+ college students. *Journal of Social Media in Society*, 9(2), 173-189.

Visker, J., **Welker, K.**, Rhodes, D., Melvin, P., Forsyth, E., & Cox, C. (2020). Effect of a rapid e-learning module and brief interprofessional simulation event on medical and nursing student collaborative attitudes and behaviors. *International Journal of Nursing Education Scholarship*, 17(1), 1-11.

Welker, K., Krysiuk, A., Philpot, S., Nabors, L., Goffena, J., Bernard, A. & Vidourek, R. (2019). An evaluation of #fitspiration viewing and exercise behavior in college students. *Journal of Social Media in Society*, 8(1).

Welker, K., Elkins, J., & Nabors, L. (2019). Ideas for using Fitbits to assess physical activity in children. *Journal of Healthcare*, 2(1), 14-15.

Welker, K., Nabors, L., Lang, M., & Bernstein, J. (2018). Educational and home-environment asthma interventions for children in urban, low-income, minority families. *Journal of Asthma*, 1-14.

Nabors, L., **Welker, K.**, Pavilack, B., Lang, M., Hawkins, R. & Bauer, A. (2018). Evaluation of an after-school obesity prevention program for children. *International Journal of Child Health & Nutrition*, 7(1), 1-8.

Geller, K.S., **Welker, K.**, Williams, R., & Tigue, G. B. (2018). Clustering of multiple chronic disease risk behaviors among middle school youth. *Biomedical Journal of Scientific & Technical Research*, 6(2).

Nabors, L., **Welker, K.**, & Blankemeyer, C. (2017). Experiential learning through community service: Training teens as child educators. *Experience Magazine*, 112-117.

Yockey, R., Nabors, L., Oluwoye, O., **Welker, K.**, & Hardee, A. (2017). College students' perceptions of worry and parent beliefs: Associations with behaviors to prevent sun exposure. *Journal of Skin Cancer*, 1-7. <https://doi.org/10.1155/2017/4985702>

Nabors, L., **Welker, K.**, Lang, M., Hawkins, R., & Pavilack, B. (2017). Teaching children about healthy eating and exercise during summer camp. *Journal of Physical Education, Recreation and Dance*, 88(8), 58-60.

Nabors, L., **Welker, K.**, & Faller, E. (2017). Impact of service learning: High school students as health coaches for children. *Journal of Community Engagement and Scholarship*.

Nabors, L., Lang, M. & **Welker, K.** (2017). Involving preschool-age children with special needs on playgrounds. R. Hawkins & L. Nabors (Eds.), *Prosocial Behaviors in Children: Making Social Emotional Learning Fun*. NOVA Science Publishers.

Presentations

Welker, K., Philpot, S., Krysiuk, A., Outzen, C. (2021, March). Fitspiration, body satisfaction and restrained eating in college students. Virtual poster presentation, 72nd Annual Conference for the Society for Public Health Education, held virtually.

- Welker, K.**, Krysiuk, A., Philpot, S., & Nabors, L. (2020, March). *An evaluation of fitspiration viewing and its potential for influence on exercise behavior in college students*. Virtual poster presentation, 71st Annual Conference for the Society for Public Health Education, held virtually.
- Welker, K.**, Visker, J. D., Larson, K., Cox, C., Baer, H., ... Tiberi-Ramos, J. (2020, March). *A trauma-informed stress management intervention for a medical unit of US Army Reservists*. Virtual poster presentation, 71st Annual Conference for the Society for Public Health Education, held virtually.
- Welker, K.**, Tiberi-Ramos, J., & Cox, C. (2019, October). *Effect of a digital media education intervention on negative media influences of youth with intellectual disabilities*. Poster presentation, 2019 School Health Conference, Cincinnati, OH.
- Welker, K.**, Baer, H., Duessel, S. & Tiberi-Ramos, J. (2019, October). *Web-based brief interventions for school nurses in mental health promotion*. Poster presentation, 2019 School Health Conference, Cincinnati, OH.
- Whitney, E., Herbert, P., & **Welker, K.** (2019, October). *Responding to emerging trends with a K-12 opioid/Rxdrug use curriculum*. Poster presentation, 2019 School Health Conference, Cincinnati, OH.
- Welker, K.**, Nabors, L., Vidourek, R., & Bernard, A. (2019, March). *College women's use and perceptions of exercise-related social networking sites: A qualitative pilot study*. Poster presentation, 70th Annual Conference for the Society for Public Health Education, Salt Lake City, UT.
- Welker, K.**, Nabors, L., Vidourek, R., & Bernard, A. (2019, March). *The influence of fitspiration social networking site use on college students' appearance motivation for exercise*. Poster presentation, 70th Annual Conference for the Society for Public Health Education, Salt Lake City, UT.
- Welker, K.**, Nabors, L., & Elkins, J. (2019, March). *Lessons learned using Fitbits to assess physical activity in an obesity prevention program for children*. Poster presentation, 70th Annual Conference for the Society for Public Health Education, Salt Lake City, UT.
- Nabors, L. & **Welker, K.** (2019, March). *Translating a healthy eating and exercise program for children and parents: Community health in action*. Poster presentation, 70th Annual Conference for the Society for Public Health Education, Salt Lake City, UT.
- Welker, K.**, & Freysinger, V.J. (2018, September). *Fitness boxing as personal empowerment: A qualitative study*. Poster presentation, 15th World Leisure Congress, Sao Paulo, Brazil.
- Welker, K.**, Nabors, L., & Qureshi, F. (2018, April). *A mixed-methods evaluation of an after-school obesity prevention intervention using student-generated commercials and goal sheets*. Poster presentation, 69th Annual Conference for the Society for Public Health Education. Columbus, OH.
- Welker, K.** (2018, April). *Text message communication in weight loss interventions for college students*. Poster presentation, 69th Annual Conference for the Society for Public Health Education. Columbus, OH.
- Nabors, L., **Welker, K.** & Lang, M. (2018, April). *Educational and home-based interventions for young children with asthma in urban, low-income, minority families*. Poster presentation at the 69th Annual Conference for the Society for Public Health Education, Columbus, OH.
- Welker, K.**, & Nabors, L. (2017, March). *Needs assessment: Gauging children's perceptions of physical activity*. Poster presentation at the SHAPE America National Convention and Expo. Boston, MA.
- Nabors, L., **Welker, K.**, & Lang, M. (2017, March). *Entrepreneurship in action: Teaching health education at a summer camp for children*. Roundtable presentation on "Food Access and Nutrition" at the 68th Annual Conference for the Society for Public Health Education. Denver, CO.
- Nabors, L. **Welker, K.**, & Lang, M. (2017, March). *Moving beyond the university silo: Transdisciplinary Implementation of a Children's Health Program*. Poster presentation at the 68th Annual Conference for the Society for Public Health Education. Denver, CO.

Grants Awarded

School of Health Sciences and Education Grant – 2019 - School of Health Sciences and Education, Truman State University, *Differences in Fitspiration Use among Heterosexual and Non-Heterosexual College Students* Role: Faculty Advisor / Co-Investigator, Award: \$999

Grants-in-Aid of Scholarship and Research – 2018 - Office of Student Research, Truman State University, *Fitspiration and social media: A qualitative exploration into perspectives and online experiences of college women*, Role: Faculty Advisor / Co-Investigator, Award: \$750

College of Education, Criminal Justice and Human Services Graduate Student and Faculty Research Mentoring Grant – 2017, Dean's Office, College of Education, Criminal Justice and Human Services, University of Cincinnati, *A mixed-methods evaluation of an afterschool obesity prevention intervention using student-generated commercials and goal sheets*, Role: Principal Investigator, Award: \$750

Professional Affiliations

Society for Public Health Education (member of national Communications Committee)

Catherine Quatman-Yates, PT, DPT, PhD

Curriculum Vita

March 8, 2021

Assistant Professor
The Ohio State University College of Medicine
Division of Physical Therapy

Work phone: (614) 688-2152
Personal phone: (814) 440-2598
Work email: catherine.quatman@osumc.edu
Personal email: catherine.quatman@gmail.com

EDUCATION

2010	D.P.T.	Physical Therapy <i>Advisor: Andrew Meszaros, PT, PhD</i> University of Toledo Toledo, Ohio
2006	Ph.D.	Sport and Exercise Management Concentration: Social Network Analysis <i>Advisor: Packianathan Chelladurai, PhD</i> <i>Committee: Janet Fink, PhD; Brian Turner, PhD; James Moody, PhD</i> The Ohio State University Columbus, Ohio
2004	M.A.	Sport and Exercise Management The Ohio State University Columbus, Ohio
2002	B.S.	Health and Physical Education Concentration: Sport Administration Minors: Psychology and Communications Edinboro University of Pennsylvania Edinboro, Pennsylvania

CERTIFICATIONS/LICENSURE

2010 – present Licensed Physical Therapist State of Ohio (PT012824)

PROFESSIONAL EXPERIENCE

2017 – present	Assistant Professor	<i>The Ohio State University College of Medicine School of Health and Rehabilitation Sciences Department of Physical Therapy</i>
2017 – present	Adjunct Professor, PT III (PRN)	<i>Cincinnati Children's Hospital Medical Center Division of Occupational and Physical Therapy</i>
2016 – 2017	Evidence-Based Practice Coordinator	<i>Cincinnati Children's Hospital Medical Center Division of Occupational and Physical Therapy</i>
2012 – present	Adjunct Clinical Assistant Professor	<i>The Ohio State University Wexner Medical Center College of Medicine Department of Orthopaedics</i>

2012 – 2017	Assistant Professor	<i>University of Cincinnati Cincinnati Children’s Hospital Medical Center Division of Sports Medicine</i>
2010 – 2017	Physical Therapist III	<i>Cincinnati Children’s Hospital Medical Center Division of Occupational and Physical Therapy</i>
2008 – 2009	Graduate Teaching Instructor	<i>University of Toledo Department of Physical Therapy</i>
2006 - 2007	Assistant Professor	<i>Texas A&M University Department of Health and Kinesiology</i>
2005 - 2006	Graduate Teaching Assistant	<i>The Ohio State University Sports, Fitness, and Health Program</i>
2003 - 2005	Study Table Proctor	<i>The Ohio State University Student Athlete Support Services</i>
2003 - 2005	Graduate Administrative Assistant	<i>The Ohio State University Department of Recreational Sports</i>
2003	United States Olympic Committee Intern	<i>USA Hockey Inline Division Event Management</i>

TEACHING & MENTORING

Courses and Workshops Taught - 46

RESEARCH FUNDING (31 total)

Principal Investigator funded projects – 13

Co-Investigator funded projects – 18

PUBLICATIONS (54 total)

First author – 13

Senior Author – 10

Co-Author – 21

Clinical Practice Guidelines & Quality Improvement Projects – 4

Book Chapters - 6

PRESENTATIONS (67 total)

Platform Presentations – 29

Poster Presentations – 38

LISA A. JUCKETT, PHD, OTR/L, CHT
Email: lisa.juckett@osumc.edu

Academic Appointments

- 2019 - Present Instructor, Division of Occupational Therapy, School of Health and Rehabilitation Sciences, College of Medicine, The Ohio State University
- 2015 – 2019 Clinical Instructor, Division of Occupational Therapy, School of Health and Rehabilitation Sciences, College of Medicine, The Ohio State University

Education

- PhD** **Social Work, The Ohio State University, Columbus, OH**
2019 Concentration: Implementation Science, Gerontology
Dissertation: *Implementing Fall Prevention Guidelines in Home- and Community-Based Service Organizations: A Mixed-Methods Study*
- MOT** **Masters of Occupational Therapy, Quinnipiac University, Hamden, CT**
2010 *Magna cum Laude*
- BS** **Health Sciences, Quinnipiac University, Hamden, CT**
2008 Minor: Gerontology
Magna cum Laude

Professional Objective

To implement high-quality, evidence-based services to older adult populations across the care continuum.

Research Interests

Dissemination & implementation science, geriatrics, health services research, evidence-based practice, physical rehabilitation, occupational therapy

Publications

Peer-Reviewed (sample out of 14)

- Kemp, E. L., **Juckett, L. A.**, Darragh, A. R., Weaver, L. L., Robinson, M. L., DiGiovine, C. P., & DeMott, L. (in press). Advancing the entry-level practitioner: A curricular model of the professional occupational therapy doctoral degree. *Journal of Occupational Therapy Education*.
- Jarrott, S. E., **Juckett, L. A.**, Naar, J. J., Scrivano, R., & Lobb, J. (in press). Addressing children's nutritional needs with community-based participatory action research: Staff reflections. *Progress in Community Health Partnerships: Research, Education, and Action*.
- Juckett, L. A.**, Schmidt, E. K., Tanner, K. J., Sagester, G. R., Wengerd, L. R., Hunter, E. G., Lieberman, D., & Richardson, H. (in press). Development and refinement of the American Occupational Therapy Association's Knowledge Translation Toolkit. *American Journal of Occupational Therapy*.
- Juckett, L. A.**, Jarrott, S. E., Naar, J. J., Scrivano, R. M., & Bunger, A. C. (2021). Implementing intergenerational practices in community-based settings: A preliminary study. *Health Promotion & Practice*. Advanced online publication. <https://doi.org/10.1177/1524839921994072>

Teaching Positions

The Ohio State University, Columbus, OH
College of
Medicine

School of Health and Rehabilitation Sciences

Occupational Therapy Division

◇ Clinical Instructor

July 2015-Dec 2019

- Served as lead instructor for two courses offered in the Occupational Therapy Doctorate (OTD) program: *Orthopedics in Occupational Therapy* (OCCTHER 6230—4 credits) and *Service Learning in Occupational Therapy* (OCCTHER 6510S—1 credit).
- Served as co-instructor for three courses offered in the Occupational Therapy Doctorate (OTD) program: *Task Analysis and Core Skills* (OCCTHER 6140—3 credits), *Occupational Therapy Intervention and Assessment for Physical Rehabilitation* (OCCTHER 6210—5 credits) and *Advanced Topics in Geriatrics* (OCCTHER 7280—2 credits).
- Provided guest lectures in the following courses: *Occupational Performance, Environment, and Context* (OCCTHER 7270), *Mental Health and Cognition Function* (OCCTHER 6220), *Occupational Therapy with Older Adults* (OCCTHER 7260).
- Developed syllabi, lectures, and assignments in accordance with Accreditation Council for Occupational Therapy Education (ACOTE) standards.
- Performed clinical faculty responsibilities such as attending faculty meetings, reviewing prospective student applications, managing equipment inventory, corresponding with other faculty members, and supervising students' interprofessional activities.
- Class size: 40-50 graduate level students

The Ohio State University, Columbus, OH
College of
Medicine

School of Health and Rehabilitation Sciences

Occupational Therapy Division

◇ Adjunct Instructor

February 2011-May

2015

- Facilitated the Service Learning in Occupational Therapy (OCCTHER 6510S—1 credit) course with lead faculty member Melinda Rybski, PhD.
- Supervised students' encounters with patients at the Physician's Free Clinic in Columbus, OH.
- Promoted interdisciplinary learning opportunities between occupational and physical therapy students in the classroom and the field.
- Provided constructive feedback to students during patient evaluation and treatment sessions and verified recommendations for patient plan of care.
- Class size: 40-50 graduate level students

Clinical Positions

The Ohio State University Wexner Medical Center, Columbus, OH
Dodd Hall,

Inpatient Rehabilitation

◇ Occupational Therapist

February 2010-July 2015

- Performed duties as a staff therapist such as completing patient evaluations, implementing evidence-based best practices, collaborating with rehabilitation team members, managing documentation, and structuring daily schedule. Patient population: spinal cord injury, traumatic/acquired brain injury, stroke, cancer-related debility, amputation, neurodegenerative disorders, and orthopedic polytrauma.
- Served as assistant coordinator of the Wheelchair Clinic. Responsibilities included evaluating and fitting patients with high-end manual or power wheelchairs as needed. Completed written wheelchair prescriptions and placed wheelchair purchase orders with various equipment vendors across Ohio.
- Supervisor: Melanie Swan, MBA, OTR/L

APPENDIX 3. COURSE DESCRIPTIONS

COURSE #	TITLE	CREDITS
*ATHTRNG 6000	<p align="center"><u>Emergency Care in Athletic Training Practice</u></p> <p>Preparing for, recognizing, triage, acute care and referral for life threatening and emergent conditions in children, adolescents and adults within the practice of Athletic Training. This is a lab format course that presents a practical approach to identification and emergency management that prepares the student for their first set of clinical experiences. The course also serves as a foundation for the more theoretical and in-depth ATHTRNG 6150 course later in the program. This course is open only to students in the Master of Athletic Training program or by permission.</p>	1
*ATHTRNG 6110	<p align="center"><u>Introduction to Athletic Training Diagnosis</u></p> <p>Introduction of differential diagnosis and in depth exploration of the morphological and functional changes that are influenced by and result from sport participation, injury, and illness and that are foundational for making accurate diagnoses.</p>	2
*ATHTRNG 6120	<p align="center"><u>Examination, Diagnosis, and Care of LE Conditions</u></p> <p>Pathology, evaluation, diagnosis, on-field care, and management of lower extremity pathologies by athletic trainers. Special emphasis on management of acute trauma and return to play determinations. Prereq: 6110.</p>	5
*ATHTRNG 6130	<p align="center"><u>Examination, Diagnosis, and Care of UE Conditions</u></p> <p>Pathology, evaluation, diagnosis, on-field care, and management of upper extremity pathologies by athletic trainers. Special emphasis on management of acute trauma and return to play determinations. Prereq: 6120.</p>	5
*ATHTRNG 6140	<p align="center"><u>Examination, Diagnosis, and Care of Head & Spine Conditions</u></p> <p>Pathology, evaluation, diagnosis, on-field care, and management of head and spine conditions by athletic trainers. Special emphasis on management of acute trauma and return to play determinations. Prereq: 6130.</p>	3
*ATHTRNG 6150	<p align="center"><u>Examination, Diagnosis, and Care of Primary Care Conditions</u></p> <p>Examination, Diagnosis, acute care, ongoing management, and referral of disease and nonorthopedic trauma by athletic trainers in pediatric, adolescent, adult, geriatric, and comorbid/complex patients. This course is open only to students in the Master of Athletic Training program or by permission.</p>	5
*ATHTRNG 6189	<p align="center"><u>Clinical Experience: Coordinating Patient Care</u></p> <p>Introduction of students to clinical care through patient-provider interactions with a focus on privacy considerations, documentation of patient encounters, communication with the healthcare team, and patient education. The population associated with this course includes</p>	1

	patients across the lifespan (adult, elderly), who participate in non-sport activities, and who have varying levels of activity and athletic ability. This course is only open to students in the MAT program and by permission of the instructor. Co-requisite: ATHTRNG 6110 – Introduction to AT Diagnosis.	
*ATHTRNG 6210	<u>Athletic Training Clinical Skills 1: Foundational Athletic Training Skills</u> The first course of a two course series instructing clinical skills in athletic training. This is a laboratory based course instructing foundational clinical skills used by athletic trainers in the care of their patients. This course is only open to students in the MAT program and by permission of the instructor.	1
*ATHTRNG 6220	<u>Athletic Training Clinical Skills 2: Advanced Athletic Training Skills</u> The second course of a two course series instructing clinical skills in athletic training. This is a laboratory based course instructing advanced clinical skills used by athletic trainers in the care of their patients. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6210 – Athletic Training Clinical Skills 1.	1
*ATHTRNG 6289	<u>Clinical Experience: Prevention & Risk Management</u> Introduction of students to clinical care in an athletics setting during the pre-Season. Course will focus on clinical experiences related to prevention and risk management through limited directed care. The population associated with this course includes adult who participate in competitive, high intensity, team activities. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6189 – Clinical Experience: Coordinating Patient Care.	1
*ATHTRNG 6310	<u>Rehabilitative Methods 1: Physical Agents & Therapeutic Exercise</u> The first of a two course series on rehabilitation strategies and techniques in athletic training practice. This course includes the foundations of rehabilitation and a specific focus on lower extremity rehabilitation. This course is open only to students in the Master of Athletic Training program or by permission.	2
*ATHTRNG 6320	<u>Rehabilitative Methods 2: Physical Agents & Therapeutic Exercise</u> The second of a two course series on rehabilitation strategies and techniques in athletic training practice. This course includes advanced rehabilitation and a specific focus on upper extremity and spine rehabilitation. This course is open only to students in the Master of Athletic Training program or by permission.	2
*ATHTRNG 6389	<u>Clinical Experience:</u> <u>Introduction Diagnosis & Acute Care – High School</u> Provide students with clinical care experiences in a high school athletic during the autumn semester. Course will focus on clinical experiences related to diagnosis and management of acute conditions. The population associated with this course includes the pediatric patients with different socioeconomic statuses who participate in competitive,	2

	low- and high-intensity, team activities. This course is only open to students in the MAT program and by permission of the instructor. Prerequisite: ATHTRNG 6289 – Clinical Experience: Prevention & Risk Mgmt.	
*ATHTRNG 6489	<u>Clinical Experience: Introduction Diagnosis & Acute Care – Collegiate</u> Provide students with clinical care experiences in a collegiate athletics setting during the autumn semester. Course will focus on clinical experiences related to diagnosis and management of acute conditions. The population associated with this course includes the adult patients who participate in competitive, low- and high-intensity, team activities. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6289.	2
*ATHTRNG 6510	<u>Practicum 1 - Clinical Integration: Problems & Goals</u> The first of a 4 course clinical skills practicum series assessing student competence in select clinical care skills. Course will focus on assessing competence in conceptual problem solving and goal development skills related to applying a patient centered approach to diagnose, manage, and treating acute and chronic illnesses and diseases. The course will assess students' ability to identify and act professionally in a collaborative healthcare environment, gather and synthesize essential and accurate information to define patients clinical problem(s), understand and navigate health information technology, and apply patient safety concepts. The course will be a laboratory based course instructing advanced clinical skills used by athletic trainers in the care of their patients. This course is only open to students in the MAT program and by permission of the instructor. Weekly time of 4 lab hours equate to 1 credit hour for a ½ semester course and will include interactive discussions, hands-on practice, and objective structured clinical examinations.	1
*ATHTRNG 6520	<u>Practicum 2 - Clinical Integration: Lower Extremity Care</u> This is the second of four practicum courses, which focus on assessment of clinical knowledge and skills related to applying a patient centered approach to diagnose, manage, and treating acute and chronic lower extremity conditions. The course will include interactive discussions, hands-on practice, and objective structured clinical examinations. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6520 – Practicum 1	1
*ATHTRNG 6530	<u>Practicum 3 - Clinical Integration: Upper Extremity Care</u> This is the third of four practicum courses, which focus on assessment of clinical knowledge and skills related to applying a patient centered approach to diagnose, manage, and treating acute and chronic upper extremity conditions. The course will include interactive discussions, hands-on practice, and objective structured clinical examinations. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6520 – Practicum 2	1
*ATHTRNG	<u>Practicum 4 - Clinical Integration: Primary Care</u>	1

6540	Course will focus on assessment of clinical knowledge and skills related to applying a patient centered approach to diagnose, manage, and treating acute and chronic illnesses and diseases. The course will assess students' ability to work in collaboration with physicians and other health care providers to provide health promotion, prevention, maintenance, patient education, and diagnosis patients as the first point of contact. The course will include interactive discussions, hands-on practice, and objective structured clinical examinations. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6530 – Practicum 3	
*ATHTRNG 6589	<p style="text-align: center;"><u>Clinical Experience: Diagnosis & Management</u></p> <p>Provide students with a full semester of clinical care experiences. Course will focus on clinical experiences related to diagnosis and management of acute and chronic conditions. The population associated with this course includes the patients who participate in competitive, low- and high intensity, team activities. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6489 – Intro Diagnosis & Acute Care-Collegiate.</p>	4
*ATHTRNG 6600	<p style="text-align: center;"><u>Administration & Leadership in Athletic Training Practice</u></p> <p>Administration of Athletic Training programs. Includes management of personnel, budget, facilities, medical records, insurance, legal liability, ethics, public relations, and other topics.</p>	2
*ATHTRNG 6689	<p style="text-align: center;"><u>Clinical Experience – Rehabilitation</u></p> <p>Provide students with clinical care experiences in a collegiate athletics setting during a summer term. Course will focus on clinical experiences related to rehabilitation of pre-op patients, post-op patients, and/or patients with nonsurgical conditions. The population associated with this course includes the adult patients who participate in competitive, low- and high-intensity, team activities. This course is only open to students in the MAT program and by permission of the instructor. Prerequisite: ATHTRNG 6589 – Clinical Experience: Clinical Diagnosis & Management.</p>	2
*ATHTRNG 6700	<p style="text-align: center;"><u>Sport Science Assessment & Monitoring</u></p> <p>Monitoring, assessing, interpreting and making decisions based on health and performance status. This course incorporates technology-based human performance and health monitoring and how information gathered is used in promoting both health and performance of the physically active.</p>	3
*ATHTRNG 6789	<p style="text-align: center;"><u>Clinical Experience – Optional Elective</u></p> <p>Provide students with variable credit course to allow for additional clinical experience. Depending on the nature of the clinical experience and student goals (extend a current clinical experience or explore a new clinical opportunity). The population and skill focus associated with this course will vary based on setting (college athletics, high school athletics, professional sports, or outpatient care). This course is only open to students in the MAT program and by permission of the</p>	Var

	instructor. Pre-requisite: ATHTRNG 6589 –Clinical Experience Diagnosis & Mgmt.	
*ATHTRNG 6800	<p align="center"><u>Behavioral Health in Athletic Training Practice</u></p> <p>Identification, triage, helping skills and referral of behavioral health conditions in patients seen by athletic trainers and overview of the psychology of athletic performance. There will be three areas of emphasis: 1) Frameworks for understanding important psychological issues for athletic trainers, 2) Overview of common mental health disorders (focusing on emotional reactions to injury, depression, anxiety, trauma, substance use disorders, eating disorders), and 3) Helping skills, decision making, and referral strategies.</p>	2
*ATHTRNG 7089	<p align="center"><u>Intermediate Clinical Experience – Immersive</u></p> <p>Provide students with an Immersive clinical care experience that aligns with the Comprehensive Care full semester clinical experience course (ATH TRNG 7189 or ATH TRNG 7289). The course will focus on collaborative patient care with a preceptor to communicate and implement client/patient care plans focused on the following areas; critical incident policies, physiological workload monitoring, quality improvements, and daily athletic training clinic operations. The population associated with this course will vary and be determined by student previous clinical experience performance and future career goals.</p>	2
*ATHTRNG 7189	<p align="center"><u>Intermediate Clinical Experience – Comprehensive Care 1</u></p> <p>Provide students with a full semester of clinical care experiences that aligns with the immersive clinical experience course (ATH TRNG 7089). The course will focus on collaborative patient care with a preceptor to develop patient/client care plans, assess prevention, health promotion, and wellness approaches, and health care administration. The population associated with this course will vary and be determined by student previous clinical experience performance and future career goals. This course is only open to students in the MAT program and by permission of the instructor. Prerequisite: ATHTRNG 6689 – Clinical Experience: Rehabilitation.</p>	4
*ATHTRNG 7289	<p align="center"><u>Intermediate Clinical Experience – Comprehensive Care 2</u></p> <p>Provide students with a full semester of clinical care experiences that aligns with the immersive clinical experience course (ATH TRNG 7089). The course will focus on developing competency to achieve professionalism, patient/client care, prevention, health promotion, and wellness, and health care administration standards required for independent practice. The population associated with this course will vary and be determined by student previous clinical experience performance and future career goals. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 7189 – Intermediate Clinical Experience: Comprehensive Care 1.</p>	3
*ATHTRNG 7999	Capstone Project	2

*HTRHSC 5010	<p style="text-align: center;"><u>Core Competencies in Health Care</u></p> <p>This course is an interdisciplinary presentation of core competencies and foundational principles in healthcare. This entry-level course will present a survey of healthcare topics to prepare students for future education in health care fields.</p>	1
HTRHSC 7900	<p style="text-align: center;"><u>Evidence Based Practice 1: Critical Analysis Measure/Diagnosis</u></p> <p>Prepares students for evidence-based practice, emphasizing best practices in clinical measurements and interpretation of diagnostic reliability, validity, prediction and measures of clinically meaningful change. Prereq: Research Methods, Basic Statistics, or permission of instructor.</p>	1
HTRHSC 7910	<p style="text-align: center;"><u>Evidence Based Practice 2: Critical Analysis Intervention</u></p> <p>Prepares students for evidence-based practice, emphasizing the processes of critical inquiry and analysis in a multidisciplinary forum. Scientific literature related to intervention research and systematic reviews will be emphasized. Prereq: Research Methods, Basic Statistics, or permission of instructor.</p>	1

APPENDIX 4. FISCAL IMPACT STATEMENT

Based on the University budget model, income for the program is delayed by one year and will require investment from the supporting units in years 1 and 2 to offset costs for implementation; in part, this will be offset by income from teaching out the existing programs. By year 3, the program will generate sufficient income to cover costs and by year 4 should demonstrate a profit. College and School “taxes” will be waived for the first 3 years but will be implemented in year 4.

The Master of Athletic Training (MAT) proposal includes 5 full-time faculty (including 1 proposed new faculty line to be added when the program reaches full enrollment capacity) and 2 part-time associated lecturers (down from 11 in BSAT program) as well as 4 projected support staff costs. Three current faculty in the School of Health and Rehabilitation Sciences contribute to the MAT and teach one course for the degree. The program also makes use of two existing and 1 proposed new course in the School of Health and Rehabilitation Sciences.

Other expenses: \$30,000 / year is budgeted to cover general operating costs, including office supplies, conference travel for full-time faculty, and accreditation costs (\$5000/year with \$6000 for a site visit every 5-10 years). School/department funds are also available to cover other costs (e.g. additional travel).

	Year 1	Year 2	Year 3	Year 4
Projected Enrollment	15	35	45	50
Head-count full time	15	35	45	50
Head-count part time	N/A			
Full Time Equivalent (FTE) enrollment	15	35	45	45
Projected Program Income				
Tuition (paid by student or sponsor)	N/A	212,404	722,204	1,175,619
Externally funded stipends, as applicable				
Expected state subsidy	N/A	76,043	258,547	680,496
Other income (if applicable, describe in narrative section below)				
TOTAL PROJECTED PROGRAM INCOME:		288,447	980,751	1,600,635
Program Expenses				
Personnel <ul style="list-style-type: none"> • Faculty (e.g. tenure-track, clinical, professional) Full__4 Part Time__2__ • Non-instruction (indicate role(s) in narrative section below) Full__4_ Part time_____ 	582,890	594,548	715,548	737,104
New facilities/building/space renovation				
Tuition Scholarship Support				

Stipend Support				
Additional library resources				
Additional technology or equipment needs				
Other expenses (e.g., Waived Tuition and Fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)	30,000	30,000	30,000	30,000
TOTAL PROJECTED EXPENSE:	612,890	624,548	745,548	767,104
NET	(612,890)	(336,101)	235,203	833,531

Additional faculty member added for year 3.

APPENDIX 5. MARKET ANALYSIS

BASED ON U.S. BUREAU OF LABOR STATISTICS (COMPLETED 4-15-2021)

29-9091 ATHLETIC TRAINERS

EMPLOYMENT BY INDUSTRY, OCCUPATION, PERCENT DISTRIBUTION, 2019 AND PROJECTED 2029

EMPLOYMENT IN THE THOUSANDS

INDUSTRY TITLE	2019 EMPLOYMENT	PROJECTED 2029 EMPLOYMENT	EMPLOYMENT CHANGE, 2019-2029	EMPLOYMENT PERCENT CHANGE 2019-2029
Total Employment	32.1	37.3	5.2	16.2
Self-Employed	1.3	1.1	-0.2	-12.3
Total Wage and Salary Employment	30.8	36.2	5.4	17.4
Educational Services; state, local, and private	11.6	14.3	2.7	23.3
Elementary and Secondary Schools; state, local, and private	3.2	3.9	0.6	18.9
Junior Colleges, Colleges, Universities, and Professional Schools; state, local, private	7.8	9.8	1.9	24.8
Healthcare and Social Assistance	14.4	16.4	2.0	13.5
Arts, Entertainment, and Recreation	3.2	3.6	0.5	14.3
Other Services (except Public Administration)	1.2	1.4	0.2	19.8
Government	0.2	0.2	0	6.6

APPENDIX 6. LETTERS OF SUPPORT



Friday, July 24th, 2020

Graduate Studies Committee
School of Health and Rehabilitation Sciences
The Ohio State University

Dear HRS Curriculum Committee:

The Graduate Studies Committee of the School of Health and Rehabilitation Sciences has reviewed and voted to approve the program proposal for the Master of Athletic Training (MAT) through the Athletic Training Division in HRS. I am writing to express our request to move this program forward to Curriculum Committee.

As stated in Dr. Merrick's request letter, this is a necessary change from the BSAT to the MAT due to accreditation requirements for professional degree programs in athletic training. The Commission of Accreditation of Athletic Training (CAATE) accreditation standards have changed to exclusively require that the program result in earning a master's degree and that all course content be taught at the graduate level.

The curriculum for the proposed MAT program aligns with HRS/COM standards and is a highly integrated model that still allows flexibility with clinical education experiences. From the program rationale, proposed curriculum, prospective enrollment, availability and adequacy of faculty, and proposed budget, it is clear that this program proposal has been well thought out and planned to be successful for HRS students.

With no hesitation, the Graduate Studies Committee votes to approve this proposed program and feels it will be an incredible addition to the graduate and professional programs offered in the School of Health and Rehabilitation Sciences.

Thank you for reviewing this request. Please let me know if you have any questions.

Best,

Amanda M. Agnew, PhD

Graduate Program Director and Associate Professor
Health and Rehabilitation Sciences
amanda.agnew@osumc.edu

206 Atwell Hall
453 W. 10th Ave.
Columbus, OH 43210

614-292-4758 Phone
614-292-0210 Fax

<https://hrs.osu.edu/>

2/1/21

James Onate, PhD,AT,ATC,FNATA
Director, Division of Athletic Training

Dear Dr. Onate:

As you know, the HRS curriculum committee met on August 10, 2020 and reviewed your initial submission for the new degree proposal of the Master of Athletic Training. On February 1, 2021, the committee met to review the revisions for course syllabi that were resubmitted upon request of the committee.

This letter is to confirm the committee's unanimous confirmation in support of the new Master of Athletic Training.

Thank you for your ongoing commitment to teaching and curricular growth in the school. We are excited to support this transition of our Athletic Training division.

Sincerely,



Marcia Nahikian-Nelms, PhD
Professor, Clinical
Director, Academic Affairs

APPENDIX 7. CAPSTONE PROJECT REQUIREMENTS

Final Document and Exit Requirement for the Master in Athletic Training

INTRODUCTION

The graduate school of The Ohio State University requires professional doctoral students to submit a **final document** and satisfy an **exit requirement** that is structured around the final document. For the MAT, the final document is a written case study, and the exit requirement is an oral presentation and defense of that case.

The case study allows you to integrate and apply information across courses in your athletic training professional education. Case studies help you sharpen your analytic skills for patient/client management through the process of gathering and synthesizing information, identifying problems, determining the prognosis, developing

interventions, evaluating outcomes, and integrating prevention and wellness strategies to prevent or limit disability. This will be completed during one of your spring/summer intermediate clinicals.

- During your orientation, provide the written information regarding the case study to your CI and explain the process and determine any other needs the site may have.
- During the first or second week of the clinical experience, you will identify a patient for the case study. You will discuss your selection with your clinical instructor to ensure that you will have access to the necessary materials to complete the case study. Choosing a patient for the case study can be a daunting thought but it does not have to be. Advisors should be consulted directly, early, and often about the case.
- We are **REQUIRING** that you make contact with your advisor by the end of the 2nd week of the clinical to tell them what case you have chosen. Questions you should be prepared to answer include: diagnosis, brief history including reason for AT, expected outcome, outcome measures used, expected course and duration of AT. The CI is an integral and important person to help you gather the patient information that you need for the case and decide how best to provide care. Unless your CI was a AT from OSU or has worked with many of our students, however, s/he may not know which patients work for this project. Your advisor can be a HUGE help in choosing a case. They know what works and what does not work.
- Your case study must be turned into your advisor **two weeks prior to the completion of the clinical rotation in which it is assigned.**

INCLUDED IN THIS DOCUMENT ARE:

1. Guidelines for writing the final document
2. Guidelines for the oral defense as the exit requirement
3. Grading rubric
4. Sample title page

GUIDELINES FOR FINAL DOCUMENT:

1. There are 3 parts to the Final Document
 - a. Written case study (Due week 8 of the clinical affiliation): 4000 words or LESS. Capture the essence of your patient case. Use the ICF and patient management models to guide this process. Refer to number #4 for the format of the paper.
 - b. Analysis of Fiscal Impact (Due week 8 of the clinical affiliation): how did financial considerations impact the patient? What was the out of pocket expense to the patient? What was the financial impact of this patient's care on the facility? (did they make money? Break even? Lose money? How does this impact overall management decisions? Etc..) What was the reimbursed cost versus what was billed?
 - c. Detailed analysis of clinical reasoning (Due in Autumn, 2 weeks before oral defense):
 - i) Write a detailed description of your clinical reasoning related to one aspect of the case study. This will be a detailed outline and then a PowerPoint for your presentation.
 - ii) Your advisor and you will choose an aspect of the case study for you to develop in more detail. In this part of the case study, you will review the literature more in depth on this focused topic (an evaluative technique, an

intervention, a theory of care, reimbursement, or a psycho/social aspect of care); you will explain your reasoning regarding this topic and will analyze the clinical reasoning for this client related to this topic including what worked well, what you would do differently in future situations like this one, alternative solutions etc..

Parts a and b are due at the end of the 8th week of the clinical. Part c will be due during autumn semester, two weeks before the oral defense.

2. **There is a recommended Book to buy.** “A How to Manual for clinicians Writing Case Study Reports 2nd ed. or 3rd ed.”. There are copies to look at in our offices or in the Health Sciences library.
3. **Use the book** to help format and edit the case study report. You should review Section 1 to assist you in choosing a patient and to understand the overall goal of the process. This section reviews the how and whys of case studies and deciding what to measure.
4. **Written Case Study Format.** Paper is to be double spaced and in 12 point font. The paper should follow the format listed here (book: described under Section 2, chapters 5-9):
 - a. Title page – include title, your name, the date and your advisor’s name.
 - b. Abstract (you write this LAST)
 - c. Introduction
 - d. Describing the Patient
 - e. Describing the Intervention
 - f. Describing the Outcomes
 - g. Discussion / Conclusion
 - h. Analysis of Financial Impact
 - i. References (in AMA format)
 - j. (Tables and Illustrations)
5. **Detailed Analysis Format (part c)** – First you create a detailed outline of the focused topic for which you will delve into the clinical reasoning in detail. When approved by your advisor you will begin work on a PowerPoint presentation to be used for your oral defense. This section is designed to go into detail regarding your clinical reasoning related to one aspect of the case. The aspect focused on is chosen by you and your advisor with input from all members of your group.
6. **Synthesis Required.** PLEASE note that case studies do NOT simply relate back the care given in the exact timeline it was given. The purpose of the case is to describe an interesting case and how it impacts some aspect of athletic training care. You examine the literature to discuss the evidence behind the care you provided. You reflect on the plan of care and discuss changes you would make when treating this type of patient again. It should not read like your daily or weekly progress note. Do not give exact dates and specific daily treatments. Synthesize and summarize.
7. **Outcome Measures.** You MUST have **Outcome Measures** – pre and post. No student has been told that they cannot collect outcome measures they wish to collect. Ask. The outcome measures you choose must be supported by the research literature. So, once you choose your patient you should begin searching the literature immediately. If you discover you need to change something you can do it if you are staying on top of things. Outcomes can be measured at times other than the first day the client is seen.

You can choose to add an outcome measure at almost any time along the continuum of care. So, if your research makes you realize you should be doing XYZ then add it. Better late than never. CI’s may not typically do this many outcome measures but

when they have agreed to you doing this patient as your case study they are very likely to agree to you collecting extra data. ASK.

You should make an outline of your case report early in the process and use this to be sure you are collecting all of the outcomes that you will need in order to write a good case study.

8. **Turn in a complete written case study by the deadline no matter what.** The case you turn in must be a complete written paper with all sections finished. You should be thinking in terms of handing in the best paper you can write, just as complete as any work you would turn in for a grade for any class. The difference is that for this paper, after you turn it in, you will rewrite it until it is in passing form as graded by your advisor.

Sometimes, students want to include data they are going to get from a patient after the normal submission deadline has passed. You can do this, BUT YOU STILL HAVE TO TURN IN A COMPLETE CASE ON THE REGULAR DUE DATE. If this means the episode of care isn't really done yet, that's fine. Write the case up as if you were never going to see the patient again – you might not. If you are lucky enough to keep seeing the patient a little while longer and get more data to put in to the case afterwards, that's great. You can include that after you finish your clinical or submit a revised case within 2 weeks of the end of the clinical. We will not extend your deadline just because you have a few more visits. Many students do not get to see the end of their patient's care before the clinical ends. The written case studies still turn out just fine.

9. **Peer Review** – During the first 2 weeks of Autumn Semester you will submit your paper to your peers for peer review (your advisor's other advisees for the MAT case study). Then make changes based on the peer review. You will also peer review other group member's papers. The group will then help each other decide on the best focus area for your detailed analysis of your case.
10. **Advising Meetings.** Faculty are encouraged to meet with their advisees as a group as soon as you return for Autumn Semester classes.
11. **References** – References must be in **AMA format!** This process requires that you use a reference manager. You have FREE access to Refworks through the health sciences library and to Mendeley (online). Use one of these. Start using it immediately and practice with it so that you are comfortable with it long before you need to add your references into your paper. www.mendeley.com

The references themselves are single spaced; there is a space between references. Example:

1. Mazzeo R, Tanaka H. Exercise prescription for the elderly. *Sports Med.* 2001;31:809-818.
2. Paterson D, Jones G, Rice C. Ageing and physical activity: evidence to develop exercise recommendations for older adults. *Appl Physiol Nutr Metab.* 2007;32:69-109.

12. **Tables and Figures** – You can include these within the text or put them at the end.

13. **Choosing a Patient** – Some good types of patient cases for a case study are:
- a. Cases for which new treatment procedures you have learned about or heard about are likely to be more effective than traditional practice, so that you can show an impact of your care
 - b. Cases for diagnoses not typically seen by AT, but for which you can demonstrate that your treatment has a strong impact, so you might have an influence in expanding our practice
 - c. Cases involving more than one problem where there might be competing influences, such that creative solutions are required to address both problems without exacerbating either
 - d. Cases that involve issues such as financial problems, or difficulties with some aspect of care provision (ie: interdisciplinary issues, facility issues etc..) The kinds of issues from professional issues courses. These have made some of the BEST cases submitted to date

You are unlikely to find the perfect case in such a short time. You may wish to do a case on a patient with a CVA but if you

don't see a patient with a CVA in the first week, then you need to change course. Students tend to be too picky and be very limited in how they view possible cases. So, CALL or email your advisor. Run your patient cases by them. Faculty are very good at identifying cases that work well for case studies. You can NOT sit back and wait for the perfect case to fall into your lap. So, CALL or email your advisor. Talk through the patients you are seeing and choose your case early. Collect outcomes. COLLECT OUTCOMES. (this means we expect to see some standardized outcome measures!)

In general, you should strive to select patients who will be reliable, compliant, and available for follow-up.

14. **HIPPA.** There can be no patient-identifiable-information in your case. It should be difficult or impossible for a curious person to use information from your case to figure out who the patient was. The means at a minimum:
- Do not include actual dates; use relative time-frames. Instead of "July 4, 1776," say "two weeks after the initial visit." For example, "The patient injured the L. ACL during football practice. MRI showed a complete rupture. The ACLR surgery was performed arthroscopically 3 weeks after the original injury. The initial visit to AT was 1 week after the operation."
 - Do not use the patient name or initials. Say, "the patient," "he" or "she," etc.
 - Do not name the facility. Say "a hospital-based outpatient clinic" or "a 50 bed rehabilitation hospital," etc.
 - Do not name any of the clinicians. Say "The orthopedic surgeon," not "Dr. Jones."

TIMELINE

During clinical:

- Weeks 1-2: Choose patient and get consent
- Weeks 2-8: Do a thorough literature search for evidence regarding the intervention, outcome measures, examination procedures, background information on the diagnosis
- Weeks 2-8: Write paper as you go along, write intro first then case description
- Complete paper and submit by the end of the 8th week of the clinical

After clinical:

- Advisor will read it for general content to determine if all of the parts are there and provide feedback
- Will conduct peer reviews to give each other comments and feedback the first 2 weeks of Autumn
- Begin working on Detailed Analysis and oral presentation by week 3 of Autumn.

GUIDELINES FOR ORAL PRESENTATION AS EXIT REQUIREMENT

Students will present an aspect of their case study (part c from above) to a group of faculty and peers. This presentation will be oral. The detailed procedures are explained in the MAT program handbook.

The presentation should follow a consistent general format that aligns with part of the case study, including the Introduction (1 slide), a description of the patient (in terms of the ICF model, 2 slides), and a summary of the intervention, outcomes, and conclusions. The depth of the presentation here may vary across focus areas depending on what was chosen for part c. Key references should be included in the presentation, not necessarily the entire reference list from the final document, just the ones central to the presentation.

Bear in mind that a key purpose of the case report is for you to demonstrate your ability to use evidenced based practice. You need to show your audience that you used the evidence to inform your approach to care.

A good rule of thumb is about 1 minute per slide. You can go faster for very simple slides. Overall, not counting the title and references slides, 10-12 content slides is all you can expect to cover in a 10 minute presentation.

Also, avoid complex templates and fonts. What looks good on your computer screen is not necessarily what projects well. You want to make it easy for everyone in the audience to see. Your eye functions better with more light. Thus, dark text on a light background is always easier to see. Keep it simple.

The specific rules for how the orals will be conducted are specified in the program handbook. In general, the procedure is

that we combine students from a few advisors into one room, and we probably will run 4-5 exam room simultaneously. In each room, everyone loads their presentation onto the computer before we start. We will take a break midway, but we will stick very strictly to the clock. A new presentation will start every 15 minutes no matter what, just as if you were presenting at a conference. This means that, no matter what room you are in, you all get the same amount of time. You should plan to take exactly 10 minutes to present and be prepared to answer questions afterwards. If you have a few key slides for a question you expect but there was not time to present it, it is ok to have those slides in reserve at the end of the presentation.

GRADING RUBRIC FOR FINAL DOCUMENT

Passing = 16 of the scores are at meets or exceeds expectations * = Must be included and graded at meets expectation or exceeds	Inadequate	Meets Expectations	Exceeds Expectations
Title page			
Introduction – (Why is this case interesting? What clinical question do you need to answer?)			
Background and purpose			
a review of literature investigating the problem, evaluation, treatment etc..			
Importance of the problem			
Case Description			
ICD-10-CM codes			
G Code(s)			
<i>Other classification systems if relevant (e.g. McKenzie, SCI, etc...)</i>			
Examination (clinical presentation of the patient. You can put actual data from the AT exam in table(s). Tables may be in the body of the paper or in an appendix. Summarize key points of the AT Exam in narrative form.)			
History			
Systems Review* Must include, make appropriate to your patient's diagnosis/co-morbidities. Always screen cardiac. Do a narrative – interpret your findings. Do not just fill out the form from the Guide but do use it as a template to help you. Blood Pressure and Pulse rate* readings taken and reported when appropriate throughout			
Blood Pressure and Pulse rate*			
Tests and Measures			
Evaluation, AT Diagnosis, and Prognosis (supported by evidence from the literature and clinical reasoning grounded in science and theory)			
Intervention (supported by evidence from the literature, where possible, or clinical reasoning grounded in science and theory)			
Outcomes including Goals			
Reexamination			
Criteria for Termination of Athletic Training Services			

<p>Discussion (draw conclusions, discuss implications and make recommendations)</p> <p>Reflecting on this patient: If presented again with a similar patient or problem what would you do? Was there access to services that was particularly helpful or that was lacking and could have improved care? Was there adequate research/literature to guide your care of this patient?</p>			
<p>*Analysis of the fiscal impact* (Summary of the fiscal impact of the athletic training intervention on the patient based on estimates of charges and the patient's insurance coverage)</p>			
<p>References:</p> <p>AMA formatted bibliography (>60% of references are research articles or systematic review)</p>			
<p>referenced within the paper appropriately</p>			
<p>General overall grading items:</p> <p>terminology consistent with that of <i>Athletic Training Practice</i></p>			
<p>typed, double-spaced, 12 point font</p>			

APPENDIX 8. SYLLABI

ATH TRNG 6000 – Emergency Care in Athletic Training

Summer 2023 1 Semester credit hours

The Ohio State University

School of Health & Rehabilitation Sciences

**Lab: 8, 4 hour labs per week
(Specific Day/Time TBD)**

Instructor: James Onate, PhD, ATC

Office: Atwell Hall 228C

Phone: 614-292-1632 (office) **E-mail:** onate.2@osu.edu

Office Hours: 1 hour before lab

Course Description: Preparing for, recognizing, triage, acute care and referral for life threatening and emergent conditions in children, adolescents and adults within the practice of Athletic Training. This is a lab format course that presents a practical approach to identification and emergency management that prepares the student for their first set of clinical experiences. The course also serves as a foundation for the more theoretical and in-depth ATHTRNG 6150 course later in the program. This course is open only to students in the Master of Athletic Training program or by permission.

Prerequisite:

- None

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Learning Outcomes: At the end of this course, students will be able to:

- Define what constitutes a medical emergency in the context of athletic training practice
- Identify environmental risk factors for emergencies and mitigate them when possible
- Identify and activate the Emergency Action Plan for the venue in which an emergency occurs
- Identify the most common emergency conditions encountered in athletic training practice including their incidence and prevalence, and differential risk in different patient populations
- Obtain and situationally interpret a patient's vital signs including heart rate, blood pressure, ventilatory rate, pulse ox, temperature, peripheral vascular status, and cognitive status
- Recognize and triage emergency conditions in the context of athletic training practice
- Follow position and consensus statements to deliver up to date prehospital care and provide timely and appropriate referral of emergencies encountered in athletic training practice including airway management, supplemental oxygen administration, BLS and AED use, management of malignant hyperthermia and hypothermia, protective equipment removal, spinal motion restriction, management of head trauma and concussion, and administration of various rescue medications
- Explain the basic elements of the Pre-participation physical exam and identify the specific elements associated with early identification of emergency risks for participation in physical activity and methods to mitigate those risks

Grading Policy:

The University's standard grading scheme will be used for this course.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	90- 92.99%	87- 89.99%	83- 86.99%	80- 82.99%	77- 79.99%	73- 76.99%	70- 72.99%	67- 69.99%	60- 66.99%	50 - 0%

- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
NPI Number	1	10*	10 Required in order to pass
Module Quizzes	13	10	130
Skills demonstration	16	10	160
Course Participation	8	5	40
TOTAL POINTS FOR THE COURSE			340

Graded Item Descriptions:

- National Provider Identifier (NPI) Number:** *IN ORDER TO PASS THIS COURSE*, you must obtain and upload evidence of having your NPI number. An NPI number is required in many cases to have access to HIPAA protected health information of your patients and is a foundational hallmark of professional practice. Obtaining an NPI number is free of charge and takes very little time and effort. Do it early. See CARMEN for instructions. Failure to obtain your NPI number by the deadline results in a failing grade for this course EVEN IF you have enough points to otherwise pass.
- Module Quizzes:** Each module quiz is completed online in the course CARMEN website after the module has been completed in class.
- Course Participation:** Participation points are based upon attendance, preparedness, participation in course discussions and activities and are awarded weekly to reflect total participation for the week.
- Skills Demonstration:** Students will demonstrate basic proficiency in the identified skills for each of the twice weekly course sessions.

Course Policies:

- All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- Online Course Elements** – This course will be conducted with both face to face meetings and online elements using OSU's learning management system called "carmen CANVAS" (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A

tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>

- Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentconduct.osu.edu>.
- Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue
- Counseling and Consultation Services:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hsrc.com.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.
- Diversity** - *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person;*

fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."

- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
- **Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
- **Conduct in the Classroom and Academic Learning Environment-** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6
- **Trigger Warning Language-**(if applicable)-Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111
- **Student Safety Ride Partnership** –The university has discontinued the University Escort Service and has instead partnered with Lyft to provide discounted rides for students to provide a safe means of travel after hours. You must sign up for the service and download the lyft app. Information is available at <https://ttm.osu.edu/ride-smart>
- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.
- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify appropriate dress for such activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all course and laboratory sessions and activities. In some cases, class or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify dress for such activities.
- **Due Dates / Make-up Assignments** – Assignments are due at the beginning of class. Due dates are firm and late assignments will not be accepted barring significant extenuating circumstances. Whether a circumstance is adequately significant to justify acceptance of a late assignment is solely at the discretion of the instructor and

requires supporting evidence in order to be considered. Student must turn in assignments or complete exams and/or labs prior to missing class when absences result from pre-approved clinical events.

- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

Weekly Course Schedule

Each session includes an integrated mixture of discussion and skills instruction and practice. As such, we will move back and forth between the classroom (240) and adjacent clinical skills lab (246) several times each class period.

Week	Module	Assignments Due
1	<ul style="list-style-type: none"> • Defining and identifying emergencies • Identifying and mitigating risk & the pre-participation physical exam 	Module quiz Module quiz
2	<ul style="list-style-type: none"> • Understanding and activating emergency action plans and coordination of care with EMS • Environmental Emergencies and acute hyponatremia 	Module quiz Module quiz
3	<ul style="list-style-type: none"> • Cardiovascular Emergencies 	Module quiz
4	<ul style="list-style-type: none"> • Respiratory Emergencies 	Module quiz
5	<ul style="list-style-type: none"> • Blunt Trauma and Internal Hemorrhage 	Exam 1 Module quiz
6	<ul style="list-style-type: none"> • Central Neurologic Emergencies, equipment removal, and spinal motion restriction • Peripheral Neurologic Emergencies 	Module quiz Module quiz
7	<ul style="list-style-type: none"> • Anaphylaxis • Sepsis 	Module quiz Module quiz
8	<ul style="list-style-type: none"> • Diabetic Emergencies • Narcotic Overdose 	Module quiz Module quiz
Finals	The final exam for this course is scheduled for Click here to enter date, time, and location.	Exam 2 NPI number due before final exam



ATH TRNG 6110 – Introduction to Athletic Training Diagnosis

Summer 2023 2 Semester credit hours

The Ohio State University

School of Health & Rehabilitation Sciences

Lecture: AH 240 Wed 9-11am 1st summer session

Lab: AH 246 Tues/Thurs 9-11am 1st summer session

Instructor: James Onate, PhD, ATC, FNATA

Laura Boucher, PhD, ATC

Phone: 614-292-1632(office)

614-688-9897 (office)

E-mail: Onate.2@osu.edu

Boucher.57@osu.edu

Office: AH 228B (Onate) and 228C (Boucher)

Office Hours: Daily 30 minutes before class and by appt.

Course Description: Introduction of differential diagnosis and in depth exploration of the morphological and functional changes that are influenced by and result from sport participation, injury, and illness and that are foundational for making accurate diagnoses.

Prerequisite:

- None

Required Texts:

- Biel A. (2014). Trail Guide to the Body, 5th ed. Boulder, CO. Books of Discovery. ISBN 9780982978658

Suggested Supplemental Texts – These are available at no cost through the AccessPhysiotherapy link on the OSU Health Sciences library website at <https://hsl.osu.edu> . see the course CARMEN website for details.

- Henderson MC, Tierney LM, Smetana GW (2012). The Patient History: An Evidence Based Approach to Differential Diagnosis, 2nd ed. McGraw-Hill Companies. ISBN 978-0-07-162494-7
- Mitra R (2019). Principles of Rehabilitation Medicine. McGraw-Hill Companies. ISBN 978-0-07-179333-9

Learning Outcomes:

1. Summarize the athletic training profession's history, development and influence on current practice.
2. Describe the roles and function of the NATA and its essential documents.
3. Explain the International Classification of Functioning, Disability, and Health (ICF) model and Evidence Based Medicine relative to athletic training care
4. Explain commonly accepted techniques and procedures for clinical evaluation and differential diagnosis of injuries and disease including: (a) initiating a patient encounter, (b) developing differential diagnosis, obtaining clinically relevant information through (c) history, (d) inspection, (e) palpation (f) functional testing and (f) special evaluation techniques that ultimately lead to diagnosis.
5. Apply anatomical knowledge in respect to locating and palpating "key" structures commonly involved in injury pathology including bony landmarks, ligamentous/capsular tissues and musculotendinous structures
6. Differentiate between types and uses of diagnostic imaging modalities
7. Explain key concepts of personalized assessment and care planning relative to patients values and goals
8. Develop fundamental skills and approaches to goniometry

Grading Policy:

The University's standard grading scheme will be used for this course.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	90- 92.99%	87- 89.99%	83- 86.99%	80- 82.99%	77- 79.99%	73- 76.99%	70- 72.99%	67- 69.99%	60- 66.99%	50 - 0%

- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Online Quizzes	8	20	160
NPI number	1	20	20
IPE assignments	2	10	20
Practical Exam	1	100	100
TOTAL POINTS FOR THE COURSE			300

Graded Item Descriptions:

- Online Quizzes:** Eight online quizzes in CARMEN. Each must be completed BEFORE the beginning of the class session starting on day 2 (see course calendar). Each covers the content from the previous session. Quizzes are not cumulative.
- NPI Number: IN ORDER TO PASS THIS COURSE,** you must obtain your NPI number. Failure to do so by the deadline on the course calendar results in a failing grade for the course. As outlined in the AT Student Handbook, every student must obtain their National Provider Identifier (NPI) number from the National Plan and Provider Enumeration System (<http://nppes.cms.hhs.gov>) in their first semester. There is no cost and it generally takes fewer than 15 minutes to complete. See the assignment in CARMEN for instructions.
- Interprofessional Education (IPE) Assignments:** As part of the School of HRS IPE curriculum, you must complete (2) reflection assignments through the We Are HRS course on CARMEN. Your grade for these is applied to the 2200 course this term. See CARMEN for assignment details.
- Practical Exam:** One (final) practical exam at the end of the (pre-autumn) course session. This exam is cumulative and consists of appropriate demonstrations of specific palpations covered during the course.

Course Policies:

- All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- Online Course Elements** – This course will be conducted with both face to face meetings and online elements using OSU's learning management system called "carmen CANVAS" (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>
- Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the

Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentconduct.osu.edu>.

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expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."

- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
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- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.
- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify appropriate dress for such activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all course and laboratory sessions and activities. In some cases, class or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify dress for such activities.
- **Due Dates / Make-up Assignments** – Assignments are due at the beginning of class. Due dates are firm and late assignments will not be accepted barring significant extenuating circumstances. Whether a circumstance is adequately significant to justify acceptance of a late assignment is solely at the discretion of the instructor and requires supporting evidence in order to be considered. Student must turn in assignments or complete exams and/or labs prior to missing class when absences result from pre-approved clinical events.
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only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

Weekly Course Schedule

Session	Topic	Pre-Readings	Assignments Due
Day 1	Clinical Fieldwork Orientation (AH 236 + various clinical sites)	AT Handbook	
Week 1	Introductions NATA History and AT profession Diagnostic Process & Reasoning Communication, Problem Solving, Teamwork ICF model application to AT discussion 12:00 – 12:30 – Angie Beisner, Head Athletic Trainer	Materials on CARMEN Supplemental Texts	none
Week 2	Review of Diagnostics Introduction to Palpation Palpation of the foot and ankle	Trailguide: intro, foot, ankle	Quiz on previous session (due before class begins)
Week 3	Review of foot and ankle Palpation of the lower leg and knee	Trailguide: foot, ankle, lower leg	Quiz on previous session (due before class begins)
Week 4	Review of lower leg and knee Palpation of the thigh and pelvis	Trailguide: lower leg, knee, thigh, pelvis	Quiz on previous session (due before class begins)
Week 5	Review of thigh and pelvis Palpation of the spine / thorax Clinical interviewing and History	Trailguide: thigh, pelvis, spine, thorax Materials on CARMEN	Quiz on previous session (due before class begins)
Week 6	Review of spine / thorax Palpation of the shoulder and arm	Trailguide: spine, thorax, shoulder, arm	Quiz on previous session (due before class begins)
Week 7	Review of Shoulder Palpation of the forearm and hand	Trailguide: shoulder, arm, elbow, forearm, hand	Quiz on previous session (due before class begins)
Week 8	Review of forearm and hand Imaging and diagnostic tests Introduction to Goniometry	Trailguide: forearm, elbow, hand Materials on CARMEN	Quiz on previous session (due before class begins)
Finals	Final Practical Examination		NPI number uploaded before midnight



ATH TRNG 6110 – Introduction to Athletic Training Diagnosis

Summer 2023 2 Semester credit hours

The Ohio State University

School of Health & Rehabilitation Sciences

Lecture: AH 240 Wed 9-11am 1st summer session

Lab: AH 246 Tues/Thurs 9-11am 1st summer session

Instructor: James Onate, PhD, ATC, FNATA
Laura Boucher, PhD, ATC

Phone: 614-292-1632 (office)
614-688-9897 (office)

E-mail: Onate.2@osu.edu
Boucher.57@osu.edu

Office: AH 228B (Onate) and 228C (Boucher)

Office Hours: Daily 30 minutes before class and by appt.

Course Description: Introduction of differential diagnosis and in depth exploration of the morphological and functional changes that are influenced by and result from sport participation, injury, and illness and that are foundational for making accurate diagnoses.

Prerequisite:

- None

Required Texts:

- Biel A. (2014). Trail Guide to the Body, 5th ed. Boulder, CO. Books of Discovery. ISBN 9780982978658

Suggested Supplemental Texts – These are available at no cost through the AccessPhysiotherapy link on the OSU Health Sciences library website at <https://hsl.osu.edu> . see the course CARMEN website for details.

- Henderson MC, Tierney LM, Smetana GW (2012). The Patient History: An Evidence Based Approach to Differential Diagnosis, 2nd ed. McGraw-Hill Companies. ISBN 978-0-07-162494-7
- Mitra R (2019). Principles of Rehabilitation Medicine. McGraw-Hill Companies. ISBN 978-0-07-179333-9

Learning Outcomes:

1. Summarize the athletic training profession's history, development and influence on current practice.
2. Describe the roles and function of the NATA and its essential documents.
3. Explain the International Classification of Functioning, Disability, and Health (ICF) model and Evidence Based Medicine relative to athletic training care
4. Explain commonly accepted techniques and procedures for clinical evaluation and differential diagnosis of injuries and disease including: (a) initiating a patient encounter, (b) developing differential diagnosis, obtaining clinically relevant information through (c) history, (d) inspection, (e) palpation (f) functional testing and (f) special evaluation techniques that ultimately lead to diagnosis.
5. Apply anatomical knowledge in respect to locating and palpating "key" structures commonly involved in injury pathology including bony landmarks, ligamentous/capsular tissues and musculotendinous structures
6. Differentiate between types and uses of diagnostic imaging modalities
7. Explain key concepts of personalized assessment and care planning relative to patients values and goals
8. Develop fundamental skills and approaches to goniometry

Grading Policy:

The University's standard grading scheme will be used for this course.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	90- 92.99%	87- 89.99%	83- 86.99%	80- 82.99%	77- 79.99%	73- 76.99%	70- 72.99%	67- 69.99%	60- 66.99%	50 - 0%

- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Online Quizzes	8	20	160
NPI number	1	20	20
IPE assignments	2	10	20
Practical Exam	1	100	100
TOTAL POINTS FOR THE COURSE			300

Graded Item Descriptions:

- Online Quizzes:** Eight online quizzes in CARMEN. Each must be completed BEFORE the beginning of the class session starting on day 2 (see course calendar). Each covers the content from the previous session. Quizzes are not cumulative.
- NPI Number: IN ORDER TO PASS THIS COURSE,** you must obtain your NPI number. Failure to do so by the deadline on the course calendar results in a failing grade for the course. As outlined in the AT Student Handbook, every student must obtain their National Provider Identifier (NPI) number from the National Plan and Provider Enumeration System (<http://nppes.cms.hhs.gov>) in their first semester. There is no cost and it generally takes fewer than 15 minutes to complete. See the assignment in CARMEN for instructions.
- Interprofessional Education (IPE) Assignments:** As part of the School of HRS IPE curriculum, you must complete (2) reflection assignments through the We Are HRS course on CARMEN. Your grade for these is applied to the 2200 course this term. See CARMEN for assignment details.
- Practical Exam:** One (final) practical exam at the end of the (pre-autumn) course session. This exam is cumulative and consists of appropriate demonstrations of specific palpations covered during the course.

Course Policies:

- All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- Online Course Elements** – This course will be conducted with both face to face meetings and online elements using OSU's learning management system called "carmen CANVAS" (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>
- Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the

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Session	Topic	Pre-Readings	Assignments Due
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Week 8	Review of forearm and hand Imaging and diagnostic tests Introduction to Goniometry	Trailguide: forearm, elbow, hand Materials on CARMEN	Quiz on previous session (due before class begins)
Finals	Final Practical Examination		NPI number uploaded before midnight

ATH TRNG 6120 – Examination, Diagnosis, and Care of Lower Extremity Conditions



THE OHIO STATE UNIVERSITY

Spring 2024 5 Semester credit hours
The Ohio State University
School of Health & Rehabilitation Sciences

Lecture: 3, 1 hour lectures per week
Lab: 2, 2 hour labs per week
(Specific Day/Time TBD)

Instructor: Laura C Boucher, PhD, ATC
Office: Atwell Hall 228C

Phone: 614-688-9897 (office) **E-mail:** boucher.57@osu.edu
Office Hours: 1 hour before lecture

Course Description: Pathology, evaluation, diagnosis, on-field care, and management of lower extremity pathologies by athletic trainers. Special emphasis on management of acute trauma and return to play determinations.

Prerequisite:

- ATHTRNG 6110

Required Texts:

Starkey C, Brown S. (2015). Examination of Orthopedic and Athletic Injuries, 4th Edition. Philadelphia, PA. FA Davis Company. ISBN Number 978-0-8036-3918-8 – AVAILABLE AT NO COST THRU ACCESSPHYSIOTHERAPY

Essential Clinical Anatomy, 6th ed. Moore, Agur & Dalley. 2017. ISBN: 9781496369659

Grant's Dissector, 16th ed. Detton. 2016. ISBN: 9781496313805

Strongly Recommended:

Avers D, Brown M. (2019). Daniels & Worthingham's Muscle Testing, 10th Edition. St. Louis, MO. Elsevier. ISBN: 9780323569149

Course Objectives:

- Identify characteristic pathology of all common closed soft tissue injuries (sprains, strains, contusions, dislocations), open wounds (abrasions, lacerations, incisions, punctures) and fractures.
- Identify modifiable/non-modifiable risk factors & mechanisms for injury and illness.
- Analyze specific relationships between typical symptoms and clinical signs relative to feet, ankle, lower leg, knee, thigh, hip, pelvis, lumbar and thoracic spine injury
- Explain commonly accepted techniques and procedures for clinical evaluation of the foot, ankle, lower leg, knee, thigh, hip, pelvis, lumbar and thoracic spine including (a) history, (b) inspection, (c) palpation, (d) functional testing (i.e. ROM, ligamentous/capsular testing, manual muscle testing, sensory & motor neurological testing, etc.) and (e) special evaluation techniques
- Develop interview skills including construction and phrasing of questions appropriate to obtaining a medical history of an injured/ill athlete including a past history and a history of the present injury/illness
- Gain experience in the identification of observable clinical signs typically associated with athletic injuries including structural deformities, edema, discoloration, etc.
- Apply anatomical knowledge in respect to locating and palpating "key" structures commonly involved in injury pathology including bony landmarks, ligamentous/capsular tissues and musculotendinous structures.
- Perform active, active-assistive and passive range of motion tests in order to assess joint function
- Perform basic manual muscle testing of muscle groups in order to make a bilateral manual comparison of muscle strength
- Apply knowledge related to joint anatomy and structural stability in the administration of appropriate laxity tests for ligamentous/capsular instability including application of the principles of joint positioning, segmental stabilization, pressure

- *Use clinical reasoning skills to formulate an appropriate clinical diagnosis and demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses.*
- *Determine when the findings of an examination warrant referral of the patient*
- *Determine criteria and make decisions regarding return to play activity and/or sports participation based on current patient's status.*
- *Respect the contributing roles of attending physicians and other medical and paramedical personnel in the treatment and rehabilitation of injured athletes.*

Grading Policy:

The University's standard grading scheme will be used for this course.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	90- 92.99%	87- 89.99%	83- 86.99%	80- 82.99%	77- 79.99%	73- 76.99%	70- 72.99%	67- 69.99%	60- 66.99%	50 - 0%

- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Written Exams	3	70	210
Practical Exams	3	30	90
Quizzes	8 (9 total, drop Lowest)	10	80
Article Critique	2	25	50
Final Written Exam	1	100	100
Final Practical Exam	1	50	50
TOTAL POINTS FOR THE COURSE			580

Graded Item Descriptions:

- **Written Exams:** Written exams will be given covering materials specific to the lecture and assigned readings during that portion of the course. This may include but is not limited to specific aspects of gait and posture, spine, head, shoulder, elbow, wrist and hand evaluation, developing a differential diagnosis, clinical application of techniques and utilizing evidence based medicine in evaluation and treatment.
- **Practical Exams:** Three practical exams will be conducted during the course of the class. These exams will occur at a time convenient to the student and professor and will consist of appropriate demonstrations of specific evaluations of injuries covered during the course.
- **Quizzes:** Nine Quizzes will be given during the course of the semester. Each quiz will be worth 10 points and the lowest quiz will be dropped. Quizzes will cover the material that has been covered in class as well as required reading in the literature and textbook. Quizzes will be conducted on Carmen with specific availability. There are no make-up quizzes for any reason.
- **Article Critique:** Each student will choose a peer reviewed research article covering a specific anatomic region from class. The journal article must be approved by the professor. Each student will write up a review assessing the case relative to the material taught in class and what ATs can learn from the particular study.
- **Final Written Exam:** A final cumulative written exam will be given during finals week that will cover the entire content of the course. The focus will be the clinical integration of specific evaluation techniques that can be utilized in the body.
- **Final Practical Exam:** A final practical examination will be given during finals week that will cover the entire content of clinical integration of evaluation skills.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
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 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
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- **Counseling and Consultation Services:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me

know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hsrc.com.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

- **Diversity:** *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."*
- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
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- **Conduct in the Classroom and Academic Learning Environment:** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6
- **Trigger Warning Language:** Some contents of this course may involve media or discussions that maybe triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111
- **Student Safety Ride Share Partnership:** The University has discontinued the University Escort Service and has instead partnered with Lyft to provide discounted rides for students to provide a safe means of travel after hours. You must sign up for this service and download the Lyft app. Information is available at <https://ttm.osu.edu/ride-smart>
- **Electronic Devices–** The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.

- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify appropriate dress for such activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all course and laboratory sessions and activities.
- **Due Dates / Make-up Assignments** – All assignments are due at the due date and time indicated on Carmen, and if not specifically stated, at the beginning of the class period on the day it due. Late assignments will not be accepted and there will be no make-up assignments. Extenuating circumstances may be evaluated by the professor on an individual basis.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

Weekly Course Schedule

Week	Topic	Readings	Assignments Due
1	Anatomy: Intro, Hip Region	ECA Ch 1, 7	Quiz 1
2	Anatomy: Knee Region	ECA Ch 7	Quiz 2
3	Anatomy: Leg & Ankle Region Anatomy: Foot Region	ECA Ch 7	Quiz 3
4	Written Exam I Practical Exam I	ECA Ch 7	
5	Physical Exam Process Foot & Toe Physical Exam	Starkey Ch 1 Starkey Ch 8	Quiz 4
6	Ankle & Leg Physical Exam	Starkey Ch 9	Quiz 5
7	Exam Review Written Exam 2 Practical Exam 2		
8	Knee Physical Exam	Starkey Ch 10	
9	Patellofemoral Physical Exam Article Critique 1	Starkey Ch 11	Quiz 6
10	Hip Physical Exam	Starkey Ch 12	Quiz 7
11	Exam Review Written Exam 3 Practical Exam 3		
12	Lumbar Spine Physical Exam	Starkey Ch 13	Quiz 8
13	Lumbar Spine Physical Exam	Starkey Ch 13	Quiz 9
14	Lower Extremity Posture Intro to Gait Article Critique 2	Starkey Ch 6 Starkey Ch 7	

Finals	Final Written Exam
	Final Practical Exam

ATH TRNG 6130 – Examination, Diagnosis, and Care of Upper Extremity Conditions



Spring 2024 5 Semester credit hours
The Ohio State University
School of Health & Rehabilitation Sciences

Lecture: 3, 1 hour lectures per week
Lab: 2, 2 hour labs per week
(Specific Day/Time TBD)

Instructor: Laura C Boucher, PhD, ATC
Office: Atwell Hall 228C

Phone: 614-688-9897 (office) **E-mail:** boucher.57@osu.edu
Office Hours: 1 hour before lecture

Course Description: Pathology, evaluation, diagnosis, on-field care, and management of upper extremity pathologies by athletic trainers. Special emphasis on management of acute trauma and return to play determinations.

Prerequisite:

- ATHTRNG 6110

Required Texts:

Starkey C, Brown S. (2015). Examination of Orthopedic and Athletic Injuries, 4th Edition. Philadelphia, PA. FA Davis Company. ISBN Number 978-0-8036-3918-8 – AVAILABLE AT NO COST THRU ACCESSPHYSIOTHERAPY

Essential Clinical Anatomy, 6th ed. Moore, Agur & Dalley. 2017. ISBN: 9781496369659

Grant's Dissector, 16th ed. Detton. 2016. ISBN: 9781496313805

Strongly Recommended:

Avers D, Brown M. (2019). Daniels & Worthingham's Muscle Testing, 10th Edition. St. Louis, MO. Elsevier. ISBN: 9780323569149

Course Objectives:

- Identify characteristic pathology of all common closed soft tissue injuries (sprains, strains, contusions, dislocations), open wounds (abrasions, lacerations, incisions, punctures) and fractures.
- Identify modifiable/non-modifiable risk factors & mechanisms for injury and illness.
- Analyze specific relationships between typical symptoms and clinical signs relative to spine, shoulder, elbow, hand, and head injury
- Explain commonly accepted techniques and procedures for clinical evaluation of the spine, shoulder, elbow, hand, and head injury including (a) history, (b) inspection, (c) palpation, (d) functional testing (*i.e.* ROM, ligamentous/capsular testing, manual muscle testing, sensory & motor neurological testing, etc.) and (e) special evaluation techniques
- Gain experience in the identification of observable clinical signs typically associated with athletic injuries including structural deformities, edema, discoloration, etc.
- Apply anatomical knowledge in respect to locating and palpating "key" structures commonly involved in injury pathology including bony landmarks, ligamentous/capsular tissues and musculotendinous structures.
- Perform active, active-assistive and passive range of motion tests in order to assess joint function
- Perform basic manual muscle testing of muscle groups in order to make a bilateral manual comparison of muscle strength
- Apply knowledge related to joint anatomy and structural stability in the administration of appropriate laxity tests for ligamentous/capsular instability including application of the principles of joint positioning, segmental stabilization, pressure
- Use clinical reasoning skills to formulate an appropriate differential diagnosis and demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses.
- Determine when the findings of an examination warrant referral of the patient
- Determine criteria and make decisions regarding return to play activity and/or sports participation based on

current patient's status.

Grading Policy:

The University's standard grading scheme will be used for this course.

- Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	90- 92.99%	87- 89.99%	83- 86.99%	80- 82.99%	77- 79.99%	73- 76.99%	70- 72.99%	67- 69.99%	60- 66.99%	50 - 0%

- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Written Exams	3	70	210
Practical Exams	3	30	90
Quizzes	8 (9 total, drop Lowest)	10	80
Article Critique	2	25	50
Final Written Exam	1	100	100
Final Practical Exam	1	50	50
TOTAL POINTS FOR THE COURSE			580

Graded Item Descriptions:

- **Written Exams:** Written exams will be given covering materials specific to the lecture and assigned readings during that portion of the course. This may include but is not limited to specific aspects of gait and posture, spine, head, shoulder, elbow, wrist and hand evaluation, developing a differential diagnosis, clinical application of techniques and utilizing evidence based medicine in evaluation and treatment.
- **Practical Exams:** Three practical exams will be conducted during the course of the class. These exams will occur at a time convenient to the student and professor and will consist of appropriate demonstrations of specific evaluations of injuries covered during the course.
- **Quizzes:** Nine Quizzes will be given during the course of the semester. Each quiz will be worth 10 points and the lowest quiz will be dropped. Quizzes will cover the material that has been covered in class as well as required reading in the literature and textbook. Quizzes will be conducted on Carmen with specific availability. There are no make-up quizzes for any reason.
- **Article Critique:** Each student will choose a peer reviewed research article covering a specific anatomic region from class. The journal article must be approved by the professor. Each student will write up a review assessing the case relative to the material taught in class and what ATs can learn from the particular study.
- **Final Written Exam:** A final cumulative written exam will be given during finals week that will cover the entire content of the course. The focus will be the clinical integration of specific evaluation techniques that can be utilized in the body.
- **Final Practical Exam:** A final practical examination will be given during finals week that will cover the entire content of clinical integration of evaluation skills.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
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questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>

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- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

Weekly Course Schedule

Week	Topic	Readings	Assignments Due
1	Anatomy: Superficial & Deep Back	ECA Ch 2	Quiz 1
2	Anatomy: Shoulder Region	ECA Ch 3	Quiz 2
3	Anatomy: Elbow Region	ECA Ch 3	Quiz 3
4	Anatomy: Wrist & Hand	ECA Ch 3	Quiz 4
5	Written Exam 1 Practical 1		
6	Thoracic Spine Physical Exam	Starkey Ch 14	
7	Shoulder Physical Exam	Starkey Ch 15	Quiz 5
8	Shoulder Physical Exam	Starkey Ch 15	Quiz 6
9	Written Exam 2 Practical Exam 2		
10	Elbow & Forearm Physical Exam Article Critique 1	Starkey Ch 16	
11	Wrist Physical Exam	Starkey Ch 17	Quiz 7
12	Hand & Finger Physical Exam	Starkey Ch 17	Quiz 8
13	Written Exam 3 Practical Exam 3		

14 Upper Extremity Posture
Intro to Throwing Mechanics
Article Critique 2

Quiz 9

Finals Final Written Exam
Final Practical Exam

ATH TRNG 6140 – Examination, Diagnosis, and Care of Head and Spine Conditions



THE OHIO STATE UNIVERSITY

Autumn 2024 3 Semester credit hours
The Ohio State University
School of Health & Rehabilitation Sciences

Lecture: 2, 2 hour lectures per week x 8w
Lab: 2, 2 hour labs per week x 8w

Instructor: Laura C Boucher, PhD, ATC
Office: Atwell Hall 228C

Phone: 614-688-9897 (office) E-mail: boucher.57@osu.edu
Office Hours: 1 hour before lecture

Course Description: Pathology, evaluation, diagnosis, on-field care, and management of head and spine conditions by athletic trainers. Special emphasis on management of acute trauma and return to play determinations. Prereq: 6130.

Required Texts:

Starkey C, Brown S. (2015). Examination of Orthopedic and Athletic Injuries, 4th Edition. Philadelphia, PA. FA Davis Company. ISBN Number 978-0-8036-3918-8 – AVAILABLE AT NO COST THRU ACCESSPHYSIOTHERAPY

Essential Clinical Anatomy, 6th ed. Moore, Agur & Dalley. 2017. ISBN: 9781496369659

Grant's Dissector, 16th ed. Detton. 2016. ISBN: 9781496313805

Course Objectives:

- Identify characteristic pathology of all common closed soft tissue injuries (sprains, strains, contusions, dislocations), open wounds (abrasions, lacerations, incisions, punctures) and fractures.
- Identify modifiable/non-modifiable risk factors & mechanisms for injury and illness.
- Analyze specific relationships between typical symptoms and clinical signs relative to the brain, spine, head, eyes, ears, nose and throat conditions
- Explain commonly accepted techniques and procedures for clinical evaluation of the brain, spine, head, eyes, ears, nose and throat conditions including (a) history, (b) inspection, (c) palpation, (d) functional testing (*i.e.* ROM, ligamentous/capsular testing, manual muscle testing, sensory & motor neurological testing, etc.) and (e) special evaluation techniques
- Gain experience in the identification of observable clinical signs typically associated with athletic injuries including structural deformities, edema, discoloration, etc.
- Apply anatomical knowledge in respect to locating and palpating “key” structures commonly involved in pathology.
- Perform active, active-assistive and passive range of motion tests in order to assess joint function
- Perform basic manual muscle testing of muscle groups in order to make a bilateral manual comparison of muscle strength
- Use clinical reasoning skills to formulate an appropriate differential diagnosis and demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses.
- Determine when the findings of an examination warrant referral of the patient
- Determine criteria and make decisions regarding return to play activity and/or sports participation based on current patient’s status.

Grading Policy:

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Written Exams	2	75	150
Practical Exams	4	25	100
Quizzes	5 (6 total, drop Lowest)	10	50
Case Study	1	25	25
Final Written Exam	1	100	100
Final Practical Exam	1	50	50
TOTAL POINTS FOR THE COURSE			475

Graded Item Descriptions:

- **Written Exams:** Written exams will be given covering materials specific to the lecture and assigned readings during that portion of the course. This may include but is not limited to specific aspects of the head and spine evaluation, developing a differential diagnosis, clinical application of techniques and utilizing evidence based medicine in evaluation and treatment.
- **Practical Exams:** Four practical exams will be conducted during the course of the class. These exams will occur at a time convenient to the student and professor and will consist of appropriate demonstrations of specific evaluations of injuries covered during the course.
- **Quizzes:** Six Quizzes will be given during the course of the semester. Each quiz will be worth 10 points and the lowest quiz will be dropped. Quizzes will cover the material that has been covered in class as well as required reading in the literature and textbook. Quizzes will be conducted on Carmen with specific availability. There are no make-up quizzes for any reason.
- **Case Study:** Each student will choose and get approval for a specific case related to a topic taught in this course. A description of the case and course of treatment along with a review of relevant literature will go into the report, including what was learned and key take home points for an AT.
- **Final Written Exam:** A final cumulative written exam will be given during finals week that will cover the entire content of the course. The focus will be the clinical integration of specific evaluation techniques that can be utilized in the body.
- **Final Practical Exam:** A final practical examination will be given during finals week that will cover the entire content of clinical integration of evaluation skills.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- **Online Course Elements:** This course will be conducted in a hybrid format with both face to face meetings and online elements using OSU's learning management system called "carmen CANVAS" (offered on the CANVAS platform). All online course materials will be provided via Camen and all assignments will be completed via

Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>

- **Academic Misconduct:** "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu>].
- **Disabilities:** The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue
- **Counseling and Consultation Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org
- **Diversity:** *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex,*

sexual orientation, or veteran status, is prohibited."

- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
- **Grievances and Solving Problems:** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
- **Conduct in the Classroom and Academic Learning Environment:** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6
- **Trigger Warning Language:** Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111
- **Student Safety Ride Share Partnership:** The University has discontinued the University Escort Service and has instead partnered with Lyft to provide discounted rides for students to provide a safe means of travel after hours. You must sign up for this service and download the Lyft app. Information is available at <https://ttm.osu.edu/ride-smart>
- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.
- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify appropriate dress for such activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all course and laboratory sessions and activities.
- **Due Dates / Make-up Assignments** – All assignments are due at the due date and time indicated on carmen, and if not specifically stated, at the beginning of the class period on the day it due. Late assignments will not be accepted and there will be no make-up assignments. Extenuating circumstances may be evaluated by the professor on an individual basis.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the

course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

Weekly Course Schedule

Week	Topic	Readings	Assignments Due
1	Anatomy: Spine	ECA 2,9	
2	Anatomy: Brain Practical 1	ECA Ch 8,10	Quiz 1
3	C-Spine	Starkey Ch 14	Quiz 2
4	C-Spine	Starkey Ch 14	Quiz 3
5	Brain	Starkey Ch 20	Quiz 4
6	Brain Practical 2	Starkey Ch 20	Quiz 5
7	EENT	Starkey Ch 18, 19	Quiz 6
8	EENT Practical 3	Starkey Ch 18, 19	Case Study Due
9	Final Written Exam Final Practical Exam		



ATH TRNG 6150 – Examination, Diagnosis & Care of Primary Care Conditions

Autumn 2024 5 Semester credit hours

Lecture: 4 hours of lecture weekly

Atwell Hall 240

The Ohio State University

Lab: 2 hours of lab weekly

Atwell Hall 246

School of Health & Rehabilitation Sciences

Instructor: TBD

Phone: TBD

E-mail: TBD

Office: TBD

Office Hours: TBD

Course Description: Examination, Diagnosis, acute care, ongoing management, and referral of disease and non-orthopedic trauma by athletic trainers in pediatric, adolescent, adult, geriatric, and comorbid/complex patients. This course is open only to students in the Master of Athletic Training program or by permission.

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives:

At the end of this course:

- Students will understand and apply the [BOC Standards of Professional Practice](#) and the BOC Code of Professional Responsibility to all activities as an Athletic Trainer.
- Students will correctly explain and apply the principles of making a differential diagnosis
- Students will explain implications of modifiable and non-modifiable risk factors, disease states and injury status on clearance for physical activity and athletic participation
- Students will explain cultural, age, and sex differences in examining patients and developing care and referral plans for them.
- Students will be able to identify necessary imaging and other diagnostic tests, arrange for these tests as indicated, and interpret the results of these tests as appropriate within the context of athletic training
- Students will correctly discriminate between patient conditions requiring emergent referral, proximate referral and those permitting delayed referral
- Students will correctly explain, diagnose, manage & make appropriate referral for emergency and catastrophic injury simulations including resuscitation, extrication, and coordination with EMS services and trauma centers
- Students will explain, diagnose, manage and make appropriate referral for cancer, allergy and auto-immune diseases during simulations
- Students will explain, diagnose, manage and make appropriate referral for infectious and contagious diseases during simulations
- Students will explain, diagnose, manage and make appropriate referral for chronic disease of the integumentary, ventilatory, cardiovascular, hematologic, lymphatic, endocrine, digestive, immune, urogenital and neurological systems during simulations
- Students will explain, diagnose, manage and make appropriate referral for acute/acquired disease of the integumentary, ventilatory, cardiovascular, hematologic, lymphatic, endocrine, digestive, immune, urogenital and neurological systems during simulations
- Students will correctly identify and manage the impact of comorbidities in the care of patients

Grading Policy:

- The University's standard grading scheme will be used for this course.
- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Exams	3	100	300
Practical Exams	2	100	200
Lab Quizzes	12	10	120
Lab Skills Participation	12	10	120
Paper	1	50	50
TOTAL POINTS FOR THE COURSE			790

Graded Item Descriptions:

- **Exams:** The 3 exams are not cumulative. Question formats include multiple-choice, true-false, alternate choice, and essay. Questions are based on analysis and synthesis level of understanding rather than rote memorization of facts. Most involve choosing the best options rather than merely discarding incorrect ones
- **Practical Exams:** The Practical Exams are not cumulative. Sign-up with a partner for a practical exam time (held outside of normal class or laboratory time). Time slots are 30 minutes for each pair of students. Each student will complete 3 questions per practical. Two are directed questions focused on correct clinical skill performance. One is more open ended focusing on integrating diagnostic, management, and referral skills.
- **Lab Quizzes:** Students will complete laboratory questions through a post-lab "Quiz" in CARMEN. Some quiz items may require data from the lab session. Laboratory questions center on describing standards of care, diagnosing, managing and making referrals related to trauma, congenital disorders and illness. Post-lab questions (CARMEN quiz) is due no later than the **TUESDAY** following the lab exercise.
- **Lab Participation:** Active participation in all labs is necessary. Participation includes: 1) attendance at the scheduled session or a make-up session, 2) appropriate dress for the specific activities involved in the lab, 3) performing/simulating appropriate skills on BOTH male and female classmates/standardized patients as appropriate for the skill/activity including an OSCE completed with a peer for most labs. Students are strongly encouraged to serve as a lab model for demonstration, skills practice and assessment by others. If you wish to be excused from serving as a lab model for any activity, you must discuss it with the course instructor BEFORE the date of the affected lab session(s).
- **Paper:** No later than the week before the final (see schedule), each Student will create and submit a paper arguing either the "for" or "against" position on one of the statements below. All of the statements are a matter of debate and their use in the course neither makes them true nor false. They are intended to serve as fodder for your research and development of coherent arguments. **This is NOT a group assignment. Student papers should reflect independent work and your own opinions.** Your opinion on each question need not reflect the opinion of the course instructor and your grade is not dependent on the instructor's agreement with your position. Your grade is dependent on your ability to make a logical, coherent, and well supported argument for your position. See the rubric in CARMEN for grading criteria.

STATEMENTS (select one):

- Electrocardiography should be required as a screening tool during pre-participation physical examinations in the United States.
- Sickle-cell trait should be considered a disqualifying medical condition for competitive sports.
- A previous incident of heat stroke should be considered a disqualifying medical condition for competitive sports.
- An adult athlete with congenital but asymptomatic HCM (genotype +, phenotype -) should be given the right to choose whether to participate in competitive athletics rather than being automatically disqualified.

- Athletic Trainers should be trained in recognizing and preventing opioid addiction and in opiate antagonist drug administration to treat overdose.

This paper should NOT follow a standard “5-paragraph essay” format. Instead, the paper should spend the first 2 – 3 pages explaining the underlying problem/pathology(ies) and the remaining pages providing a reasoned argument supporting your chosen position. Personal opinion is not a valid argument for this assignment and how you “feel” about the statement is irrelevant. Instead the **paper should properly cite peer-reviewed evidence** in support of your chosen position and/or refuting the opposite position. Proper use and citation of the facts and ideas of others is a critical element of this paper. Plagiarism will not be permitted, so familiarize yourself with good writing skills. **This paper should have no fewer than 5 pages and no more than 10 EXCLUDING the reference list. Technical requirements for the paper include:** double spacing, 1” margins, 11pt font, citations in AMA style (like the *Journal of Athletic Training*) and no fewer than 10 primary references. Acceptable formats: MSWord, RTF, PDF, postscript, HTML, plain text (.txt). The paper must be submitted via CARMEN and the grading rubric is posted there.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
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- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
- **Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
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- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all course and laboratory sessions and activities. Click here to add the specifics of your attendance policy if you have not already included it in the graded items description above.
- **Due Dates / Make-up Assignments** – All assignments are due on the date and time indicated in the assignment description on the course’s CARMEN website. Late assignments will generally not be accepted without appropriate evidence of an extenuating circumstance that the instructor deems to warrant late acceptance.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

Weekly Course Schedule

Week	Module	Assignments Due
1	LECTURE: Introduction to Professional Practice, Medical Conditions & Trauma LECTURE: Differential Diagnosis, imaging, tests, & prediction rules Lab: Diagnostic Tools & Procedures	
2	LECTURE: Pathophysiology, Inflammation & Healing LAB: Emergent decisions, referral & trauma mgmt.	Lab Quiz
3	LECTURE: Immunity & Allergy LECTURE: Infectious Disease LAB: Infectious Disease & Allergy Exam & Mgmt.	Lab Quiz
4	LECTURE: Neoplasms & Cancer LECTURE: Blood & Lymphatic	Lab Quiz EXAM 1
5	LECTURE: Fluids, Electrolyte, Environment & Thermoregulation LAB: Environmental Stress Exam & Mgmt.	
6	LECTURE: Integumentary Conditions LAB: Dermatology Care, Wound Closure	Lab Quiz

7	LECTURE: Endocrine Conditions LAB: Endocrine Exam, blood glucose & Mgmt	Lab Quiz Practical Exam
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8 LECTURE: Renal & Urogenital conditions
 LECTURE: Rhabdomyolysis in the Athlete
 LAB: Urinalysis and Renal/Urogenital
 Lab Quiz

9	LECTURE: Cardiovascular Conditions & Sudden Death LAB: Cardiovascular Exam & Mgmt	Lab Quiz
10	LECTURE: Aging, Pregnancy & other Special Populations LECTURE: Opioid Crisis and Managing an Overdose	Lab Quiz EXAM 2
11	LECTURE: Respiratory Conditions LAB: Respiratory Exam, Airway Mgmt, & Oxygen admin	
12	LECTURE: EENT, Facial & Oral Conditions LECTURE: Pain LAB: EENT, Facial & Oral Exam & Mgmt	Lab Quiz
13	LECTURE: Neurological conditions (central) LECTURE: Neurological conditions (peripheral) LAB: Neurological Exam & Spinal Motion Restriction in special situations 7:45am @ Ice Rink by St. Johns Arena 9:00am @ STEELWOOD Gymnastics facility	Lab Quiz
14	LECTURE: Abdominal / GI conditions LAB: Abdominal Exam & Mgmt	Lab Quiz
15	Practical Exam Primary Care Team Competitions	Lab Quiz Practical Exams
Finals	The final exam for this course is scheduled for Click here to enter date, time, and location.	Exam 3



ATH TRNG 6189 – Clinical Experience: Coordinating Patient Care

Summer 2023 1 Semester credit hours

The Ohio State University

School of Health & Rehabilitation Sciences

Lab: times arranged - Clinical Fieldwork (4w x 18hrs)

Instructor: Samar Long, MEd, AT

Phone: 614-292-4487

E-mail: samar.long@osumc.edu

Office: Atwell Hall 228A

Office Hours: M-R 11-2pm

Course Description: Introduction of students to clinical care through patient-provider interactions with a focus on privacy considerations, documentation of patient encounters, communication with the healthcare team, and patient education. The population associated with this course includes patients across the lifespan (adult, elderly), who participate in non-sport activities, and who have varying levels of activity and athletic ability. This course is only open to students in the MAT program and by permission of the instructor. Co-requisite: ATHTRNG 6110 – Introduction to AT Diagnosis.

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives:

- At the conclusion of “Clinical Experience: Coordinating Patient Care,” successful students will be able to perform the following:
 - use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management
 - demonstrate patient care that utilizes physician collaboration, and other health care and wellness professionals
 - apply Health Insurance Portability and Accountability Act (HIPAA) guidelines and universal Precautions/OSHA Bloodborne Pathogen Standards to patient interactions
 - obtain a medical history from the patient or other individual
 - recognize comorbidities in patients with common chronic medical conditions
 - identify health care delivery strategies that account for health literacy and a variety of social determinants of health
 - obtain patient vitals required at patient check in
 - outline home care plans for pre-op patients, post-op patients, and patients with nonsurgical conditions that align with the care plan
 - use simulation to develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan

Grading Policy:

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Graded Item Type	Quantity	Percentage per	Total Percentage
Performance Evaluation	1	70%	70
Clinical Simulation	1	10%	10
Professionalism Tasks	4	5%	20
TOTAL POINTS FOR THE COURSE			100

Graded Item Descriptions:

- Performance Evaluation: at the end of each rotation a performance evaluation will be completed by the assigned preceptor. The performance evaluation assess the quality and frequency of professional behaviors and setting specific clinical skills. The assigned preceptor has direct interaction with students during clinical fieldwork and provide feedback on performance based on those interactions. The performance evaluation will be completed online and corresponds to appropriate demonstration of course objectives.
 - Scope - Students are expected to honor their scope of practice and demonstrate knowledge of the state practice act located at: <http://otptat.ohio.gov/Practice-Acts>. This includes designating their "student" status on all patient documentation and practicing medicine within the preceptor's approval. All medical decisions, including patient education, must be approved prior to implementation.
- Clinical Simulation: students will be assigned a clinical simulation assignment based on a common injury treated in their site. The assignment will allow all students to apply knowledge and skill developed with a non-sport patient population. The assignment will allow students to demonstrate the ability to engage in reflective clinical practice and apply core competency skills.
- Professionalism Tasks: students are required to complete tasks that fall into four categories: meeting/in-service attendance, immunization compliance, online trainings, and time tracking that are assessed as complete or incomplete. Clinical meetings assess attendance at site specific orientation and program policy review. Students must complete required HRS immunizations to remain eligible for clinical fieldwork. Students must completed annual BuckeyeLearn online trainings are required for the following areas: IHIS Ambulatory Care training, HIPAA Privacy and Security, Infection Control Prevention, Sexual Harassment, and Cultural Sensitivity. Student must track clinical fieldwork hours using E*Value daily. Hours are verified by their assigned preceptor and every day of the semester should be logged as preseason fieldwork, clinical fieldwork, off days, or special event/volunteer hours. Students are expected to log at least one day off every seven days.
 - Time spent in clinicals must fall within the established maximum for a one credit hour course. Students are expected to complete an average of 20 hours a week. As is true in Athletic Training, flex time applies throughout the semester.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours> , and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- **Online Course Elements** – This course will be conducted in a hybrid format with both face to face meetings and online elements using OSU’s learning management system called “carmen CANVAS” (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>
- **Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the

Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu>].

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- **Diversity** - *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."*
- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

- **Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
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- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc.) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The preceptor will clarify appropriate dress for setting specific activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all clinical fieldwork activities. Failure to attend clinical fieldwork experiences consistently will be reflected in the performance evaluation grade submitted by assigned preceptors.
- **Due Dates / Make-up Assignments** – Late professional tasks will be accepted at the instructor’s discretion. The clinical simulation will not be accepted late. Clinical fieldwork experiences are only available for specific timeframes and due to limited space, clinical fieldwork time cannot be made up later as each clinical course builds on the following course.
- **Critical failures: Certain critical failures during BSAT student fieldwork experiences may automatically cause the student to receive a failing grade for the fieldwork course, regardless of their performance in the remainder of the fieldwork experience. Critical failures of this type are typically related to patient safety or legal/ethical conduct and are discussed in the syllabi for clinical fieldwork courses.**
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the

course.

- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.
- **Course Schedule (4-week Session 3):** Clinical fieldwork attendance should follow the normal operating hours of the clinical site; which may be lengthened or shortened by weather, travel, practice facility availability, and/or physician discretion.

Weekly Course Schedule

Week	Topic	Assignments Due
1	Orientation & Begin Clinical Fieldwork	Online Trainings
2	Clinical Fieldwork	
3	Clinical Fieldwork	
4	Clinical Fieldwork	Clinical Simulation
Finals	N/A	

**ATH TRNG 6210 – Athletic Training Clinical Skills 1: Foundational AT Skills**

Summer 2023

1 Semester credit hours

Lab: 4 hours of lab weekly x ½ sem.

Atwell Hall 246

The Ohio State University

School of Health & Rehabilitation Sciences

Instructor: TBD

Phone: TBD

E-mail: TBD

Office: TBD

Office Hours: TBD

Course Description: The first course of a two course series instructing clinical skills in athletic training. This is a laboratory based course instructing foundational clinical skills used by athletic trainers in the care of their patients. This course is only open to students in the MAT program and by permission of the instructor.

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives: At the end of this course, students will be able to:

- Describe the boundaries of the performance of clinical skills to stay within their scope of practice following the BOC Standards of Professional Practice and State Athletic Training statutes.
- Assess patient vital signs including heart rate, blood pressure, ventilatory rate, temperature, and oxygen saturation.
- Perform common elements of the Pre-participation physical exam to identify patients at risk for injury and illness
- Perform environmental assessments and use current guidelines to determine whether safe conditions exist for participation
- Identify basic nutritional and hydration requirements for participation in physical activity
- Apply common acute care methods for musculoskeletal injuries such as P.R.I.C.E.
- Explain and use universal precautions and infection control measures
- Perform basic wound cleaning/debridement and dressing/re-dressing
- Select, fit, and instruct patients in using ambulatory aids such as crutches and canes and assist with patient transfers
- Select and fit sports protective equipment and common pads, braces, and durable medical equipment
- Apply appropriate athletic taping techniques

Grading Policy:

- The University's standard grading scheme will be used for this course.
- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Module Quiz	11	10	110
Skill Demonstration	11	25	260
Course Participation	7	10	70
TOTAL POINTS FOR THE COURSE			440

Graded Item Descriptions:

- Module Quizzes:** Each module quiz is completed online in the course CARMEN website after the module has

been completed in class.

- **Course Participation:** Participation points are based upon attendance, preparedness, participation in course discussions and activities and are awarded weekly to reflect total participation for the week.
- **Skills Demonstration:** Students will demonstrate basic proficiency in the identified skills for each module.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
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- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
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- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify appropriate dress for such activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all course and laboratory sessions and activities. Click here to add the specifics of your attendance policy if you have not already included it in the graded items description above.
- **Due Dates / Make-up Assignments** – All assignments are due on the date and time indicated in the assignment description on the course’s CARMEN website. Late assignments will generally not be accepted without appropriate evidence of an extenuating circumstance that the instructor deems to warrant late acceptance.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

Weekly Course Schedule

Week	Module	Assignments Due
1	<ul style="list-style-type: none"> • Scope of Practice, legal and ethical boundaries, establishing and maintaining AT-physician relationship • Assess patient vital signs including heart rate, blood pressure, ventilatory rate, temperature, and oxygen saturation. 	Module quizzes Skills demonstration Course participation
2	<ul style="list-style-type: none"> • Select and fit sports protective equipment and common pads, braces, and durable medical equipment • Apply appropriate athletic taping techniques 	Module quizzes Skills demonstration Course participation
3	<ul style="list-style-type: none"> • Perform common elements of the Pre-participation physical exam to identify patients at risk for injury and illness 	Module quizzes Skills demonstration Course participation
4	<ul style="list-style-type: none"> • Perform environmental assessments and use current guidelines to determine whether safe conditions exist for participation • Identify basic nutritional and hydration requirements for participation in physical activity 	Module quizzes Skills demonstration Course participation
5	<ul style="list-style-type: none"> • Explain and use universal precautions and infection control measures • Perform basic wound cleaning/debridement and dressing/re-dressing 	Module quizzes Skills demonstration Course participation
6	<ul style="list-style-type: none"> • Apply common acute care methods for musculoskeletal injuries such as P.R.I.C.E. 	Module quizzes Skills demonstration Course participation
7	<ul style="list-style-type: none"> • Select, fit, and instruct patients in using ambulatory aids such as crutches and canes. Assist with patient transfers 	Module quizzes Skills demonstration Course participation
Finals	There is no final exam for this lab course	



ATH TRNG 6220 – Athletic Training Clinical Skills 2: Advanced AT Skills

Spring 2024 1 Semester credit hours

Lab: 4 hours of lab weekly x ½ sem.

Atwell Hall 246

The Ohio State University

School of Health & Rehabilitation Sciences

Instructor: TBD

Phone: enter phone

E-mail: enter e-mail

Office: enter building & room

Office Hours: enter days & times

Course Description: The second course of a two course series instructing clinical skills in athletic training. This is a laboratory based course instructing advanced clinical skills used by athletic trainers in the care of their patients. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6210 – Athletic Training Clinical Skills 1.

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives: At the end of this course, students will be able to:

- Describe the boundaries of the performance of clinical skills to stay within their scope of practice following the BOC Standards of Professional Practice and State Athletic Training statutes.
- Fit, fabricate and customize protective pads and equipment, braces, and durable medical equipment
- Identify, assess, clean/debride, appropriately dress/re-dress wounds and close them using appropriate methods when so directed. This includes identifying when not to close a wound.
- Educate patients about and administer medications by the appropriate route when so directed and monitor for interactions and adverse reactions
- Maintain airway patency using suction, oropharyngeal airways, nasopharyngeal airways, supraglottic airways,
- Monitor patient vital signs using appropriate technologies (rectal temperature, ECG, pulse oximeter, blood pressure, pulse, etc)
- Monitor oxygen saturation using a pulse oximeter, identify the need for and administer emergency oxygen using non-rebreather equipment
- Identify joint dislocations, rule out complicating factors, and reduce simple dislocations of common joints on-site when so directed. This includes identifying when a dislocation should not be reduced on-site.
- Mobilize and manipulate joints using appropriate techniques when indicated and so directed.
- Identify, assess and manage acute narcotic overdose using naloxone
- Perform NCAA / WADA compliant sample collection for Performance Enhancing Drug (PED) testing programs and discuss commonly abused PEDs.

Grading Policy:

- The University's standard grading scheme will be used for this course.
- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Module Quiz	11	10	110
Skill Demonstration	11	25	260
Course Participation	7	10	70
TOTAL POINTS FOR THE COURSE			440

Graded Item Descriptions:

- **Module Quizzes:** Each module quiz is completed online in the course CARMEN website after the module has been completed in class.
- **Course Participation:** Participation points are based upon attendance, preparedness, participation in course discussions and activities and are awarded weekly to reflect total participation for the week.
- **Skills Demonstration:** Students will demonstrate basic proficiency in the identified skills for each module.

Course Policies:

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 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
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- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
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- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.

- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify appropriate dress for such activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all course and laboratory sessions and activities. Click here to add the specifics of your attendance policy if you have not already included it in the graded items description above.
- **Due Dates / Make-up Assignments** – All assignments are due on the date and time indicated in the assignment description on the course’s CARMEN website. Late assignments will generally not be accepted without appropriate evidence of an extenuating circumstance that the instructor deems to warrant late acceptance.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

Weekly Course Schedule

Week	Module	Assignments Due
1	<ul style="list-style-type: none"> • Scope of Practice, legal and ethical boundaries, establishing and maintaining AT-physician relationship 	Module quizzes Skills demonstration Course participation
2	<ul style="list-style-type: none"> • Fitting, fabricating, customizing pads, protective equipment, braces, and DME 	Module quizzes Skills demonstration Course participation
3	<ul style="list-style-type: none"> • Wound assessment, care and closure 	Module quizzes Skills demonstration Course participation
4	<ul style="list-style-type: none"> • Review of protective equipment removal and spinal motion restriction • Advanced vitals monitoring 	Module quizzes Skills demonstration Course participation
5	<ul style="list-style-type: none"> • Emergency Airway management, • emergency oxygen administration 	Module quizzes Skills demonstration Course participation
6	<ul style="list-style-type: none"> • Joint dislocations • Joint mobilization and manipulation 	Module quizzes Skills demonstration Course participation
7	<ul style="list-style-type: none"> • Medications education, administration, and monitoring Narcotic overdose and naloxone administration • PED abuse and drug testing sample collection 	Module quizzes Skills demonstration Course participation
Finals	There is no final exam for this lab course	



ATH TRNG 6289 – Clinical Experience: Prevention and Risk Management

Summer 2023 1 Semester credit hours

The Ohio State University

times arranged - Clinical Fieldwork (3w x 23hrs)

School of Health & Rehabilitation Sciences

Instructor: Samar Long, MEd, AT

Phone: 614-292-4487

E-mail: samar.long@osumc.edu

Office: Atwell Hall 228A

Office Hours: M-R 11-2pm

Course Description: Introduction of students to clinical care in an athletics setting during the pre-Season. Course will focus on clinical experiences related to prevention and risk management through limited directed care. The population associated with this course includes adult who participate in competitive, high-intensity, team activities. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6189 – Clinical Experience: Coordinating Patient Care.

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives:

- At the conclusion of “Clinical Experience: Prevention and Risk Management,” successful students will be able to perform the following:
 - recognize critical incident response procedures (emergency action plan) and implement when directed
 - provide patient care that utilizes collaboration with other health care and wellness professionals
 - identify Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA) guidelines needed for patient related interactions
 - apply universal Precautions/OSHA Bloodborne Pathogen Standards to patient interactions
 - create a professional development plan based on professional competence and goals
 - assist with care of patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent
 - explain a comprehensive preparticipation examination process and assist as directed
 - identify safe and specific modifications used to maximize sport performance
 - describe fluid recommendations for clients/patients to minimize risk of environmental conditions
 - select, fit, and remove protective equipment to minimize the risk of injury or re-injury

Grading Policy:

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Graded Item Type	Quantity	Percentage per	Total Percentage
Performance Evaluation	1	70%	70
Professionalism Tasks	3	10%	30
TOTAL POINTS FOR THE COURSE			100

Graded Item Descriptions:

- Performance Evaluation: at the end of each rotation a performance evaluation will be completed by the assigned preceptor. The performance evaluation assess the quality and frequency of professional behaviors and setting specific clinical skills. The assigned preceptor has direct interaction with students during clinical fieldwork and provide feedback on performance based on those interactions. The performance evaluation will be completed online and corresponds to appropriate demonstration of course objectives.
 - Scope - Students are expected to honor their scope of practice and demonstrate knowledge of the state practice act located at: <http://otptat.ohio.gov/Practice-Acts>. This includes designating their "student" status on all patient documentation and practicing medicine within the preceptor's approval. All medical decisions, including patient education, must be approved prior to implementation.
- Professionalism Tasks: students are required to complete tasks that fall into three categories: meeting/in-service attendance, professional development planning, and time tracking that are assessed as complete or incomplete. Clinical meetings assess attendance at site specific orientation and program policy review. Students must complete a professional development plan that reflects a self-assessment of personal and professional goals and requirements. Student must track clinical fieldwork hours using E*Value daily. Hours are verified by their assigned preceptor and every day of the semester should be logged as preseason fieldwork, clinical fieldwork, off days, or special event/volunteer hours. Students are expected to log at least one day off every seven days.
 - Time spent in clinicals must fall within the established maximum for a one credit hour course. Students are expected to complete an average of 27 hours a week in a ½ day format. As is true in Athletic Training, flex time applies throughout the course.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- **Online Course Elements** – This course will be conducted in a hybrid format with both face to face meetings and online elements using OSU’s learning management system called “carmen CANVAS” (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>
- **Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct

include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu>].

- **Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue
- **Counseling and Consultation Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org
- **Diversity** - *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."*
- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
- **Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
- **Conduct in the Classroom and Academic Learning Environment-** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional

requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6

- **Trigger Warning Language**-(if applicable)-Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111)
- **Student Safety Ride Share Partnership** -The University has discontinued the University Escort Service and has instead partnered with Lyft to provide discounted rides for students to provide a safe means of travel after hours. You must sign up for this service and download the Lyft app. Information is available at <https://ttm.osu.edu/ride-smart>
- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.
- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc.) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The preceptor will clarify appropriate dress for setting specific activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all clinical fieldwork activities. Failure to attend clinical fieldwork experiences consistently will be reflected in the performance evaluation grade submitted by assigned preceptors.
- **Due Dates / Make-up Assignments** – Late professional tasks will be accepted at the instructor’s discretion. Clinical fieldwork experiences are only available for specific timeframes and due to limited space, clinical fieldwork time cannot be made up later as each clinical course builds on the following course.
- **Critical failures: Certain critical failures during BSAT student fieldwork experiences may automatically cause the student to receive a failing grade for the fieldwork course, regardless of their performance in the remainder of the fieldwork experience. Critical failures of this type are typically related to patient safety or legal/ethical conduct and are discussed in the syllabi for clinical fieldwork courses.**
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.
- **Course Schedule (3-week AU Intersession):** Clinical fieldwork attendance should follow the normal operating hours of the clinical site; which may be lengthened or shortened by weather, travel, practice facility availability, and/or physician discretion.

Weekly Course Schedule

Week	Topic	Assignments Due
1	Orientation to Clinical Fieldwork Site & risk management strategies	
2	Clinical Fieldwork	
3	Clinical Fieldwork & Pre-participation Exams	

ATH TRNG 6310 – Rehabilitative Methods 1: Physical Agents & Therapeutic Exercise – Lower Extremity

Autumn 2023 2 Semester credit hours
The Ohio State University
School of Health & Rehabilitation Sciences

Lecture: 3 hours of lecture per week x ½ sem
Lab: 2 hours of lab with assignment x ½ sem
(Specific Day/Time TBD)

Atwell Hall 240
Atwell Hall 246

Instructor: TBD
Office: TBD

Phone: TBD
Office Hours: TBD

E-mail: TBD

Course Description: The first of a two course series on rehabilitation strategies and techniques in athletic training practice. This course includes the foundations of rehabilitation and a specific focus on lower extremity rehabilitation. This course is open only to students in the Master of Athletic Training program or by permission.

Prerequisite:

- None

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Learning Outcomes: At the end of this course:

- Students will identify specific patient problems and goals that form the basis for problem oriented rehabilitation
- Students will use evidence based practice principles of therapeutics in describing, selecting, and using physical agents and rehabilitation techniques
- Students will explain the specific physical properties of common physical agents such as heat, cold, light, electricity, and sound and their role in achieving rehabilitative goals.
- Students will explain the effects, indications, contraindications, and precautions for therapeutic techniques.
- Students will explain criteria for the discontinuation of specific therapeutic techniques within the context of a comprehensive rehabilitation program.
- Students will design, implement, adjust, and discharge from a comprehensive, problem-oriented athletic injury rehabilitation program that incorporates setting and achieving patient specific goals and protocols.
- Students will integrate therapeutic modalities, manual therapies, and therapeutic exercise in a comprehensive rehabilitation program for athletic injuries.
- Students will demonstrate proficiency in early post-surgical rehabilitative techniques.
- Students will demonstrate understanding and proficiency in the specific rehabilitation of conditions affecting the groin, thigh, knee, foot and ankle, and pelvis

Grading Policy:

The University's standard grading scheme will be used for this course.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	90- 92.99%	87- 89.99%	83- 86.99%	80- 82.99%	77- 79.99%	73- 76.99%	70- 72.99%	67- 69.99%	60- 66.99%	50 - 0%

- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Exams	2	100	200
Practical Exams	2	100	200
Labs	6	10	60
Quizzes	4	10	40
EBP Presentation	1	50	50
TOTAL POINTS FOR THE COURSE			550

Graded Item Descriptions:

- Exams:** The 2 exams are not cumulative. Question formats include multiple-choice, true-false, alternate choice, and essay. Questions are based on analysis and synthesis level of understanding rather than rote memorization of facts. Most involve choosing the best options rather than merely discarding incorrect ones
- Practical Exams:** The Practical Exams are not cumulative. Sign-up with a partner for a practical exam time (held outside of normal class or laboratory time). Time slots are 30 minutes for each pair of students. Each student will complete 3 questions per practical. Two are directed questions focused on correct clinical skill performance. One is more open ended focusing on integrating diagnostic, management, and referral skills.
- Labs:** Students will complete all laboratory activities including demonstration of basic proficiency in the techniques and use of therapeutic tools taught therein. All labs involve performance of specific exercises and the dress code necessary for each lab will be explained by the instructor.
- Quizzes:** Students will complete all assigned quizzes online using the course CARMEN website. Question formats include multiple-choice, true-false, short answer, matching, sequencing, and essay.
- EBP Presentation:** This is a group project and will be assigned early in the semester. Students will present a contemporary, EBP based rehabilitation progression for an assigned pathology including criteria for return to activity. The presentation should incorporate best practices based on contemporary evidence as well as incorporation of specific patient centered goals and the experience / skill level of the provider. More details will be discussed in class and are available in the assignment description in the course's CARMEN website.

Course Policies:

- All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- Online Course Elements** – This course will be conducted with both face to face meetings and online elements using OSU's learning management system called "carmen CANVAS" (offered on the CANVAS platform). All online

course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>.

- Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentconduct.osu.edu>.
- Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue
- Counseling and Consultation Services:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hsrc.com.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.
- Diversity** - *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed*

to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."

- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
- **Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
- **Conduct in the Classroom and Academic Learning Environment-** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6
- **Trigger Warning Language-**(if applicable)-Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111
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- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify appropriate dress for such activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all course and laboratory sessions and activities. In some cases, class or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify dress for such activities.
- **Due Dates / Make-up Assignments** – Assignments are due at the beginning of class. Due dates are firm and late assignments will not be accepted barring significant extenuating circumstances. Whether a circumstance is

adequately significant to justify acceptance of a late assignment is solely at the discretion of the instructor and requires supporting evidence in order to be considered. Student must turn in assignments or complete exams and/or labs prior to missing class when absences result from pre-approved clinical events.

- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

Weekly Course Schedule

Week	Module	Assignments Due
1	Introduction – Admin & Application of Physical Agents and Ther. Ex. Overview of Tissue Repair, Stages of Healing, and implications for rehab The Problem Oriented Rehabilitation Approach	Quiz
2	Inflammation and Edema management with Compression & Cryotherapy LAB – compression wraps, compression devices & cryotherapy	LAB Quiz
3	Restoration of Range of Motion Range of Motion - infrared thermotherapy Range of Motion – ultrasound and diathermy LAB – infrared thermotherapy, ultrasound & Diathermy	LAB
4	Range of Motion – manual therapies, IASTM, Massage, Foam Rollers Range of Motion – Joint mobilization & manipulation in the lower ext. LAB – ROM, manual therapy, joint mobilization of the LE	EXAM 1 LAB
5	Restoration of Strength – LE manual resistance, PRE and introduction to PNF Strength – Functional Strength training & Plyometrics LAB – manual resistance and PNF of the LE	LAB Practical 1
6	Proprioception Special Considerations in the foot and ankle Special Considerations in the knee LAB – functional strength and plyometrics	LAB Quiz
7	Special Considerations in the Knee (con't) Special Considerations in the Hip/Thigh Special Considerations in the SI Joint and Pelvis LAB- Kinetic Chain (LE Review)	LAB Quiz Practical 2
Finals	The final exam for this course is scheduled for Click here to enter date, time, and location.	Exam 3

ATH TRNG 6320 – Rehabilitative Methods 2: Physical Agents & Therapeutic Exercise – Upper Extremity
Spring 2024 2 Semester credit hours
Lecture: 3 hours of lecture per week x ½ sem
Atwell Hall 240
The Ohio State University
Lab: 2 hours of lab with assignment x ½ sem
Atwell Hall 246
School of Health & Rehabilitation Sciences
(Specific Day/Time TBD)
Instructor: TBD
Phone: TBD
E-mail: TBD
Office: TBD
Office Hours: TBD

Course Description: The second of a two course series on rehabilitation strategies and techniques in athletic training practice. This course includes advanced rehabilitation and a specific focus on upper extremity and spine rehabilitation. This course is open only to students in the Master of Athletic Training program or by permission.

Prerequisite:

- ATHTRNG 6310 – Rehabilitative Methods 1: Physical Agents & Therapeutic Exercise – Lower Extremity

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Learning Outcomes: At the end of this course:

- Students will identify specific patient problems and goals that form the basis for problem oriented rehabilitation
- Students will use evidence based practice principles of therapeutics in describing, selecting, and using physical agents and rehabilitation techniques
- Students will explain the specific physical properties of common physical agents such as heat, cold, light, electricity, and sound and their role in achieving rehabilitative goals.
- Students will explain the effects, indications, contraindications, and precautions for therapeutic techniques.
- Students will explain criteria for the discontinuation of specific therapeutic techniques within the context of a comprehensive rehabilitation program.
- Students will design, implement, adjust, and discharge from a comprehensive, problem-oriented athletic injury rehabilitation program that incorporates setting and achieving patient specific goals and protocols.
- Students will integrate therapeutic modalities, manual therapies, and therapeutic exercise in a comprehensive rehabilitation program for athletic injuries.
- Students will demonstrate proficiency in early post-surgical rehabilitative techniques.
- Students will demonstrate understanding and proficiency in the specific rehabilitation of conditions affecting the shoulder, elbow, wrist, hand, lumbar spine, thoracic spine, and cervical spine.

Grading Policy:

The University's standard grading scheme will be used for this course.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	90- 92.99%	87- 89.99%	83- 86.99%	80- 82.99%	77- 79.99%	73- 76.99%	70- 72.99%	67- 69.99%	60- 66.99%	50 - 0%

- Grades will be available for students to view on the course's CARMEN website.

Graded Item Type	Quantity	Points per	Total Points
Exams	2	100	200
Practical Exams	2	100	200
Labs	6	10	60
Quizzes	4	10	40
EBP Presentation	1	50	50
TOTAL POINTS FOR THE COURSE			550

Graded Item Descriptions:

- Exams:** The 2 exams are not cumulative. Question formats include multiple-choice, true-false, alternate choice, and essay. Questions are based on analysis and synthesis level of understanding rather than rote memorization of facts. Most involve choosing the best options rather than merely discarding incorrect ones
- Practical Exams:** The Practical Exams are not cumulative. Sign-up with a partner for a practical exam time (held outside of normal class or laboratory time). Time slots are 30 minutes for each pair of students. Each student will complete 3 questions per practical. Two are directed questions focused on correct clinical skill performance. One is more open ended focusing on integrating diagnostic, management, and referral skills.
- Labs:** Students will complete all laboratory activities including demonstration of basic proficiency in the techniques and use of therapeutic tools taught therein. All labs involve performance of specific exercises and the dress code necessary for each lab will be explained by the instructor.
- Quizzes:** Students will complete all assigned quizzes online using the course CARMEN website. Question formats include multiple-choice, true-false, short answer, matching, sequencing, and essay.
- EBP Presentation:** This is a group project and will be assigned early in the semester. Students will present a contemporary, EBP based rehabilitation progression for an assigned pathology including criteria for return to activity. The presentation should incorporate best practices based on contemporary evidence as well as incorporation of specific patient centered goals and the experience / skill level of the provider. More details will be discussed in class and are available in the assignment description in the course's CARMEN website.

Course Policies:

- All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- Online Course Elements** – This course will be conducted with both face to face meetings and online elements using OSU's learning management system called "carmen CANVAS" (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A

tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>

- Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentconduct.osu.edu>.
- Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue
- Counseling and Consultation Services:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hsrc.com.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.
- Diversity** - *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person;*

fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."

- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
- **Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
- **Conduct in the Classroom and Academic Learning Environment-** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6
- **Trigger Warning Language-**(if applicable)-Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111
- **Student Safety Ride Partnership** –The university has discontinued the University Escort Service and has instead partnered with Lyft to provide discounted rides for students to provide a safe means of travel after hours. You must sign up for the service and download the lyft app. Information is available at <https://ttm.osu.edu/ride-smart>
- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.
- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify appropriate dress for such activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all course and laboratory sessions and activities. In some cases, class or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify dress for such activities.
- **Due Dates / Make-up Assignments** – Assignments are due at the beginning of class. Due dates are firm and late assignments will not be accepted barring significant extenuating circumstances. Whether a circumstance is adequately significant to justify acceptance of a late assignment is solely at the discretion of the instructor and

requires supporting evidence in order to be considered. Student must turn in assignments or complete exams and/or labs prior to missing class when absences result from pre-approved clinical events.

- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

Weekly Course Schedule

Week	Module	Assignments Due
1	Introduction – Admin & Application of Physical Agents and Ther. Ex. Rehabilitative Problems in the upper extremity Review of Tissue Repair, Stages of Healing, and implications for rehab	Quiz
2	Pharmacologic approaches Inflammation and Pain management in rehab Promoting Tissue Repair: Blood Flow Restriction, Dry Needling and Cupping LAB – Promoting Tissue Repair	LAB Quiz
3	Range of Motion – Manual Therapy, Joint Mobilization & Manipulation of the Upper Extremity LAB – UE ROM with manual therapy, joint mobilization, & manipulation	LAB
4	Electrotherapy foundations and applications LAB – Electrotherapy	EXAM 1 LAB
5	Restoration of Strength – UE manual resistance, PRE, PNF, Functional strength Beyond Strength – Restoring Power and Dynamic Functional Performance LAB – UE Strength & Power	LAB Practical 1
6	Special Considerations in the Lumbar, Thoracic, and Cervical Spine Special Consideration in the Shoulder LAB – Spine	LAB Quiz
7	Special Considerations in the Shoulder (con't) Special Considerations in the Elbow, Wrist and hand LAB- Shoulder	LAB Quiz Practical 2
Finals	The final exam for this course is scheduled for Click here to enter date, time, and location.	Exam 3



ATH TRNG 6389 – Clinical Experience: Intro. Diag. & Acute Care - High School

Autumn 2023 2 Semester credit hours

The Ohio State University

School of Health & Rehabilitation Sciences

Times arranged - Clinical Fieldwork 7w x 20h

Instructor: Samar Long, MEd, AT

Office: Atwell Hall 228A

Phone: 614-292-4487

Office Hours: M-R 11-2pm or by appointment

E-mail: samar.long@osumc.edu

Course Description: Provide students with clinical care experiences in a high school athletic during the autumn semester. Course will focus on clinical experiences related to diagnosis and management of acute conditions. The population associated with this course includes the pediatric patients with different socioeconomic statuses who participate in competitive, low- and high-intensity, team activities. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6289 – Clinical Experience: Prevention & Risk Mgmt.

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives:

- At the conclusion of “Clinical Experience: – Intro. Diag. & Acute Care - High School,” successful students will be able to perform the following:
 - use the International Classification of Functioning, Disability, and Health (ICF) to provide patient care and communicate to preceptors about patient care
 - apply health informatics principles of obtaining and applying data to inform clinical decisions
 - apply Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA) guidelines during patient interactions
 - apply universal Precautions/OSHA Bloodborne Pathogen Standards to patient interactions
 - design a professional development plan based on self-assessment and personal goals
 - provide ongoing assessment, collect patient outcome measures and refer when warranted
 - manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include: respiratory compromise, anaphylaxis, and wounds
 - assist with medical situations that require critical incident response procedures (EAP)
 - provide patient care that utilizes physician collaboration
 - obtain a medical history from the patient or others and identify potential comorbidities
 - describe programs used to maximize sport performance and review based on research data
 - provide recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity for a variety of environmental conditions
 - recognize and evaluate environmental conditions to prevent heat related illness or injury
 - select protective equipment to minimize the risk of injury or re-injury.

Grading Policy:

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Graded Item Type	Quantity	Percentage per	Total Percentage
Performance Evaluation	1	70%	70
Professionalism Tasks	2	5%	10
Clinical Simulation	2	10%	20
TOTAL POINTS FOR THE COURSE			100

Graded Item Descriptions:

- Performance Evaluation: at the end of each rotation a performance evaluation will be completed by the assigned preceptor. The performance evaluation assess the quality and frequency of professional behaviors and setting specific clinical skills. The assigned preceptor has direct interaction with students during clinical fieldwork and provide feedback on performance based on those interactions. The performance evaluation will be completed online and corresponds to appropriate demonstration of course objectives.
 - Scope - Students are expected to honor their scope of practice and demonstrate knowledge of the state practice act located at: <http://otptat.ohio.gov/Practice-Acts>. This includes designating their "student" status on all patient documentation and practicing medicine within the preceptor's approval. All medical decisions, including patient education, must be approved prior to implementation.
- Professionalism Tasks: students are required to complete tasks that fall into three categories: meeting/in-service attendance and time tracking that are assessed as complete or incomplete. Clinical meetings assess attendance at site specific orientation and program policy review. Student must track clinical fieldwork hours using E*Value daily. Hours are verified by their assigned preceptor and every day of the semester should be logged as preseason fieldwork, clinical fieldwork, off days, or special event/volunteer hours. Students are expected to log at least one day off every seven days.
 - Time spent in clinicals must fall within the established maximum for a one credit hour course. Students are expected to complete an average of 20 hours a week. As is true in Athletic Training, flex time applies throughout the course.
- Clinical Simulations: will be assigned based on uncommon conditions that may not be otherwise be evaluated and treated at the site. The assignment will allow all students to apply knowledge and skill developed with an adolescent sport patient population. The assignment will allow students to demonstrate the ability to engage in reflective clinical practice and apply core competency skills.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- **Online Course Elements** – This course will be conducted in a hybrid format with both face to face meetings and online elements using OSU's learning management system called "carmen CANVAS" (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>

- Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu>].
- Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue
- Counseling and Consultation Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org
- Diversity** - *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."*
- Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other

protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

- **Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
- **Conduct in the Classroom and Academic Learning Environment-** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6
- **Trigger Warning Language-**(if applicable)-Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111
- **Student Safety Ride Share Partnership** -The University has discontinued the University Escort Service and has instead partnered with Lyft to provide discounted rides for students to provide a safe means of travel after hours. You must sign up for this service and download the Lyft app. Information is available at <https://ttm.osu.edu/ride-smart>
- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.
- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc.) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The preceptor will clarify appropriate dress for setting specific activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all clinical fieldwork activities. Failure to attend clinical fieldwork experiences consistently will be reflected in the performance evaluation grade submitted by assigned preceptors.
- **Due Dates / Make-up Assignments** – Late professional tasks will be accepted at the instructor’s discretion. Clinical fieldwork experiences are only available for specific timeframes and due to limited space, clinical fieldwork time cannot be made up later as each clinical course builds on the following course.
- **Critical failures: Certain critical failures during BSAT student fieldwork experiences may automatically cause the student to receive a failing grade for the fieldwork course, regardless of their performance in the remainder of the fieldwork experience. Critical failures of this type are typically related to patient safety or legal/ethical conduct and are discussed in the syllabi for clinical fieldwork courses.**
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are

only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.
- **Course Schedule (7-week AU Session 1):** Clinical fieldwork attendance should follow the normal operating hours of the clinical site; which may be lengthened or shortened by weather, travel, practice facility availability, and/or physician discretion.

Weekly Course Schedule

Week	Topic	Assignments Due
1	Orientation & Begin Clinical Fieldwork	
2	Clinical Fieldwork	
3	Clinical Fieldwork	Case Study Simulation
4	Clinical Fieldwork	
5	Clinical Fieldwork	
6	Clinical Fieldwork	Case Study Simulation
7	Clinical Fieldwork	Self-assessment plan & Fieldwork evaluations



ATH TRNG 6489 – Clinical Experience: Intro. Diag. & Acute Care - Collegiate

Autumn 2023 2 Semester credit hours

The Ohio State University

School of Health & Rehabilitation Sciences

Times arranged - Clinical Fieldwork 7w x 20h

Instructor: Samar Long, MEd, AT

Office: Atwell Hall 228A

Phone: 614-292-4487

Office Hours: M-R 11-2pm or by appointment

E-mail: samar.long@osumc.edu

Course Description: Provide students with clinical care experiences in a collegiate athletics setting during the autumn semester. Course will focus on clinical experiences related to diagnosis and management of acute conditions. The population associated with this course includes the adult patients who participate in competitive, low- and high-intensity, team activities. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6289.

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives:

- At the conclusion of “Clinical Experience: – Intro. Diag. & Acute Care - Collegiate,” successful students will be able to perform the following:
 - use the International Classification of Functioning, Disability, and Health (ICF) to provide patient care and communicate to preceptors about patient care
 - apply health informatics principles of obtaining and applying data to inform clinical decisions
 - apply Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA) guidelines during patient interactions
 - apply universal Precautions/OSHA Bloodborne Pathogen Standards to patient interactions
 - provide ongoing assessment, collect patient outcome measures and refer when warranted
 - manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent; such as cardiac compromised, internal or external hemorrhage patients
 - distinguish between medical situations that require critical incident response procedures (EAP)
 - provide patient care that utilizes physician collaboration
 - obtain a medical history from the patient or other individual and identify comorbidities
 - perform an examination that includes assessing function, using tests and measures to evaluate lower extremity musculoskeletal injuries
 - describe programs used to maximize sport performance and review based on research data
 - make recommendations to clients/patients on fluids and nutrients to ingest during activity, and during recovery for a various types of activities
 - recognize and evaluate environmental conditions to prevent lightning and cold related injury
 - fit and remove protective equipment to minimize the risk of injury or re-injury.

Grading Policy:

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Graded Item Type	Quantity	Percentage per	Total Percentage
Performance Evaluation	1	70%	70
Professionalism Tasks	2	5%	10
Clinical Simulation	2	10%	20
TOTAL POINTS FOR THE COURSE			100

Graded Item Descriptions:

- Performance Evaluation: at the end of each rotation a performance evaluation will be completed by the assigned preceptor. The performance evaluation assess the quality and frequency of professional behaviors and setting specific clinical skills. The assigned preceptor has direct interaction with students during clinical fieldwork and provide feedback on performance based on those interactions. The performance evaluation will be completed online and corresponds to appropriate demonstration of course objectives.
 - Scope - Students are expected to honor their scope of practice and demonstrate knowledge of the state practice act located at: <http://otptat.ohio.gov/Practice-Acts>. This includes designating their "student" status on all patient documentation and practicing medicine within the preceptor's approval. All medical decisions, including patient education, must be approved prior to implementation.
- Professionalism Tasks: students are required to complete tasks that fall into two categories: meeting/in-service attendance and time tracking that are assessed as complete or incomplete. Clinical meetings assess attendance at site specific orientation and program policy review. Student must track clinical fieldwork hours using E*Value daily. Hours are verified by their assigned preceptor and every day of the semester should be logged as preseason fieldwork, clinical fieldwork, off days, or special event/volunteer hours. Students are expected to log at least one day off every seven days.
 - Time spent in clinicals must fall within the established maximum for a one credit hour course. Students are expected to complete an average of 20 hours a week. As is true in Athletic Training, flex time applies throughout the course.
- Clinical Simulations: will be assigned based on uncommon conditions that may not be otherwise be evaluated and treated at the site. The assignment will allow all students to apply knowledge and skill developed with an adolescent sport patient population. The assignment will allow students to demonstrate the ability to engage in reflective clinical practice and apply core competency skills.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.

- Online Course Elements** – This course will be conducted in a hybrid format with both face to face meetings and online elements using OSU’s learning management system called “carmen CANVAS” (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>
- Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu>].
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- Counseling and Consultation Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org
- Diversity** - *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."*

- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
- **Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
- **Conduct in the Classroom and Academic Learning Environment-** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6
- **Trigger Warning Language-(if applicable)-Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111**
- **Student Safety Ride Share Partnership** -The University has discontinued the University Escort Service and has instead partnered with Lyft to provide discounted rides for students to provide a safe means of travel after hours. You must sign up for this service and download the Lyft app. Information is available at <https://ttm.osu.edu/ride-smart>
- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.
- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc.) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The preceptor will clarify appropriate dress for setting specific activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all clinical fieldwork activities. Failure to attend clinical fieldwork experiences consistently will be reflected in the performance evaluation grade submitted by assigned preceptors.
- **Due Dates / Make-up Assignments** – Late professional tasks will be accepted at the instructor’s discretion. Clinical fieldwork experiences are only available for specific timeframes and due to limited space, clinical fieldwork time cannot be made up later as each clinical course builds on the following course.
- **Critical failures:** Certain critical failures during BSAT student fieldwork experiences may automatically cause the student to receive a failing grade for the fieldwork course, regardless of their performance in the remainder of the fieldwork experience. Critical failures of this type are typically related to patient safety or legal/ethical conduct and are discussed in the syllabi for clinical fieldwork courses.

- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.
- **Course Schedule (7-week AU):** Clinical fieldwork attendance should follow the normal operating hours of the clinical site; which may be lengthened or shortened by weather, travel, practice facility availability, and/or physician discretion.

Weekly Course Schedule

Week	Topic	Assignments Due
1	Orientation & Begin Clinical Fieldwork	
2	Clinical Fieldwork	
3	Clinical Fieldwork	Emergent Care Case Simulation
4	Clinical Fieldwork	
5	Clinical Fieldwork	
6	Clinical Fieldwork	Environmental Prevention Simulation
7	Clinical Fieldwork	Fieldwork evaluations



ATH TRNG 6510 – Practicum 1 Clinical Integration: Problems and Goals

Autumn 2023 1 Semester credit hour

The Ohio State University

School of Health & Rehabilitation Sciences

Lab: 4 hours of lab weekly x ½ semester

Instructor: Samar Long, MEd, AT

Office: Atwell Hall 228A

Phone: 614-292-4487

Office Hours: M-R 11-2pm or by appointment

E-mail: samar.long@osumc.edu

Course Description: The first of a 4 course clinical skills practicum series assessing student competence in select clinical care skills. Course will focus on assessing competence in conceptual problem solving and goal development skills related to applying a patient centered approach to diagnose, manage, and treating acute and chronic illnesses and diseases. The course will assess students' ability to identify and act professionally in a collaborative healthcare environment, gather and synthesize essential and accurate information to define patients clinical problem(s), understand and navigate health information technology, and apply patient safety concepts. The course will be a laboratory based course instructing advanced clinical skills used by athletic trainers in the care of their patients. This course is only open to students in the MAT program and by permission of the instructor. Weekly time of 4 lab hours equate to 1 credit hour for a ½ semester course and will include interactive discussions, hands-on practice, and objective structured clinical examinations.

Required Texts:

There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives:

- At the conclusion of "Practicum 1 – Clinical Integration: Problems and Goals," successful students will be able to perform the following:
 - Develop problem solving and goal based systems for problem identification and strategies for implementing solutions
 - Properly palpate anatomical structures for problem identification
 - Manage patients with acute and chronic medical conditions in various types of settings.
 - Describe the boundaries of the performance of clinical skills to stay within their scope of practice following the BOC Standards of Professional Practice and State Athletic Training statutes.
 - Assess patient vital signs including heart rate, blood pressure, ventilatory rate, temperature, and oxygen saturation.
 - Perform common elements of the Pre-participation physical evaluation to identify patients at risk for injury and illness
 - Perform environmental assessments and use current guidelines to determine whether safe conditions exist for participation
 - Apply common acute care methods for musculoskeletal injuries such as P.R.I.C.E.
 - Explain and use universal precautions and infection control measures
 - Perform basic wound cleaning/debridement and dressing/re-dressing
 - Select, fit, and instruct patients in using ambulatory aids such as crutches and canes and assist with patient transfers
 - Select and fit sports protective equipment and common pads, braces, and durable medical equipment
 - Apply appropriate athletic taping techniques
 - practice in collaboration with other health care and wellness professionals to care for patients with

- complex medical conditions
- Use systems of quality assurance and quality improvement to enhance client/patient care/communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others

Grading Policy:

- The University's standard grading scheme will be used for this course.
- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Professionalism Report	1	100	100
Problem Solving Scenario	1	100	100
NATA Position Statement Implementation Review	1	100	100
Patient Care Simulations 1. Pre-participation exam 2. Acute musculoskeletal 3. Emergency care	3	50	150
TOTAL POINTS FOR THE COURSE			450

Graded Item Descriptions:

- **Professionalism Report:** students will write a reflection paper on what it means to be an athletic training professional. The process of professionalism will be discussed with 3 specific reflections of components of professionalism to understand the process of professionalization (Professionalism – Prof-1)
- **Problem Solving Scenario:** students will engage in a practice-based problem solving learning experience to evaluate situational information and develop potential solutions. Students will utilize scientific data along with emotional intelligence information to identify possible solutions for implementing scientific and socioecological valid solutions to enhance delivery of care. The goal of the assignment will be to identify potential variations or gaps in health care by assessing health care outcome data, and developing an improvement plan. AT Milestone-Practice-Based Learning and Improvement (PBLI-2) will be utilized to evaluate student performance.
- **NATA Position Statement Implementation Review:** will be used to evaluate the ability to gather and synthesize health care information to develop implementation strategies. This will be a reflection of a current NATA Position Statement and will utilize the health information technology to understand best practices for implementation. AT Milestones- Communication Skills (ICS-4) relative to properly utilizing health information technology will be utilized to evaluate student performance
- **Patient Care Simulations:** responsive case studies will be used to evaluate student communication skills related to patient center care within 3 specific areas: Pre-participation physical evaluation, Acute musculoskeletal, Emergency Care. Cases will focus the ability to communicate effectively with patients, families, stakeholders, and the public regarding an acute and/or chronic illness. Additionally the student will be expected to show appropriate responsiveness to each patient's unique characteristics, needs, and goals. AT Milestones- Communication Skills (ICS-2) and Patient-Care and Procedural Skills (PC-3) will be utilized to evaluate student performance.

Course Policies:

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 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
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concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younklin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org

- **Diversity** - *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."*
- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
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- **Due Dates / Make-up Assignments** – Late work will be accepted at the course instructors discretion.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.
- **Course Schedule (8 week-session 2)**

Weekly Course Schedule

Week	Module	Assignments Due
1	<ul style="list-style-type: none"> • Scope of Practice, legal and ethical boundaries, establishing and maintaining AT-physician relationship • Explain and use universal precautions and infection control measures • Review Musculoskeletal Anatomy Palpation Techniques 	Module quizzes Skills demonstration Course participation
2	<ul style="list-style-type: none"> • Assess patient vital signs including heart rate, blood pressure, ventilatory rate, temperature, and oxygen saturation. • Perform basic wound cleaning/debridement and dressing/re-dressing 	Module quizzes Skills demonstration Course participation
3	<ul style="list-style-type: none"> • Select and fit sports protective equipment and common pads, braces, and durable medical equipment • Apply appropriate athletic taping techniques 	Module quizzes Skills demonstration Course participation
4	<ul style="list-style-type: none"> • Perform common elements of the Pre-participation physical exam to identify patients at risk for injury and illness • Perform environmental assessments and use current guidelines to determine whether safe conditions exist for participation • Identify basic nutritional and hydration requirements for participation in physical activity 	Module quizzes Skills demonstration Course participation

5	<ul style="list-style-type: none"> • Apply common acute care methods for musculoskeletal injuries such as P.R.I.C.E. • Select, fit, and instruct patients in using ambulatory aids such as crutches and canes. Assist with patient transfers 	<p>Module quizzes</p> <p>Skills demonstration</p> <p>Course participation</p>
6	<ul style="list-style-type: none"> • Defining and identifying emergencies • Identifying and mitigating risk & the pre-participation physical exam • Understanding and activating emergency action plans and coordination of care with EMS 	<p>Module quizzes</p> <p>Skills demonstration</p> <p>Course participation</p>
7	<ul style="list-style-type: none"> • Understanding appropriate actions for emergency situations relative to: Environmental, Cardiovascular, Respiratory, Internal Hemorrhage, Central and Peripheral Neurologic, Diabetic, Anaphylaxis, Sepsis, and Narcotic Overdose 	<p>Module quizzes</p> <p>Skills demonstration</p> <p>Course participation</p>
Finals	There is no final exam for this lab course	

**ATH TRNG 6520** – Practicum 2 – Clinical Integration:

Lower Extremity Care

Spring 2025 1 Semester credit hour

The Ohio State University

School of Health & Rehabilitation Sciences

Lab: 4 hours of lab weekly x ½ sem. Atwell 246

(Specific Day/Time TBD)

Instructor: TBD

Phone: TBD

E-mail: TBD

Office: TBD

Office Hours: TBD

Course Description: This is the second of four practicum courses, which focus on assessment of clinical knowledge and skills related to applying a patient centered approach to diagnose, manage, and treating acute and chronic lower extremity conditions. The course will include interactive discussions, hands-on practice, and objective structured clinical examinations. This course is only open to students in the MAT program and by permission of the instructor.

Prerequisite:

- ATHTRNG 6120 – AT Lower Extremity Exam & Diagnosis
ATHTRNG 6510 – Practicum 1

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection. See the course CARMEN website for information on how to access these materials.

Learning Outcomes:

- At the conclusion of “Practicum 2 – Clinical Integration: Lower Extremity Care,” successful students will have demonstrated competence as they:
 - Determine common injuries to respective body parts as indicated by contemporary epidemiology studies of injuries in various competitive sports.
 - Identify characteristic pathology of all common closed soft tissue injuries (sprains, strains, contusions, dislocations, etc), open wounds (abrasions, lacerations, incisions, punctures, etc) and fractures.
 - Analyze specific relationships between typical symptoms and clinical signs relative to Lower extremity injury.
 - Perform commonly accepted techniques and procedures for clinical evaluation of lower extremity injuries including (a) history, (b) inspection, (c) palpation, (d) functional testing (ROM, ligamentous/capsular stress testing, MMT, sensory and motor neurological testing, etc), and (e) special evaluation techniques.
 - Develop interview skills including construction and phrasing of questions appropriate to obtaining a medical history of an injured/ ill athlete including a past history and a history of the present injury/illness.
 - Gain experience in the identification of observable clinical signs typically associated with athletic injuries including structural deformities, edema, discoloration, etc.
 - Apply anatomical knowledge in respect to locating and palpating structures commonly involved in injury pathology including bony landmarks, ligamentous/ capsular tissues, and musculotendinous structures.
 - Apply knowledge related to joint anatomy and structural stability for the administration of appropriate laxity (stress) tests for ligamentous/ capsular instability including application of the principles of joint positioning, segmental stabilization, pressure, etc.

- Apply understanding of imaging in diagnostic process including selecting of appropriate imaging modalities and views and interpreting images as part of diagnostic reasoning.
- Respect the contributing roles of attending physicians and other medical and paramedical personnel in the treatment and rehabilitation of injured athletes.

Grading Policy:

The University's standard grading scheme will be used for this course.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	90- 92.99%	87- 89.99%	83- 86.99%	80- 82.99%	77- 79.99%	73- 76.99%	70- 72.99%	67- 69.99%	60- 66.99%	50 - 0%

- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Participation/Discussion	8	5	40
Weekly Quizzes	7	10	70
Regional OSCE's	4	40	250
Final Exam Patient Simulation	1	100	100
TOTAL POINTS FOR THE COURSE			460

Graded Item Descriptions:

- Participation / Discussion: Students must 1) BE PREPARED, 2) fully participate and 3) be dressed appropriately to allow examination of the relevant body segment in order to receive full points.
- Quizzes: Starting with week 2, there is an online quiz (see schedule for topics) for each week. Quizzes will have a time limit and due date. You may take each quiz up to 2 times before the deadline.
- Regional OSCE's: Students will be evaluated on their ability to perform a thorough examination on the current area of study. This includes but is not limited to anatomy, MMT, special tests, and diagnosis.
- Final Patient Simulation Exam: Comprehensive practical covering any topic from the entire course (including EBM and DDx)

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
 - **Online Course Elements** – This course will be conducted with both face to face meetings and online elements using OSU’s learning management system called “carmen CANVAS” (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>
 - **Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu>].
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 - **Counseling and Consultation Services:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply

email hsrcounseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

- **Diversity - "The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."**
- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
- **Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
- **Conduct in the Classroom and Academic Learning Environment-** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6
- **Trigger Warning Language-(if applicable)-Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111**
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- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.
- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio

recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.

- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify appropriate dress for such activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all course and laboratory sessions and activities. In some cases, class or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify dress for such activities.
- **Due Dates / Make-up Assignments** – Assignments are due at the beginning of class. Due dates are firm and late assignments will not be accepted barring significant extenuating circumstances. Whether a circumstance is adequately significant to justify acceptance of a late assignment is solely at the discretion of the instructor and requires supporting evidence in order to be considered. Student must turn in assignments or complete exams and/or labs prior to missing class when absences result from pre-approved clinical events.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

- **Course Schedule (8 week-session 2)**

Session	Topic	Assignments Due
Week 1	Course Intro / Evidence Based Med	
Week 2	Medical History, SOAP Note, Differential Diagnosis	Quiz 1
Week 3	Foot and Ankle examination, diagnosis and care	Quiz 2 OSCE 1
Week 4	Knee examination, diagnosis and care	Quiz 3
Week 5	Knee examination, diagnosis and care	Quiz 4 OSCE 2
Week 6	Hip examination, diagnosis and care	Quiz 5 OSCE 3
Week 7	Lumbar examination, diagnosis and care	Quiz 6 OSCE 4
Week 8	LE Integration and Patient Scenarios	Quiz 7
	Final Patient Simulation	



ATH TRNG 6530 – Practicum 3 – Clinical Integration: Upper Extremity Care

Spring 2024 1 Semester credit hour

The Ohio State University

School of Health & Rehabilitation Sciences

Lab: 4 hours of lab weekly x ½ sem. Atwell 246

Instructor: TBD

Office: TBD

Phone: TBD

Office Hours: TBD

E-mail: TBD

Course Description: This is the third of four practicum courses, which focus on assessment of clinical knowledge and skills related to applying a patient centered approach to diagnose, manage, and treating acute and chronic upper extremity conditions. The course will include interactive discussions, hands-on practice, and objective structured clinical examinations. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6520 – Practicum 2

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection. See the course CARMEN website for information on how to access these materials.

Course Objectives:

- At the conclusion of “Practicum 3 – Clinical Integration: Upper Extremity Care,” successful students will have demonstrated competence as they:
 - Determine common injuries to respective body parts as indicated by contemporary epidemiology studies of injuries in various competitive sports.
 - Identify characteristic pathology of all common closed soft tissue injuries (sprains, strains, contusions, dislocations, etc), open wounds (abrasions, lacerations, incisions, punctures, etc) and fractures.
 - Analyze specific relationships between typical symptoms and clinical signs relative to upper extremity injury.
 - Perform commonly accepted techniques and procedures for clinical evaluation of upper extremity injuries including (a) history, (b) inspection, (c) palpation, (d) functional testing (ROM, ligamentous/ capsular stress testing, MMT, sensory and motor neurological testing, etc), and (e) special evaluation techniques.
 - Develop interview skills including construction and phrasing of questions appropriate to obtaining a medical history of an injured/ ill athlete including a past history and a history of the present injury/illness.
 - Gain experience in the identification of observable clinical signs typically associated with athletic injuries including structural deformities, edema, discoloration, etc.
 - Apply anatomical knowledge in respect to locating and palpating structures commonly involved in injury pathology including bony landmarks, ligamentous/ capsular tissues, and musculotendinous structures.
 - Apply knowledge related to joint anatomy and structural stability for the administration of appropriate laxity (stress) tests for ligamentous/ capsular instability including application of the principles of joint positioning, segmental stabilization, pressure, etc.
 - Apply understanding of imaging in diagnostic process including selecting of appropriate imaging modalities and views and interpreting images as part of diagnostic reasoning.
 - Respect the contributing roles of attending physicians and other medical and paramedical

personnel in the treatment and rehabilitation of injured athletes.

Grading Policy:

- The University's standard grading scheme will be used for this course.
- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Participation/Discussion	8	5	40
Weekly Quizzes	7	10	70
Regional OSCE's	5	50	250
Final Exam Patient Simulation	1	100	100
TOTAL POINTS FOR THE COURSE			460

Graded Item Descriptions:

- Participation / Discussion: Students must 1) BE PREPARED, 2) fully participate and 3) be dressed appropriately to allow examination of the relevant body segment in order to receive full points.
- Quizzes: Starting with week 2, there is an online quiz (see schedule for topics) for each week. Quizzes will have a time limit and due date. You may take each quiz up to 2 times before the deadline.
- Regional OSCE's: Students will be evaluated on their ability to perform a thorough examination on the current area of study. This includes but is not limited to anatomy, MMT, special tests, and diagnosis.
- Final Patient Simulation Exam: Comprehensive practical covering any topic from the entire course (including EBM and DDx)

Course Policies:

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 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- **Online Course Elements** – This course will be conducted in a hybrid format with both face to face meetings and online elements using OSU's learning management system called "carmen CANVAS" (offered on the CANVAS platform). All online course materials will be provided via Camen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>

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- **Counseling and Consultation Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org
- **Diversity** - *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."*
- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other

protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

- **Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
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- **Trigger Warning Language-(if applicable)-Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111**
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- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The preceptor will clarify appropriate dress for setting specific activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all clinical fieldwork activities. Failure to attend clinical fieldwork experiences consistently will be reflected in the performance evaluation grade submitted by assigned preceptors.
- **Due Dates / Make-up Assignments** – Late work will be accepted at the course instructors discretion.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating

circumstances.

- **Course Schedule (8 week-session 2)**

Session	Topic	Assignments Due
Week 1	Course Intro / Palpation and Anatomy Review	
Week 2	Differential Diagnosis, Evidence Based Med	Quiz 1
Week 3	Hand and Wrist examination, diagnosis and care	Quiz 2 OSCE 1
Week 4	Elbow and Forearm examination, diagnosis and care	Quiz 3 OSCE 2
Week 5	Shoulder examination, diagnosis and care	Quiz 4 OSCE 3
Week 6	Neck and Spine examination, diagnosis and care	Quiz 5 OSCE 4
Week 7	Head and Face examination, diagnosis and care	Quiz 6 OSCE 5
Week 8	UE Integration and Patient Scenarios	Quiz 7
	Final Patient Simulation	



ATH TRNG 6540 – Practicum 4 – Clinical Integration: Primary Care

Spring 2024 1 Semester credit hour

The Ohio State University

Lab: 4 hours of lab weekly x ½ sem. Hybrid/Atwell 246

School of Health & Rehabilitation Sciences

Instructor: Samar Long, MEd, AT

Phone: 614-292-4487

E-mail: samar.long@osumc.edu

Office: Atwell Hall 228A

Office Hours: M-R 11-2pm or by appointment

Course Description: Course will focus on assessment of clinical knowledge and skills related to applying a patient centered approach to diagnose, manage, and treating acute and chronic illnesses and diseases. The course will assess students' ability to work in collaboration with physicians and other health care providers to provide health promotion, prevention, maintenance, patient education, and diagnosis patients as the first point of contact. The course will include interactive discussions, hands-on practice, and objective structured clinical examinations. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6530 – Practicum 3

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives:

- At the conclusion of “Practicum 4 – Clinical Integration: Primary Care,” successful students will be able to perform the following:
 - apply the International Classification of Functioning, Disability, and Health (ICF) to provide patient care and communicate care plan to patients
 - manage patients with acute and chronic conditions
 - perform an examination to formulate a diagnosis and plan of care for patients with health conditions
 - advocate for the health needs of clients, patients, communities, and populations
 - identify health care delivery strategies that account for health literacy and a variety of social determinants of health
 - incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery
 - communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others
 - practice in collaboration with other health care and wellness professionals to care for patients with complex medical conditions
 - Use systems of quality assurance and quality improvement to enhance client/patient care

Grading Policy:

- The University's standard grading scheme will be used for this course.
- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Quality Improvement Project	1	100	100
OSCE	2	100	200
Patient Care Simulation	3	50	150
TOTAL POINTS FOR THE COURSE			450

Graded Item Descriptions:

- **Quality Improvement Project:** students will engage in a practice-based learning experience to evaluate data and create a quality improvement plan. Students will use data sets to identify trends in patient care and injuries sustained for a specific group of patients. Data analysis will involve identifying areas for improved efficiency and/or prevention strategies to enhance delivery of care. The goal of the assignment will be to identify potential variations or gaps in health care by assessing health care outcome data, and developing an improvement plan. AT Milestone- Practice-Based Learning and Improvement (PBLI-2) will be utilized to evaluate student performance.
- **Objective Structured Clinical Examinations (OSCEs):** will be used to evaluate the ability to diagnose and manage two specific conditions during the course. OSCEs will allow for the use of standardized patients needed to consistently evaluate students ability to provide patient care that are necessary skills to develop for independent practice. AT Milestone- Patient-Care and Procedural Skills (PC-5) will be utilized to evaluate student performance.
- **Patient Care Simulations:** responsive case studies will be used to evaluate student communication skills related to patient center care. Cases will focus the ability to communicate effectively with patients, families, stakeholders, and the public regarding an acute and chronic illness. Additionally the student will be expected to show appropriate responsiveness to each patient's unique characteristics, needs, and goals. AT Milestones- Communication Skills (ICS-2) and Patient-Care and Procedural Skills (PC-1) will be utilized to evaluate student performance.

Course Policies:

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- **Online Course Elements** – This course will be conducted in a hybrid format with both face to face meetings and online elements using OSU's learning management system called "carmen CANVAS" (offered on the CANVAS platform). All online course materials will be provided via Camen and all assignments will be completed via

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- Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu>].
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- Counseling and Consultation Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org
- Diversity** - *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."*

- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
- **Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
- **Conduct in the Classroom and Academic Learning Environment-** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6
- **Trigger Warning Language-(if applicable)-Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111**
- **Student Safety Ride Share Partnership** -The university has discontinued the University Escort Service and has instead partnered with Lyft to provide discounted rides for students to provide a safe means of travel after hours. You must sign up for this service and download the Lyft app. Information is available at <https://ttm.osu.edu/ride-smart>
- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.
- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The preceptor will clarify appropriate dress for setting specific activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all clinical fieldwork activities. Failure to attend clinical fieldwork experiences consistently will be reflected in the performance evaluation grade submitted by assigned preceptors.
- **Due Dates / Make-up Assignments** – Late work will be accepted at the course instructors discretion.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.
- **Course Schedule (8 week-session 2)**

Session	Topic	Pre-Readings	Assignments Due
2/28	In person- Introduction, IFC for patient education and self care, and OSCE overview	QI Materials on CARMEN Supplemental Texts	
3/4-6	Review patient encounter guidelines & OSCE Debrief Health literacy and social determinants considerations	Communication Materials on CARMEN	QI: Rationale & Topic
3/11-13	Patient Care Simulation- Adolescent patient In-Person Simulation debrief & OI project workshopping	Self-assessment Materials on Carmen	Simulation self-assessment
3/18-20	Overview of approached to acute and chronic conditions care plans Student Guided Review	Materials on CARMEN Communicating with cultural awareness	QI: Outline & Data source identified
3/25-27	In-person OSCE #1 & REVIEW OSCE recording		
4/1-3	Patient Care Simulation- Geriatric patient Advocate for the clients, patients, communities, and populations	Materials on CARMEN: Communicating differing viewpoints	
4/8-10	Collaboration with other health care and wellness professionals In-Person Negotiating roles & responsibilities	Materials on CARMEN: building a professional network	QI: Draft w/ supporting research
4/15-17	Patient Care Simulation- Adult patient Maintaining certification and continuing education	Materials on CARMEN: Transition to practice	
4/22	QI Presentations via Virtual roundtable		QI: Final project due
4/24-30	In- person OSCE #2 & REVIEW OSCE recording	None	



ATH TRNG 6589 – Clinical Experience: Diagnosis & Management

Spring 2023 4 Semester credit hours

The Ohio State University

School of Health & Rehabilitation Sciences

Times: Arranged - Clinical Fieldwork 14w x 20h

Instructor: Samar Long, MEd, AT

Office: Atwell Hall 228A

Phone: 614-292-4487

Office Hours: M-R 11-2pm or by appointment

E-mail: samar.long@osumc.edu

Course Description: Provide students with a full semester of clinical care experiences. Course will focus on clinical experiences related to diagnosis and management of acute and chronic conditions. The population associated with this course includes the patients who participate in competitive, low- and high-intensity, team activities. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6489 – Intro Diagnosis & Acute Care-Collegiate.

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives:

- At the conclusion of “Clinical Experience: – Diagnosis & Management,” successful students will be able to perform the following:
 - design a professional development plan based on self-assessment and personal goals
 - incorporate patient goals and function into treatment decisions
 - manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include: Cervical spine compromised and exertional conditions
 - distinguish between medical situations that require critical incident response procedures (EAP)
 - describe and incorporate patient education and self-care programs into a care plan
 - perform an examination that includes assessing function, using tests and measures to evaluate upper extremity musculoskeletal injuries
 - assess patient status on an ongoing basis and adjust care accordingly
 - select therapeutic interventions that align with the care plan
 - determine an initial treatment plan or referral when warranted based on patient’s goals and level of function
 - incorporate evidence into patient care plans

Grading Policy:

- The University's standard grading scheme will be used for this course.
- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Percentage per	Total Percentage
Performance Evaluation	1	70%	70
Professionalism Tasks	3	5%	15
Clinical Simulation	3	5%	15
TOTAL POINTS FOR THE COURSE			100

Graded Item Descriptions:

- Performance Evaluation: at the end of each rotation a performance evaluation will be completed by the assigned preceptor. The performance evaluation assess the quality and frequency of professional behaviors and setting specific clinical skills. The assigned preceptor has direct interaction with students during clinical fieldwork and provide feedback on performance based on those interactions. The performance evaluation will be completed online and corresponds to appropriate demonstration of course objectives.
 - Scope - Students are expected to honor their scope of practice and demonstrate knowledge of the state practice act located at: <http://otptat.ohio.gov/Practice-Acts>. This includes designating their "student" status on all patient documentation and practicing medicine within the preceptor's approval. All medical decisions, including patient education, must be approved prior to implementation.
- Professionalism Tasks: students are required to complete tasks that fall into three categories: meeting/in-service attendance, time tracking, and self-assessments.
 - Clinical meetings assess attendance at site specific orientation and program policy review. Student must track clinical fieldwork hours using E*Value daily.
 - Hours are verified by their assigned preceptor and every day of the semester should be logged as preseason fieldwork, clinical fieldwork, off days, or special event/volunteer hours. Students are expected to log at least one day off every seven days. Time spent in clinicals must fall within the established maximum for a one credit hour course. Students are expected to complete an average of 20 hours a week. As is true in Athletic Training, flex time applies throughout the course.
 - Self-assess professional competence and reflect on personal growth to create a developmental plan. This assignment will be two parts to build skill in writing and progressing professional plans and become familiar with current and future planning approaches.
- Clinical Simulations: will be assigned based on uncommon conditions that may not be otherwise be evaluated and treated at the site. The assignment will allow all students to apply knowledge and skill developed with an adolescent sport patient population. The assignment will allow students to demonstrate the ability to engage in reflective clinical practice and apply core competency skills.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- **Online Course Elements** – This course will be conducted in a hybrid format with both face to face meetings and online elements using OSU’s learning management system called “carmen CANVAS” (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>
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- **Due Dates / Make-up Assignments** – Late professional tasks will be accepted at the instructor’s discretion. Clinical fieldwork experiences are only available for specific timeframes and due to limited space, clinical fieldwork time cannot be made up later as each clinical course builds on the following course.
- **Critical failures: Certain critical failures during BSAT student fieldwork experiences may automatically cause the student to receive a failing grade for the fieldwork course, regardless of their performance in the remainder of the fieldwork experience. Critical failures of this type are typically related to patient safety or legal/ethical conduct and are discussed in the syllabi for clinical fieldwork courses.**
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.
- **Course Schedule (15-week SP):** Clinical fieldwork attendance should follow the normal operating hours of the clinical site; which may be lengthened or shortened by weather, travel, practice facility availability, and/or physician discretion.

Weekly Course Schedule

Week	Topic	Assignments Due
1	Orientation & Begin Clinical Fieldwork	
2	Clinical Fieldwork	
3	Clinical Fieldwork	
4	Clinical Fieldwork	Cervical Spine Case Simulation
5	Clinical Fieldwork	
6	Clinical Fieldwork	
7	Clinical Fieldwork	Self-assessment plan pt1
8	Clinical Fieldwork	
9	Clinical Fieldwork	Exertional Condition Case Simulation
10	Clinical Fieldwork	
11	Clinical Fieldwork	
12	Clinical Fieldwork	Upper Extremity Case Simulation
13	Clinical Fieldwork	
14	Clinical Fieldwork	Self-assessment plan pt2

15	Clinical Fieldwork	
16	Clinical Fieldwork	Fieldwork evaluations



ATH TRNG 6600 – Administration & Leadership in Athletic Training

Summer 2024 2 Semester credit hours

Lecture/Lab: This is a hybrid course that includes one week of face to face sessions and the remaining 7 weeks are online. Contact time is 4 hours weekly x 8w

The Ohio State University

(Specific Day/Time TBD)

School of Health & Rehabilitation Sciences

Instructor: James Onate, PhD, ATC, FNATA

Phone: 614-292-1632(office)

E-mail: Onate.2@osu.edu

Office: AH 228B (Onate)

Office Hours: Daily 30 minutes before class and by appt.

Course Description: Administration of Athletic Training programs. Includes management of personnel, budget, facilities, medical records, insurance, legal liability, ethics, public relations, and other topics.

Prerequisite:

- None

Required Texts:

Miller, J. (2012). Question behind the Question: G.P. Putnam's Sons ISBN 978-1-101-20301-9

Patterson, Grenny, McMillan, and Switzler (2012). Crucial Conversations: McGraw Hill ISBN 978-0-07-177132-0

Learning Outcomes:

1. Demonstrate mastery of health care management concepts.
2. Explain health care delivery and payor systems and the role of the athletic trainer within these systems.
3. Demonstrate mastery of justification processes in decision making in health care administration
4. Understand fundamental concepts of leadership, communication, problem solving, and critical thinking relevant to the profession and practice of athletic training.
5. Understand strategic planning systems and apply them to facility development, financial budgets, personnel planning, and policy development.
6. Explain and apply quality assurance and quality integrity designs to athletic training settings.
7. Explore and differentiate the physician and athletic trainer relationship.
8. Demonstrate athletic training profession advocacy at either the local, state, national, and/or international level

Grading Policy:

The University's standard grading scheme will be used for this course.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	90- 92.99%	87- 89.99%	83- 86.99%	80- 82.99%	77- 79.99%	73- 76.99%	70- 72.99%	67- 69.99%	60- 66.99%	50 - 0%

- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Abstracts	5	10	50
Strategic Plan	1	50	50
ATR Design	1	50	50
Budget	1	50	50
Hiring Justification	1	50	50
Leadership	1	50	50
Final Exam	1	100	100
TOTAL POINTS FOR THE COURSE			400

How this course works

Mode of delivery: There is a one-week in-person portion of the course and 7 weeks of asynchronous online content. For the online portion, there are no required sessions when you must be logged in to Carmen at a scheduled time. There are assignment deadlines that must be met, but you are free to complete them at times that fit your schedule.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **2-credit-hour course**. According to [Ohio State policy](#), students should expect around 2 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 4 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- Participating in online activities for attendance:** **AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- Office hours and live sessions:** **OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- Participating in discussion forums:** **1 TIME PER WEEK**
As part of your participation, each week you can expect to post at least one time as part of our substantive class discussion on the week's topics.

Graded Item Descriptions:

Exams: There will be one written examination which will assess the students' level of comprehension regarding athletic training administration. Test format will include multiple choice, short answer, and essay

Abstracts: Students will provide self-reflection on several applicable administrative topics. Criteria used to evaluate student responses include ability to identify the primary problem(s) of the case and skill in developing solutions for the problem(s). All assignments will be due in person at beginning of class

Projects: Students will be responsible for several projects during the semester including design of an athletic training room, analyzing a program budget, submitting a proposal for additional staff, and developing a strategic plan. The course will end with a reflection paper on the student's current leadership style and areas for improvement and growth.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
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 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- **Online Course Elements** – This course will be conducted with both face to face meetings and online elements using OSU's learning management system called "carmen CANVAS" (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>
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- Counseling and Consultation Services:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hsrc.com.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.
- Diversity** - *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."*
- Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
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- **Trigger Warning Language**-(if applicable)-Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111)
- **Student Safety Ride Partnership** –The university has discontinued the University Escort Service and has instead partnered with Lyft to provide discounted rides for students to provide a safe means of travel after hours. You must sign up for the service and download the lyft app. Information is available at <https://ttm.osu.edu/ride-smart>
- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.
- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify appropriate dress for such activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all course and laboratory sessions and activities. In some cases, class or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify dress for such activities.
- **Due Dates / Make-up Assignments** – Assignments are due at the beginning of class. Due dates are firm and late assignments will not be accepted barring significant extenuating circumstances. Whether a circumstance is adequately significant to justify acceptance of a late assignment is solely at the discretion of the instructor and requires supporting evidence in order to be considered. Student must turn in assignments or complete exams and/or labs prior to missing class when absences result from pre-approved clinical events.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

Weekly Course Schedule

Module 1	<i>Online Discussion: Syllabus Review/Course Expectation</i> Professional Development Plans: Resume Building Healthcare Systems and Leadership Strategic Planning Systems and Applications to Athletic Training Strategic Plan Due: 50 points
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- Module 2** *Online Discussion: Sports Medicine Team and Working with others*
 Hiring a Sports Medicine Team
 Managing a Sports Medicine Team
Abstract #1 Due: 10 points
- Module 3** *Online Discussion: How to Handle Administrative Duties*

 Administrative Duties-Policy and procedures
 Administrative Duties-Drug Testing
 Administrative Duties-Record Keeping
 Administrative Duties-Fiscal Responsibilities
Hiring Justification Due: 50 points
- Module 4** *Online Discussion: Designing/Re-Designing Facilities*
 Administrative Duties-Facility Design
 ATR Product/Facility Analysis (Need vs Want)
Abstract #2 Due: 10 points
Facility Design Due: 50 points
AT Budget Due: 50 points
- Module 5** *Online Discussion: Legal Case Review and Risk Management Scenarios*
 Legal Issues/Risk Management
 Current Legal Case Studies
Abstract #3 Due: 10 points
- Module 6** *Online Discussion: Handling Simple & Difficult Insurance Cases*
 Administrative Duties-Insurance
 Third Party Reimbursement
Abstract #4 Due: 10 points
- Module 7** Clinical Program Evaluation
 Athletic Training Profession Advocacy: NATA Structure/Services
 History of Athletic Training
Abstract #5 Due: 10 points
- Online Exam (100 points)** **Synchronous – Date/Time to Be Scheduled for Week 7 Time Frame**
- Module 8** **Week Long On-Campus (1hour per day on campus)**
 Monday NATA Leadership Speaker(s)
 Tuesday Leadership Development Crucial Conversations & Scenarios
 Wednesday Guest Speaker-Student Athlete / Guest Speaker - Administrator
 Thursday Guest Speaker-Coach / Guest Speaker-Intern “What I wish I knew”
 Friday Final Scenarios with Sports Medicine Team
Leadership Paper/Journal Due: 50 points

ATH TRNG 6689 – Clinical Experience: Rehabilitation

Summer 2024 2 Semester credit hours

The Ohio State University

Times arranged - Clinical Fieldwork 4w x 35h

School of Health & Rehabilitation Sciences

Instructor: Samar Long, MEd, AT**Phone:** 614-292-4487**E-mail:** samar.long@osumc.edu**Office:** Atwell Hall 228A**Office Hours:** M-R 11-2pm or by appointment

Course Description: Provide students with clinical care experiences in a collegiate athletics setting during a summer term. Course will focus on clinical experiences related to rehabilitation of pre-op patients, post-op patients, and/or patients with nonsurgical conditions. The population associated with this course includes the adult patients who participate in competitive, low- and high-intensity, team activities. This course is only open to students in the MAT program and by permission of the instructor. Prerequisite: ATHTRNG 6589 – Clinical Experience: Clinical Diagnosis & Management.

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives:

- At the conclusion of “Clinical Experience: – Rehabilitation,” successful students will be able to perform the following:
 - self-assess professional competence and modify a professional development plan
 - provide patient education and self-care programs for patients and their caregiver related to care and recovery
 - apply practices of health informatics to maintain data privacy, protection, and data security
 - apply health informatics principles of obtaining and applying data to inform discharge decisions
 - use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology) within an electronic health record to document, communicate, and manage health-related information
 - obtain the necessary and appropriate diagnostic or laboratory tests to support clinical decisions
 - supervise comprehensive programs to maximize sport performance that are safe and specific to the client’s activity.
 - perform ongoing patient assessment and use data to adjust care accordingly
 - collect patient-reported and clinician-rated outcome measures to improve patient care
 - incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan
 - Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices

Grading Policy:

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Graded Item Type	Quantity	Percentage per	Total Percentage
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Performance Evaluation	1	70%	70
Professionalism Tasks	2	5%	10
Clinical Simulation	1	20%	20
TOTAL POINTS FOR THE COURSE			100

Graded Item Descriptions:

- **Performance Evaluation:** at the end of each rotation a performance evaluation will be completed by the assigned preceptor. The performance evaluation assess the quality and frequency of professional behaviors and setting specific clinical skills. The assigned preceptor has direct interaction with students during clinical fieldwork and provide feedback on performance based on those interactions. The performance evaluation will be completed online and corresponds to appropriate demonstration of course objectives.
 - **Scope -** Students are expected to honor their scope of practice and demonstrate knowledge of the state practice act located at: <http://otptat.ohio.gov/Practice-Acts>. This includes designating their "student" status on all patient documentation and practicing medicine within the preceptor's approval. All medical decisions, including patient education, must be approved prior to implementation.
- **Professionalism Tasks:** students are required to complete tasks that fall into three categories: meeting/in-service attendance and time tracking that are assessed as complete or incomplete. Clinical meetings assess attendance at site specific orientation and program policy review. Student must track clinical fieldwork hours using E*Value daily. Hours are verified by their assigned preceptor and every day of the semester should be logged as preseason fieldwork, clinical fieldwork, off days, or special event/volunteer hours. Students are expected to log at least one day off every seven days.
 - Time spent in clinicals must fall within the established maximum for a one credit hour course. Students are expected to complete an average of 20 hours a week. As is true in Athletic Training, flex time applies throughout the course.
- **Clinical Simulations:** will be assigned based on uncommon conditions that may not be otherwise be evaluated and treated at the site. The assignment will allow all students to apply knowledge and skill developed with an adolescent sport patient population. The assignment will allow students to demonstrate the ability to engage in reflective clinical practice and apply core competency skills.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- **Online Course Elements** – This course will be conducted in a hybrid format with both face to face meetings and

online elements using OSU's learning management system called "carmen CANVAS" (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>

- Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu>].
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- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all clinical fieldwork activities. Failure to attend clinical fieldwork experiences consistently will be reflected in the performance evaluation grade submitted by assigned preceptors.
- **Due Dates / Make-up Assignments** – Late professional tasks will be accepted at the instructor’s discretion. Clinical fieldwork experiences are only available for specific timeframes and due to limited space, clinical fieldwork time cannot be made up later as each clinical course builds on the following course.

- **Critical failures:** Certain critical failures during BSAT student fieldwork experiences may automatically cause the student to receive a failing grade for the fieldwork course, regardless of their performance in the remainder of the fieldwork experience. Critical failures of this type are typically related to patient safety or legal/ethical conduct and are discussed in the syllabi for clinical fieldwork courses.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.
- **Course Schedule (4-week SU):** Clinical fieldwork attendance should follow the normal operating hours of the clinical site; which may be lengthened or shortened by weather, travel, practice facility availability, and/or physician discretion.

Weekly Course Schedule

Week	Topic	Assignments Due
1	Orientation & Begin Clinical Fieldwork	
2	Clinical Fieldwork	
3	Clinical Fieldwork	Case Study simulation
4	Clinical Fieldwork	Fieldwork evaluations

**ATH TRNG 6700 Sports Science Assessment and Monitoring**

Autumn 2024 2 Semester credit hours

The Ohio State University

School of Health & Rehabilitation Sciences

Lecture/Lab: 2 hours of lecture and 4 hours of lab weekly x ½ semester
(Specific Day/Time TBD)

Instructor: James Onate, PhD, ATC, FNATA

Phone: 614-292-1632(office)

E-mail: Onate.2@osu.edu

Office: AH 228B (Onate)

Office Hours: Daily 30 minutes before class and by appt.

Course Description: Monitoring, assessing, interpreting and making decisions based on health and performance status. This course incorporates technology-based human performance and health monitoring and how information gathered is used in promoting both health and performance of the physically active.

Prerequisite:

- None

Required Texts:

Monitoring Training & Performance in Athletes. (2017) McGuigan, Human Kinetics, 2017
ISBN-13: 9781492535201

Movement: Functional Movement Systems: Screening, Assessment, Corrective Strategies. (2011) Cook G. On-Target Publishing. ISBN 978-1-90-536733-7

Suggested Supplemental Texts/Readings

- Selected Texts/Articles TBD

Learning Outcomes:

The purpose of this course is to introduce you to the wide variety of sports science assessment and monitoring techniques that are used to make measurements in clinical settings. We will discuss the technology/theory that were used to develop each type of technique, how it is typically used, and its advantages and limitations. By the end of this course you should be able to:

1. Explain the primary benefits and limitations of the assessment and monitoring techniques discussed
2. Describe the ethical considerations of sports science assessment and monitoring in high school, collegiate, and professional settings.
3. Perform basic analysis and interpretation of data
4. Collect performance data for analysis, interpretation, and visualization.
5. Design a sports science assessment and monitoring individual and team strategic plan
6. Understand the principles behind athletic monitoring and human performance testing.
7. Develop an assessment for the injured athlete and learn about the role assessment and monitoring plays in the progression to return-to-sport after injury.
8. Create useful tools for dissemination of testing results.
9. Apply principles behind athletic monitoring to field-based sports.
10. Develop return-to-play protocols and understand how they can mitigate injury risk.

HANDS-ON ACTIVITY DESCRIPTIONS:

Date	Description
Week 1	Students will learn the basic components of anthropometry. They will learn how to record height, weight, wingspan, reach, and body circumferences.
Week 2	Students will learn how to calibrate GPS units for greater precision and how to set up field-based fitness tests.
Week 3	Students will learn how to assess and score movement patterns based upon the protocols of the Function Movement Screen and/or other movement assessments.
Week 4	Students will learn interpret GPS data of a team practice by creating one themselves. Students will set up and participate in a warm-up, agility drills, tactical team drills, and a cooldown. Then, download the GPS data for interpretation.
Week 5	Students will learn how to implement and score the vertical jump, 10-yard dash, and the pro- agility for talent identification.
Week 6	Students will learn how to use linear based transducers, accelerometers, and forceplates for monitoring training.
Week 7	Students will learn how to administer and perform athletic movement assessment protocols and how to interpret data for clinical implementation.

Grading Policy:

The University's standard grading scheme will be used for this course.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	90- 92.99%	87- 89.99%	83- 86.99%	80- 82.99%	77- 79.99%	73- 76.99%	70- 72.99%	67- 69.99%	60- 66.99%	50 - 0%

- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Quizzes	10	10	100
Assessment Portfolio	1	50	50
Monitoring Portfolio	1	50	50
Video Presentation	1	100	100
Exams	2	100	200
Total			500

Graded Item Descriptions:

- Online Quizzes:** Ten online quizzes in CARMEN. Each must be completed BEFORE the beginning of the class session starting on day 2 (see course calendar). Each covers the content from the previous session. Quizzes are not cumulative.
- Assessment Portfolio:** Students will turn in a sample Assessment portfolio of their work in order to demonstrate appropriate progression of the analysis of active learning activities relative to movement assessment techniques.
- Monitoring Portfolio:** Students will turn in a sample Monitoring portfolio of their work in order to demonstrate appropriate progression of the analysis of active learning activities relative to monitoring workload techniques.
- Exams:** Two (Mid-Term and Final) exams will occur midway and at the end of the course. Each exam is based on

5 content modules and will consist of theoretical and clinical assessment and monitoring knowledge covered during class.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
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 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- **Online Course Elements** – This course will be conducted with both face to face meetings and online elements using OSU’s learning management system called “carmen CANVAS” (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>
- **Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentconduct.osu.edu>.
- **Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After

registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

- Counseling and Consultation Services:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hsrcounseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.
- Diversity** - *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."*
- Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
- Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
- Conduct in the Classroom and Academic Learning Environment-** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6
- Trigger Warning Language-**(if applicable)-Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom

break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111

- **Student Safety Ride Partnership** –The university has discontinued the University Escort Service and has instead partnered with Lyft to provide discounted rides for students to provide a safe means of travel after hours. You must sign up for the service and download the lyft app. Information is available at <https://ttm.osu.edu/ride-smart>
- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.
- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify appropriate dress for such activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all course and laboratory sessions and activities. In some cases, class or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify dress for such activities.
- **Due Dates / Make-up Assignments** – Assignments are due at the beginning of class. Due dates are firm and late assignments will not be accepted barring significant extenuating circumstances. Whether a circumstance is adequately significant to justify acceptance of a late assignment is solely at the discretion of the instructor and requires supporting evidence in order to be considered. Student must turn in assignments or complete exams and/or labs prior to missing class when absences result from pre-approved clinical events.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

Weekly Course Schedule

Week	Topic	Readings
Week 1	Course Introduction / Movement Foundation / Ethical Considerations	Cook 1
Week 1	Introduction to Data Management Platforms	McGuigan 1
Week 2	Baseline Assessments	Cook 2
Week 2	Motion Capture Kinematic Fundamentals	Cook 3
Week 3	Motion Capture Kinematics – Gait	Cook 4
Week 4	Motion Capture Kinetics Fundamentals	Cook 5
Week 4	Motion Capture Kinetics – Athletic Movements (e.g. run, jump, cut,...)	Cook 6
Week 5	Mid-Term Exam & Managing Subjective Feedback	

Week 6	Monitoring Team Sports	McGuigan 2
Week 7	Gathering and Managing Subjective Feedback	McGuigan 3
Week 7	Return to Play Considerations	McGuigan 6
Week 8	Putting It All Together into Clinical Practice & Final Exam (TBD)	McGuigan 7

**ATH TRNG 6789 – Clinical Experience: Elective**

Summer 2024

1-8 Semester credit hours, repeatable up to 24 credits

The Ohio State University

Times Arranged – commensurate with credit hours enrolled

School of Health & Rehabilitation Sciences

Instructor: Samar Long, MEd, AT**Phone:** 614-292-4487**E-mail:** samar.long@osumc.edu**Office:** Atwell Hall 228A**Office Hours:** M-R 11-2pm or by appointment

Course Description: Provide students with variable credit course to allow for additional clinical experience. Depending on the nature of the clinical experience and student goals (extend a current clinical experience or explore a new clinical opportunity). The population and skill focus associated with this course will vary based on setting (college athletics, high school athletics, professional sports, or outpatient care). This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6589 –Clinical Experience Diagnosis & Mgmt.

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives:

- At the conclusion of “Clinical Experience: – Elective,” successful students will be able to perform the following:
 - develop a patient care plan that includes (but is not limited to) the following: assessment of the patient, patient centered treatment decisions, discharge when goals are met or the patient is no longer making progress, and referral when warranted
 - This is a variable credit, elective clinical. The student will work with the instructor to develop additional objectives specific to the experience

Grading Policy:

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Graded Item Type	Quantity	Percentage per	Total Percentage
Performance Evaluation	1	90%	90
Professionalism Tasks	2	5%	10
TOTAL POINTS FOR THE COURSE			100

Graded Item Descriptions:

- Performance Evaluation: at the end of each rotation a performance evaluation will be completed by the assigned preceptor. The performance evaluation assess the quality and frequency of professional behaviors and setting specific clinical skills. The assigned preceptor has direct interaction with students during clinical fieldwork and provide feedback on performance based on those interactions. The performance evaluation will be completed online and corresponds to appropriate demonstration of course objectives.
 - Scope - Students are expected to honor their scope of practice and demonstrate knowledge of the state practice act located at: <http://otptat.ohio.gov/Practice-Acts>. This includes designating their "student" status on all patient documentation and practicing medicine within the preceptor's approval. All medical

decisions, including patient education, must be approved prior to implementation.

- Professionalism Tasks: students are required to complete tasks that fall into two categories: meeting/in-service attendance and time tracking.
 - Clinical meetings assess attendance at site specific orientation and program policy review. Student must track clinical fieldwork hours using E*Value daily.
 - Hours are verified by their assigned preceptor and every day of the semester should be logged as preseason fieldwork, clinical fieldwork, off days, or special event/volunteer hours. Students are expected to log at least one day off every seven days. Time spent in clinicals must fall within the established maximum hours per week for the credit hours selected (1cr. = 20, 2cr. = 40, or 3cr. = 60) Students are expected to complete weekly clinical hours based on the credit hours of the course. As is true in Athletic Training, flex time applies throughout the course.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- **Online Course Elements** – This course will be conducted in a hybrid format with both face to face meetings and online elements using OSU's learning management system called "carmen CANVAS" (offered on the CANVAS platform). All online course materials will be provided via Camen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>
- **Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-

487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu>].

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- **Counseling and Consultation Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org
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- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all clinical fieldwork activities. Failure to attend clinical fieldwork experiences consistently will be reflected in the performance evaluation grade submitted by assigned preceptors.
- **Due Dates / Make-up Assignments** – Late professional tasks will be accepted at the instructors discretion. Clinical fieldwork experiences are only available for specific timeframes and due to limited space, clinical fieldwork time cannot be made up later as each clinical course builds on the following course.
- **Critical failures: Certain critical failures during BSAT student fieldwork experiences may automatically cause the student to receive a failing grade for the fieldwork course, regardless of their performance in the remainder of the fieldwork experience. Critical failures of this type are typically related to patient safety or legal/ethical conduct and are discussed in the syllabi for clinical fieldwork courses.**
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.
- **Course Schedule (4-week May):** Clinical fieldwork attendance should follow the normal operating hours of the clinical site; which may be lengthened or shortened by weather, travel, practice facility availability, and/or physician discretion.

Weekly Course Schedule

Week	Topic	Assignments Due
1	Orientation & Begin Clinical Fieldwork	

2 Clinical Fieldwork

3 Clinical Fieldwork

4 Clinical Fieldwork

Fieldwork evaluations



ATH TRNG 6800 – Behavioral Health in Athletic Training Practice

Spring 2025 2 Semester credit hours

The Ohio State University

School of Health & Rehabilitation Sciences

Lecture: 4 hours of lecture weekly x ½ sem.

(Specific Day/Time TBD)

Instructor: TBD

Phone: TBD

E-mail: TBD

Office Hours: TBD

Office: TBD

Course Description: Identification, triage, helping skills and referral of behavioral health conditions in patients seen by athletic trainers and overview of the psychology of athletic performance. There will be three areas of emphasis: 1) Frameworks for understanding important psychological issues for athletic trainers, 2) Overview of common mental health disorders (focusing on emotional reactions to injury, depression, anxiety, trauma, substance use disorders, eating disorders), and 3) Helping skills, decision making, and referral strategies.

Prerequisite:

- None

Required Texts:

There are no textbooks to purchase for this course.

- Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.
- The course uses multiple primary and secondary source readings that are provided on the course's CARMEN website.

Learning Outcomes: At the end of this course, students will be able to:

- Explain the sports medicine team and referral protocol.
- Describe common psychological responses to injury in conjunction with the rehabilitation process and the associated stages of healing.
- Recognize common signs, symptoms, adverse effects, and potential treatments of substance abuse.
- Recognize common signs, symptoms, adverse effects, neurobiology, and potential treatments of eating disorders.
- Describe the grieving process typically encountered following a catastrophic event.
- Develop an action plan that addresses steps to take following a catastrophic event.
- Recognize the need to make a referral for mental health counseling.
- Determine the appropriate mental health professional to whom to make a referral.
- Demonstrate effective communication and appropriate terminology in making referrals for psychological interventions.
- Demonstrate appropriate record keeping when documenting mental health interventions and referrals.
- Identify commonly prescribed psychotropic medications and their adverse effects and potential interactions.
- Explain the theoretical background of psychological and emotional responses to injury.
- Explain the role of: (a) stress reactions, (b) sport/vocational influences, (c) personal influences, (d) injury influences, and (e) social influences have on sport performance, injury recovery, and motivation and adherence.
- Identify signs and consequences of an inadequate social support system for patients.

- Demonstrate the appropriate mediation technique for the various stressors that may affect an injured patient.
- Demonstrate mediation techniques to control pain non-pharmacologically.
- Apply psychological theories to patients.
- Analyze psychosocial development relative to age and injury/illness.
- Demonstrate mediation techniques aimed at preserving the athletic identity and challenging more complex levels of psychosocial development.
- Demonstrate patient-centered communication and validation, in delivering patient education.
- Interpret the health literacy of patients when delivering patient education.
- Appreciate the skills necessary to become an empathic health care practitioner.
- Apply Myers-Briggs Typology and VIA Signature Strengths inventories to communicate effectively with patients and colleagues.
- Identify personality traits and their implications in the health care and sporting environment.

Grading Policy:

The University's standard grading scheme will be used for this course.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	90- 92.99%	87- 89.99%	83- 86.99%	80- 82.99%	77- 79.99%	73- 76.99%	70- 72.99%	67- 69.99%	60- 66.99%	50 - 0%

- Grades will be available for students to view on the course's CARMEN website

Graded Item Type	Quantity	Points per	Total Points
Prof. Dev. Writing assignment	1	50	50
Exam	1	50	50
MBTI Self-Assessment	1	10	10
Signature Strengths Self-Assessment	1	10	10
Self-Assessment Writing Assignment	1	50	50
Final Case Presentation	1	50	50
TOTAL POINTS FOR THE COURSE			220

Graded Item Descriptions:

- Your class grade is based upon five factors: (1) two brief self-assessments, (2) two reflective writing assignments, (3) exam, (4) and a final presentation. Attendance and punctuality are not given a point value.
- There will be a group presentation that should integrate course work from the entire semester. Detailed expectations of the final presentation and writing assignments are listed below.
- **Writing Assignment:** As an Athletic Trainer, you will be on the front lines, working with athletes struggling with mental health concerns and referring them to professionals involved in athletes' lives. We challenge you to seek a professional who works directly with athletes (athletic trainer, physician, coach, strength and conditioning coach, dietitian, administrator, academic counselor, etc.) Choose one professional and ask how he or she has helped athletes with mental health.

Some questions to include:

- 1) How often are you involved when athletes struggle with mental health? Has that changed over time?
- 2) What information is helpful for athletic trainers to convey in these situations?
- 3) What barriers get in the way regarding mental health concerns?
- 4) What roles do you believe athletic trainers should play in athlete mental health?

- 5) What are best practices for ATCs interacting with other professionals for athlete mental health?
- 6) How have issues of race and identity affected athlete mental health and referral?
- 7) Any other valuable information regarding athlete mental health?

Write a paper about how knowledge from this interview may affect your future work as an athletic trainer/professional. Feel free to add questions or comments regarding your discussion with the professional.

- **VIA Signature Strengths Assessment:** please complete your VIA Survey of Character Strengths profile on the Authentic Happiness website <http://authentichappiness.org> This is a site dedicated to the research and application of Positive Psychology. In order to complete the assessment you must:
 - 1) Go to authentichappiness.org
 - 2) Register with the site. Free registration allows you to complete other assessments and track your progress.
 - 3) Complete the VIA Survey of Character Strengths (which takes about 25 minutes). After registering, the survey can be found under "Questionnaires." Please print your results and bring them with you to class.
 - 4) Read the chapter from Authentic Happiness to learn more about your strengths.
- **MBTI Self-Assessment:** please complete your brief Myers-Briggs Assessment here: <http://www.humanmetrics.com/cgi-win/JTypes2.asp> Complete the questions based on who you are in a clinical environment, not necessarily in your personal life. Please print your 4-letter code type and bring it with you to class.

Once you have completed instruments aimed at increasing your knowledge of yourself, it's time to apply these discoveries to your work as athletic trainers. As such, write a reflection which fulfills the following requirements:

- 1) Provide a summary of your assessment results, including your four letter code and your top five signature strengths.
 - 2) Reflect on how your MBTI personality style might positively AND negatively impact your work as an athletic trainer or your work with athletes. Provide at least one example of each.
 - 3) How can you develop one of your personality styles to become more balanced? For instance, if you are strong "I", how might you cultivate your "E"?
 - 4) Reflect on how your character strengths might positively AND negatively impact your work as an athletic trainer or your work with athletes. Provide at least one example of each.
 - 5) Tell an example of a time you demonstrated one of your top 5 signature strengths.
 - 6) Please reflect on how strengths/personality might impact communication and conflict resolution.
 - 7) 2-3 pages, double spaced, Times font
- **Mid-Term Exam:** To help you learn and remember more about psychology theory, diagnosis, referral, and treatment within an athletic culture, we have one exam at the midpoint of the term.
 - **Case Presentation:** In lieu of a final exam, you will present a case as follows:
 - 1) You may work in groups of 1-4.
 - 2) Select an injured athlete's case with which at least one person in your group has worked.
 - 3) Create a presentation (with handouts) that addresses the following items within 30 minutes:
 - Personal information (no names – maintain confidentiality)
 - Sport, gender, age, experience, type of setting where injury/illness occurred
 - Patient history
 - Type of injury/illness, MOI, cc, previous medical hx that may have contributed to current

injury/illness (e.g., surgery, congenital factors, meds, etc)

- Signs and symptoms of psychological distress
- Psychological assessment (whatever theory/instrument is applicable)
- Psychological course of treatment
 - How was the referral made?
 - What mediations, if any, were used? How effective were they?
 - What other mediation techniques, if any, may have resulted in a more positive outcome? Please be respectful when suggesting that you would have done something differently than another clinician.
- Uniqueness
 - What makes this case different?

4) Discuss your case study findings with the athlete's primary AT to get his/her perspective.

5) Read the grading rubric on CANVAS for specific expectations.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
- **Online Course Elements** – This course will be conducted with both face to face meetings and online elements using OSU's learning management system called "carmen CANVAS" (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>
- **Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If

I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu>].

- Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue
- Counseling and Consultation Services:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hsrc.com.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.
- Diversity** - *"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."*
- Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
- Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.

- **Conduct in the Classroom and Academic Learning Environment-** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6
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- **Student Safety Ride Partnership** –The university has discontinued the University Escort Service and has instead partnered with Lyft to provide discounted rides for students to provide a safe means of travel after hours. You must sign up for the service and download the lyft app. Information is available at <https://ttm.osu.edu/ride-smart>
- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.
- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify appropriate dress for such activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all course and laboratory sessions and activities. In some cases, class or laboratory activities may necessitate specific attire such as shorts and t-shirts. The instructor will clarify dress for such activities.
- **Due Dates / Make-up Assignments** – Assignments are due at the beginning of class. Due dates are firm and late assignments will not be accepted barring significant extenuating circumstances. Whether a circumstance is adequately significant to justify acceptance of a late assignment is solely at the discretion of the instructor and requires supporting evidence in order to be considered. Student must turn in assignments or complete exams and/or labs prior to missing class when absences result from pre-approved clinical events.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.

Weekly Course Schedule

Week	Module	Assignments Due
1	Introduction Importance of Behavioral Health in Athletic Training Behavior Health Theory	
2	Mood Disorders Suicide Prevention Anxiety Disorders	
3	Eating / Body Image Disorders Psychotropic Medications Substance Abuse Disorders Attention Disorders	Prof. Dev. Writing
4	Trauma / Catastrophic Events	Exam
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	Psychological Aspects of Injury Mediation / Referral / Handoffs Transitions / Retirement from Sport	
5	Self-Care / Stress Management Mental Skills Training Basic Counseling & Validation Skills	
6	Know Thy Self Special Topics – coping with college	VIA Signature Strengths MBTI / self-assess
7	Special Topics – adolescence Special Topics – The medical team and team dynamics	Case Presentations
Finals	The final exam for this course is scheduled for Click here to enter date, time, and location.	Exam 3

ATH TRNG 7089 – Intermediate Clinical Experience: Immersive

Autumn 2024 2 Semester credit hours

The Ohio State University

School of Health & Rehabilitation Sciences

Times arranged - Clinical Fieldwork

Immersive 4w x 40h

Instructor: Samar Long, MEd, AT

Phone: 614-292-4487

E-mail: samar.long@osumc.edu

Office: Atwell Hall 228A

Office Hours: M-R 11-2pm or by appointment

Course Description: Provide students with an Immersive clinical care experience that aligns with the Comprehensive Care full semester clinical experience course (ATH TRNG 7189 or ATH TRNG 7289). The course will focus on collaborative patient care with a preceptor to communicate and implement client/patient care plans focused on the following areas; critical incident policies, physiological workload monitoring, quality improvements, and daily athletic training clinic operations. The population associated with this course will vary and be determined by student previous clinical experience performance and future career goals.

Required Texts:

N/A

Course Objectives:

- At the conclusion of “Interm. Clinical Experience: – Immersive,” successful students will be able to perform the following:
 - develop and revise prevention, preparedness, and response to medical emergencies and other critical incident policies
 - collaborate with sport science, strength and conditioning, and/or sport coaches for proper physiological workload monitoring system
 - communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals regarding the progression of care plans
 - implement and revise daily athletic training operation policies and procedures for population specific medical coverage
 - use systems of quality improvement to enhance client/patient care
 - develop familiarity with full-time demands of athletic training practice and culture

Grading Policy:

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Graded Item Type	Quantity	Percentage per	Total Percentage
Performance Evaluation	1	70%	70
Professionalism Tasks	2	5%	10
Clinical Simulation	1	20%	20
TOTAL POINTS FOR THE COURSE			100

Graded Item Descriptions:

- Performance Evaluation: at the end of each rotation a performance evaluation will be completed by the assigned preceptor. The performance evaluation assess the quality and frequency of professional behaviors and

setting specific clinical skills. The assigned preceptor has direct interaction with students during clinical fieldwork and provide feedback on performance based on those interactions. The performance evaluation will be completed online and corresponds to appropriate demonstration of course objectives. During a rotation, students must self-assess their professional competence and modify the previous developmental plan. An updated plan must be submitted to the preceptor during the first half of the rotation.

- Scope - Students are expected to honor their scope of practice and demonstrate knowledge of the state practice act located at: <http://otptat.ohio.gov/Practice-Acts>. This includes designating their "student" status on all patient documentation and practicing medicine within the preceptor's approval. All medical decisions, including patient education, must be approved prior to implementation.
- Professionalism Tasks: students are required to complete tasks that fall into two categories: attendance and time tracking.
 - Attendance includes site specific orientation and program policy review and time tracking. Student must track clinical fieldwork hours using E*Value daily. Hours are verified by their assigned preceptor and every day of the semester should be logged as clinical fieldwork, off days, or special event/volunteer hours. Students are expected to log at least one day off every seven days. Time spent in clinicals must fall within the established maximum for a two credit hour course. Students are expected to complete an average of 40 hours a week. As is true in Athletic Training, flex time applies throughout the course.
- Clinical Simulations: will be assigned based on uncommon conditions that may not be otherwise be evaluated and treated at the site. The assignment will allow all students to apply knowledge and skill developed with an adolescent sport patient population. The assignment will allow students to demonstrate the ability to engage in reflective clinical practice and apply core competency skills.

Course Policies:

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- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.
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- **Counseling and Consultation Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org
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- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
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- **Conduct in the Classroom and Academic Learning Environment-** Students will adhere to the code of student

conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6

- **Trigger Warning Language**-(if applicable)-**Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111**
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- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The preceptor will clarify appropriate dress for setting specific activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all clinical fieldwork activities. Failure to attend clinical fieldwork experiences consistently will be reflected in the performance evaluation grade submitted by assigned preceptors.
- **Due Dates / Make-up Assignments** – Late professional tasks will be accepted at the instructors discretion. Clinical fieldwork experiences are only available for specific timeframes and due to limited space, clinical fieldwork time cannot be made up later as each clinical course builds on the following course.
- **Critical failures: Certain critical failures during BSAT student fieldwork experiences may automatically cause the student to receive a failing grade for the fieldwork course, regardless of their performance in the remainder of the fieldwork experience. Critical failures of this type are typically related to patient safety or legal/ethical conduct and are discussed in the syllabi for clinical fieldwork courses.**
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.
- **Course Schedule (4-week):** Clinical fieldwork attendance should follow the normal operating hours of the clinical

site; which may be lengthened or shortened by weather, travel, practice facility availability, and/or physician discretion.

Weekly Course Schedule

Week	Topic	Assignments Due
1	Orientation & Begin Clinical Fieldwork	
2	Clinical Fieldwork	
3	Clinical Fieldwork	Physiological workload monitoring Simulation
4	Clinical Fieldwork	Fieldwork evaluations



ATH TRNG 7189 – Intermediate Clinical Experience: Comprehensive Care 1

Autumn 2024 4 Semester credit hours

The Ohio State University

School of Health & Rehabilitation Sciences

Times Arranged Clinical Fieldwork

14w x 20h

Instructor: Samar Long, MEd, AT

Phone: 614-292-4487

E-mail: samar.long@osumc.edu

Office: Atwell Hall 228A

Office Hours: M-R 11-2pm or by appointment

Course Description: Provide students with a full semester of clinical care experiences that aligns with the immersive clinical experience course (ATH TRNG 7089). The course will focus on collaborative patient care with a preceptor to develop patient/client care plans, assess prevention, health promotion, and wellness approaches, and health care administration. The population associated with this course will vary and be determined by student previous clinical experience performance and future career goals. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 6689 – Clinical Experience: Rehabilitation.

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives:

- At the conclusion of “Interm. Clinical Experience: – Comprehensive Care 1,” successful students will be able to perform the following:
 - identify ethical standards of the professional practice
 - utilize a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management
 - manage patients with acute or chronic conditions, including triaging conditions that are life threatening or otherwise emergent. These include advance procedures for: Drug overdose, Traumatic brain injury, Anaphylaxis, Diabetes, Testicular injury, and fractures and dislocations
 - utilize established guidelines to manage patients who have sustained a concussion or other brain injury
 - perform an examination that includes assessing function, using tests and measures to evaluate non-musculoskeletal injuries and illnesses
 - plan implementation strategies for a comprehensive pre-participation examination process
 - develop and revise daily athletic training operation policies and procedures
 - develop and revise prevention, preparedness, and response to medical emergencies and other critical incident policies
 - implement comprehensive programs to maximize sport performance that are safe and specific to the client’s activity

Grading Policy:

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Graded Item Type	Quantity	Percentage per	Total Percentage
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Performance Evaluation	1	70%	70
Professionalism Tasks	2	5%	10
Clinical Simulation	4	5%	20
TOTAL POINTS FOR THE COURSE			100

Graded Item Descriptions:

- Performance Evaluation: at the end of each rotation a performance evaluation will be completed by the assigned preceptor. The performance evaluation assess the quality and frequency of professional behaviors and setting specific clinical skills. The assigned preceptor has direct interaction with students during clinical fieldwork and provide feedback on performance based on those interactions. The performance evaluation will be completed online and corresponds to appropriate demonstration of course objectives. During a rotation students must self-assess their professional competence and modify the previous developmental plan. An updated plan must be submitted to the preceptor during the first half of the rotation.
 - Scope - Students are expected to honor their scope of practice and demonstrate knowledge of the state practice act located at: <http://otptat.ohio.gov/Practice-Acts>. This includes designating their "student" status on all patient documentation and practicing medicine within the preceptor's approval. All medical decisions, including patient education, must be approved prior to implementation.
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 - Attendance includes site specific orientation and program policy review and time tracking. Student must track clinical fieldwork hours using E*Value daily. Hours are verified by their assigned preceptor and every day of the semester should be logged as preseason fieldwork, clinical fieldwork, off days, or special event/volunteer hours. Students are expected to log at least one day off every seven days. Time spent in clinicals must fall within the established maximum for a four credit hour course. Students are expected to complete an average of 20 hours a week. As is true in Athletic Training, flex time applies throughout the course.
- Clinical Simulations: will be assigned based on uncommon conditions that may not be otherwise be evaluated and treated at the site. The assignment will allow all students to apply knowledge and skill developed with an adolescent sport patient population. The assignment will allow students to demonstrate the ability to engage in reflective clinical practice and apply core competency skills.

Course Policies:

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 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.

- **Online Course Elements** – This course will be conducted in a hybrid format with both face to face meetings and online elements using OSU’s learning management system called “carmen CANVAS” (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>
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protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."

- **Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
- **Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
- **Conduct in the Classroom and Academic Learning Environment-** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6
- **Trigger Warning Language-(if applicable)-Some contents of this course may involve media or discussions that may be triggering to some students due to descriptions of and/or scenes depicting trauma, acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111**
- **Student Safety Ride Share Partnership** -The University has discontinued the University Escort Service and has instead partnered with Lyft to provide discounted rides for students to provide a safe means of travel after hours. You must sign up for this service and download the Lyft app. Information is available at <https://ttm.osu.edu/ride-smart>
- **Electronic Devices**– The use of electronic devices such as smartphones, computer, tablets, etc. should be restricted to course related uses such as taking notes, accessing course online materials and documents, and other uses as directed by your instructor. To minimize course disruptions, phones should be turned off or set to silent or vibrate and not used. In the event of an emergency situation requiring phone access (e.g. parent hospitalized), students are expected to communicate the emergent situation to the instructor and excuse themselves from the room to take the call.
- **Integrity of Examinations** – In order to maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (examinations, quizzes, practicals, etc.) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc. During examinations, all electronic devices (including smartwatches) must be put out of sight and not used unless required by the instructor. All forms of electronic communication are prohibited during any type of examination.
- **Dress Code** - Students are expected to follow school and program policies about appropriate dress code and hygiene. In some cases, course or laboratory activities may necessitate specific attire such as shorts and t-shirts. The preceptor will clarify appropriate dress for setting specific activities.
- **Attendance / Tardiness** – Students are expected to be prepared for, attend on-time and actively participate in all clinical fieldwork activities. Failure to attend clinical fieldwork experiences consistently will be reflected in the performance evaluation grade submitted by assigned preceptors.
- **Due Dates / Make-up Assignments** – Late professional tasks will be accepted at the instructor’s discretion. Clinical fieldwork experiences are only available for specific timeframes and due to limited space, clinical fieldwork time cannot be made up later as each clinical course builds on the following course.

- **Critical failures:** Certain critical failures during BSAT student fieldwork experiences may automatically cause the student to receive a failing grade for the fieldwork course, regardless of their performance in the remainder of the fieldwork experience. Critical failures of this type are typically related to patient safety or legal/ethical conduct and are discussed in the syllabi for clinical fieldwork courses.
- **Copyright** -The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.
- **Course Schedule (15-week AU):** Clinical fieldwork attendance should follow the normal operating hours of the clinical site; which may be lengthened or shortened by weather, travel, practice facility availability, and/or physician discretion.

Weekly Course Schedule

Week	Topic	Assignments Due
1	Course begins WK 2	
2	Orientation & Begin Clinical Fieldwork	
3	Clinical Fieldwork	
4	Clinical Fieldwork	Acute Emergent Case Simulation
5	Clinical Fieldwork	
6	Clinical Fieldwork	
7	Clinical Fieldwork	Chronic Emergent Case Simulation
8	Clinical Fieldwork	Self-assessment plan
9	Clinical Fieldwork	
10	Clinical Fieldwork	Concussion Case Simulation
11	Clinical Fieldwork	
12	Clinical Fieldwork	
13	Clinical Fieldwork	Policy Implementation Case Simulation
14	Clinical Fieldwork	
15	Clinical Fieldwork	
16	Clinical Fieldwork	Fieldwork evaluations



ATH TRNG 7289 – Intermediate Clinical Experience: Comprehensive Care 2

Spring 2025 3 Semester credit hours

The Ohio State University

School of Health & Rehabilitation Sciences

Times arranged - Clinical Fieldwork

14w x 20h

Instructor: Samar Long, MEd, AT

Phone: 614-292-4487

E-mail: samar.long@osumc.edu

Office: Atwell Hall 228A

Office Hours: M-R 11-2pm or by appointment

Course Description: Provide students with a full semester of clinical care experiences that aligns with the immersive clinical experience course (ATH TRNG 7089). The course will focus on developing competency to achieve professionalism, patient/client care, prevention, health promotion, and wellness, and health care administration standards required for independent practice. The population associated with this course will vary and be determined by student previous clinical experience performance and future career goals. This course is only open to students in the MAT program and by permission of the instructor. Pre-requisite: ATHTRNG 7189 – Intermediate Clinical Experience: Comprehensive Care 1.

Required Texts:

- There are no textbooks to purchase for this course. Course materials include selections from multiple texts in the McGraw-Hill / FA Davis online collections provided by the School of Health and Rehabilitation Sciences through the OSU Health Sciences Library including the FA Davis AT Collection, AccessEmergency Medicine, AccessMedicine, and AccessPediatrics collections. See the course CARMEN website for information on how to access these materials.

Course Objectives:

- At the conclusion of “Interm. Clinical Experience: Comprehensive Care 2,” successful students will be able to perform the following:
 - model appropriate practice that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines
 - explain systems of quality assurance and quality improvement to enhance client/patient care
 - present methods of educating public and private sector on the need for athletic trainers
 - identify and refer patients with behavioral health conditions
 - develop and apply strategies to mitigate the risk for long-term health conditions
 - develop and assess the effectiveness of programs to reduce injury risk
 - educate patients/clients about the effects and risks of substance (alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs) misuse and abuse
 - develop and implement specific policies and procedures to identify and refer patients with behavioral health problems
 - develop and revise daily athletic training operation policies and procedures

Grading Policy:

- The University’s standard grading scheme will be used for this course.
- Grades will be available for students to view on the course’s CARMEN website

Graded Item Type	Quantity	Percentage per	Total Percentage
Performance Evaluation	1	70%	70

Professionalism Tasks	3	5%	15
Clinical Simulation	3	5%	15
TOTAL POINTS FOR THE COURSE			100

Graded Item Descriptions:

- Performance Evaluation: at the end of each rotation a performance evaluation will be completed by the assigned preceptor. The performance evaluation assess the quality and frequency of professional behaviors and setting specific clinical skills. The assigned preceptor has direct interaction with students during clinical fieldwork and provide feedback on performance based on those interactions. The performance evaluation will be completed online and corresponds to appropriate demonstration of course objectives. During a rotation students must self-assess their professional competence and modify the previous developmental plan. An updated plan must be submitted to the preceptor during the first half of the rotation.
 - Scope - Students are expected to honor their scope of practice and demonstrate knowledge of the state practice act located at: <http://otptat.ohio.gov/Practice-Acts>. This includes designating their "student" status on all patient documentation and practicing medicine within the preceptor's approval. All medical decisions, including patient education, must be approved prior to implementation.
- Professionalism Tasks: students are required to complete tasks that fall into three categories: attendance, time tracking, and a professionalism reflection.
 - Attendance includes site specific orientation and program policy review and time tracking. Student must track clinical fieldwork hours using E*Value daily. Hours are verified by their assigned preceptor and every day of the semester should be logged as preseason fieldwork, clinical fieldwork, off days, or special event/volunteer hours. Students are expected to log at least one day off every seven days. Time spent in clinicals must fall within the established maximum for a three credit hour course. Students are expected to complete an average of 20 hours a week. As is true in Athletic Training, flex time applies throughout the course.
 - Professionalism reflection will require students to plan ways in which they can educate others and demonstrate BOC Standards of Professional Practice and other principles that regulate the practice of athletic training within the state.
- Clinical Simulations: will be assigned based on uncommon conditions that may not be otherwise be evaluated and treated at the site. The assignment will allow all students to apply knowledge and skill developed with an adolescent sport patient population. The assignment will allow students to demonstrate the ability to engage in reflective clinical practice and apply core competency skills.

Course Policies:

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Course technology:** For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. A tutorial is available at <https://ocio.osu.edu/audience/students>
 - Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
 - Phone: 614-688-HELP (4357)
 - Email: 8help@osu.edu • TDD: 614-688-8743
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu account. All

students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.

- **Online Course Elements** – This course will be conducted in a hybrid format with both face to face meetings and online elements using OSU’s learning management system called “carmen CANVAS” (offered on the CANVAS platform). All online course materials will be provided via Carmen and all assignments will be completed via Canvas file upload. A tutorial is available at <https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-canvas-students>
- **Academic Misconduct** – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu>].
- **Disabilities** - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue
- **Counseling and Consultation Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org
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- **Course Schedule (12-week SP):** Clinical fieldwork attendance should follow the normal operating hours of the clinical site; which may be lengthened or shortened by weather, travel, practice facility availability, and/or physician discretion.

Weekly Course Schedule

Week	Topic	Assignments Due
1	Clinical Fieldwork begins Wk. 5	
2	-	
3	-	
4	-	
5	Orientation & Begin Clinical Fieldwork	
6	Clinical Fieldwork	Professionalism reflection
7	Clinical Fieldwork	
8	Clinical Fieldwork	Behavioral Health Case Simulation
9	Clinical Fieldwork	Self-assessment plan
10	Clinical Fieldwork	
11	Clinical Fieldwork	Risk Management Case Simulation
12	Clinical Fieldwork	
13	Clinical Fieldwork	
14	Clinical Fieldwork	Substance Abuse Case Simulation
15	Clinical Fieldwork	
16	Clinical Fieldwork	Fieldwork evaluations



THE OHIO STATE UNIVERSITY

School of Health and Rehabilitation Sciences

COURSE INFORMATION

Department / Course Number ATHTRNG 7999

Course Title Final Capstone Project in Athletic Training

Term

Credit Hours 2

INSTRUCTOR INFORMATION

Instructor: TBD

Phone Number:

Name

Email:

Department

Office Hours:

Office Location:

OPTIONAL TEACHING ASSOCIATES:

CLASS MEETING SCHEDULE

TBD

COURSE MATERIALS / SOFTWARE

Required: Assigned Readings

COURSE DESCRIPTION

Description of the course: Provides a mentored research experience to fulfill the requirements of the capstone project as a final graduation requirement for the Master in Athletic Training

PREREQUISITES

Enrollment in MAT

COURSE LEARNING OUTCOMES

1. Access, interpret, and synthesize forms of evidence related to the student's case study patient from their terminal clinical education experience
2. Integrate current best evidence into a written summary for treating a specific Athletic Training diagnosis.

3. Analyze how current best evidence was applied to the student's case study patient from their terminal clinical education experience.
4. Reflect on the plan of care provided to a specific patient and determine how current evidence informed that plan of care.
5. Critically review the written work of peers and provide constructive feedback that will enhance that written work.
6. Reflect on constructive criticism and demonstrate how that criticism was incorporated into a written synthesis of their case study patient.
7. Describe the financial implications of the plan of care administered to a specific patient.
8. Successfully present and defend an oral presentation of the capstone project to satisfy the exit requirement for the Master of Athletic Training.

COURSE POLICIES

All School and Program course policies apply to this course. Handbooks are available on the SHRS website: hrs.osu.edu. These provide all required policies and procedures required for students accepted into SHRS academic programs. <https://hrs.osu.edu/academics/academic-resources/student-handbooks>

COURSE TECHNOLOGY

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available [online](#), and support for urgent issues is available 24x7.

Self-Service and Chat support: [IT Service Desk](#) • Phone: 614-688-HELP (4357)

Email: 8help@osu.edu • TDD: 614-688-8743

SAFETY AND HEALTH REQUIREMENTS

All teaching staff and students are required to comply with and stay up to date on all University safety and health guidance, which includes wearing a facemask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

ACADEMIC INTEGRITY

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ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slids@osu.edu; 614-292-3307; slids.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

YOUR MENTAL HEALTH-COUNSELING AND CONSULTATION SERVICES

No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hsrcounseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand.

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The [Ohio State Wellness app](#) is also a great resource.

COMMITMENT TO A DIVERSE AND INCLUSIVE LEARNING ENVIRONMENT

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TITLE IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options [online](#) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Student Safety Escort Service-University Escort Service - A safe ride is a service provided to university students who would like safe transportation across campus. Any university student, faculty, or staff member may request a safe ride. Hours: 7pm-3am. Phone: 292-3322."

THIS SYLLABUS, THE COURSE ELEMENTS, POLICIES, AND SCHEDULE ARE SUBJECT TO CHANGE.

GRADING AND EVALUATION

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

OPTIONAL Assignment type:

- **Independent Work (†)**: Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
- **Collaboration Required (‡)**: An explicit expectation for collaboration among students either in-class or outside (i.e. group work).
- **Optional-Collaboration (♥)**: Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

Assignment Name	Points / Weight	Assignment Type
Project Proposal	50	Independent work
Peer Reviews	50	Collaboration Required
Written Project	100	Independent work
Project Presentation and Defense	100	Independent work
TOTAL COURSE POINTS	250	

COURSE ASSIGNMENTS

Final Document and Exit Requirement for the Master in Athletic Training

INTRODUCTION

The graduate school of The Ohio State University requires professional doctoral students to submit a **final document** and satisfy an **exit requirement** that is structured around the final document. For the MAT, the final document is a written case study, and the exit requirement is an oral presentation and defense of that case.

The case study allows you to integrate and apply information across courses in your athletic training professional education. Case studies help you sharpen your analytic skills for patient/client management through the process of gathering and synthesizing information, identifying problems, determining the prognosis, developing

interventions, evaluating outcomes, and integrating prevention and wellness strategies to prevent or limit disability. This will be completed during one of your spring/summer intermediate clinicals.

- During your orientation, provide the written information regarding the case study to your CI and explain the process and determine any other needs the site may have.
- During the first or second week of the clinical experience, you will identify a patient for the case study. You will discuss your selection with your clinical instructor to ensure that you will have access to the necessary materials to complete the case study. Choosing a patient for the case study can be a daunting thought but it does not have to be. Advisors should be consulted directly, early, and often about the case.
- We are **REQUIRING** that you make contact with your advisor by the end of the 2nd week of the clinical to tell them what case you have chosen. Questions you should be prepared to answer include: diagnosis, brief history including reason for AT, expected outcome, outcome measures used, expected course and duration of AT. The CI is an integral and important person to help you gather the patient information that you need for the case and decide how best to provide care. Unless your CI was a AT from OSU or has worked with many of our students, however, s/he may not know which patients work for this project. Your advisor can be a HUGE help in choosing a case. They know what works and what does not work.
- Your case study must be turned into your advisor **two weeks prior to the completion of the clinical rotation in which it is assigned.**

INCLUDED IN THIS DOCUMENT ARE:

1. Guidelines for writing the final document
2. Guidelines for the oral defense as the exit requirement
3. Grading rubric
4. Sample title page

GUIDELINES FOR FINAL DOCUMENT:

1. There are 3 parts to the Final Document
 - a. Written case study (Due week 8 of the clinical affiliation): 4000 words or LESS. Capture the essence of your patient case. Use the ICF and patient management models to guide this process. Refer to number #4 for the format of the paper.
 - b. Analysis of Fiscal Impact (Due week 8 of the clinical affiliation): how did financial considerations impact the patient? What was the out of pocket expense to the patient? What was the financial impact of this patient's care on the facility? (did they make money? Break even? Lose money? How does this impact overall management decisions? Etc..) What was the reimbursed cost versus what was billed?
 - c. Detailed analysis of clinical reasoning (Due in Autumn, 2 weeks before oral defense):
 - i) Write a detailed description of your clinical reasoning related to one aspect of the case study. This will be a detailed outline and then a PowerPoint for your presentation.
 - ii) Your advisor and you will choose an aspect of the case study for you to develop in more detail. In this part of the case study, you will review the literature more in depth on this focused topic (an evaluative technique, an

intervention, a theory of care, reimbursement, or a psycho/social aspect of care); you will explain your reasoning regarding this topic and will analyze the clinical reasoning for this client related to this topic including what worked well, what you would do differently in future situations like this one, alternative solutions etc..

Parts a and b are due at the end of the 8th week of the clinical. Part c will be due during autumn semester, two weeks before the oral defense.

2. **There is a recommended Book to buy.** “A How to Manual for clinicians Writing Case Study Reports 2nd ed. or 3rd ed.”. There are copies to look at in our offices or in the Health Sciences library.
3. **Use the book** to help format and edit the case study report. You should review Section 1 to assist you in choosing a patient and to understand the overall goal of the process. This section reviews the how and whys of case studies and deciding what to measure.
4. **Written Case Study Format.** Paper is to be double spaced and in 12 point font. The paper should follow the format listed here (book: described under Section 2, chapters 5-9):
 - a. Title page – include title, your name, the date and your advisor’s name.
 - b. Abstract (you write this LAST)
 - c. Introduction
 - d. Describing the Patient
 - e. Describing the Intervention
 - f. Describing the Outcomes
 - g. Discussion / Conclusion
 - h. Analysis of Financial Impact
 - i. References (in AMA format)
 - j. (Tables and Illustrations)
5. **Detailed Analysis Format (part c)** – First you create a detailed outline of the focused topic for which you will delve into the clinical reasoning in detail. When approved by your advisor you will begin work on a PowerPoint presentation to be used for your oral defense. This section is designed to go into detail regarding your clinical reasoning related to one aspect of the case. The aspect focused on is chosen by you and your advisor with input from all members of your group.
6. **Synthesis Required.** PLEASE note that case studies do NOT simply relate back the care given in the exact timeline it was given. The purpose of the case is to describe an interesting case and how it impacts some aspect of athletic training care. You examine the literature to discuss the evidence behind the care you provided. You reflect on the plan of care and discuss changes you would make when treating this type of patient again. It should not read like your daily or weekly progress note. Do not give exact dates and specific daily treatments. Synthesize and summarize.
7. **Outcome Measures.** You MUST have **Outcome Measures** – pre and post. No student has been told that they cannot collect outcome measures they wish to collect. Ask. The outcome measures you choose must be supported by the research literature. So, once you choose your patient you should begin searching the literature immediately. If you discover you need to change something you can do it if you are staying on top of things. Outcomes can be measured at times other than the first day the client is seen.

You can choose to add an outcome measure at almost any time along the continuum of care. So, if your research makes you realize you should be doing XYZ then add it. Better late than never. CI’s may not typically do this many outcome measures but

when they have agreed to you doing this patient as your case study they are very likely to agree to you collecting extra data. ASK.

You should make an outline of your case report early in the process and use this to be sure you are collecting all of the outcomes that you will need in order to write a good case study.

8. **Turn in a complete written case study by the deadline no matter what.** The case you turn in must be a complete written paper with all sections finished. You should be thinking in terms of handing in the best paper you can write, just as complete as any work you would turn in for a grade for any class. The difference is that for this paper, after you turn it in, you will rewrite it until it is in passing form as graded by your advisor.

Sometimes, students want to include data they are going to get from a patient after the normal submission deadline has passed. You can do this, BUT YOU STILL HAVE TO TURN IN A COMPLETE CASE ON THE REGULAR DUE DATE. If this means the episode of care isn't really done yet, that's fine. Write the case up as if you were never going to see the patient again – you might not. If you are lucky enough to keep seeing the patient a little while longer and get more data to put in to the case afterwards, that's great. You can include that after you finish your clinical or submit a revised case within 2 weeks of the end of the clinical. We will not extend your deadline just because you have a few more visits. Many students do not get to see the end of their patient's care before the clinical ends. The written case studies still turn out just fine.

9. **Peer Review** – During the first 2 weeks of Autumn Semester you will submit your paper to your peers for peer review (your advisor's other advisees for the MAT case study). Then make changes based on the peer review. You will also peer review other group member's papers. The group will then help each other decide on the best focus area for your detailed analysis of your case.
10. **Advising Meetings.** Faculty are encouraged to meet with their advisees as a group as soon as you return for Autumn Semester classes.
11. **References** – References must be in **AMA format!** This process requires that you use a reference manager. You have FREE access to Refworks through the health sciences library and to Mendeley (online). Use one of these. Start using it immediately and practice with it so that you are comfortable with it long before you need to add your references into your paper. www.mendeley.com

The references themselves are single spaced; there is a space between references. Example:

1. Mazzeo R, Tanaka H. Exercise prescription for the elderly. *Sports Med.* 2001;31:809-818.
2. Paterson D, Jones G, Rice C. Ageing and physical activity: evidence to develop exercise recommendations for older adults. *Appl Physiol Nutr Metab.* 2007;32:69-109.

12. **Tables and Figures** – You can include these within the text or put them at the end.

13. **Choosing a Patient** – Some good types of patient cases for a case study are:
- a. Cases for which new treatment procedures you have learned about or heard about are likely to be more effective than traditional practice, so that you can show an impact of your care
 - b. Cases for diagnoses not typically seen by AT, but for which you can demonstrate that your treatment has a strong impact, so you might have an influence in expanding our practice
 - c. Cases involving more than one problem where there might be competing influences, such that creative solutions are required to address both problems without exacerbating either
 - d. Cases that involve issues such as financial problems, or difficulties with some aspect of care provision (ie: interdisciplinary issues, facility issues etc..) The kinds of issues from professional issues courses. These have made some of the BEST cases submitted to date

You are unlikely to find the perfect case in such a short time. You may wish to do a case on a patient with a CVA but if you

don't see a patient with a CVA in the first week, then you need to change course. Students tend to be too picky and be very limited in how they view possible cases. So, CALL or email your advisor. Run your patient cases by them. Faculty are very good at identifying cases that work well for case studies. You can NOT sit back and wait for the perfect case to fall into your lap. So, CALL or email your advisor. Talk through the patients you are seeing and choose your case early. Collect outcomes. COLLECT OUTCOMES. (this means we expect to see some standardized outcome measures!)

In general, you should strive to select patients who will be reliable, compliant, and available for follow-up.

14. **HIPPA.** There can be no patient-identifiable-information in your case. It should be difficult or impossible for a curious person to use information from your case to figure out who the patient was. The means at a minimum:
- Do not include actual dates; use relative time-frames. Instead of "July 4, 1776," say "two weeks after the initial visit." For example, "The patient injured the L. ACL during football practice. MRI showed a complete rupture. The ACLR surgery was performed arthroscopically 3 weeks after the original injury. The initial visit to AT was 1 week after the operation."
 - Do not use the patient name or initials. Say, "the patient," "he" or "she," etc.
 - Do not name the facility. Say "a hospital-based outpatient clinic" or "a 50 bed rehabilitation hospital," etc.
 - Do not name any of the clinicians. Say "The orthopedic surgeon," not "Dr. Jones."

TIMELINE

During clinical:

- Weeks 1-2: Choose patient and get consent
- Weeks 2-8: Do a thorough literature search for evidence regarding the intervention, outcome measures, examination procedures, background information on the diagnosis
- Weeks 2-8: Write paper as you go along, write intro first then case description
- Complete paper and submit by the end of the 8th week of the clinical

After clinical:

- Advisor will read it for general content to determine if all of the parts are there and provide feedback
- Will conduct peer reviews to give each other comments and feedback the first 2 weeks of Autumn
- Begin working on Detailed Analysis and oral presentation by week 3 of Autumn.

GUIDELINES FOR ORAL PRESENTATION AS EXIT REQUIREMENT

Students will present an aspect of their case study (part c from above) to a group of faculty and peers. This presentation will be oral. The detailed procedures are explained in the MAT program handbook.

The presentation should follow a consistent general format that aligns with part of the case study, including the Introduction (1 slide), a description of the patient (in terms of the ICF model, 2 slides), and a summary of the intervention, outcomes, and conclusions. The depth of the presentation here may vary across focus areas depending on what was chosen for part c. Key references should be included in the presentation, not necessarily the entire reference list from the final document, just the ones central to the presentation.

Bear in mind that a key purpose of the case report is for you to demonstrate your ability to use evidenced based practice. You need to show your audience that you used the evidence to inform your approach to care.

A good rule of thumb is about 1 minute per slide. You can go faster for very simple slides. Overall, not counting the title and references slides, 10-12 content slides is all you can expect to cover in a 10 minute presentation.

Also, avoid complex templates and fonts. What looks good on your computer screen is not necessarily what projects well. You want to make it easy for everyone in the audience to see. Your eye functions better with more light. Thus, dark text on a light background is always easier to see. Keep it simple.

The specific rules for how the orals will be conducted are specified in the program handbook. In general, the procedure is

that we combine students from a few advisors into one room, and we probably will run 4-5 exam room simultaneously. In each room, everyone loads their presentation onto the computer before we start. We will take a break midway, but we will stick very strictly to the clock. A new presentation will start every 15 minutes no matter what, just as if you were presenting at a conference. This means that, no matter what room you are in, you all get the same amount of time. You should plan to take exactly 10 minutes to present and be prepared to answer questions afterwards. If you have a few key slides for a question you expect but there was not time to present it, it is ok to have those slides in reserve at the end of the presentation.

GRADING RUBRIC FOR FINAL DOCUMENT

Passing = 16 of the scores are at meets or exceeds expectations * = Must be included and graded at meets expectation or exceeds	Inadequate	Meets Expectations	Exceeds Expectations
Title page			
Introduction – (Why is this case interesting? What clinical question do you need to answer?)			
Background and purpose			
a review of literature investigating the problem, evaluation, treatment etc..			
Importance of the problem			
Case Description			
ICD-10-CM codes			
G Code(s)			
<i>Other classification systems if relevant (e.g. McKenzie, SCI, etc...)</i>			
Examination (clinical presentation of the patient. You can put actual data from the AT exam in table(s). Tables may be in the body of the paper or in an appendix. Summarize key points of the AT Exam in narrative form.)			
History			
Systems Review* Must include, make appropriate to your patient's diagnosis/co-morbidities. Always screen cardiac. Do a narrative – interpret your findings. Do not just fill out the form from the Guide but do use it as a template to help you. Blood Pressure and Pulse rate* readings taken and reported when appropriate throughout			
Blood Pressure and Pulse rate*			
Tests and Measures			
Evaluation, AT Diagnosis, and Prognosis (supported by evidence from the literature and clinical reasoning grounded in science and theory)			
Intervention (supported by evidence from the literature, where possible, or clinical reasoning grounded in science and theory)			
Outcomes including Goals			
Reexamination			
Criteria for Termination of Athletic Training Services			

<p>Discussion (draw conclusions, discuss implications and make recommendations)</p> <p>Reflecting on this patient: If presented again with a similar patient or problem what would you do? Was there access to services that was particularly helpful or that was lacking and could have improved care? Was there adequate research/literature to guide your care of this patient?</p>			
<p>*Analysis of the fiscal impact* (Summary of the fiscal impact of the athletic training intervention on the patient based on estimates of charges and the patient's insurance coverage)</p>			
<p>References:</p> <p>AMA formatted bibliography (>60% of references are research articles or systematic review)</p>			
<p>referenced within the paper appropriately</p>			
<p>General overall grading items:</p> <p>terminology consistent with that of <i>Athletic Training Practice</i></p>			
<p>typed, double-spaced, 12 point font</p>			

COURSE SCHEDULE

Week #	Dates	Topic	Readings	Assignments Due
1		Choose Patient and Get Consent		Meet with advisor to receive permission for the topic/diagnosis
2		Begin Literature Review		
3		Literature Review		First Peer Review is Due
4		Literature Review		Second Peer Review is Due
5		Rough Draft of Literature Review is Due		
6		Analysis of Data		
7		Analysis of Data		
8		Analysis of Data		
9		Rough Draft of Final Project submitted to faculty for initial approval		Third Peer Review
10		Begin work on defense presentation		
11		Final written document is due		
12		Final Defenses		
13		Final Defenses		
14		Final Defenses		

ATTENDANCE / PARTICIPATION EXPECTATIONS

Timeline must be strictly adhered to for graduation requirements.

ABSENCE AND MAKEUP POLICY

None

LATE ASSIGNMENT SUBMISSIONS

None

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SYLLABUS HTHRHS 5010

Core Competencies in Health Care

August 2022 – Online

COURSE OVERVIEW

Instructor

Instructor: TBD Email

address: TBD Phone

number: TBD Office

hours: TBD

Course description

This course is an interdisciplinary presentation of core competencies and foundational principles in healthcare. This entry-level course will present a survey of healthcare topics to prepare students for future education in health care fields.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Explain the Core Competencies for Health Professions from the Institute of Medicine and identify how they apply to the student's specific discipline
- Explain the Core Competencies for Interprofessional Collaborative Practice from the Interprofessional Education Collaborative and identify how they apply to the student's specific discipline
- Explain the principles of Health Literacy and aid patients in developing it
- Identify and differentiate between modifiable and non-modifiable health risks
- Identify the social determinants of health and explain how they impact patients health, care and outcomes
- Apply the ICF Disablement Model to patient cases as a framework for care

- Explain comorbidity and its implications for health and health care
- Understand and apply principles of cultural competence within the context of the student's discipline
- Advocate for the health needs of their patients
- Explain the legal and ethical frameworks for health care including professional codes of ethics and standards of practice
- Understand and use basic elements of health informatics and EHR/EMR use
- Explain and apply basic principles of patient safety, handoffs and referrals

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week at a time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **1-credit-hour course**. According to [Ohio State policy](#), students should expect around 1 hour per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 2 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including office hours and review sessions, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

In the event of university excused absences (which are rare in the case of online courses), you will need to communicate with the course instructor to identify a modified due date for any assignments that will be missed.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

- This course uses selected readings that will be available on Carmen, but does not have a required textbook.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenConnect text, audio, and video chat

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Module Quizzes (14 @ 20 points per)	280
Discussion Boards (7 @ 20 points per)	140
Graduate-only Assignment	40
Final Exam	60
Total	480 (undergrad) / 520 (graduate)

See course schedule below for due dates.

Graded Item Descriptions:

- **Module Quizzes:** Each module is completed online at a time within the scheduled week that is convenient to the students. Each module has a corresponding online quiz that must be completed by the end of the schedule week. Quizzes will cover the material discussed in each module.
- **Course Discussion:** Online course discussions occur once weekly and students must participate in these sessions. The discussions are opportunities for students and the instructor to engage in the content topics, connect them to each other and discuss how they might be applied in the context of the student's profession or health area. All original posts should be submitted by Thursday, and responses should be posted by Sunday.
- **Graduate-Only Assignment:** Graduate students enrolled in this course will complete one additional assignment specific to their field of study. Each graduate student will write a 3-5 page paper, in AMA format, outlining health literacy and cultural competency as it pertains to their intended career. Additional details provided with assignment on Carmen.
- **Final Exam:** There will be a cumulative final exam over the material covered in the course. This will be due the final week of the term. It will include multiple-choice, true/false, matching, short answer and/or essay questions.

Late assignments

Late submissions will be accepted with a 5% penalty for each day it is late.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **14 days**.
- **Email:** I will reply to emails within **48 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **48 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **All School of HRS and AT Division Program policies apply to this course unless specifically addressed below.** Handbooks are available on the SHRS website: <http://hrs.osu.edu>. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
- **Email & Notices:** Notices about this course will be sent only to your name.#@buckeyemail.osu.edu

account. All students must have an active OSU email account and remain electronically connected to OSU. Students may set their OSU email to be forwarded to an external email address. Contact the Help Desk for more information.

- **Quizzes and exams:** You must complete weekly quizzes and the final exam yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **AMA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Grievances and Solving Problems-** Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
- **Conduct in the Classroom and Academic Learning Environment-** Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [*Code of Student Conduct*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM

determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hrcsom.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment.

No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or slds@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <https://slds.osu.edu/> for more information.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tool

COURSE SCHEDULE

This schedule is subject to change.

All assignments are due at 11:59pm of the day listed, unless otherwise stated.

Module Quizzes are due on the final day of the week (Sunday).

Original posts for the **discussions** are due E.O.D. Thursday, and responses are due Sunday.

Week	Dates	Topics	Readings	Assignments Due
1	8/23 – 8/29	Health Risk ICF Disablement Model	<u>Understanding Health Risks</u> <u>ICF Model: A Framework for Athletic Training Practice</u>	Module Quiz 1 Module Quiz 2 Discussion 1
2	8/30 – 9/5	Health Literacy Comorbidity and the Complex Patient	What is Health Literacy? <u>Comorbidities and quality of care</u> <u>The complex patient</u>	Module Quiz 3 Module Quiz 4 Discussion 2
3	9/6 – 9/12	Social Determinants of Health Health System & Insurance	Social Determinants of Health <u>What is health insurance?</u> <u>Trends in US Healthcare</u>	Module Quiz 5 Module Quiz 6 Discussion 3
4	9/13 – 9/19	Cultural Competence Core Competencies on Disability for Health Care Education	<u>Understanding Implicit Bias</u> <u>NATA Healthcare in Action</u> <u>Core Competencies on Disability for Health Care Education</u>	Module Quiz 7 Module Quiz 8 Discussion 4
5	9/20 – 9/26	Health Informatics EHR/EMR	<u>IHIS Informatics Module</u> <u>EHR vs. EMR</u>	Module Quiz 9 Module Quiz 10 Graduate-Only Assignment Discussion 5
6	9/27-10/3	Patient Safety Handoffs and Referrals	<u>WHO Patient Safety Guide: Ch. 1</u> <u>IBHP Referrals, Handoffs, and Goodbyes (and associated Tools)</u>	Module Quiz 11 Module Quiz 12 Discussion 6
7	10/4 – 10/10	Quality Improvement in Healthcare Health Advocacy	<u>Basics of Quality Improvement in Healthcare</u> <u>Health Advocacy in AT</u>	Module Quiz 13 Module Quiz 14 Discussion 7
8	10/11-10/13	Final Exam		Final due 10/13



SCHOOL OF HEALTH AND REHABILITATION SCIENCES
HRS 7900: Evidence-Based Practice I
Autumn 2020

Course Coordinator: Catherine Quatman-Yates PT, PhD

Instructors: Catherine Quatman-Yates, PT, DPT, PhD (catherine.quatman@osumc.edu)
Lisa Juckett, PhD, OTR/L, CHT (lisa.juckett@osumc.edu)

Teaching Assistant: Rachel Bican, PT, DPT, Tim Rethorn, PT, DPT

Schedule: Tuesdays 1:00 – 2:00 pm; online

Course Description: This course will introduce graduate students in the School of Health and Rehabilitation Sciences to the principles of Evidence-Based Practice. This course is the first of a two course series. In this course, students will begin to ask clinical questions using the PICO criteria, critically read and interpret clinical literature related to measurement reliability and validity and accurately interpret diagnostic reliability, validity, prediction and measures of clinically meaningful change.

*Denotes applicable to physical therapy and occupational therapy students. Students from other programs should check with their advisors for their specific needs and requirements.

Special Prerequisites: Physical therapy and occupational therapy students must have successfully completed all courses in program to date with a grade of C or better, and be in good academic standing.*

Credits: 1

Relationship to Curriculum: Within both the Physical Therapy and Occupational Therapy curricula, this course is taken in the Autumn of the first year. Both physical therapy and occupational therapy students will also take HRS 7910 Evidence Based Practice II in the Spring of Year 1. In the occupational therapy curriculum, this course is related to the curricular theme of *Effective Translation of Knowledge into Practice*. Delivered during the first semester of the program, a *Foundations of Practice* semester, this course introduces content in how to ask clinical questions, conduct literature searches, critically appraise topics (CATS), as well as basic psychometric principles including reliability, validity, sensitivity, and specificity.

Related Occupational Therapy Curriculum Objectives (using 2018 ACOTE Standards):

Upon completion of HRS 7900, the student will meet the standards listed below:

B.1.4 Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice;

B.6.2. Select, apply, and interpret quantitative and qualitative methods for data analysis to include basic descriptive, correlational, and inferential quantitative statistics and the analysis and synthesis of qualitative data.

B.6.5 Demonstrate an understanding of how to design a scholarly proposal in regards to ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health.

Related Physical Therapy Curriculum Objectives (using CAPTE Standards):

7B The physical therapist professional curriculum includes content and learning experiences in communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidenced-based practice and applied statistics.

7D The physical therapist professional curriculum includes content and learning experiences designed to prepare students to achieve educational outcomes required for initial practice of physical therapy. Courses within the curriculum include content designed to prepare program students to:

- **7D9** Access and critically analyze scientific literature.
- **7D10** Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources.
- **7D11** Identify, evaluate and integrate the best evidence for practice with clinical judgment and patient/client values, needs, and preferences to determine the best care for a patient/client.
- **7D38** Participate in activities for ongoing assessment and improvement of quality services.
- **7D39** Participate in patient-centered interprofessional collaborative practice.
- **7D43** Participate in practice management, including marketing, public relations, regulatory and legal requirements, risk management, staffing and continuous quality improvement.

Overall Course Objectives:

At the conclusion of this course, the student will be able to:

1. Apply quantitative statistics and qualitative analysis to interpret tests, measurements, and other data for the purpose of establishing and/or delivering evidence-based practice.
2. Critically read and interpret, locate, understand, critique, and evaluate information, including the quality of evidence in national and international resources in education, research, practice, and policy development to answer clinical questions.
3. Articulate the importance of how an understanding of measurement reliability and validity and accurately interpreting diagnostic reliability, validity, prediction and measures of clinically meaningful change contributes to the development of a body of knowledge relevant to the profession of occupational therapy and physical therapy.

Online Structure:

This course will be conducted in a distance-learning, online format with required synchronous/live sessions conducted via Carmen Zoom. All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. A tutorial is available at <https://ocio.osu.edu/audience/students>. Notices about this course will be sent to your first.lastname@osumc.edu account unless these have not been created in which case your official osu account will be used. All students must have an active OSU email account and remain electronically connected to OSU. It is highly recommended that you forward your OSU emails to the medical center account. You cannot forward medical center account emails to the OSU email. Please contact the Help Desk for more information.

Pace of Online Activities:

This course is divided into weekly modules that are both asynchronous/self-paced and synchronous. Asynchronous/self-paced activities will typically be released one week ahead of time with links for required live/sessions weekly for discussions and additional learning activities posted in Carmen. Students are expected to keep pace with weekly deadlines but may schedule their efforts for freely within that time frame.

Credit hours and work expectations: This is a 1-credit-hour course. According to [Ohio State policy](#), students should expect around 1 hour per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 2 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

Participating in online activities for attendance: At least once per week.

You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times). Attendance is required for live/synchronous sessions. If you have a situation that might cause you to miss an entire week of class of live/synchronous session, discuss it with the course instructors *as soon as possible*.

Required Texts and Resources:

- None

Recommended Texts:

The following texts may also be helpful and are available at Prior Health Sciences Library and/or could be purchased:

- Hoffman T, Bennett S, Del Mar C. (2017). Evidence-Based Practice Across the Health Professions (3rd ed). Elsevier: Chatswood, Australia.
- Straus S.E. et al (2011). Evidence-based medicine: How to practice and teach EBM.

Churchill Livingstone: Edinburgh, UK.

- Portney, L.G. & Watkins, M.P. (2009) Foundations of clinical research: Applications to practice (3rd ed). Prentice Hall: Upper Saddle River, NJ.
- Feters L & Tilson J. 2019. Evidence Based Physical Therapy. Second Edition. F.A. Davis Company: Philadelphia, PA.

Copyright:

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Course Technology:

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Carmen Access:

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading Policy:

The University's standard grading scheme will be used for this course. Grades will be available for students to view on the course's Carmen website. Per Ohio State University standard policy, final grades will not be rounded. To satisfactorily complete the course, the student must obtain a C or better. Assignments are expected to be turned in by the due date. Late assignments will only be accepted with permission of the course coordinator and permissible only with a verifiable excuse.

Course Evaluation/Assignments:

1. In-class Participation: 5%
2. Knowledge Checks: 15%
3. Article Evaluation/Self-Assessment 5%
4. PICO and Search Strategy Assignment: 10%
5. Mid-Term Exam: 15%
6. Individual Critical Appraisal (Diagnosis):
 - Part 1: Individual Appraisal (10%)
 - Part 2: Group Updates to Appraisal (5%)
7. Individual Critical Appraisal (Prognosis):
 - Part 1: Individual Appraisal (10%)
 - Part 2: Group Updates to Appraisal (5%)
8. Final Project Assignment: 20% of Total Grade
 - Part 1: Individual Philosophy Statement (5% of Total Grade)
 - Part 2: Individual critical appraisal for 1 prognosis or diagnosis article (10% of Total Grade)
 - Part 3: Group Update to Appraisal (5%)

Grading Scale:

Per Ohio State University standard policy, final grades will not be rounded.

Percent		Percent	
93-100	A	77-79.99	C+
90-92.99	A-	73-78.99	C
87-89.99	B+	70-72.99	C-
83-86.99	B	65-69.99	D
80-82.99	B-	Below 65	F

Instructor feedback and response time

We are providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7-10 days**.
- **Email:** We will reply to emails within **24 hours on days when class is in session at the university**.

Teaching Methods Utilized:

- Lecture
- Case-based problem solving
- Critical thinking and reflection activities
- Experiential learning activities and discussion

General Information:

All school and program policies apply to this course. Handbooks are available on the SHRS website: hrs.osu.edu. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS. This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances. It may be necessary to make changes in the course schedule during the semester. It is the responsibility of the student to make note of those changes as they are announced. If at any time during the semester you have a problem with the course and/or course instructor, please make an appointment and discuss your concerns with the instructor.

Professional Conduct:

Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policies. It is expected that students will conduct themselves professionally and ethically in the classroom, in clinics, and in related professional settings. Students will assume responsibility to enter a practice setting and designated class sessions wearing the adopted professional apparel, OSU nametags, a background check and in compliance with all immunizations and required trainings. In addition, this course will require the student to use basic English writing and vocabulary techniques. Students who require writing assistance should contact the writing center (<http://cstw.osu.edu/writingCenter/default.cfm>). Promptness and courtesy are expected as part of your professional learning per the Physical Therapy Student Handbook. Ethical academic conduct is expected and this includes not only behavior during exams, but also in lab and class.

Academic Misconduct:

Academic misconduct is defined as any activity that compromises the academic integrity of The Ohio State University or subverts the educational process. Academic misconduct of any nature

will not be tolerated and will be reported to the OSU Committee on Academic Misconduct following the procedures and policies outlined at <http://oaa.osu.edu/coam/home.html>. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct* (http://studentaffairs.osu.edu/resource_csc.asp) and that students will complete all academic, clinical and scholarly assignments with fairness and honesty. Please note the following:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu/>].

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)
- *Eight Cardinal Rules of Academic Integrity* (go.osu.edu/cardinal-rules)

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a

timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. Students who feel they need an accommodation based on the impact of a disability should contact SLDS. Reasonable accommodations will be made to ensure that courses, services, and activities are accessible to students with special needs. Syllabus and other materials associated with this course are available in alternative formats for students with special needs and will be provided in a timely fashion. It is the responsibility of the student to make their unique needs known to the course instructor, preferably during the first week of classes. This syllabus and course materials are available in alternative formats upon request.

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](http://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Safety and health requirements: (required) All teaching staff and students are required to comply with and stay up to date on all University safety and health guidance, which includes wearing a facemask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Personal Technology Use:

While the faculty fully value and support the use of technologies in the classroom to enhance the learning experience, use of personal technology devices for anything other than academic purposes is prohibited. Students will refrain from using PDAs or laptops for messaging or web browsing during class, except within the context of the online class discussions/activities. Use of telephones during class is not acceptable. If there is an emergency and one must use the phone, please shut off your video feed and mute your microphone to take care of the problem

so as not to disrupt the educational process and other students. Anyone observed partaking in these activities may be asked to leave the class and will be responsible for any material missed. Videotaping, audio taping, or sharing video links for of any part of this course is possible only with the instructor's permission.

Counseling and Consultation Services:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hrc.com.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment.

No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Title IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on

OIE, visit equity.osu.edu or email equity@osu.edu.

Grievances and Solving Problems:

Please see SHRS Student Handbook Policies – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in the Handbook, a student should then take any problem or grievance to the Division Director.

Trigger Warning Language:

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614- 292-1111).

Student Safety Escort Service:

University Escort Service - A safe ride is a service provided to university students who would like safe transportation across campus. Any university student, faculty, or staff member may request a safe ride. Hours: 7pm-3am. Phone: 292-3322."

Course Schedule Changes:

It may be necessary to make changes in the course schedule during the semester. It is the responsibility of the student to make note of those changes as they are announced. If at any time during the semester you have a problem with the course and/or course instructor, please make an appointment and discuss your concerns with the instructor. If the issue cannot be resolved after discussion with the instructor, please your program director.

Notices about this course will be made in Carmen announcements or will be sent to your first.lastname@osumc.edu account (if these have not been created, then your official OSU account will be used). All students must have an active OSU email account and remain electronically connected to OSU. It is highly recommended that you forward your OSU emails to your Medical Center email account. You cannot forward Medical Center account emails to the OSU email. Please contact the Help Desk for more information.

Course Schedule:

*All assignments are due by 1pm on the following Tuesday unless noted otherwise

	Class Plan (Instructor)	Assignments Due
Week 1 8/25/2020	Introduction -Live overview of syllabus and class structure -Breakout room format and expectations -Breakout room discussions on: What is evidence? What are sources of evidence? What makes a source of evidence credible?	

Week 2 9/1/2020	<p>Anatomy of an Article</p> <p>-Students will be responsible for viewing the online lectures prior to class (topics will be overview of EBP, EBP's history in healthcare, sources of evidence, credibility of evidence)</p> <p>-Synchronous online discussion and learning application on the anatomy of an article, and overview of assignment for article evaluation/self-assessment</p>	<p>-Viewing of online modules due by 1pm</p> <p>-Knowledge Check 1 due by 1pm</p>
Week 3 9/8/2020	<p>Journal Club 1</p> <p>-Students will be responsible for reading and responding to article evaluation/self-assessment of article prior to class</p> <p>-Synchronous online learning application including a journal club in breakout rooms with bigger class discussion at the end</p> <p>-Brainstorm questions for clinician panel</p>	<p>Article evaluation/self-assessment assignment due by 1pm</p>
Week 4 9/15/2020	<p>Clinician Panel</p> <p>-Synchronous online session</p>	
Week 5 9/22/2020	<p>Clinical Questions and Study Type</p> <p>-Students will be responsible for viewing the online lectures prior to class (topics will be article types, study types, levels of evidence pyramids, 5 As, clinical questions)</p> <p>-Synchronous online learning application on PICO questions</p>	<p>-Viewing of online modules due by 1pm</p> <p>-Knowledge Check 2 due by 1 pm</p>
Week 6 9/29/2020	<p>Database Searches</p> <p>-Students will be responsible for viewing the online lectures prior to class (keyword searches, search strategies in common databases)</p> <p>-Synchronous online learning application (search practice in breakout rooms)</p>	<p>-Viewing of online modules due by 1 pm</p> <p>-Knowledge Check 3 due by 1 pm</p>
Week 7 10/6/2020	Search Practice	

	<p>-Synchronous online learning application (search practice)</p> <p>-Overview of PICO and Search Assignment</p>	
Week 8 10/13/2020	Take-Home Mid-Tem (No Class)	PICO and Search Assignment due by 1 pm
Week 9 10/20/2020	<p>Evaluating the Credibility of an Article (Optional instructor open office hours, Students have time to view pre-recorded modules)</p> <p>-Pre-recorded lecture topics will include research ethics, reliability, validity, and trustworthiness</p>	Mid-term due by 1pm
Week 10 10/27/2020	<p>Introduction to Critical Appraisals -Students will be responsible for viewing the online lectures prior to class</p> <p>-Synchronous online learning application</p>	<p>-Viewing of online modules due by 1pm</p> <p>-Knowledge Check 4 due by 1pm</p>
Week 11 11/3/2020	<p>Appraisal of Study Design Sections -Students will be responsible for viewing the online lectures prior to class</p> <p>-Synchronous online learning application on appraising study designs</p>	<p>-Viewing of required online modules due by 1pm</p> <p>-Optional recorded lectures with more details about study design</p> <p>-Knowledge Check 5 due by 1pm</p>
Week 12 11/10/2020	<p>Appraisal of Statistics/Analysis Sections -Students will be responsible for viewing the online lectures prior to class</p> <p>-Synchronous online learning application on appraising statistics/analysis sections</p> <p>-Overview of Journal Club 2 and 3</p>	<p>-Viewing of online modules due by 1pm</p> <p>-Optional recorded lectures with more details about study design</p> <p>-Knowledge Check 6 due by 1pm</p>
Week 13 11/17/2020	<p>Journal Club 2 -Students responsible for appraising article on own prior to class</p> <p>-Synchronous online journal club</p>	-Part 1 Critical Appraisal of Diagnostic Article Due by 1pm
Week 14 11/24/2020	<p>Journal Club 3 -Students responsible for appraising article on own prior to class</p>	<p>-Part 2 of Critical Appraisal of Diagnostic Article due by 1pm</p> <p>-Part 1 of Critical Appraisal of</p>

	-Synchronous online journal club	Prognosis Article due by 1pm
Week 15 12/1/2020	Open Discussion for Final Project/Breakout Rooms for Groups -Synchronous discussion and then students will be put in breakout rooms to complete Part 3 of final project	-Part 2 of Critical Appraisal of Prognosis Article due by 1pm -Part 1 and Part 2 of Final Project due by 1pm
Week 16 (Finals Week) 12/8/2020	Project	-Part 3 of Final Project due by 1pm



SCHOOL OF HEALTH AND REHABILITATION SCIENCES
HRS 7910: Evidence-Based Practice II
Spring 2021

Course Coordinators: Lisa Juckett, PhD, OTR/L, CHT
(lisa.juckett@osumc.edu)

Catherine Quatman-Yates, PT, DPT, PhD (catherine.quatman@osumc.edu)

Teaching Assistant: Rachel Bican, PT, DPT (rachel.bican@osumc.edu)
Timothy Rethorn, PT, DPT (timothy.rethorn@osumc.edu)

Schedule: Tuesdays 11:30 – 12:30 pm; Online

Carmen Zoom link: TBD

Course Description: This course will introduce professional graduate students in the School of Health and Rehabilitation Sciences to the principles of Evidence-Based Practice. This course is the second course of a two- course series. In this course, students will begin to ask clinical questions using the PICO criteria, critically read and interpret clinical literature related to measurement reliability and validity and accurately interpret diagnostic reliability, validity, prediction and measures of clinically meaningful change.

Pre-requisite: HRS 7900, Evidence-Based Practice I

Special Prerequisites: Occupational and physical therapy students must have successfully completed all courses in program to date with a grade of C or better, and be in good academic standing.

Credits: 1

Overall Course Objectives:

At the conclusion of this course, the student will be able to:

1. Analyze and discuss ethical issues related to scientific inquiry and basic or clinical research.
2. Analyze and discuss the strengths and weaknesses of experimental, quasi-experimental and non-experimental designs commonly found in the health, clinical, and rehabilitation literature.
3. Analyze and discuss the strengths and weaknesses of systematic reviews and meta-analyses.
4. Apply levels of evidence according to scales commonly used in health, clinical, and rehabilitation scientific literature (e.g. Pedro).
5. Analyze and discuss the strengths and weaknesses of common sampling and randomization techniques found in relevant health, clinical, and rehabilitation scientific literature.
6. Analyze and discuss the strengths and weakness of data collection techniques found in health, clinical, and rehabilitation scientific literature.
7. Analyze and discuss the application, strengths and weaknesses of qualitative and quantitative data analysis

- techniques used in health, clinical, and rehabilitation scientific literature.
8. Interpret and evaluate the reported results of relevant health, clinical, and rehabilitation scientific literature.
 9. Integrate knowledge of the research process in order to critically read and appraise published scientific literature related to practice in health, clinical, and rehabilitation sciences.
 10. Critique and appraise the internal and external validity of published research studies relevant to health, clinical, and rehabilitation sciences.
 11. Interpret and calculate commonly used evidence-based statistics for clinical translation of research results such as effect size, confidence intervals, NNT, and intention-to-treat.
 12. Apply knowledge of discipline-specific principles and procedures to analyze and assess the clinical relevance or implications of the results of relevant scientific research studies.
 13. Provide justification for critical appraisals of selected research studies using written or oral communication.
 14. Propose modifications to published research in order to strengthen the design or methodology used in selected research studies.
 15. Compare and contrast clinical, translational, and basic science, hypothesis driven research relevant to practice in health, clinical, and rehabilitation sciences.
 16. Independently acquire research articles using evidence-based search engines relevant to practice in health, clinical, and rehabilitation sciences.

Relationship to Curriculum: Within both the Physical Therapy and Occupational Therapy curricula, this course is taken in the Spring of the first year after completion of Evidence Based Practice I in the Fall of Year 1. In the occupational therapy curriculum, this course is related to our curricular theme of *Use of Evidence in Practice*. Delivered during the first semester of the program, a *Foundations of Practice* semester, this course introduces content in how to ask clinical questions, conduct literature searches, critically appraise topics (CATS), as well as basic psychometric principles including reliability, validity, sensitivity, and specificity.

Related Occupational Therapy Curriculum Objectives (using ACOTE Standards):

Upon completion of HRS 7910, the student will meet the standards listed below:

B.6.1. Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. This includes the:

- Level of evidence
- Validity of research studies
- Strength of the methodology
- Relevance to the profession of occupational therapy;

locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions; and design and implement a scholarly study that aligns with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).

This may include a literature review that requires analysis and synthesis of data. Systematic reviews that require analysis and synthesis of data meet the requirement for this Standard.

Related Physical Therapy Curriculum Objectives (using CAPTE Standards):

7B The physical therapist professional curriculum includes content and learning experiences in communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidenced-based practice and applied statistics.

7D The physical therapist professional curriculum includes content and learning experiences designed to prepare students to achieve educational outcomes required for initial practice of physical therapy. Courses within the curriculum include content designed to prepare program students to:

- **7D9** Access and critically analyze scientific literature.
- **7D10** Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources.
- **7D11** Identify, evaluate and integrate the best evidence for practice with clinical judgment and patient/client values, needs, and preferences to determine the best care for a patient/client.
- **7D38** Participate in activities for ongoing assessment and improvement of quality services.
- **7D39** Participate in patient-centered interprofessional collaborative practice.
- **7D43** Participate in practice management, including marketing, public relations, regulatory and legal requirements, risk management, staffing and continuous quality improvement.

Online Structure:

This course will be conducted in a distance-learning, online format with required synchronous/live sessions conducted via Carmen Zoom. All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. A tutorial is available at <https://ocio.osu.edu/audience/students>. Notices about this course will be sent to your first.lastname@osumc.edu account unless these have not been created in which case your official osu account will be used. All students must have an active OSU email account and remain electronically connected to OSU. It is highly recommended that you forward your OSU emails to the medical center account. You cannot forward medical center account emails to the OSU email. Please contact the Help Desk for more information.

Pace of Online Activities:

This course is divided into weekly modules that are both asynchronous/self-paced and synchronous. Asynchronous/self-paced activities will typically be released one week ahead of time with links for required live/sessions weekly for discussions and additional learning activities posted in Carmen. Students are expected to keep pace with weekly deadlines but may schedule their efforts for freely within that time frame.

Credit hours and work expectations: This is a 1-credit-hour course. According to [Ohio State policy](#), students should expect around 1 hour per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 2 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

Participating in online activities for attendance: At least once per week.

You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times). Attendance is required for live/synchronous sessions. If you have a situation that might cause you to miss an entire week of class of live/synchronous session, discuss it with the course instructors *as soon as possible*.

Required Texts and Resources:

- Please download the “KaHoot!” software to your personal device by visiting: <https://kahoot.com/>

Recommended Texts:

The following texts may also be helpful and are available at Prior Health Sciences Library and/or could be purchased:

- Straus S.E. et al (2011). Evidence-based medicine: How to practice and teach EBM. Churchill Livingstone: Edinburgh, UK.
- Portney, L.G. & Watkins, M.P. (2009) Foundations of clinical research: Applications to practice (3rd ed). Prentice Hall: Upper Saddle River, NJ.
- Feters L & Tilson J. 2019. Evidence Based Physical Therapy. Second Edition. F.A. Davis Company: Philadelphia, PA.

Copyright:

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Course Technology:

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication
-

Carmen Access:

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading Policy:

The University's standard grading scheme will be used for this course. Grades will be available for students to view on the course's Carmen website. Per Ohio State University standard policy, final grades will not be rounded. To satisfactorily complete the course, the student must obtain a C or better. Assignments are expected to be turned in by the due date. Late assignments will only be accepted with permission of the course coordinator and permissible only with a verifiable excuse.

Course Evaluation/Assignments:

1. Individual Critical Appraisal (Intervention):10%
 - Part 1: Individual draft response to appraisal tool for assigned article
 - Part 2: Updated/Corrected response to appraisal tool
2. Individual Critical Appraisal (Systematic Review): 10%
 - Part 1: Individual draft response to appraisal tool for assigned article
 - Part 2: Updated/Corrected response to appraisal tool
3. Qualitative Study Reflection on Carmen: 10%
 - Students will respond to a series of questions posted on Carmen about an assigned qualitative article
4. Knowledge checks: 10%
5. Final Exam online: 30%
6. Final Project (Modified Systematic Review): 30% of Total Grade
 - Students will work in groups to develop a clinical question related to a type of intervention for their assigned topic, develop a search strategy, and set inclusion and exclusion criteria for article inclusion for a systematic search
 - The group will perform a systematic search for the intervention relative to the criteria set forth using Covidence
 - Each student in the group will critically appraise a minimum of two articles identified through the systematic search and each article must have two critical appraisers.
 - Each article appraised must be assigned a level of evidence and the group as a whole will create a recommendation statement or set of recommendations based on a synthesis of their findings across the articles they appraised for that intervention. The group will then assign a grade to the/each recommendation statement based on their sense of the strength of the evidence for that statement. Students are strongly encouraged to use a reference manager to help manage their citations and notes around a given article, but it is not required.
 - The group should create an eposter that will include:
 - Brief introduction to the topic and intervention
 - PICO(T) question
 - Methods for systematic search
 - PRISMA chart detailing selection of articles
 - Recommendation statements and grades
 - Process Diagram/Decision tree for implementation
 - Discussion/rationale for the recommendation statements

Grading Scale:

Per Ohio State University standard policy, final grades will not be rounded.

Percent		Percent	
93-100	A	77-79.99	C+
90-92.99	A-	73-78.99	C
87-89.99	B+	70-72.99	C-
83-86.99	B	65-69.99	D
80-82.99	B-	Below 65	F

Instructor feedback and response time

We are providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7-10 days**.
- **Email:** We will reply to emails within **24 hours on days when class is in session at the university**.

Teaching Methods Utilized:

- Lecture
- Case-based problem solving
- Critical thinking and reflection activities
- Experiential learning activities and discussion

General Information:

All school and program policies apply to this course. Handbooks are available on the SHRS website: hrs.osu.edu. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS. This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances. It may be necessary to make changes in the course schedule during the semester. It is the responsibility of the student to make note of those changes as they are announced. If at any time during the semester you have a problem with the course and/or course instructor, please make an appointment and discuss your concerns with the instructor.

Professional Conduct:

Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policies. It is expected that students will conduct themselves professionally and ethically in the classroom, in clinics, and in related professional settings. Students will assume responsibility to enter a practice setting and designated class sessions wearing the adopted professional apparel, OSU nametags, a background check and in compliance with all immunizations and required trainings. In addition, this course will require the student to use basic English writing and vocabulary techniques. Students who require writing assistance should contact the writing center (<http://cstw.osu.edu/writingCenter/default.cfm>). Promptness and courtesy are expected as part of your professional learning per the Physical Therapy Student Handbook. Ethical academic conduct is expected and this includes not only behavior during exams, but also in lab and class.

Academic Misconduct:

Academic misconduct is defined as any activity that compromises the academic integrity of The Ohio State University or subverts the educational process. Academic misconduct of any nature will not be tolerated and will be reported to the OSU Committee on Academic Misconduct following the procedures and policies outlined at <http://oaa.osu.edu/coam/home.html>. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student*

Conduct (http://studentaffairs.osu.edu/resource_csc.asp) and that students will complete all academic, clinical and scholarly assignments with fairness and honesty. Please note the following:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu/>].

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)
- *Eight Cardinal Rules of Academic Integrity* (go.osu.edu/cardinal-rules)

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. Students who feel they need an accommodation based on the impact of a disability should contact SLDS. Reasonable accommodations will be made to ensure that courses, services, and activities are accessible to students with special needs. Syllabus and other materials associated with this course are available in alternative formats for students with special needs and will be provided in a timely fashion. It is the responsibility of the student to make their unique needs known to the course instructor, preferably during the first week of classes. This syllabus and course materials are available in alternative formats upon request.

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make

arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Safety and health requirements: (required) All teaching staff and students are required to comply with and stay up to date on all University safety and health guidance, which includes wearing a facemask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Personal Technology Use:

While the faculty fully value and support the use of technologies in the classroom to enhance the learning experience, use of personal technology devices for anything other than academic purposes is prohibited. Students will refrain from using PDAs or laptops for messaging or web browsing during class, except within the context of the online class discussions/activities. Use of telephones during class is not acceptable. If there is an emergency and one must use the phone, please shut off your video feed and mute your microphone to take care of the problem so as not to disrupt the educational process and other students. Anyone observed partaking in these activities may be asked to leave the class and will be responsible for any material missed. Videotaping, audio taping, or sharing video links for of any part of this course is possible only with the instructor's permission.

Counseling and Consultation Services:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hrcsom.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment.

No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and

curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Title IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Grievances and Solving Problems:

Please see SHRS Student Handbook Policies – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in the Handbook, a student should then take any problem or grievance to the Division Director.

Trigger Warning Language:

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111).

Student Safety Escort Service:

University Escort Service - A safe ride is a service provided to university students who would like safe transportation across campus. Any university student, faculty, or staff member may request a safe ride. Hours: 7pm-3am. Phone: 292-3322."

Course Schedule Changes:

It may be necessary to make changes in the course schedule during the semester. It is the responsibility of the student to make note of those changes as they are announced. If at any time during the semester you have a problem with the course and/or course instructor, please make an appointment and discuss your concerns with the instructor. If the issue cannot be resolved after discussion with the instructor, please your program director.

Notices about this course will be made in Carmen announcements or will be sent to your first.lastname@osumc.edu account (if these have not been created, then your official OSU account will be used). All students must have an active OSU email account and remain electronically connected to OSU. It is highly recommended that you forward your OSU emails to your Medical Center email account. You cannot forward Medical Center account emails to the OSU email. Please contact the Help Desk for more information.

Course Schedule:

*All assignments are due by 11:30am on the following Tuesday unless noted otherwise

Week (Instructors)	Topic(s)	Instructor	Format	Assignments
Week 1 January 12 th	-Semester Overview (all) -New journal club format -Continuous learning health system revisited (CQY) -Intervention study design overview (LJ) -Intervention study statistics overview (LJ)	Quatman- Yates, Juckett,Bican	Synchronous	-Submit draft of completed CATfor <u>Intervention</u> prior to next class.
Week 2 January 19 th	-In-class intervention study “journal club” (all)	Quatman- Yates, Juckett,Bican	Synchronous	-Submit updated/corrected intervention CAT <u>WATCH PRE-RECORDED LECTURES:</u> - SRs, Meta-analysis and CPGs Overview (CQY) ---Levels of evidence ---GRADE ---SR appraisal overview -Submit draft of completed CATfor SR prior to next class
Week 3 January 26 th	-In-class SR “journal club” (all)	Juckett, Bican, Quatman- Yates	Synchronous	-Submit updated/corrected CATon SR from journal club <u>WATCH PRE-RECORDED LECTURES:</u> -Qualitative research overview (Juckett) -Read and respond to questions about a qualitative article
Week 4 February 2 nd	-In-class qualitative “journal club” (all)	Quatman- Yates, Bican, Juckett	Synchronous	<u>WATCH PRE-RECORDED LECTURES:</u> -Alternative designs -Single-subject designs, case series, case studies -Advanced EBP tactics (nomograms, clinical predictionrules) <u>KNOWLEDGE CHECK 1</u>

Week 5 February 9 th	-Final project/Modified systematic review overview (CQY) -Systematic search tools	Quatman-Yates, Juckett, Bican	Asynchronous	<u>WATCH PRE-RECORDED LECTURES:</u> -Final project overview (CQY) -Covidence (LJ) -Ref manager (LJ)
Week 6 February 16 th	-Group work to practice using Covidence, Ref Manager tools for final project	Juckett	Synchronous	-Mid-point knowledge check due March 2 nd at 11:30am
Week 7 February 23 rd	Instructional break—NO CLASS			
Week 8 March 2 nd	-Confirm PICO(T) question -Continue with Covidence setup;	Instructors available for questions	Asynchronous but instructors available for questions	-PICO(T) question must be confirmed by instructor -Mid-point knowledge check due
Week 9 March 9 th	-EBP Communication and Shared Decision-Making (CQY) -EBP case examples (CQY, LJ)	Bican, Quatman-Yates, Juckett	Synchronous	
Week 10 March 16 th	-Self-work; pre-recorded lectures; work on final project -Instructors available during class for questions	Juckett, Quatman-Yates, Bican	Asynchronous	<u>WATCH PRE-RECORDED LECTURES:</u> -Internal validity, external validity, generalizability (LJ) -Statistical inference and interpretation vs clinical applicability (LJ) <u>KNOWLEDGE CHECK 2</u>
Week 11 March 23 rd	-Self-work; pre-recorded lectures; work on final project -Instructors available during class for questions	Juckett, Quatman-Yates, Bican	Asynchronous	<u>WATCH PRE-RECORDED LECTURES:</u> -Dissemination science (LJ) -Implementation science (LJ)
Week 12 March 30 th	-Self-work; pre-recorded lectures; work on final project -Instructors available during class for questions	Quatman-Yates, Juckett, Bican	Asynchronous	<u>WATCH PRE-RECORDED LECTURES:</u> -Informatics and EBP (CQY) -Quality Improvement Overview (CQY) -Final exam released on Carmen
Week 13 April 6 th	-Final project preparations and online exam	Instructors available for questions	Synchronous	-Work on final project -Online exam due at 11:30am
Week 14 April 13 th	-Discuss e-poster reviews	Instructors available for questions	Synchronous	-e-poster due at 11:30am
Week 15 April 20 th	No live lecture		Asynchronous	-e-poster review feedback due at 11:30am

**Appendix 9. Commission on Accreditation of Athletic Training Education
2020 Standards for Accreditation of Professional Athletic Training
Programs: Master's Degree Programs**

Commission on Accreditation of Athletic Training Education
2020 Standards for Accreditation of Professional Athletic Training Programs
Master's Degree Programs
Adoption date: January 9, 2018
Effective date: July 1, 2020
Last updated: July 2019

SECTION I: PROGRAM DESIGN AND QUALITY

Standard 1 The program has a written **mission** statement that addresses the **professional preparation of athletic trainers** and aligns with the **mission** of the institution and the program's associated organizational units.

Annotation Associated organizational units are those under which athletic training falls. For example, if an athletic training program is in a department and the department is in a school, then the **mission** must be congruent with these units.

Standard 2 The program has developed, implemented, and evaluated a **framework** that describes how the program is designed to achieve its **mission** and that guides program design, delivery, and assessment.

Annotation This written **framework** describes essential program elements and how they're connected; these elements include core principles, strategic planning, **goals** and expected **outcomes**, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the **assessment plan**. The **framework** is evaluated and refined on an ongoing basis.

The **framework** includes program-specific **outcomes** that are defined by the program; these **outcomes** include measures of student learning, quality of instruction, quality of clinical education, and overall program effectiveness. Programs must minimally incorporate the student achievement measures identified in Standard 6 as **outcomes**. Improvement plans must include targeted **goals** and specific action plans for the communication and implementation of the program.

Standard 3 Development, implementation, and evaluation of the **framework** engage all **core faculty** and include other stakeholders as determined by the program.

Annotation All **core faculty** must participate in the development, implementation, and evaluation of the **framework** on an ongoing basis. The nature and extent of participation by each **core faculty** member and other stakeholders is determined by the program.

Standard 4 The results of the program's **assessment plan** are used for continued program improvement.

Annotation The program analyzes the extent to which it meets its program-specific **outcomes** and creates an action plan for program improvement and identified deficiencies. The action plan minimally includes identification of responsible person or persons, listing of resources needed, a timeframe, and a strategy to modify the plan as needed.

Standard 5 The program collects student achievement measures on an annual basis.

Annotation The following student achievement measures must be collected:

- **Program graduation rate**
- **Program retention rate**

- *Graduate placement rate*
- *First-time pass rate on the Board of Certification examination*

Standard 6 The program meets or exceeds a three-year aggregate of 70% first-time pass rate on the BOC examination.

Annotation Procedures for review and action on this standard are described in the CAATE policies and procedures manual.

Standard 7 Programs that have a three-year aggregate BOC examination first-time pass rate below 70% must provide an analysis of deficiencies and develop and implement an **action plan for correction of BOC-examination pass-rate deficiency**.

Annotation This standard only applies in the event that a program is not compliant with Standard 6.

SECTION II PROGRAM DELIVERY

Standard 8 Planned **interprofessional education** is incorporated within the **professional program**.

*Annotation Varying methods can be used to incorporate **interprofessional education**. To meet this standard, each student in the program must have multiple exposures to **interprofessional education**.*

Standard 9 All courses used to fulfill **athletic training clinical experience** requirements and to meet the curricular content standards (Standards 56 through 94) are delivered at the graduate level.

Annotation Graduate-level courses award graduate credit. The determination of whether a course is graduate level is made by the institution.

Standard 10 Students fulfill all **athletic training clinical experience** requirements and curricular content standards (Standards 56 through 94) within the **professional program**.

*Annotation Fulfillment of **athletic training clinical experience** requirements and curricular content standards prior to enrollment in the **professional program** is not sufficient to meet this standard. **Athletic training clinical experiences** must occur throughout the **professional program**.*

Standard 11 The program uses clearly written syllabi for all courses that are part of the **professional program**.

Annotation Course syllabi include clearly written course objectives, assessment methods, and a daily/weekly schedule. Each syllabus includes sufficient information in the objectives and the daily/weekly schedule to ascertain the curricular content (see Section IV) that is being taught in the course.

Standard 12 Course credits are consistent with institutional policy or institutional practice.

*Annotation Policy or practice must address credit allocation for all types of courses (for example, didactic, practicum, with associated **athletic training and/or supplemental clinical experience** components).*

Standard 13 The program ensures that the time commitment for completing program requirements does not adversely affect students' progression through the program.

*Annotation The program must identify policies and procedures used to ensure that students' program-related time commitments, including time spent in **athletic training and supplemental clinical experiences**, are not excessive.*

Standard 14 A program's **clinical education** requirements are met through graduate courses and span a minimum of two **academic years**.

Standard 15 A program's **athletic training clinical experiences** and **supplemental clinical experiences** provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences.

Standard 16 The **clinical education** component is planned to include at least one athletic training **immersive clinical experience**.

Annotation An athletic training **immersive clinical experience** is a practice-intensive experience that allows the student to experience the totality of care provided by **athletic trainers**. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period).

Standard 17 A program's **clinical education** component is planned to include clinical practice opportunities with varied client/patient populations. Populations must include clients/patients

- throughout the lifespan (for example, pediatric, adult, elderly),
- of different sexes,
- with different **socioeconomic statuses**,
- of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),
- who participate in nonsport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

Annotation These clinical practice opportunities should occur in **athletic training clinical experiences** with real clients/patients in settings where **athletic trainers** commonly practice. When this is not possible, the program may use **simulation** to meet portions of this standard. Students must have adequate real client/patient interactions (**athletic training clinical experiences**) to prepare them for contemporary clinical practice with a variety of patient populations.

Standard 18 Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice.

Annotation **Athletic trainers** routinely practice in the areas of prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Within these areas of athletic training practice, the **athletic training clinical experience** provides students with opportunities to engage with patients with emergent, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental conditions. When specific opportunities are not possible, programs may use **simulation** to meet portions of this standard. Students must have adequate patient/client interactions (**athletic training clinical experiences**) to prepare them for contemporary clinical practice with patients with a variety of health conditions commonly seen in athletic training practice.

SECTION III: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION

Standard 19 The sponsoring institution is accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation and must be legally authorized to provide a program of postsecondary education. For programs outside of the United States, the institution must be authorized to provide postsecondary education, and the program must be delivered in the English language.

Standard 20 **Professional programs** result in the granting of a master's degree in athletic training. The program must be identified as an academic athletic training degree in institutional publications.

Annotation The CAATE recommends a Master of Athletic Training degree. The degree must appear on the official transcript, similar to normal designations for other degrees at the institution. International programs must use language consistent with the host country's nomenclature and have CAATE approval of that language.

Standard 21 The program is administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation.

Annotation The intent of this standard is to ensure the **professional socialization** of the athletic training program faculty and students within a health care profession culture. If the institution offers no other health care profession programs, or the athletic training program is not administratively housed with similar health care profession programs, explain how the existing organizational structure meets the intent of this standard.

Standard 22 All sites where students are involved in **clinical education** (excluding the sponsoring institution) have a current **affiliation agreement** or **memorandum of understanding** that is endorsed by the appropriate administrative authority at both the sponsoring institution and site.

Annotation When the administrative oversight of the **preceptor** differs from the affiliate site, **affiliation agreements** or **memoranda of understanding** must be obtained from all parties. All sites (excluding the sponsoring institution) must have **affiliation agreements** or memoranda of understanding. Any experience the student completes to meet **clinical education** requirements as an athletic training student must have an agreement. Credit and noncredit **athletic training clinical experiences** or **supplemental clinical experiences**, including internships, must have **affiliation agreements** or memoranda of understanding.

Standard 23 The institution/program has written policies and procedures that ensure the rights and responsibilities of program students. These policies and procedures are available to the public and must include the following:

- 23A** Academic dishonesty policy
- 23B** Grievance policy
- 23C** Matriculation requirements
- 23D** Nondiscrimination policies
- 23E** Policies for student withdrawal and refund of tuition and fees
- 23F** **Technical standards** or essential functions

Annotation: Policies and procedures may be institutional and not specific to the athletic training program.

Standard 24 Prospective and enrolled students are provided with relevant and accurate information about the institution and program. These policies and procedures are available to the public and must include the following:

- 24A** Academic calendars
- 24B** Academic curriculum and course sequence

- 24C Admissions process (including prerequisite courses)
- 24D All costs associated with the program, including (but not limited to) tuition, fees, refund policies, travel costs, and clothing
- 24E Catalogs
- 24F Criminal background check policies
- 24G Degree requirements
- 24H Financial aid
- 24I Grade policies
- 24J Immunization requirements
- 24K Information about **athletic training and supplemental clinical experiences**, including travel expectations to **clinical sites**
- 24L Matriculation requirements
- 24M Nondiscrimination policies
- 24N Procedures governing the award of available funding for scholarships
- 24O Program **mission, goals**, and expected **outcomes**
- 24P Recruitment and admissions information, including admissions criteria, policies regarding transfer of credit, and any special considerations used in the process
- 24Q **Technical standards** or essential functions

Annotation: Information may be institutional and not specific to the athletic training program.

Standard 25 The program posts data detailing its student achievement measures.

Annotation: Data on the following student achievement measures (stated in Standard 5) for the past three years must be posted on, or directly linked from, the program's home page:

- *Program graduation rate*
- *Program retention rate*
- *Graduate placement*
- *First-time pass rate on the Board of Certification examination*

Standard 26 Students are protected by and have access to written policies and procedures that protect the health and safety of clients/patients and the student. At a minimum, the policies and procedures must address the following:

- 26A A mechanism by which clients/patients can differentiate students from credentialed providers
- 26B A requirement for all students to have emergency cardiac care training before engaging in **athletic training and supplemental clinical experiences**
- 26C Blood-borne pathogen protection and exposure plan procedures that are immediately accessible (including requirements that students receive training, before being placed in a potential exposure situation and annually thereafter, and that students have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites)
- 26D Calibration and maintenance of equipment according to manufacturer guidelines
- 26E Communicable and infectious disease transmission procedures that are immediately accessible
- 26F Immunization requirements for students
- 26G Patient/client privacy protection (FERPA and HIPAA)
- 26H Radiation exposure (as applicable) procedures that are immediately accessible
- 26I Sanitation precautions, including ability to clean hands before and after patient encounters
- 26J Venue-specific training expectations (as required)
- 26K Venue-specific critical incident response procedures (for example, emergency action plans) that are immediately accessible to students in an emergency situation

Annotation: These policies and procedures pertain to all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories). Inherent in the development of policies and procedures is the expectation that they are implemented.

Standard 27 The institution/program maintains appropriate student records in secure locations. Student records must include the following:

- 27A** Program admissions applications
- 27B** Progression through the curriculum
- 27C** Disciplinary actions (if applicable)
- 27D** Clinical placements
- 27E** Verification of annual blood-borne pathogen training
- 27F** Verification of compliance with the program's **technical standards** requirements
- 27G** Verification of completed criminal background checks (if applicable)
- 27H** Verification of privacy training (for example, HIPAA and FERPA, as applicable)
- 27I** Verification of notification of communicable/infectious disease transmission policy and postexposure plan
- 27J** Compliance with immunization policies
- 27K** Verification that the program's students are protected by professional liability insurance

Standard 28 Admission of students to the **professional program** is made in accordance with the program's identified criteria and processes, which are made publicly available.

Annotation: Admissions criteria and processes must be consistently reported anywhere they are published.

Standard 29 The program ensures that each student is oriented to the policies and procedures of their **clinical site**.

*Annotation: Orientations must occur at the start of the experience and before a client/patient encounter at the site. The orientation for **athletic training and supplemental clinical experiences** must include (but is not limited to) the following:*

- *Critical incident response procedures (for example, emergency action plans)*
- *Blood-borne pathogen exposure plan*
- *Communicable and infectious disease policies*
- *Documentation policies and procedures*
- *Patient privacy and confidentiality protections*
- *Plan for clients/patients to be able to differentiate practitioners from students*

The orientation for other clinical education opportunities that involve client/patients may vary based on the nature of the experience.

Standard 30 Educational opportunities and placements are not prejudicial or discriminatory.

Standard 31 **Athletic training clinical experiences** are supervised by a **preceptor** who is an **athletic trainer** or a **physician**.

*Annotation: Note that **supplemental clinical experience** opportunities involve other **health care providers** as **preceptors**, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94.*

Standard 32 Regular and ongoing communication occurs between the program and each **preceptor**.

*Annotation All parties are informed about the program **framework**, individual student needs, student progress, and assessment procedures. The regularity and nature of communication is defined by the program.*

Standard 33 All active clinical sites are evaluated by the program on an annual basis.

Annotation The program determines the nature and components of the evaluation. These sites include those at the sponsoring institution. Active clinical sites are those where students have been placed during the current academic year.

Standard 34 All program policies, procedures, and practices are applied consistently and equitably.

Annotation This standard provides a mechanism for programs to respond to inquiries about compliance with program policies. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.

Standard 35 Program policies, procedures, and practices provide for compliance with accreditation policies and procedures, including the following:

- Maintenance of accurate information, easily accessible to the public, on the program website regarding accreditation status and current student achievement measures
- Timely submission of required fees and documentation, including reports of program graduation rates and graduate placement rates
- Timely notification of expected or unexpected substantive changes within the program and of any change in institutional accreditation status or legal authority to provide postsecondary education

Annotation: Associated due dates are established by the CAATE and are available in the CAATE Policy and Procedure manual. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.

Standard 36 The program/institution demonstrates honesty and integrity in all interactions that pertain to the athletic training program.

Annotation Programs are not required to submit initial evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will be dependent on the nature of the inquiry.

Standard 37 The program director is a full-time faculty member whose primary assignment is to the athletic training program. The program director's experience and qualifications include the following:

- An earned doctoral degree
- Contemporary expertise in the field of athletic training
- Certification and good standing with the Board of Certification
- Current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
- Previous clinical practice as an athletic trainer
- Scholarship
- Previous full-time academic appointment with teaching responsibilities at the postsecondary level

Annotation: The program director's faculty status, rights, and responsibilities are consistent with similar positions at the institution and provide appropriate program representation in institutional decisions.

Any person who is employed as a program director in a CAATE-accredited program as of July 1, 2020, will remain eligible for employment as a program director at a CAATE-accredited institution without an earned doctoral degree.

Standard 38 The program director is responsible for the management and administration of the program. This includes the following responsibilities:

- Program planning and operation, including development of the **framework**
- Program evaluation
- Maintenance of accreditation
- Input into budget management
- Input on the selection of **program personnel**
- Input on the evaluation of **program personnel**

Standard 39 The coordinator of clinical education is a **core faculty** member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education. The coordinator of clinical education's experience and qualifications include the following:

- **Contemporary expertise** in athletic training
- Certification and good standing with the Board of Certification
- Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
- Previous clinical practice in athletic training

Annotation: The title of this individual is determined by the institution, and the position should be consistent with the responsibilities of others at the institution who have similar roles. This individual is not the same person as the program director.

Standard 40 The coordinator of clinical education is responsible for oversight of the **clinical education** portion of the program. This includes the following responsibilities:

- Oversight of student clinical progression
- Student assignment to **athletic training clinical experiences** and **supplemental clinical experiences**
- **Clinical site** evaluation
- Student evaluation
- Regular communication with **preceptors**
- Professional development of **preceptors**
- **Preceptor** selection and evaluation

*Annotation: Communication with the **preceptors** includes familiarizing them with the program **framework**. Professional development of **preceptors** is specific to development of their role as **preceptor**.*

Standard 41 Program faculty numbers are sufficient to meet the needs of the athletic training program and must include a minimum of three **core faculty**.

*Annotation Program faculty may include **core faculty**, associated faculty, and adjunct faculty. The needs of the program include advising and mentoring students, meeting program **outcomes**, **scholarship**, program administration, recruiting and admissions, and offering courses on a regular and planned basis.*

Programs are required to have sufficient numbers of faculty to meet the needs of the athletic training program by the date of the implementation of these standards. Compliance with the requirement that the program has a minimum of three **core faculty** is required after July 1, 2023. Until July 1, 2023 programs will be required to maintain compliance with the 2012 Standard (Standard 30) requiring a minimum of two core faculty.

Standard 42 The **core faculty** have **contemporary expertise** in assigned teaching areas, demonstrated effectiveness in teaching, and evidence of **scholarship**.

Standard 43 The program director, coordinator of clinical education, and other **core faculty** have assigned load that is sufficient to meet the needs of the program.

Annotation: Faculty may have other institutional duties that do not interfere with the management, administration, and delivery of the program. Assigned load must be comparable to other faculty with similar roles within the institution or at other peer institutions.

Standard 44 All faculty who instruct athletic training skills necessary for direct patient care must possess a current state credential and be in good standing with the state regulatory agency (in states where their profession is regulated). In addition, faculty who are solely credentialed as **athletic trainers** and who teach skills necessary for direct patient care must be BOC certified.

Standard 45 **Preceptors** are **health care providers** whose experience and qualifications include the following:

- Licensure as a **health care provider**, credentialed by the state in which they practice (where regulated)
- BOC certification in good standing and state credential (in states with regulation) for **preceptors** who are solely credentialed as **athletic trainers**
- Planned and ongoing education for their role as a **preceptor**
- **Contemporary expertise**

Annotation: Preceptor education is designed to promote an effective learning environment and may vary based on the educational expectations of the experiences. The program must have a plan for ongoing preceptor training.

Standard 46 **Preceptors** function to **supervise**, instruct, and mentor students during **clinical education** in accordance with the program's policies and procedures. **Preceptors** who are **athletic trainers** or **physicians** assess students' abilities to meet the curricular content standards (Standards 56 through 94).

Standard 47 The number and qualifications of **preceptors** are sufficient to meet the **clinical education** needs of the program.

Standard 48 Program faculty and **preceptors** receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning.

Annotation: This evaluation process should be incorporated into the assessment plan that is a component of the framework (see Standard 2). The program must determine the regularity with which faculty and preceptors are evaluated.

Standard 49 The program has a **medical director** who is actively involved in the program.

*Annotation: The **medical director** supports the program director in ensuring that both didactic instruction and **athletic training and supplemental clinical experiences** meet current practice standards as they relate to the athletic trainer's role in providing client/patient care.*

Standard 50 The program has administrative and technical support staff to meet its expected program **outcomes** and professional education, **scholarship**, and service goals.

Standard 51 The available technology, the physical environment, and the equipment are of sufficient quality and quantity to meet program needs, including the following:

51A Classrooms and labs are of adequate number and size to accommodate the number of students, and they are available for exclusive use during class times.

51B Necessary equipment required for teaching a contemporary athletic training curriculum is provided.

51C Offices are provided for program staff and faculty on a consistent basis to allow program administration and confidential student counseling.

51D The available technology is adequate to support effective teaching and learning.

Annotation If a program incorporates remote learning or multi-campus locations, the evidence of compliance should describe how these standards are met at all locations.

Standard 52 The program's students have sufficient access to advising, counseling services, health services, disability services, and financial aid services.

*Annotation Availability of student support services at remote locations (for example, during **athletic training and supplemental clinical experiences**) must be comparable to those for students located on campus.*

Standard 53 Financial resources are adequate to achieve the program's stated **mission, goals, and expected program outcomes**.

Annotation: Funding must be available for expendable supplies, equipment maintenance and calibration, course instruction, operating expenses, faculty professional development, and capital equipment.

SECTION IV: CURRICULAR CONTENT

Prerequisite Coursework and **Foundational Knowledge**

Standard 54 The **professional program** requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.

Annotation The program determines the classes that meets these standards and supports the program's curricular plan. Additional prerequisite coursework may be required as determined by the program.

Standard 55 Students must gain **foundational knowledge** in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

Annotation *Foundational knowledge* areas can be incorporated as prerequisite coursework, as a component of the *professional program*, or both.

The **professional program** content will prepare the graduate to do the following:

Core Competencies

Core Competencies: Patient-Centered Care

Standard 56 Advocate for the health needs of clients, patients, communities, and populations.

Annotation: *Advocacy encompasses activities that promote health and access to health care for individuals, communities, and the larger public.*

Standard 57 Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.

Standard 58 Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.

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

Standard 60 Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.

Core Competencies: Interprofessional Practice and Interprofessional Education

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

Core Competencies: Evidence-Based Practice

Standard 62 Provide athletic training services in a manner that uses evidence to inform practice.

Annotation: *Evidence-based practice includes using best research evidence, clinical expertise, and patient values and circumstances to connect didactic content taught in the classroom to clinical decision making.*

Core Competencies: Quality Improvement

Standard 63 Use systems of quality assurance and quality improvement to enhance client/patient care.

Core Competencies: Health Care Informatics

Standard 64 Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
- Use an **electronic health record** to document, communicate, and manage health-related information; mitigate error; and support decision making.

Core Competencies: Professionalism

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

Standard 66 Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:

- Requirements for physician direction and collaboration
- Mandatory reporting obligations
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over-the-counter and prescription medications

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

Standard 68 Advocate for the profession.

*Annotation Advocacy for the profession takes many shapes. Examples include educating the general public, public sector, and private sector; participating in the legislative process; and promoting the need for **athletic trainers**.*

Patient/Client Care

Care Plan

Standard 69 Develop a care plan for each patient. The care plan includes (but is not limited to) the following:

- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient's goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

Examination, Diagnosis, and Intervention

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

- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling, rhabdomyolysis, and hyponatremia
- Diabetes (including use of glucometer, administering glucagon, insulin)
- Drug overdose (including administration of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries

Standard 71 Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:

- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)
- Selecting and using tests and measures that assess the following, as relevant to the patient's clinical presentation:
 - Cardiovascular system (including auscultation)
 - Endocrine system
 - Eyes, ears, nose, throat, mouth, and teeth
 - Gastrointestinal system
 - Genitourinary system
 - Integumentary system
 - Mental status
 - Musculoskeletal system
 - Neurological system
 - Pain level
 - Reproductive system
 - Respiratory system (including auscultation)
 - Specific functional tasks
- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

Standard 72 Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.

Standard 73 Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Therapeutic and corrective exercise
- Joint mobilization and manipulation
- Soft tissue techniques
- Movement training (including gait training)
- Motor control/proprioceptive activities
- Task-specific functional training
- Therapeutic modalities
- Home care management
- Cardiovascular training

Standard 74 Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

Standard 75 Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.

Standard 76 Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

- Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview
- Re-examination of the patient on an ongoing basis
- Recognition of an atypical response to brain injury
- Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)
- Return of the patient to activity/participation
- Referral to the appropriate provider when indicated

Standard 77 Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate.

Annotation These behavioral health conditions include (but are not limited to) suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders.

Standard 78 Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:

- **Durable medical equipment**

- Orthotic devices
- Taping, splinting, protective padding, and casting

Prevention, Health Promotion, and Wellness

Standard 79 Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:

- Adrenal diseases
- Cardiovascular disease
- Diabetes
- Neurocognitive disease
- Obesity
- Osteoarthritis

Standard 80 Develop, implement, and assess the effectiveness of programs to reduce injury risk.

Standard 81 Plan and implement a comprehensive preparticipation examination process to affect health outcomes.

Standard 82 Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.

Standard 83 Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

Standard 84 Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.

Standard 85 Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

Standard 86 Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.

Standard 87 Select and use **biometrics** and **physiological monitoring systems** and translate the data into effective preventive measures, clinical interventions, and performance enhancement.

Health Care Administration

Standard 88 Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations
- Managing budgetary and fiscal processes
- Identifying and mitigating sources of risk to the individual, the organization, and the community
- Navigating multipayer insurance systems and classifications
- Implementing a model of delivery (for example, value-based care model)

Standard 89 Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.

Standard 90 Establish a working relationship with a directing or collaborating **physician**.

*Annotation This standard is specific to preparing an athletic trainer to fulfill the Board of Certification Standards of Professional Practice, specifically Standard 1, "The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a **physician**, in accordance with their training and the state's statutes, rules and regulations."*¹

Standard 91 Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.

*Annotation Examples of daily operation policies include pharmaceutical management, **physician** referrals, and inventory management.*

Standard 92 Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

Standard 93 Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:

- Education of all stakeholders
- Recognition, appraisal, and mitigation of risk factors
- Selection and interpretation of baseline testing
- Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation

Standard 94 Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.

Glossary

Academic year: Customary annual period of sessions at an institution. The academic year is defined by the institution.

Action plan for correction of BOC examination pass-rate deficiency:

- A. A review and analysis of the program's previously submitted action plans. This should include
 1. any assessment data used to evaluate the previous action plan,
 2. a discussion of strategies that have and have not worked, and
 3. any revisions that have been made to the previous action plan based on subsequent assessment data.
- B. Analysis of the program's current BOC examination pass rate (for the most recent three years) and progress toward compliance, including
 1. the number of students enrolled in the program in each of the past three years,
 2. the number of students who have attempted the exam in each of the past three years,
 3. the cohort-by-cohort first-time pass rate for each of the past three exam cohorts, and
 4. the three-year aggregate first-time pass rate for each of the past three years.
- C. Projection for the program's anticipated exam outcomes for next year.
This is an analysis of how well the program believes its new action plan (see below) will improve exam performance for the next exam cohort and how they expect this to affect their three-year aggregate first-time pass rate in the next year. The analysis must include
 1. an analysis of the number of students expected to take the exam in the next year, based on current enrollment;
 2. a conservative estimated annual first-time pass rate for the upcoming year, given the steps outlined in the action plan (see below) and current student potential;
 3. a conservative estimated three-year aggregate first-time pass rate for the upcoming year, based on the projection provided (see above); and
 4. a narrative discussing the likelihood that the program will come into compliance with Standard 6 in the next year, given the data provided in C.1, C.2, and C.3 above.

The action plan, developed as part of the analytic progress report, must include all of the elements identified in Standard 5. These include

 1. developing targeted goals and action plans to achieve the desired outcomes,
 2. stating the time lines for reaching the outcomes, and
 3. identifying the person or persons responsible for each element of the action plan.
- D. Updating the elements of the action plan as they are met or as circumstances change.

Adjunct faculty: Individuals contracted to provide course instruction on a full-course or partial-course basis but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

Affiliation agreement: A formal agreement between the program's institution and a facility where the program wants to send its students for course-related and required off-campus **clinical education**. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. *See also Memorandum of understanding.*

Assessment plan: A description of the process used to evaluate the extent to which the program is meeting its stated educational **mission, goals, and outcomes**. The assessment plan involves the collection of information from a variety of sources and must incorporate assessment of the quality of instruction (didactic and clinical), quality of **clinical education**, student learning, and overall program effectiveness. The formal assessment plan must also include the required student achievement measures identified in Standard 5. The assessment plan is part of the **framework**.

Associated faculty: Individuals with a split appointment between the program and another institutional entity (for example, athletics, another program, or another institutional department). These faculty members may be evaluated and assigned responsibilities by multiple supervisors.

Athletic trainer: Health care professionals who render service or treatment, under the direction of or in collaboration with a **physician**, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. An athletic trainer is state credentialed (in states with regulation), certified, and in good standing with the Board of Certification.

Athletic training clinical experiences: Direct client/patient care guided by a **preceptor** who is an **athletic trainer** or **physician**. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, **simulation** may be used for this verification. *See also* **Clinical education**.

Biometrics: Measurement and analysis of physical characteristics and activity.

Clinical education: A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: **athletic training clinical experiences**, **simulation**, and **supplemental clinical experiences**.

Clinical site: A facility where a student is engaged in clinical education.

Contemporary expertise: Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. It may include specialization in one or more of the identified areas of athletic training practice. An individual's role within the athletic training program should be directly related to the person's contemporary expertise.

Core faculty: Faculty with full faculty status, rights, responsibilities, privileges, and college voting rights as defined by the institution and who have primary responsibility to the program. These faculty members are appointed to teach athletic training courses, advise, and mentor students in the athletic training program. Core, full-time faculty report to, are evaluated by, and are assigned responsibilities by the administrator (chair or dean), in consultation with the program director, of the academic unit in which the program is housed. A core faculty member must be an **athletic trainer** or **physician**.

Durable medical equipment: Equipment that can withstand repeated use, is primarily and customarily used to serve a medical purpose, is generally not useful to a person in the absence of an illness or injury, and is appropriate for use in the home.²

Electronic health record: A real-time, patient-centered, and HIPAA-compliant digital version of a patient's paper chart that can be created and managed by authorized providers across more than one health care organization.

Evidence-based practice: The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient. The practice of evidence-based medicine involves the integration of individual clinical expertise with the best available external clinical evidence from systematic research. Evidence-based practice involves the integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.³

Faculty: *See* **Adjunct faculty**; **Associated faculty**; **Core faculty**.

First-time pass rate on the Board of Certification examination: The percentage of students who take the Board of Certification examination and pass it on the first attempt. Programs must post the following data for the past three years on their website: the number of students graduating from the program who took the examination; the number and percentage of students who passed the examination on the first attempt; and the overall number and percentage of students who passed the examination, regardless of the number of attempts.

Foundational knowledge: Content that serves as the basis for applied learning in an athletic training curriculum.

Framework: A description of essential program elements and how they're connected, including core principles, strategic planning, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the **assessment plan** (including **goals** and outcome measures).

Goals: Specific statements of educational intention that describe what must be achieved for a program to meet its **mission**.

Graduate placement rate: Percentage of students within six months of graduation who have obtained positions in the following categories: employed as an athletic trainer, employed as other, and not employed. Programs must post the following data for the past three years on their website: the number of students who graduated from the program, the number and percentage of students employed as an athletic trainer, the number and percentage of students employed as other, and the number and percentage of students not employed.

Health care providers: Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty.

Health care informatics: The interdisciplinary study of the design, development, adoption, and application of information-technology-based innovations in the delivery, management, and planning of health care services.⁴

Health literacy: The degree to which an individual has the capacity to obtain, process, and understand basic health information and services in order to make appropriate health decisions.⁵

Immersive clinical experience: A practice-intensive experience that allows the student to experience the totality of care provided by **athletic trainers**.

International Classification of Functioning, Disability, and Health (ICF): A conceptual model that provides a framework for clinical practice and research. The ICF is the preferred model for the athletic training profession.⁶

Interprofessional education: When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.⁷

Interprofessional practice: The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

Medical director: Currently licensed allopathic or osteopathic **physician** who is certified by an ABMS- or AOA-approved specialty board and who serves as a resource regarding the program's medical content.

Memorandum of understanding: Document describing a bilateral agreement between parties. This document generally lacks the binding power of a contract.

Mission: A formal summary of the aims and values of an institution or organization, college/division, department, or program.

Outcomes: Indicators of achievement that may be quantitative or qualitative.

Patient-centered care: Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.⁸

Physician: Health care provider licensed to practice allopathic or osteopathic medicine.

Physiological monitoring systems: Ongoing measurement of a physiological characteristic. Examples include heart rate monitors, pedometers, and accelerometers.

Preceptor: Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are **athletic trainers** are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be **athletic trainers** or **physicians**.

Professionalism: Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of **patient-centered care**, participation as a member of an interdisciplinary team, commitment to continuous **quality improvement**, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.⁹

Professional preparation: The preparation of a student who is in the process of becoming an athletic trainer (AT). Professional education culminates with eligibility for Board of Certification (BOC) certification and appropriate state credentialing.

Professional program: The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer, spanning a minimum of two **academic years**.

Professional socialization: Process by which an individual acquires the attitudes, values and ethics, norms, skills, and knowledge of a subculture of a health care profession.¹⁰

Program graduation rate: Measures the progress of students who began their studies as full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of "normal time" for completing the program in which they are enrolled. Programs must post the following data for the past three years on their website: the number of students admitted to the program, the number of students who graduated, and the percentage of students who graduated.

Program personnel: All faculty (core, affiliated, and adjunct) and support staff involved with the **professional program**.

Program retention rate: Measures the percentage of students who have enrolled in the **professional program** who return to the institution to continue their studies in the program the following **academic year**. Programs must post the following data for the past three years on their website: the number of students who enrolled in the program, the number of students returning for each subsequent academic year, and the percentage of students returning for each subsequent academic year.

Quality assurance: Systematic process of assessment to ensure that a service is meeting a desired level.

Quality improvement: Systematic and continuous actions that result in measurable improvement in health care services and in the health status of targeted patient groups.¹¹ Quality improvement includes identifying errors and

hazards in care; understanding and implementing basic safety design principles such as standardization and simplification; continually understanding and measuring quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and designing and testing interventions to change processes and systems of care, with the objective of improving quality.¹²

Scholarship: Scholarly contributions that are broadly defined in four categories.¹³

- *Scholarship of discovery* contributes to the development or creation of new knowledge.
- *Scholarship of integration* contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study.
- *Scholarship of application/practice* applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community.
- *Scholarship of teaching* contributes to the development of critically reflective knowledge associated with teaching and learning.

Simulation: An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.¹⁴ *See also Clinical education.*

Social determinants of health: The conditions in which people are born, grow, live, work, and age. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels.¹⁵

Socioeconomic status: The social standing or class of an individual or group, frequently measured in terms of education, income, and occupation. Socioeconomic status has been linked to inequities in access to resources, and it affects psychological and physical health, education, and family well-being.¹⁶

Supervision: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care.

Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

Supplemental clinical experiences: Learning opportunities supervised by **health care providers** other than **athletic trainers** or **physicians**. *See also Clinical education.*

Technical standards: The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

Value-based care models: Health care delivery system focused on the value of care delivered rather than on a fee-for-services approach.¹⁷

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Appendix 10. Proposed Semester Plan for Master of Athletic Training (MAT)

Ohio State University Proposed Master of Athletic Training – Semester Plan (64 credits)

Block 1 (Summer Year 1): Foundations of AT Practice – 6 credit hours															
Course	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 1	Week 2	Week 3
	4-week Session 1 (May)				4-week Session 2 (June)				4-week Session 3 (July)				3-week Intersession (Early August)		
8-week Session 2 (June-July)															
ATHTRNG 6110: Introduction to AT Diagnosis (2 cr)					Introduction to ICF, intro to imaging, Differential Diagnosis, Patient Interview, H&P exam, intro to diagnostic EBP, Surface Anatomy & Palpation, co-morbidity, introduction to care planning										
ATHTRNG 6000: Emergency Care in AT Practice (1 cr)					Preparing for (including PPE), Recognizing, Triaging, Managing, and Referral of emergent conditions. Foundational preparation for first clinical experience.										
ATHTRNG 6210: AT Clinical Skills 1: Foundational AT Skills (1 cr)					Lab Course in AT Clinical Skills: assessing vitals, PPE, select/fit/ protective equipment & DME/bracing, taping, acute care, basic wound care, patient transport, safe use of physical agents,										
ATHTRNG 6189: Clinical Exp. – Coordinating Patient Care (1cr)									Intro to patient-provider interaction, privacy, documentation, communication, variety of patient groups (target 20h/wk)						
ATHTRNG 6289: Clinical Experience – Prevention & Risk Management (1cr)													Pre-Season athletics setting w/ focus on prevention, risk mgmt, limited directed care – ½ day sessions w/ split cohort (target 27 h/wk)		

Block 2 (Autumn Year 1): Theme – LE Diagnosis & Management – 14 credit hours										
Course	Session 1				Session 2					
	Full-Term									
HTRHSC 5010: Core Competencies in Health Care (1cr)	NEW ONLINE COURSE: Profession’s guiding documents (codes of ethics, stds of practice, etc), IOM & IPEC Core Competencies, Health literacy, health risk, ICF disablement model, comorbidity, cultural competence, social determinants, health advocacy, legal/ethics, advocacy, EHR/EMR/informatics, patient safety, patient handoffs and referral.									
HTRHSC 7900: Evidence Based Practice 1: Crit Analysis meas/diag (1cr)										
ATHTRNG 6310: Rehabilitative Methods 1 – Physical Agents & Therapeutic Exercise (2cr)					Lower Extremity Rehabilitation planning, implementation, adjustment, and discharge with emphasis on use of physical agents and therapeutic exercise, pharmacological agents					
ATHTRNG 6120: Examination, Diagnosis, and Care of LE conditions (5cr)	Cadaver Anatomy of the LE		Lumbar Spine: path, imaging, tests, exam, IPP, acute mgmt., care plan		Pelvis & Thigh		Knee	Ankle & Leg	Foot & Toes	Neuro / vascular
ATHTRNG 6510: Practicum 1 – Clinical Integration: Problems & Goals (1cr)					Demonstration of student competence in selected AT Milestones					
ATHTRNG 6389: Clin. Exp. – Intro. Diag. & Acute Care - High Sch. (2cr)	High School Setting: Introduction to diagnosis and management of acute and chronic conditions in a pediatric/high school athletic population (target 20h/wk, session interchangeable with 6289)									

ATHTRNG 6489: Clin. Exp. – Intro. Diag. & Acute Care Collegiate (2cr)		Collegiate Setting: Introduction to diagnosis and management of acute and chronic conditions in a collegiate athletic population (target 20h/wk, session interchangeable with 6189)
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Block 3 (Spring Year 1): Theme – UE Diagnosis & Management – 13 credit hours							
Course	Session 1				Session 2		
	Full-Term						
HTHRHSC 7910: Evidence Based Practice 2: Crit Analysis interv/SR (1cr)							
ATHTRNG 6320: Rehabilitative Methods 2 – Physical Agents & Therapeutic Exercise (2cr)					Upper Extremity Rehabilitation planning, implementation, adjustment, and discharge with emphasis on use of physical agents and therapeutic exercise, pharmacological agents		
ATHTRNG 6130: Examination, Diagnosis, and Care of UE conditions (5cr)	Anatomy of the Back and Upper Extremity	Cervical and Thoracic Spine	Shoulder and Arm		Elbow and Forearm	Wrist and Hand	Gait Posture and Mechanics
ATHTRNG 6520: Practicum 2 – Clinical Integration: LE Care (1cr)					Demonstration of student competence in selected AT Milestones		
ATHTRNG 6589: Clinical Experience – Diagnosis & Mgmt (4cr)	Not setting specific: Developing independence with diagnosis and management of acute and chronic conditions (target 20h/wk)						

Block 4 (Summer Year 2): Theme – 4 or 6 credit hours (depending on which term the 7089 immersive clinical is completed)															
Course	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 1	Week 2	Week 3
	4-week Session 1 (May)				4-week Session 2 (June)				4-week Session 3 (July)				3-week Intersession (Early August)		
	8-week Session 2 (June-July)														
	8-week Session 1 (May-June)														
ATHTRNG 6600: Administration & Leadership in AT Practice (2cr)	Online Course: health care delivery systems, payor systems, communication, QA/QI, patient safety, professional development plans, profession advocacy, strategic planning, facility, finance, personnel, policy development, establishing physician relationship														
ATHTRNG 6689: Clinical Experience – Rehabilitation (2cr)					Students take (1) 4w clinical block in either the summer 2 or summer 3 term.										
ATHTRNG 6789: Clinical Experience: Optional Elective (variable cr)	Students have an option to add an elective clinical experience here, but it is not part of the required program and does not count in the total program credit hours. It can be taken for variable credits depending on the nature of the specific clinical they want to pursue														
ATHTRNG 7089: Interm. Clinical Experience - Immersive (2cr) – THIS EXPERIENCE IS EITHER TAKEN HERE OR SPRING YR2															

Extends into 1st week of autumn semester to get to 4w requirement for immersive. Immersive is taken EITHER here or in Spring Year 2, not both

Block 5 (Autumn Year 2): Theme – 17 credit hours													
Course	Session 1					Session 2							
	Full-Term												
ATHTRNG 6700: Sport Science Assessment & Monitoring (3cr)						Class based discussion including kinetic chains, functional movement patterns, pathomechanics, sport performance, strength/conditioning, adv. gait				Applied Case/Project Based Learning			
ATHTRNG 6220: AT Clinical Skills 2: Advanced AT Skills (1 cr)	Lab Course in AT Clinical Skills: fabrication/customization, wound closure, medication administration, advanced airway, dislocation management, joint manipulation, drug overdose/naloxone, physiological monitoring/biometrics, PEDs												
ATHTRNG 6140: Examination, Diagnosis, and Care of Head & Spine conditions (3cr)						Neuroanatomy		Cervical Spine		Brain		EENT	
ATHTRNG 6150: Examination, Diagnosis, and Care of Primary Care Conditions (5cr)	Thoracic and Abdominal Anatomy	Immunology, inflammation, infectious disease	Blood & Lymph	Fluid, Electro. Therm.	Cancer	Dermatol	Endocrine	Abdomen	Renal & Urogen.	Cardiov.	Pulmon.	Lifespan (long term health, obesity, neurocog, OA, RA)	
ATHTRNG 6530: Practicum 3 – Clinical Integration: UE Care(1cr)						Demonstration of student competence in selected AT Milestones							
ATHTRNG 7189: Interm. Clinical Experience – Comprehensive Care 1 (4cr)	In depth experience: higher responsibility for comprehensive care (target 20h/wk)												

Block 6 (Spring Year 2): Theme – 8 or 10 credit hours (depending on which term the 7089 immersive clinical is completed)												
Course	Session 1					Session 2						
	Full-Term											
ATHTRNG 6800: Behavioral Health in AT Practice (2cr)						Substance abuse; mental health conditions, identification, care, referral; performance psychology;						
ATHTRNG 7999: Capstone Project (2cr)												
ATHTRNG 6540: Practicum 4 – Clinical Integration: Primary Care (1cr)						Demonstration of student competence in selected AT Milestones						
ATHTRNG 7289: Interm. Clinical Experience – Comprehensive Care 2 (3cr)						In depth experience: higher responsibility for comprehensive care (target <20h/wk for most of semester)						
ATHTRNG 7089: Interm. Clinical Experience - Immersive (2cr) - EITHER TAKEN HERE OR SUMMER YR2	Immersive is taken EITHER here or in Summer Year 2, but not both											

ATHLETIC TRAINING MAJOR

Master of Athletic Training (MAT) = 64 hours

Name: _____

Email: _____

ID: _____

Advisor: _____

Yr Admitted to Program: _____

Current Term: _____

Total Hours Completed: _____

Mark the number of credit hours completed in the Semester Hours Taken column. All listed courses are required unless otherwise indicated at optional.

*Elective clinical course may be taken during block 4 to extend a block 3 clinical experience. ***Immersive clinical experience (ATH TRNG 7089) can only be taken after successful completion of block 3 during block 4 or block 6.*

Block 1

Foundations of AT Practice (6 credit hrs)

Course # (Cr)	Course Name	Sem Taken
ATH TRNG 6000 (1)	[Emergency Care in AT]	_____
ATH TRNG 6110 (2)	[Intro to AT diagnosis]	_____
ATH TRNG 6210 (1)	[AT Clinical Skills 1-Foundation]	_____
ATH TRNG 6189 (1)	[Clin exp: Coord Patient Care]	_____
ATH TRNG 6289 (1)	[Clin exp: Prevention & Risk Mgmt]	_____

Block 2

LE Diagnosis & Management (14 credit hrs)

Course # (Cr)	Course Name	Sem Taken
HTRHSC 5010 (1)	[Core Competencies in Healthc]	_____
HTRHSC 7900 (1)	[EBP 1-Measure/Diagnosis]	_____
ATH TRNG 6310 (2)	[Rehab Methods 1-Phys Agent & Ther Ex]	_____
ATH TRNG 6120 (5)	[Exam, Diag, & Care LE Cond]	_____
ATH TRNG 6510 (1)	[Practicum 1-Integrat Probl & Goals]	_____
ATH TRNG 6389 (2)	[Clin exp: Intro Diag & Acute Care HS]	_____
ATH TRNG 6489 (2)	[Clin exp: Intro Diag & Acute Care College]	_____

Block 3

UE Diagnosis & Management (13 credit hrs)

Course # (Cr)	Course Name	Sem Taken
HTRHSC 7910 (1)	[EBP 2 Critical Analysis Intervention]	_____
ATH TRNG 6320 (2)	[Rehab Methods 2- Phys Agent & Ther Ex]	_____
ATH TRNG 6130 (5)	[Exam, Diag, & Care UE Cond]	_____
ATH TRNG 6520 (1)	[Practicum 2-LE Care]	_____
ATH TRNG 6589 (4)	[Clin exp: Diag & Mgmt]	_____

Block 4 (Optional Courses)

Course # (Cr)	Course Name	Sem Taken
*ATH TRNG 6789 (1)	[Clin exp: Elective Clinical]	_____
**ATH TRNG 7098 (2)	[Clin exp: Immersive Clinical]	_____



Name: _____

Email: _____

ID: _____

Current Term: _____

Mark the number of credit hours completed in the Semester Hours Taken column. ***Immersive clinical experience (ATH TRNG 7089) can only be taken after successful completion of block 3 during block 4 or block 6.*

Block 4**Administration & Facility Management (4 credit hrs)**

Course # (Cr)	Course Name	Sem Taken
ATH TRNG 6600 (2)	[Admin & Leadership in AT]	_____
ATH TRNG 6689 (2)	[Clin exp: Rehabilitation]	_____

Block 6**Advance Skill Practice & Capstone (min. 8 credit hrs)**

Course # (Cr)	Course Name	Sem Taken
ATH TRNG 6800 (2)	[Behavioral Health in AT]	_____
ATH TRNG 7999 (2)	[Capstone Project]	_____
ATH TRNG 6540 (1)	[Practicum 4-Integrate Primary Care]	_____
ATH TRNG 7289 (3)	[Clin exp: Comprehensive Care 2]	_____
**ATH TRNG 7089 (3)	[Clin exp: Immersive Clinical]	_____

Block 5**Advance Patient Care (17 credit hrs)**

Course # (Cr)	Course Name	Sem Taken
ATH TRNG 6700 (3)	[Sport Sci Assessment]	_____
ATH TRNG 6220 (1)	[AT Clinical Skills-Advanced]	_____
ATH TRNG 6140 (3)	[Exam, Diag, & Care Head/Spine]	_____
ATH TRNG 6150 (5)	[Exam, Diag, & Care Primary Care]	_____
ATH TRNG 6530 (1)	[Practicum 3-Integrate UE Care]	_____
ATH TRNG 7189 (4)	[Clin exp: Comprehensive Care 1]	_____



Appendix 11. Admission & Application Criteria, Prerequisites & Procedures

Ohio State University

Master of Athletic Training

Admissions Plan

Athletic Training Admissions Vision:

The MAT program seeks to admit resilient, reflective thinkers, demonstrating compassion and diversity in background and thought, who are driven to support the health and well-being of the people of Ohio and the global community.

Valued Experiences

Community Service / Volunteerism
Work Experience
Leadership Experiences
Health Care Related Experiences (AT preferred)

Valued Attributes

Strong Communication skills / collegial / respectful / responds effectively to critical feedback
Ethical / demonstrates integrity
Empathetic / compassionate / unbiased
Curious / analytical / intelligent
Persistent / hard working / committed / takes initiative / responsible / adaptable
Self-Confident / Mature
Demonstrated record of academic success

AT Admissions Process

Admission to the MAT program is selective and competitive. Admission decisions are made by the Master of Athletic Training Admissions Committee based upon all submitted materials, interactions, and interviews. Essays and letters of recommendation are scored by the committee using standardized rubrics reflecting our stated vision, valued experiences and valued attributes. The applicants who best embody the vision, experiences and attributes valued by the program will be admitted.

Minimum Criteria for MAT program for matriculation (all pathways):

- Completion of a baccalaureate degree from an accredited college or university
- Minimum combined GPA of 3.0 for all undergraduate coursework at all institutions
- Completion of all required pre-requisite courses with grade of "C-" or better
 - CAATE Mandated Pre-requisites

- Anatomy: 1 course (2 courses if combined Anatomy & Physiology), can be non-human. Preferred: ANATOMY 2300.04
- Biology: 1 course. Preferred: BIOLOGY 1113
- Chemistry: 1 course. Preferred: CHEMISTRY 1210
- Physics: 1 course. Preferred: PHYSICS 1200
- Physiology: 1 course (2 courses if combined Anatomy & Physiology) Preferred: EEOB 2520
- Psychology: 1 course. Preferred: PSYCH 1100
- CAATE Foundational Knowledge that we require prior to beginning the MAT program. These can be reviewed on a case by case basis if students have a course that combines any of the following instead of a specific course in each.
 - Biomechanics / Pathomechanics. Preferred:
 - Epidemiology / Public Health: Preferred: HTHRHSC 3400
 - Exercise Physiology: Preferred: KNHES 5500 or 3414 or 3415
 - Nutrition: Preferred: HTHRHSC 4530 or HUMNUTR 2210 or 2310
 - Pathophysiology / Human Disease: Preferred: HTHRHSC 5500
 - Research Design: Preferred: HTHRHSC 5900
 - Statistics: Preferred: STATISTICS 1350 or 1450
- (2) letters of recommendation (1 must be from a Certified Athletic Trainer)
- (2) personal statements as follows:
 - Personal statement (1500 word limit) - "Describe and give examples of your personal qualities and experiences that will help you to become a future leader in Athletic Training?"
 - Diversity statement (800 word limit) - "Describe and give examples of how your experiences, qualities and values will strengthen the diversity of the Athletic Training profession?"
- PREFERRED: Completion of an Athletic Training clinical observation and submission our Clinical Observation Evaluation Form completed by the supervising Athletic Trainer.
- OPTIONAL: submission of GRE scores is required for consideration for graduate fellowship funding
- Submit application for admission by deadline through the appropriate mechanism
 - Early Decision Pathway: submit letter of application and all required materials directly to the Athletic Training Division. Deadline is the university's undergraduate priority application deadline (Nov. 1)
 - Traditional Pathway: apply through the Athletic Training Common Application System (ATCAS). Deadline is Dec. 15, but priority consideration review begins on Oct. 1 with the first round of interview in the first week of November. Admissions will continue in a rolling fashion until the cohort is filled.

Pathways

Early Decision Pathway

The Early Decision Pathway provides a mechanism for highly competitive applicants to secure a spot in the MAT cohort while in their senior year of high school prior to enrolling in a baccalaureate degree program at Ohio State University. Additionally, this pathway is open to students in the Health Sciences major at Ohio State during their first two years as an undergraduate. This pathway is not available to non-Ohio State students.

The Early Decision pathway is mutually beneficial to the student and MAT program. It helps to reduce the student's risk and uncertainty about whether they will be admitted to the MAT program in the future and it benefits the MAT program by securing early commitments from highly competitive students who will serve as the core of a strong admission cohort.

Since the admission decision is made prior to the student completing a significant part of their college coursework, the potential risk of this pathway is admitting a student who might not be as competitive at a later point in time. To help mitigate this risk, **all Early Decision offers are contingent upon the student maintain a 3.0 undergraduate GPA and earning a baccalaureate degree from the Ohio State University.**

Details:

- The Early Decision pathway is limited to no more than 20% of the available slots in each admission cohort.
- This pathway is open to:
 - Graduating high school seniors admitted to Ohio State University and who enroll at Ohio State for the first fall semester after their high school graduation.
 - Current Ohio State University Health Sciences majors during the first two years of their undergraduate degree program.
- Early Decision offers are contingent upon maintaining a 3.0 GPA and earning a baccalaureate degree from the Ohio State University.
 - Failure to meet these rescinds the Early Decision, but the student remains eligible to apply through the Traditional Admission Pathway.
- Students admitted through this pathway must begin the MAT program within two years of completion of their undergraduate degree unless granted an extension by the program.

Review Process

- Application Deadline is the University Early Decision Deadline (Nov. 1).
- Submit application materials directly to the AT Division. Required materials include:
 - ACT 28+ or equivalent SAT if applying while in high school. 3.0 GPA if applying in 1st two years of the Health Sciences major at Ohio State.
 - Previous involvement in Athletic Training (AT camp, AT course, shadowing experience, etc.)
 - The Essays and Letters of Recommendations described above in the minimum criteria section
- Review of applicant eligibility and personal statements by admissions committee
 - Eligible applicants are invited to interview for admission (in-person or videoconference)
- Admission decision target date: late December.

Traditional Admission Pathway

This is the pathway by which most students are admitted to the MAT program. Students complete a baccalaureate degree at an accredited university of their choice and also meet all requirements in the minimum criteria section above. Applications for admission are submitted using the ATCAS system.

Review Process: Applications open in ATCAS on August 15th.

- Priority consideration deadline is October 1st.

- By October 8th eligible priority consideration applicants are invited to a campus open house in early November where they will complete interviews, facility tours, and a engage in a panel discussion with current students, faculty, and preceptors.
 - Applicants unable to attend may interview by videoconference.
 - Priority admission decision target: late November
- Regular consideration deadline is December 15th.
 - Application undergo rolling review until the cohort is filled
 - By January 15th eligible candidates are invited to interview in-person in mid-February.
 - Applicants unable to attend in-person may interview by videoconference.
 - Target admission decision date is March 1st
- Submit application materials via ATCAS. Required materials include:
 - Completion of all requirements described in the Minimum Criteria section above.
 - Complete all requested elements of the ATCAS application.

Appendix 12: Athletic Training Milestones (Competency Assessment)



THE ATHLETIC TRAINING MILESTONES

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ATTRIBUTION

The Athletic Training (AT) Milestones are based on the extensive work of the Accreditation Council for Graduate Medical Education (ACGME) who developed Milestones as *“competency-based developmental outcomes (e.g., knowledge, skills, attitudes, and performance) that can be demonstrated progressively by residents/fellows from the beginning of their education through graduation to the unsupervised practice of their specialties”*.¹ The ACGME requires the use of specialty specific milestones in the accreditation of their medical residency and fellowship training programs. The ACGME *“... is an independent, not-for-profit, physician-led organization that sets and monitors the professional educational standards essential in preparing physicians to deliver safe, high-quality medical care to all Americans.”*² The mission of the ACGME is to *“improve health care and population health by assessing and advancing the quality of resident physicians’ education through accreditation”*.²

The AT Milestones Project Team evaluated the process and outcomes of the ACGME Milestones³ and carefully considered the relationship between athletic training and physician practice and the supervisory relationship inherent therein. Subsequently, it was determined to build the AT Milestones based on the ACGME Milestones framework. The various medical specialties liberally adopt the structure and language in their specific Milestones from peer specialties where efficient and effective language has been previously identified. The AT Milestones Project Team took the same approach and sought to utilize the language previously developed by the various ACGME and American Board of Medical Specialties (ABMS) specialty board(s) wherever possible to maximize efficiency and alignment with the education of our physician peers. The AT Milestones Project Team has adopted ACGME Milestones language in various forms, and modified the ACGME Milestones to meet the specific needs of the athletic training profession, on a non-exclusive basis for educational purposes only. There is no intent to seek any financial gain from the AT Milestones and they have been developed solely for educational purposes.

The AT Milestones Project Team give full attribution to the ACGME and the authors of the specialty specific Milestones on which the AT Milestones were based, which are referenced below.⁴⁻¹⁰

References:

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THE ATHLETIC TRAINING MILESTONES

The AT Milestones are designed for use in evaluation of athletic trainers in the context of their participation in Commission on Accreditation of Athletic Training Education (CAATE) accredited professional education, residency, and fellowship programs. They may also be used to facilitate peer and self-evaluations for the purpose of assessing an individual's maintenance of competence (MOC). The AT Milestones provide a framework for the assessment of the development of the individual in key dimensions of the elements of athletic trainer competency in general practice, as well as within a specialty area of practice.

The AT Milestones have been developed to capture the breadth and depth of athletic training knowledge, skills, attitudes and behaviors. They are organized to assess six general competencies, adopted from the Accreditation Council for Graduate Medical Education (ACGME), and eight specialty competencies representing the eight specialty areas identified by the CAATE. For every competency, there are specific sub-competencies, each with their own set of progressive milestones for measuring individual performance.

The six general competencies are:

- Patient Care and Procedural Skills
- Medical Knowledge
- Practice-Based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-Based Practice

The eight specialty competencies are:

- Prevention and Wellness
- Urgent and Emergent Care
- Primary Care
- Orthopaedics
- Rehabilitation
- Behavioral Health
- Pediatrics
- Performance Enhancement

The AT Milestones are structured in accordance with the belief that every athletic trainer entering general practice should demonstrate behaviors appropriate for unsupervised practice across all of the six general competencies and all of the eight specialty competencies. This structure ensures appropriate depth and breadth of knowledge across all of the competencies believed to be essential to the provision of quality health care. The AT Milestones have adopted the Institute of Medicine criteria for quality care, which involves the delivery of safe, timely, effective, efficient, equitable, and patient-centered care.

In contrast, athletic trainers pursuing specialty training should demonstrate advanced practice behaviors across all of the six general competencies, plus advanced practice behaviors only in their chosen area of specialty practice. It is not reasonable to expect that an athletic trainer exhibit advanced practice behaviors across all specialty competencies. Specialty care requires greater depth in each of the six general competencies and in the specific area of specialty practice and the AT Milestones are developed to provide guidance on how to progress from a generalist to a specialist. The AT Milestones provide a logical progress of increasingly complex and independent client and patient care services.

This document presents the AT Milestones designed for programs to use in ongoing review of individual (student, resident, fellow) performance. Milestones are knowledge, skills, attitudes, and other attributes for each of the six general competencies (e.g., patient-care and procedural skills, medical knowledge) and eight specialty competencies (e.g., Prevention and Wellness, Orthopedics) that describe the development of competence from an early learner up to and beyond that expected for unsupervised, advanced, and aspirational practice. Programs should determine the frequency with which they use the AT Milestones to assess individual performance. For each general and specialty competency domain, programs should seek to provide a summative evaluation of an individual's learning trajectory over time. More information about the AT Milestones is available on the AT Milestones web page: www.atmilestones.com

INTEGRATED MODEL OF PROGRESSIVE ATHLETIC TRAINING EDUCATION

The AT Milestones are developed to measure an individual's progressive acquisition of increasingly independent and sophisticated client and patient care behaviors. The figure below presents the relationships between the AT Milestones levels (x-axis), the corresponding goal for the individual learner (arrow), and the five-stages of skill acquisition described using the Dreyfus Model of Knowledge Development (y-axis).¹ The Dreyfus Model provides a theoretical framework for describing the movement from advanced beginners to competent clinicians working without supervision after completion of their education program with further progression towards proficient advanced practice providers in a specialty area with aspirational progression to become an expert.

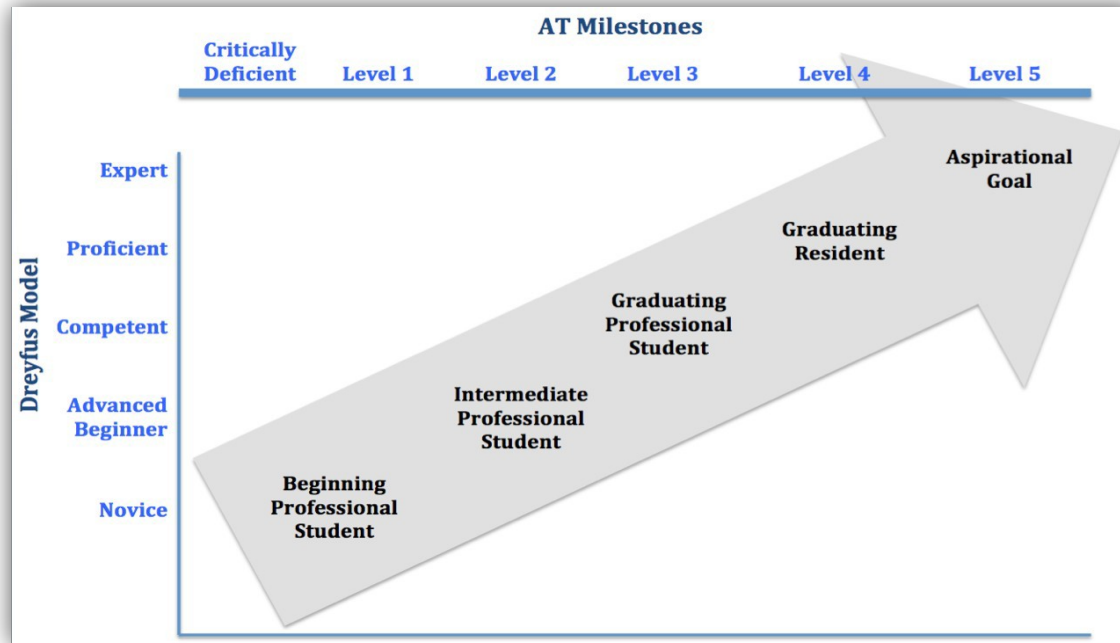


Figure 1: Progressive education and training programs are developed to build progressively independent knowledge, skill, and behaviors that can be assessed using different levels of milestones.

¹Paul Batalden, David Leach, Susan Swing, Hubert Dreyfus and Stuart Dreyfus. General Competencies And Accreditation In Graduate Medical Education. *Health Affairs* 21, no.5 (2002):103-

Athletic Training Milestones Evaluation

The diagram below presents the standardized structure for each competency, sub-competency, and milestone with interpretations for each of the six levels of performance. In addition, each sub-competency is cross-referenced back to a specific ACGME sub-competency in parentheses after the sub-competency is stated. For each assessment period (defined by the end-user), an individual's performance on the milestones for each sub-competency will be indicated by:

- selecting the level of milestones that best describes the individual's performance in relation to the milestones or,
- selecting the "Critical Deficiencies" option

General Competency (e.g., Medical Knowledge): Sub-Competency Stated (<i>Reference to corresponding ACGME milestone</i>)					
Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
Behaviors are not within the spectrum of developing competence Significant deficiency in learner performance	What are the expectations for a beginning learner?	What are the milestones for a learner who has advanced beyond beginner, but is not performing at a level sufficient for unsupervised practice? What should the learner be able to do well at this point in their training?	What does a graduate of a professional program look like? What additional knowledge, skills, and attitudes have they obtained? Are they ready for BOC certification?	What does a graduating resident look like? What additional knowledge, skills, and attitudes have they obtained? Are they ready for specialty certification?	What does clinical expertise look like? What are stretch goals to encourage continued progression towards mastery?
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>					
Comments:					

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

The AT Milestones are arranged in columns of progressive stages of competence. For each assessment period, determined by and for the program, programs will need to review the milestones and identify those milestones that best describe an individual's current performance and ultimately select a box that best represents the summary performance for that sub-competency. Selecting a response box in the middle of a column implies that the individual has substantially demonstrated those milestones, as well as those in previous columns. Selecting a response box on a line in between columns indicates that milestones in the lower columns have been substantially demonstrated, as well as some milestones in the higher column.

A general interpretation of each column for the AT Milestones is as follows:

Critical Deficiencies: These learner behaviors are not within the spectrum of developing competence. Instead they indicate significant deficiencies in an individual's performance.

Level 1: Describes behaviors of an early learner.

Level 2: Describes behaviors of a learner who is advancing and demonstrating improvement in performance related to milestones.

Level 3 (Ready for Unsupervised Practice): Describes behaviors of an individual who substantially demonstrates the milestones identified for an athletic trainer who has completed a Commission on Accreditation of Athletic Training Education (CAATE) accredited professional program and is ready for unsupervised practice. This column is designed as the graduation target for professional programs, but an individual may display these milestones at any point during their education.

Level 4 (Ready for Advanced Practice): Describes behaviors of an individual who substantially demonstrates the milestones identified for an athletic trainer who has completed a CAATE accredited residency program in specialty area of practice and exhibits performance consistent with an advanced practice clinician. This column is designed as the graduation target for residency programs, but an individual may display these milestones at any point during their education and training.

Level 5 (Aspirational): Describes behaviors of an individual who has advanced beyond those milestones that describe advanced practice. These milestones reflect the competence of an expert or role model and can be used by programs, personnel supervisors, and individuals to facilitate further professional growth. It is expected that only a few exceptional individuals will demonstrate these milestones behaviors.

The “Ready for Unsupervised Practice” and “Ready for Advanced Practice” milestones are designed as the graduation target for accredited professional and residency programs, respectively, but do not represent a graduation requirement. Making decisions about readiness for graduation is the purview of the program faculty. Programs are encouraged to study the use of AT Milestone performance data to help determine whether the “Ready for Unsupervised Practice” and “Ready for Advanced Practice” milestones, and all other milestones, are in the appropriate stage within the developmental framework, and whether milestone data are of sufficient quality to be used for high stakes decisions.

Accreditation and the Athletic Training Milestones

The AT Milestones are not a required element of the Commission on Accreditation of Athletic Training Education (CAATE) standards for professional, post-professional, or residency programs. In fact, the AT Milestones were not developed for the purpose of mapping directly to the educational content required in CAATE accredited education programs. However, the AT Milestones can be used to help provide evidence of compliance with various standards across all levels of CAATE accreditation. The AT Milestones can be of great value throughout clinical education including communication with preceptors, and the assessment of a logical progression of increasingly complex and independent patient and client experiences.

Most notably, however, the AT Milestones can be used to provide evidence for compliance with the CAATE core competencies that are vital components of the new 2020 Standards for Professional Masters Programs and have been embedded within the post-professional and residency program standards for years. The table below provides a general cross-reference of the six CAATE identified 'core competencies' with the corresponding AT Milestones general competencies and sub-competencies.

CAATE Core Competencies	AT Milestones General Competencies & Sub-Competencies
Patient-centered care	Patient-Care and Procedural Skills (PC-1,2) Interpersonal and Communication Skills (ICS-1,2)
Evidence-Based Practice	Practice-Based Learning and Improvement (PBLI-1) Medical Knowledge (MK-3)
Health Care Informatics	Interpersonal and Communication Skills (ICS-4) Systems-Based Practice (SBP-6)
Interprofessional Practice and Education	Patient-Care and Procedural Skills (PC-7) Interpersonal and Communication Skills (ICS-3) Professionalism (PROF-2) Systems-Based Practice (SBP-1,2,3,4)
Quality Improvement	Practice-Based Learning and Improvement (PBLI-2,3,4) Systems-Based Practice (SBP-1,2,3,4)

Professionalism	Professionalism (PROF-1,2,3,4)
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ATHLETIC TRAINING MILESTONES

GENERAL COMPETENCIES

Patient-Care and Procedural Skills

Athletic trainers must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

Patient-Care and Procedural Skills (PC-1): Patient-Centered Care: Responds to each patient's unique characteristics, needs and goals. (Internal Medicine PROF-3)					
Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 Aspirational
<p>Is insensitive to differences related to culture, ethnicity, gender identify, race, age, and religion in the patient/caregiver encounter</p> <p>Is unwilling to modify care plan to account for a patient's unique characteristics, needs and goals</p>	<p>Is sensitive to and has basic awareness of differences related to culture, ethnicity, gender identify, race, age, and religion in the patient/caregiver encounter</p> <p>Requires assistance to modify care plan to account for a patient's unique characteristics, needs and goals</p>	<p>Seeks to fully understand each patients unique characteristics, needs and goals based upon culture, ethnicity, gender identify, religion and personal preference</p> <p>Modifies care plan to account for a patient's unique characteristics, needs and goals with partial success</p>	<p>Recognizes and accounts for the unique characteristics and needs of the patient/caregiver</p> <p>Appropriately modifies care plan to account for patient's unique characteristics, needs and goals</p>	<p>Role models professional interactions to negotiate differences related to a patient's unique characteristics or needs</p> <p>Role models consistent respect for patient's unique characteristics, needs and goals</p>	<p>Develops best practice guidelines for professional interactions to negotiate differences related to a patient's unique characteristics, needs and goals</p> <p>Develops organizational policies and education to support respect for patient's unique characteristics, needs and goals</p>
Comments:					

Patient-Care and Procedural Skills (PC-2): Patient-Centered Care: Demonstrates humanism and cultural competency (Family Medicine PROF-3)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 Aspirational
<p>Fails to demonstrate appropriate compassion, respect, and empathy</p> <p>Has difficulty recognizing the impact of culture on health and health behaviors</p> <p>Exhibits resistance to improving cultural competence</p>	<p>Consistently demonstrates compassion, respect, and empathy</p> <p>Recognizes impact of culture on health and health behaviors</p>	<p>Displays a consistent attitude and behavior that conveys acceptance of diverse individuals and groups, including diversity in gender, age, culture, race, religion, disabilities, sexual orientation, and gender identity</p> <p>Elicits cultural factors from patients and families that impact health and health behaviors in the context of the biopsychosocial model</p> <p>Identifies own cultural framework that may impact patient interactions and decision-making</p>	<p>Incorporates patients' beliefs, values, and cultural practices in patient care plans</p> <p>Identifies health inequities and social determinants of health and their impact on individual and family health</p> <p>Anticipates and develops a shared understanding of needs and desires with patients and families; works in partnership to meet those needs</p>	<p>Demonstrates leadership in cultural competence, understanding of health disparities, and social determinants of health</p> <p>Advocates for the rights of vulnerable patients / patient populations</p> <p>Recognizes and addresses lack of patient-centeredness in colleagues/peers</p>	<p>Develops organizational policies and education to support the application of these principles in the practice of athletic training</p> <p>Generates and disseminates new knowledge in humanism and cultural competence</p>
Comments:					

Patient-Care and Procedural Skills (PC-3): Diagnosis and Management: Gathers and synthesizes essential and accurate information to define each patient's clinical problem(s). (Internal Medicine PC-1)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Does not collect accurate historical data</p> <p>Does not use physical exam to confirm history</p> <p>Relies exclusively on documentation of others to generate own database or differential diagnosis</p> <p>Fails to recognize patient's central clinical problems</p> <p>Fails to recognize potentially life threatening problems</p>	<p>Inconsistently able to acquire accurate historical information in an organized fashion</p> <p>Does not perform an appropriately thorough physical exam or misses key physical exam findings</p> <p>Does not seek or is overly reliant on secondary data</p> <p>Inconsistently recognizes patients' central clinical problem or differential diagnoses</p>	<p>Consistently acquires accurate and relevant histories from patients</p> <p>Seeks and obtains data from secondary sources when needed</p> <p>Consistently performs accurate and appropriately thorough physical exams</p> <p>Uses collected data to define a patient's central clinical problem(s)</p>	<p>Acquires accurate histories from patients in an efficient, prioritized and hypothesis-driven fashion</p> <p>Performs accurate physical exams that are targeted to the patient's complaints</p> <p>Synthesizes data to generate a prioritized differential diagnosis and problem list</p> <p>Effectively uses history and physical examination skills to minimize the need for further diagnostic testing</p>	<p>Obtains relevant historical subtleties, including sensitive information that informs the differential diagnosis</p> <p>Identifies subtle or unusual physical exam findings</p> <p>Efficiently utilizes all sources of secondary data to inform differential diagnosis</p> <p>Role models and teaches the effective use of history and physical examination skills to minimize the need for further diagnostic testing</p>	<p>Publishes clinical case reports on unique clinical problems</p> <p>Collaborates in practice-based research efforts to gather, aggregate, and synthesize patient data to enhance diagnostic and management efforts</p> <p>Generates and disseminates new knowledge pertaining to diagnoses and management</p>
Comments:					

Patient-Care and Procedural Skills (PC-4): Diagnosis and Management: Physical Examination (systems-based examination adapted for health condition and contextual factors) (Physical Medicine and Rehabilitation PC-2)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Fails to perform a thorough physical examination</p> <p>Fails to seek feedback or guidance on the accuracy and thoroughness of physical examination</p> <p>Performs physical examination procedures that are contraindicated and create increased patient discomfort or risk</p>	<p>Performs a general physical exam</p> <p>Requires prompting to perform a thorough physical examination including all necessary elements (e.g., medical, neurologic)</p>	<p>Performs a physical exam that assists in functional assessment (e.g., may include balance, gait, cognition, neurologic, or musculoskeletal assessments)</p> <p>Performs excessive physical examination using unwarranted techniques</p> <p>Begins to identify normal and pathologic findings</p>	<p>Performs a relevant, accurate comprehensive disorder-specific physical exam</p> <p>Modifies exam to accommodate the patient's impairments and minimize discomfort</p> <p>Efficiently performs a hypothesis-driven and targeted physical exam that drives clinical decision making across a spectrum of ages, impairments, and clinical settings</p>	<p>Efficiently performs a hypothesis-driven and targeted physical exam that drives clinical decision making for complex cases</p> <p>Identifies and correctly interprets subtle or atypical physical findings</p> <p>Rapidly focuses on the presenting problem and elicits key information from the exam in a prioritized and efficient fashion</p> <p>Models and teaches exam skills in complex patients</p>	<p>Efficiently produces a focused and prioritized physical examination accounting for rare conditions</p> <p>Streamlines physical examination for maximal cost-effectiveness and minimal patient burden</p>
<p>Comments:</p>					

Patient-Care and Procedural Skills (PC-5): Diagnosis and Management: Diagnostic Evaluation. (Physical Medicine and Rehabilitation PC-3) This includes:

- **Differential diagnosis of primary and secondary conditions**
- **Appropriate studies (e.g., laboratory, imaging, neuropsychological)**
- **Functional assessments**

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Fails to develop an appropriate list of differential diagnoses</p> <p>Uncertain of which diagnostic studies are appropriate for common medical conditions</p> <p>Fails to recognize when medical referral is necessary</p>	<p>Identifies appropriate diagnostic studies for common medical conditions</p> <p>Identifies reasonable diagnosis for common medical conditions</p>	<p>Produces a differential diagnosis for common medical conditions</p> <p>Recommends appropriate diagnostic studies for common medical conditions</p> <p>Inconsistently interprets diagnostic study results</p>	<p>Develops a comprehensive differential diagnosis, including less common conditions</p> <p>Orders appropriate diagnostic studies for common medical conditions</p> <p>Appropriately prioritizes the sequence and urgency of diagnostic testing</p> <p>Correctly interprets diagnostic study results and appropriately pursues further testing or specialist input</p> <p>Appropriately integrates functional assessment measures into overall evaluation</p>	<p>Efficiently produces a focused and prioritized differential diagnosis across a spectrum of ages and impairments and for complex conditions</p> <p>Orders diagnostic testing based on cost effectiveness and likelihood that results will influence clinical management</p>	<p>Efficiently produces a focused and prioritized differential diagnosis accounting for rare conditions</p> <p>Streamlines testing for maximal cost-effectiveness and minimal patient burden</p>

Comments:

Patient-Care and Procedural Skills (PC-6): Diagnosis and Management: Develops and implements comprehensive management plan for each patient. (Internal Medicine PC-2)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Care plans are consistently inappropriate or inaccurate</p> <p>Does not react to situations that require urgent or emergent care</p> <p>Does not seek additional guidance when needed</p>	<p>Inconsistently develops an appropriate care plan</p> <p>Inconsistently seeks additional guidance when needed</p>	<p>Recognizes patients requiring urgent or emergent care</p> <p>Seeks additional guidance and/or consultation as appropriate</p>	<p>Consistently develops and implements appropriate care plan</p> <p>Appropriately modifies care plans based on patient's clinical course, additional data, and patient preferences</p>	<p>Recognizes patient presentations that deviate from common patterns and require complex decision-making</p> <p>Manages complex acute and chronic patients</p> <p>Role models and teaches complex and patient-centered care</p>	<p>Develops customized, prioritized care plans for the most complex patients, incorporating diagnostic uncertainty and cost effectiveness principles</p> <p>Serves as a regional consultant for complex patients</p>

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Comments:

Patient-Care and Procedural Skills (PC-7): Diagnosis and Management: Manages patients with progressive responsibility and independence. (Internal Medicine PC-3)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Cannot advance beyond the need for direct supervision in the delivery of patient care</p> <p>Cannot manage patients who require urgent or emergent care</p> <p>Does not assume responsibility for patient management decisions</p>	<p>Requires direct supervision to ensure patient safety and quality care</p> <p>Provides inconsistent preventative care</p> <p>Inconsistently provides comprehensive care for single or multiple diagnoses</p>	<p>Requires indirect supervision to ensure safety and quality care</p> <p>Provides appropriate preventive care</p> <p>Provides comprehensive care for single or multiple diagnoses</p> <p>Under supervision, provides appropriate care for medically complex patients</p> <p>Initiates management plans for urgent or emergent care</p>	<p>Independently manages patients who have a broad spectrum of clinical disorders including undifferentiated syndromes</p> <p>Seeks additional guidance and/or consultation as appropriate</p> <p>Appropriately manages situations requiring urgent or emergent care</p>	<p>Manages unusual, rare or complex disorders</p> <p>Effectively supervises the management decisions of the athletic health care team</p> <p>Serves as a preceptor capable of recognizing and assessing milestone achievement in athletic training students and residents</p> <p>Recognizes and promotes clinical expertise in peers and implements policy to ensure patients are seen by appropriate members of the team</p>	<p>Serves as a clinical care leader supervising multiple clinicians in a coordinated, team-based manner</p> <p>Contributes to the development and refinement of models of education that promote progressive responsibility and independence</p>
<p>Comments:</p>					

Patient Care and Procedural Skills

The individual is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in their education and training. This individual is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice (or advanced practice for residency programs) that includes the delivery of safe, timely, effective, efficient, equitable, and patient-centered care.

_____ Yes _____ No _____ Conditional on Improvement

Medical Knowledge

Athletic trainers must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.

Medical Knowledge (MK-1): Demonstrates medical knowledge of sufficient breadth and depth to practice athletic training. (Family Medicine MK-2)					
Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Fails to demonstrate the capacity for medical knowledge improvement</p> <p>Fails to self-reflect and recognize personal limitations in medical knowledge</p>	<p>Demonstrates the capacity to improve medical knowledge through targeted study</p>	<p>Uses the Commission on Accreditation of Athletic Training Education (CAATE) curricular content and Board of Certification (BOC) Maintenance of Competence framework to further guide his or her education</p> <p>Demonstrates capacity to assess and act on personal learning needs</p>	<p>Demonstrates appropriate medical knowledge to care for both individual patients and patient populations</p> <p>Recognizes the limitations of their medical knowledge and a willingness to continue to advance their medical knowledge across their career</p> <p>Passes the BOC examination</p>	<p>Successfully completes a CAATE accredited residency program</p> <p>Passes a Board of Athletic Training Specialties (BATS) specialty examination</p> <p>Collaborates to produce clinical pathways and engage in practice-based research to inform best practices for patient care</p> <p>Demonstrates life-long learning through continual self-assessment and continuing education focused on maintenance of contemporary medical knowledge</p>	<p>Generates and disseminates new medical knowledge</p> <p>Leads the development of clinical pathways for the delivery of high quality, affordable health care</p> <p>Coordinates practice-based research to inform best practices for patient care</p>
Comments:					

Medical Knowledge (MK-2): Knowledge of diagnostic testing and procedures. (Internal Medicine MK-1)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Lacks foundational knowledge to apply diagnostic testing and procedures to patient care</p> <p>Chooses inappropriate diagnostic tests or procedures that place the patient at risk or pose a safety hazard</p>	<p>Uncertain of which diagnostic tests and procedures are appropriate</p> <p>Understands which diagnostic tests and procedures to perform, but can not adequately explain why</p> <p>Does not understand the concepts of pre-test probability and test performance characteristics</p>	<p>Inconsistently interprets basic diagnostic test accurately</p> <p>Needs assistance to understand the concepts of pre-test probability and test performance characteristics</p> <p>Minimally understands the rationale and risks associated with common procedures</p>	<p>Consistently interprets basic diagnostic tests accurately</p> <p>Understands the concepts of pre-test probability and test performance characteristics</p> <p>Fully understand the rationale and risks associated with common procedures</p>	<p>Interprets complex diagnostic tests accurately</p> <p>Anticipates and accounts for pitfalls and biases when interpreting diagnostic tests and procedures</p> <p>Teaches the rationale and risks associated with common procedures and anticipates potential complications when performing procedures</p>	<p>Introduces innovation in diagnostic testing and procedures in athletic training</p> <p>Pursues knowledge of new and emerging diagnostic tests and procedures</p>
<p>Comments:</p>					

Medical Knowledge (MK-3): Basic Sciences of Athletic Training, including Biology, Chemistry, Physics, Psychology, Anatomy, Physiology, Statistics, Research Design, Epidemiology, Pathophysiology, Biomechanics and Pathomechanics, Exercise Physiology, Nutrition, Pharmacology (Sports Medicine MK-1)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 Aspirational
<p>Lacks appropriate foundational knowledge in the basic sciences</p> <p>Knowledge is limited to traditional athletic populations (e.g. college and secondary school aged) without appropriate understanding of anatomy and physiology across the lifespan</p>	<p>Demonstrates knowledge of the basic sciences of athletic training</p> <p>Demonstrates knowledge of anatomy and physiology related to growth, development, and aging</p>	<p>Demonstrates knowledge of basic sciences applied to athletic training in patients of all ages</p> <p>Demonstrates basic science knowledge foundational to prevention, rehabilitation, and management</p>	<p>Synthesizes scientific knowledge in managing common medical conditions</p> <p>Integrates basic and clinical science knowledge of pathophysiology, tissue healing, and treatment interventions in return-to-activity decisions</p> <p>Demonstrates knowledge of factors associated with risk of injury, including age, gender, and disability</p> <p>Demonstrates both basic science and clinical knowledge of the details of tissue healing and cellular physiology across the lifespan in selecting treatment options</p>	<p>Synthesizes and applies scientific knowledge in complex medical conditions</p> <p>Possesses the scientific, socioeconomic, and behavioral knowledge required to successfully incorporate basic and clinical science to diagnose and treat uncommon, ambiguous, and complex conditions</p>	<p>Generates and disseminates new basic science knowledge</p> <p>Introduces innovation from the basic sciences to advance athletic training</p> <p>Possesses the scientific socioeconomic and behavioral knowledge required to successfully incorporate basic and clinical science to diagnose and treat uncommon, ambiguous, and complex conditions</p>
<p>Comments:</p>					

Medical Knowledge

The individual is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in their education and training. The individual is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice (or advanced practice for residency programs) that includes the delivery of safe, timely, effective, efficient, equitable, and patient-centered care.

_____ Yes _____ No _____ Conditional on Improvement

Practice-Based Learning and Improvement

Athletic trainers must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

Practice-Based Learning and Improvement (PBLI-1): Evidence-Based Practice: Locates, appraises, and assimilates evidence from scientific studies related to the patients' health problems. (Family Medicine PBLI-1)					
Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Unable to locate appropriate evidence related to the patients' health problems to help direct care</p> <p>Unable to categorize and interpret the strength of a research study</p>	<p>Describes basic concepts in clinical epidemiology, biostatistics, and clinical reasoning</p> <p>Categorizes the design of a research study</p>	<p>Identifies pros and cons of various study designs, associated types of bias, and patient-centered outcomes</p> <p>Formulates a searchable question from a clinical question</p> <p>Evaluates evidence-based point-of-care resources</p>	<p>Applies a set of critical appraisal criteria to different types of research, including synopses of original research findings, systematic reviews and meta-analyses, and clinical practice guidelines</p> <p>Critically evaluates information from others, including colleagues, experts, and sales representatives, as well as patient-delivered information</p> <p>Incorporates principles of evidence-based care and information mastery into clinical practice</p>	<p>Roles models evidence-based practice and information mastery techniques</p> <p>Holds peers accountable to practice in an evidence-based manner</p> <p>Identify important clinical questions and information gaps</p>	<p>Engages in implementation science to support the rapid dissemination and adoption of evidence into clinical practice</p> <p>Develops and/or implements evidence-based practice guidelines to improve system performance</p> <p>Develops organizational policies and education to support the implementation of evidence-based practice</p>
<p>Comments:</p>					

Practice-Based Learning and Improvement (PBLI-2): Quality Improvement: Improves systems in which the athletic trainer provides care. (Family Medicine PBLI-3)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Fails to recognize the key STEEEP (safe, timely, effective, efficient, equitable, patient-centered) elements of quality health care</p> <p>Unable to accurately describe the system of care in which they are working</p> <p>Unable to identify quality gaps in their own health systems</p>	<p>Understands the key elements of quality health care (STEEEP)</p> <p>Recognizes the importance of measuring the end results of health care in order to adequately assess health care quality</p> <p>Begins to identify potential gaps in quality care</p>	<p>Recognizes inefficiencies, inequities, variation, and quality gaps in health care delivery</p> <p>Identifies potential gaps in quality care and identifies potential contributing factors within the system</p> <p>Recognizes the importance of developing quality improvement teams</p>	<p>Assesses available health care outcomes data to compare their results to expected results within the system</p> <p>Uses a systematic improvement method (e.g., Plan-Do-Study-Act [PDSA] cycle) to address an identified area of improvement</p> <p>Compares care provided by self and practice to internal and external standards, identifies areas for improvement, and implements change in their practice.</p>	<p>Establishes protocols for continuous review and comparison of practice procedures and outcomes and implementing changes to address areas needing improvement</p> <p>Uses an organized method, such as a registry, to assess and manage population health</p> <p>Performs multi-cycle quality improvement initiatives to improve health care quality</p>	<p>Role models continuous quality improvement of personal practice, as well as larger health systems or complex projects, using advanced methodologies and skill sets</p> <p>Generates and disseminates new knowledge to advance effective strategies for improving systems in which athletic trainers provide care</p>
<p>Comments:</p>					

Practice-Based Learning and Improvement (PBLI-3): Quality Improvement: Learns and improves via performance audit. (Internal Medicine PBLI-2)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Disregards own clinical performance data</p> <p>Demonstrates no inclination to participate in or even consider the results of quality improvement efforts</p>	<p>Limited awareness of or desire to analyze own clinical performance data</p> <p>Nominally participates in a quality improvement projects</p> <p>Not familiar with the principles, techniques or importance of quality improvement</p>	<p>Analyzes own clinical performance data and identifies opportunities for improvement</p> <p>Participates in a quality improvement project</p> <p>Understands common principles and techniques of quality improvement and appreciates the responsibility to assess and improve care</p>	<p>Analyzes own clinical performance data and actively works to improve performance</p> <p>Actively engages in quality improvement initiatives</p> <p>Demonstrates the ability to apply common principles and techniques of quality improvement to improve care</p>	<p>Actively monitors clinical performance through various data sources</p> <p>Leads quality improvement projects</p> <p>Utilizes common principles and techniques of quality improvement to continuously improve care</p>	<p>Demonstrates professional leadership in promoting performance audits for quality improvement using clinical data monitoring</p> <p>Generates and disseminates new knowledge to advance performance audits for quality improvement using clinical data monitoring</p>
<p>Comments:</p>					

Practice-Based Learning and Improvement (PBLI-4): Quality Improvement: Monitors practice with a goal for improvement. (Internal Medicine PBLI-1)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Unwilling to self-reflect upon one's practice or performance</p> <p>Not concerned with opportunities for learning and self-improvement</p>	<p>Inconsistently self-reflects upon one's practice or performance and inconsistently acts upon those reflections</p> <p>Misses opportunities for learning and self-improvement</p>	<p>Regularly self-reflects upon one's practice or performance and identifies areas to improve practice</p> <p>Inconsistently acts upon opportunities for learning and self-improvement</p> <p>Recognizes the value of critical reviews and morbidity and mortality conferences (M and Ms) for learning and self-improvement</p>	<p>Regularly self-reflects upon one's practice or performance and maximizes practice improvement</p> <p>Recognizes sub-optimal practice or performance as an opportunity for learning and self-improvement</p> <p>Actively engages in critical reviews and morbidity and mortality conferences (M and Ms) to support learning and improvement in self and others</p>	<p>Roles models self-reflective practice and monitoring practice improvement</p> <p>Holds peers accountable for failures to recognize opportunities for improvement</p> <p>Leads critical reviews and morbidity and mortality conferences (M and Ms) to support learning and self-improvement in others</p>	<p>Demonstrates professional leadership regarding self-reflective practice and monitoring practice performance</p> <p>Generates and disseminates new knowledge to advance self-reflective practice and monitoring practice performance</p>
<p>Comments:</p>					

Practice-Based Learning and Improvement

The individual is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in their education and training. The individual is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice (or advanced practice for residency programs) that includes the delivery of safe, timely, effective, efficient, equitable, and patient-centered care.

_____ Yes _____ No _____ Conditional on Improvement

Interpersonal and Communication Skills

Athletic trainers must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Interpersonal and Communication Skills (ICS-1): Communicates effectively with patients and caregivers. (Internal Medicine ICS-1)										
Critical Deficiencies	Level 1		Level 2		Level 3 (Ready for Unsupervised Practice)		Level 4 (Ready for Advanced Practice)		Level 5 (Aspirational)	
<p>Ignores patient preferences for plan of care</p> <p>Makes no attempt to engage patient in shared decision-making</p> <p>Routinely engages in antagonistic or counter-therapeutic relationships with patients and caregivers</p>	<p>Engages patients in discussions of care plans and respects patient preferences when offered by the patient, but does not actively solicit preferences</p> <p>Attempts to develop therapeutic relationships with patients and caregivers but is often unsuccessful</p> <p>Defers difficult or ambiguous conversations to others</p>		<p>Engages patients in shared decision making in uncomplicated conversations</p> <p>Requires assistance facilitating discussions in difficult or ambiguous conversations</p> <p>Requires guidance or assistance to engage in communication with persons of different socioeconomic and cultural backgrounds</p>		<p>Identifies and incorporates patient preference in shared decision making across a wide variety of patient care conversations</p> <p>Quickly establishes a therapeutic relationship with patients and caregivers, including persons of different socioeconomic and cultural backgrounds</p> <p>Incorporates patient-specific preferences into plan of care</p>		<p>Role models effective communication and development of therapeutic relationships in both routine and challenging situations</p> <p>Models culturally competent communication and establishes therapeutic relationships with persons of diverse socioeconomic backgrounds</p>		<p>Demonstrates professional leadership in promoting effective communication with patients and caregivers</p> <p>Generates and disseminates new knowledge to advance effective communication with patients and caregivers</p>	
<p>Comments:</p>										

Interpersonal and Communication Skills (ICS-2): Communicates effectively with patients, families, stakeholders, and the public. (Family Medicine C-2)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Demonstrates disrespectful communication with patients, families, stakeholders, or the public</p> <p>Fails to recognize physical, cultural, psychological, and social barriers to communication</p> <p>Unable to establish rapport and facilitate patient-centered information exchange</p>	<p>Recognizes that respectful communication is important to quality care</p> <p>Identifies physical, cultural, psychological, and social barriers to communication</p> <p>Uses the medical interview to establish rapport and facilitate patient-centered information exchange</p>	<p>Matches modality of communication to patient needs, health literacy, and context</p> <p>Organizes information to be shared with patients and families</p> <p>Participates in life-altering discussions and delivery of bad news</p> <p>Negotiates a visit agenda with the patient, and uses active and reflective listening to guide the visit</p>	<p>Educates and counsels patients and families in disease management and health promotion skills</p> <p>Engages patients' perspectives in shared decision making</p> <p>Recognizes non-verbal cues and uses non-verbal communication skills in patient encounters</p> <p>Effectively communicates difficult information, such as life-altering discussions, delivery of bad news, acknowledgement of errors, and during episodes of crisis</p>	<p>Role models patient-centeredness and integrates all aspects of patient care to meet patients' needs</p> <p>Role models effective communication with patients, families, stakeholders, and the public</p> <p>Engages community partners to educate the public</p>	<p>Demonstrates professional leadership in promoting effective communication with patients, families, stakeholders, and the public</p> <p>Generates and disseminates new knowledge to advance effective communication with patients, families, stakeholders, and the public</p>
<p>Comments:</p>					

Interpersonal and Communication Skills (ICS-3): Communicates effectively in interprofessional teams. (Internal Medicine ICS-2)										
Critical Deficiencies		Level 1		Level 2		Level 3 (Ready for Unsupervised Practice)		Level 4 (Ready for Advanced Practice)		Level 5 (Aspirational)
Utilizes communication strategies that hamper collaboration and teamwork		Uses unidirectional communication that fails to utilize the wisdom of the team		Inconsistently engages in collaborative communication with appropriate members of the team		Consistently and actively engages in collaborative communication with all members of the team		Role models and teaches collaborative communication with the health care team to enhance patient care, even in challenging settings and with conflicting team member options		Demonstrates professional leadership in promoting effective communication in interprofessional teams
Verbal and/or non-verbal behaviors disrupt effective collaboration with team members		Resists offers of collaborative input		Inconsistently employs verbal, non-verbal, and written communication strategies that facilitate collaborative care		Verbal, non-verbal and written communication consistently acts to facilitate collaboration with the team to enhance patient care				Generates and disseminates new knowledge to advance effective communication in interprofessional teams
Comments:										

Interpersonal and Communication Skills (ICS-4): Health Information Technology: Appropriate utilization and completion of health records. (Internal Medicine ICS-3)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Health records are absent or missing significant portions of important clinical data</p> <p>Health records are disorganized and inaccurate</p> <p>Health records are not completed in a timely manner</p> <p>Privacy of health records is not adequately maintained</p> <p>Fails to recognize the criticality of appropriate utilization and completion of health records</p>	<p>Health records are organized and accurate but are superficial and miss key data or fail to communicate clinical reasoning</p> <p>Health records are completed in a timely manner</p> <p>Privacy of health records is of prime importance</p>	<p>Health records are organized, accurate, comprehensive, and effectively communicate clinical reasoning</p> <p>Health records are succinct, relevant, and patient specific</p>	<p>Health records are organized and complete from patient intake to discharge, documenting all patient interactions, a thorough history and physical examination, daily treatment notes, referrals, and discharge summary</p> <p>Health records capture patient-rated outcomes</p> <p>Health records adhere to all state and federal guidelines</p>	<p>Health records serve as a primary means of data collection and aggregation for the ongoing assessment of quality of care</p> <p>Role models and teaches importance of organized, accurate and comprehensive health records that are succinct and patient specific</p>	<p>Demonstrates professional leadership in promoting the appropriate utilization and completion of health records</p> <p>Generates and disseminates new knowledge to advance appropriate utilization and completion of health records</p>
<p>Comments:</p>					

Interpersonal and Communication Skills

The individual is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in their education and training. The individual is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice (or advanced practice for residency programs) that includes the delivery of safe, timely, effective, efficient, equitable, and patient-centered care.

_____ Yes _____ No _____ Conditional on Improvement

Professionalism

Athletic trainers must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

Professionalism (PROF-1): Completes a process of professionalization. (Family Medicine PROF-1)					
Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Demonstrates lack of professionalism</p> <p>Places personal values ahead of professional values</p> <p>Fails to exhibit appropriate honesty, integrity, and respect to patients and team members</p>	<p>Defines professionalism</p> <p>Knows the basic principles of medical ethics</p> <p>Recognizes that conflicting personal and professional values exist</p> <p>Demonstrates honesty, integrity, and respect to patients and team members</p>	<p>Recognizes own conflicting personal and professional values</p> <p>Knows institutional and governmental regulations for the practice of athletic training</p>	<p>Recognizes that athletic trainers have an obligation to self-discipline and to self-regulate</p> <p>Engages in self-initiated pursuit of excellence</p> <p>Embraces the professional responsibilities of being an athletic trainer</p> <p>Practices to the full scope of education and training and formal privileging within a health system</p>	<p>Demonstrates leadership and mentorship in applying shared standards and ethical principles, including the priority of responsiveness to patient needs above self-interest across the health care team</p> <p>Develops institutional and organizational strategies to protect and maintain these principles</p>	<p>Demonstrates professional leadership in promoting professionalism with patients and caregivers</p> <p>Generates and disseminates new knowledge to advance effective strategies for instilling professionalization in others</p>
Comments:					

Professionalism (PROF-2): Has professional and respectful interactions with patients, caregivers, members of the interprofessional team, and stakeholders. (Internal Medicine PROF-1)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Lacks empathy and compassion for patients and caregivers</p> <p>Disrespectful in interactions with patients, caregivers, members of the interprofessional team, and stakeholders</p> <p>Sacrifices patient needs in favor of own self-interest</p> <p>Blatantly disregards respect for patient privacy and autonomy</p>	<p>Inconsistently demonstrates empathy, compassion and respect for patients and caregivers</p> <p>Inconsistently demonstrates responsiveness to patients' and caregivers' needs in an appropriate fashion</p> <p>Inconsistently considers patient privacy and autonomy</p>	<p>Consistently respectful in interactions with patients, caregivers and members of the interprofessional team, even in challenging situations</p> <p>Is available and responsive to needs and concerns of patients, caregivers and members of the interprofessional team to ensure safe and effective care</p> <p>Emphasizes patient privacy and autonomy in all interactions</p>	<p>Demonstrates empathy, compassion and respect to patients and caregivers in all situations</p> <p>Anticipates, advocates for, and proactively works to meet the needs of patients and caregivers</p> <p>Demonstrates a responsiveness to patient needs that supersedes self-interest</p> <p>Positively acknowledges input of members of the interprofessional team and incorporates that input into plan of care as appropriate</p>	<p>Role models compassion, empathy and respect for patients and caregivers</p> <p>Role models appropriate anticipation and advocacy for patient and caregiver needs</p> <p>Fosters collegiality that promotes a high-functioning interprofessional team</p> <p>Teaches others regarding maintaining patient privacy and respecting patient autonomy</p>	<p>Demonstrates professional leadership in promoting professionalism with patients, caregivers, members of the interprofessional team, and stakeholders</p> <p>Generates and disseminates new knowledge to advance effective strategies for professionalism with patients, caregivers, members of the interprofessional team, and stakeholders</p>
<p>Comments:</p>					

Professionalism (PROF-3): Demonstrates professional conduct and accountability. (Internal Medicine PROF-2 and Family Medicine PROF-2)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Is unreliable in completing patient care responsibilities or assigned administrative tasks</p> <p>Shuns responsibilities expected of an athletic training professional</p>	<p>Completes most assigned tasks in a timely manner but may need multiple reminders or other support</p> <p>Accepts professional responsibility only when assigned or mandatory</p> <p>Documents and reports clinical and administrative information truthfully</p> <p>Maintains patient confidentiality</p>	<p>Attends to responsibilities and completes duties as required</p> <p>Identifies appropriate channels to report unprofessional behavior</p> <p>Recognizes professionalism lapses in self and others</p> <p>Completes assigned professional responsibilities without the need for reminders</p> <p>Consistently recognizes limits of knowledge and asks for assistance</p>	<p>Presents themselves in a respectful and professional manner</p> <p>Completes administrative and patient care tasks in a timely manner in accordance with local practice and/or policy</p> <p>Reports professionalism lapses using appropriate reporting procedures</p> <p>Willingness to assume professional responsibility regardless of the situation or consequences</p> <p>Prioritizes multiple competing demands in order to complete tasks and responsibilities in a timely and effective manner</p>	<p>Role models prioritizing multiple competing demands in order to complete tasks and responsibilities in a timely and effective manner</p> <p>Assists others to improve their ability to prioritize multiple, competing tasks</p> <p>Negotiates professional lapses of the athletic health care team</p> <p>Exhibits self-awareness, self-management, social awareness, and relationship management</p> <p>Helps implement organizational policies to sustain athletic training as a profession</p>	<p>Models professional conduct placing the needs of each patient above self-interest</p> <p>Demonstrates the highest degree of professional conduct and accountability that others seek to emulate</p>

Comments:

Professionalism (PROF-4): Exhibits integrity and ethical behavior in professional conduct. (Internal Medicine PROF-4 - Modified)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Dishonest in clinical interactions, documentation, research, or scholarly activity</p> <p>Refuses to be accountable for personal actions</p> <p>Does not adhere to basic ethical principles</p> <p>Blatantly disregards formal policies or procedures</p>	<p>Honest in clinical interactions, documentation, research, and scholarly activity.</p> <p>Requires oversight for professional actions</p> <p>Has a basic understanding of ethical principles, formal policies and procedures, and does not intentionally disregard them</p>	<p>Demonstrates accountability for the care of patients</p> <p>Adheres to ethical principles for documentation, follows formal policies and procedures, acknowledges and limits conflict of interest, and upholds ethical expectations of research and scholarly activity</p> <p>Begins to reflect on personal professional conduct</p>	<p>Honest and forthright in clinical interactions, documentation, research, and scholarly activity</p> <p>Demonstrates integrity, honesty, and accountability to patients, society and the profession</p> <p>Identifies and responds appropriately to lapses of professional conduct among peer group</p>	<p>Actively manages challenging ethical dilemmas and conflicts of interest</p> <p>Regularly reflects on personal professional conduct</p> <p>Assists others in adhering to ethical principles and behaviors including integrity, honesty, and professional responsibility</p>	<p>Role models integrity, honesty, accountability and professional conduct in all aspects of professional life</p> <p>Demonstrates professional leadership in promoting integrity and ethical behavior in professional conduct</p> <p>Generates and disseminates new knowledge to advance integrity and ethical behavior in professional conduct</p>
Comments:					

Professionalism

The individual is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in their education and training. The individual is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice (or advanced practice for residency programs) that includes the delivery of safe, timely, effective, efficient, equitable, and patient-centered care.

_____ Yes _____ No _____ Conditional on Improvement

Systems-Based Practice

Athletic trainers must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Systems-Based Practice (SBP-1): Patient Safety: Recognizes system error and advocates for system improvement. (Internal Medicine SPB-2)					
Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Ignores a risk for error within the system that may impact the care of a patient</p> <p>Ignores feedback and is unwilling to change behavior in order to reduce the risk for error</p>	<p>Does not recognize the potential for system error</p> <p>Makes decisions that could lead to error which are otherwise corrected by the system or supervision</p> <p>Resistant to feedback about decisions that may lead to error or otherwise cause harm</p>	<p>Recognizes the potential for error within the system</p> <p>Identifies obvious or critical causes of error and notifies supervisor accordingly</p> <p>Recognizes the potential risk for error in the immediate system and takes necessary steps to mitigate that risk</p> <p>Willing to receive feedback about decisions that may lead to error or otherwise cause harm</p>	<p>Identifies systemic causes of medical error and navigates them to provide safe patient care</p> <p>Activates formal system resources to investigate and mitigate real or potential medical error</p> <p>Reflects upon and learns from own critical incidents that may lead to medical error</p>	<p>Advocates for system leadership to formally engage in quality assurance and quality improvement activities</p> <p>Advocates for safe patient care and optimal patient care systems</p> <p>Teaches others regarding the importance of recognizing and mitigating system error</p>	<p>Demonstrates professional leadership in promoting patient safety</p> <p>Generates and disseminates new knowledge to advance effective strategies for promoting patient safety</p> <p>Viewed as a leader in identifying and advocating for the prevention of medical error</p>
Comments:					

Systems-Based Practice (SBP-2): Patient Safety: Emphasizes patient safety. (Family Medicine SPB-2)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p> Ignores medical errors</p> <p> Fails to understand that medical errors vary widely across settings and between providers</p> <p> Ignores the importance of team-based care in ensuring patient safety</p>	<p> Understands that medical errors affect patient health and safety, and that their occurrence varies across settings and between providers</p> <p> Understands that effective team-based care plays a role in patient safety</p>	<p> Recognizes medical errors when they occur, including those that do not have adverse outcomes</p> <p> Understands the mechanisms that cause medical errors</p> <p> Understands and follows protocols to promote patient safety and prevent medical error</p> <p> Participates in effective and safe hand-offs and transitions of care</p>	<p> Uses current methods of analysis to identify individual and system causes of medical errors common to athletic training</p> <p> Develops individual improvement plan and participates in system improvement plans that promote patient safety and prevent medical errors</p> <p> Performs effective and safe hand-offs and transitions of care</p>	<p> Consistently engages in self-directed and practice improvement activities that seek to identify and address medical errors and patient safety in daily practice</p> <p> Fosters adherence to patient care protocols amongst team members that enhance patient safety and prevent medical errors</p>	<p> Leads self-directed and system improvement activities that seek to continuously anticipate, identify and prevent medical errors to improve patient safety in all practice settings, including the development, use, and promotion of patient care protocols and other tools</p>
<p>Comments:</p>					

Systems-Based Practice (SBP-3): Cost-Effectiveness: Identifies forces that impact the cost of health care, and advocates for, and practices cost-effective care. (Internal Medicine SBP-3)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Ignores cost issues in the provision of care</p> <p>Demonstrates no effort to overcome barriers to cost-effective care</p>	<p>Lacks awareness of external factors (e.g. socio-economic, cultural, literacy, insurance status) that impact the cost of health care and the role that external stakeholders (e.g. providers, suppliers, financiers, purchasers) have on the cost of care</p> <p>Recognizes the costs associated with the provision of athletic training services, even when they aren't being billed for / reimbursed</p>	<p>Recognizes that external factors influence a patient's utilization of health care and may act as barriers to cost-effective care</p> <p>Possesses an incomplete understanding of cost-awareness principles for a population of patients (e.g. screening tests)</p> <p>Does not consider limited health care resources regarding diagnostic or therapeutic interventions</p>	<p>Consistently works to address patient specific barriers to cost-effective care</p> <p>Advocates for cost-conscious utilization of resources</p> <p>Incorporates cost-awareness principles into standard clinical judgments and decision-making, including screening tests</p> <p>Minimizes costs associated with unnecessary diagnostic and therapeutic tests</p>	<p>Teaches patients and healthcare team members to recognize and address common barriers to cost-effective care and appropriate utilization of resources</p> <p>Actively participates in initiatives and care delivery models designed to overcome or mitigate barriers to cost-effective high quality care</p>	<p>Demonstrates professional leadership in promoting cost-effective athletic training services</p> <p>Generates and disseminates new knowledge to advance cost-effective athletic training services</p> <p>Develops best practice guidelines for the provision of cost-effective care</p> <p>Develops organizational policies and education to support cost-effective care</p>
<p>Comments:</p>					

Systems-Based Practice (SBP-4): Interprofessional Teams: Works effectively within an interprofessional team. (Internal Medicine SBP-1; Level 1 from Family Medicine SBP-4)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Refuses to recognize the contributions of other interprofessional team members</p> <p>Frustrates team members with inefficiency and errors</p> <p>Disregards need for communication at time of transition</p> <p>Does not respond to request of caregivers in other delivery systems</p>	<p>Understands that quality patient care requires coordination and teamwork, and participates as a respectful and effective team member</p> <p>Identifies roles of other team members but does not recognize how/when to utilize them as resources</p> <p>Frequently requires reminders from team to complete athletic training responsibilities</p> <p>Inefficient transitions of care lead to unnecessary expense or risk to a patient (e.g. duplication of tests, reinjury)</p>	<p>Understands the roles and responsibilities of all team members but uses them ineffectively</p> <p>Participates in team discussions when required but does not actively seek input from other team members</p> <p>Communication with future caregivers is present but with lapses in pertinent or timely information</p>	<p>Understands the roles and responsibilities of and effectively partners with, all members of the team</p> <p>Actively engages in team meetings and collaborative decision-making</p> <p>Proactively communicates with past and future care givers to ensure continuity of care</p>	<p>Integrates all members of the team into the care of patients, such that each is able to maximize their skills in the care of the patient</p> <p>Viewed by other team members as a leader in the delivery of high quality care</p> <p>Coordinates care within and across health delivery systems to optimize patient safety, increase efficiency and ensure high quality patient outcomes</p> <p>Anticipates needs of patient, caregivers and future care providers and takes appropriate steps to address those needs</p>	<p>Demonstrates professional leadership in promoting safe and effective transitions of care within and across health delivery systems as part an interprofessional team</p> <p>Generates and disseminates new knowledge to advance interprofessional team-based care</p>
<p>Comments:</p>					

Systems-Based Practice (SBP-5): Advocates for individual and community health. (Family Medicine SBP-3)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Refuses to recognize social context and environmental impact on individual and community health</p> <p>Ignores how a community's public policy decisions affect individual and community health</p>	<p>Recognizes social context and environment, and how a community's public policy decisions affect individual and community health</p>	<p>Recognizes that athletic trainers can impact community health</p> <p>Lists ways in which community characteristics and resources affect the health of patients and communities</p>	<p>Identifies specific community characteristic that impact specific patients' health</p> <p>Understands the process of conducting a community strengths and needs assessment</p>	<p>Collaborates with other athletic training practices/systems, public health, and community-based organizations to educate the public, guide policies, and implement and evaluate community initiatives</p> <p>Role models active involvement in community education and policy change to improve health of patient and communities</p>	<p>Demonstrates professional leadership in community education and policy change to improve health of patient and communities</p> <p>Generates and disseminates new knowledge in community education and policy change to improve health of patient and communities</p>
<p>Comments:</p>					

Systems-Based Practice (SBP-6): Health Information Technology: Utilizes technology to optimize communication. (Family Medicine C-4)

Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Fails to recognize the effects of technology on information exchange and the athletic trainer/patient relationship</p> <p>Ignores the ethical and legal implications of using technology to communicate in health care</p>	<p>Recognizes effects of technology on information exchange and the athletic trainer/patient relationship</p> <p>Recognizes the ethical and legal implications of using technology to communicate in health care</p>	<p>Ensures that clinical and administrative documentation is timely, complete, and accurate</p> <p>Maintains key patient-specific databases, such as problem lists, medications, health maintenance, chronic disease registries</p>	<p>Effectively and ethically uses technology in a manner which enhances communication and does not interfere with the appropriate interaction with the patient</p> <p>Ensures transitions of care are accurately documented, and optimizes communication across systems and continuums of care</p> <p>Stays current with technology to improve communication with patients, other providers, and systems</p>	<p>Uses comprehensive multi-media communication strategies to enhance patient care</p> <p>Uses technology to optimize continuity care of patients and transitions of care</p> <p>Uses technology to adapt systems for improving communication with patients, other providers, and systems</p>	<p>Demonstrates professional leadership in utilizing technology to optimize communication</p> <p>Generates and disseminates new knowledge in utilizing technology to optimize communication</p>
<p>Comments:</p>					

Systems-Based Practice

The individual is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in their education and training. The individual is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice (or advanced practice for residency programs) that includes the delivery of safe, timely, effective, efficient, equitable, and patient-centered care.

_____ Yes _____ No _____ Conditional on Improvement

ATHLETIC TRAINING MILESTONES

SPECIALTY COMPETENCIES

The specialty competencies, sub-competencies, and milestones are being developed based upon the eight ‘areas of focus’ (specialty areas) developed by the CAATE (<https://caate.net/caate-establishes-residency-focus-areas/>). These areas represent core areas of athletic training practice, but present opportunity for athletic trainers to develop advanced practice behaviors consistent with specialty practice. Because the AT Milestones originally developed based on a need within the specialty of orthopaedics, this was the first specialty area that was developed. Work is underway to develop each of the subsequent specialty competencies, sub-competencies, and milestones, and this document will be updated regularly to reflect these additions. The development of competencies, sub-competencies, and milestones for additional future specialty and sub-specialty areas (e.g., geriatrics, sport neurology) are currently being considered.

Prevention and Wellness – *IN DEVELOPMENT*

Urgent and Emergent Care – *IN DEVELOPMENT*

Primary Care – *IN DEVELOPMENT*

Orthopaedics – *SEE BELOW*

Rehabilitation – *IN DEVELOPMENT*

Behavioral Health – *SEE BELOW*

Pediatrics – *SEE BELOW*

Performance Enhancement – *IN DEVELOPMENT*

Orthopaedics

Athletic trainers must demonstrate the ability to conduct an appropriate diagnostic evaluation to define each patient's clinical problem and to effectively manage increasingly complex patient problems.

Orthopaedics (Ortho-1): Diagnostic Evaluation: Gathers and synthesizes essential and accurate information (history, physical exam, lab work, imaging studies, neuropsychological testing, functional assessment measures, etc.) to define each patient's clinical problem(s).					
Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practices)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Fails to identify appropriate diagnostic tests</p> <p>Fails to accurately identify appropriate differential diagnoses</p> <p>Fails to identify deviations from the normal course of orthopaedic conditions</p>	<p>Perform a relevant patient history</p> <p>Performs a basic physical examination</p> <p>Recognizes normal movement patterns</p> <p>Demonstrates knowledge of common orthopaedic conditions</p>	<p>Demonstrates both basic science and clinical knowledge of the details of tissue healing and cellular physiology across the lifespan</p> <p>Performs a regional orthopaedic exam with appropriate diagnostic selective tissue tests</p> <p>Recognize source of abnormal movement patterns and structures</p> <p>Applies clinical rules for diagnostics (such as Ottawa Ankle, Canadian C-spine)</p>	<p>Demonstrates knowledge of factors associated with risk of injury, including, age, gender and disability</p> <p>Accurately and efficiently diagnoses common, non-complex, orthopaedic conditions</p> <p>Recognizes the need for and recommends appropriate plain films/radiographs</p> <p>Accurately interprets plain films/radiographs</p>	<p>Appropriately prioritizes the urgency and sequencing of diagnostic testing</p> <p>Utilizes clusters of diagnostic tests and evaluates complex conditions with or without co-morbidities, and recognizes atypical presentations</p> <p>Recognizes appropriate differentials that include non-orthopaedic conditions that present as orthopaedic conditions</p> <p>Recommends and interprets advanced orthopaedic imaging, such as MSUS, MRI, and CT</p> <p>Educates others to improve their orthopaedic diagnostic evaluation knowledge and skills</p>	<p>Efficiently produces a focused and prioritized orthopaedic examination accounting for rare conditions</p> <p>Serves as a consultant for rare and/or complex orthopaedic patients</p> <p>Demonstrates professional leadership in orthopaedic diagnostic evaluation</p> <p>Generates and disseminates new knowledge to advance orthopaedic diagnostic evaluation</p>

Comments:

Orthopaedics (Ortho-2): Management: Effectively manages patients with increasingly complex orthopaedic conditions.					
Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practices)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Inappropriate management places patient at risk</p> <p>Care plans are consistently inappropriate or inaccurate</p> <p>Fails to refer when appropriate</p> <p>Fails to measure the end-results of care</p> <p>Fails to inform patient of long-term health consequences</p>	<p>Participates in patient management being conducted by other appropriately qualified providers</p> <p>Demonstrates knowledge of basic care plans for common orthopaedic conditions</p> <p>Inconsistently develops an appropriate care plan</p> <p>Participates in patient education regarding the nature of their condition and corresponding care plan</p>	<p>Synthesizes information gathered to guide patient care</p> <p>Consistently develops appropriate care plan</p> <p>Protects patient from further injury and understands the implications of activity on recovery time</p> <p>Performs patient education regarding their condition and corresponding care plan</p> <p>Initiates management plans for urgent or emergent care</p> <p>Demonstrates knowledge of treatment options of operative and non-operative management of orthopaedic conditions</p>	<p>Effectively manages common, non-complex orthopaedic conditions</p> <p>Appropriately modifies care plans based on patient's clinical course, additional data, and patient preferences</p> <p>Performs patient education regarding long-term consequences of orthopaedic conditions</p> <p>Appropriately applies criteria for safe return to activity and participation</p> <p>Appropriately manages situations requiring urgent or emergent care</p> <p>Recognizes complications in operative and non-operative management of orthopaedic conditions</p>	<p>Effectively manages complex orthopaedic conditions with or without co-morbidities</p> <p>Develops customized, prioritized care plans for the most complex patients, incorporating diagnostic uncertainty and cost effectiveness principles</p> <p>Patient advocate for maximizing long-term health-related quality of life (HRQOL)</p> <p>Care plan extends beyond return to safe activity to maximize participation</p> <p>Educates others to improve their orthopaedic management knowledge and skills</p> <p>Demonstrates knowledge of controversies in operative and non-operative management of orthopaedic conditions</p>	<p>Effectively manages rare conditions</p> <p>Serves as a consultant for rare and/or complex orthopaedic patients</p> <p>Demonstrates professional leadership in orthopaedic management</p> <p>Generates and disseminates new knowledge to advance orthopaedic management</p> <p>Develops best practice guidelines for developing orthopaedic care plans</p>
Comments:					

Orthopaedics

The individual is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in their education and training. The individual is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice (or advanced practice for residency programs) that includes the delivery of safe, timely, effective, efficient, equitable, and patient-centered care.

_____ Yes _____ No _____ Conditional on Improvement

Behavioral Health

Athletic trainers must demonstrate the ability to appropriately assess and recognize each patient's clinical problem and to effectively manage behavioral health problems.

Behavioral Health (BH-1): Assessment and recognition of conditions, that include, but are not limited to, suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders.					
Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practices)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Fails to recognize behavioral health concerns in patients</p> <p>Fails to recognize an at-risk or in crisis patient</p> <p>Fails to intervene on behalf of an at-risk or in crisis patient</p> <p>Fails to identify appropriate assessment measures</p> <p>Fails to identify deviations from the normal course of behavioral health conditions</p>	<p>Demonstrates knowledge of common behavioral health conditions</p> <p>Performs a relevant patient history</p> <p>Identifies common characteristics of at risk or in crisis patients</p> <p>Inconsistently seeks additional guidance when needed</p>	<p>Identifies common behavioral health conditions</p> <p>Identifies at risk patients and populations</p> <p>Recognizes appropriate behavioral responses to life events</p> <p>Recognizes the need to intervene on behalf of an at-risk or in crisis patient</p> <p>Seeks additional guidance, consultation and/or referral as appropriate</p>	<p>Recognizes the need for and recommends appropriate behavioral health assessments</p> <p>Demonstrates both basic science and clinical knowledge of behavioral health conditions</p> <p>Accurately interprets behavioral health assessments</p> <p>Accurately identifies common, non-complex, behavioral health conditions</p> <p>Establishes a network of behavioral health professionals</p>	<p>Recognizes complex conditions with or without co-morbidities, and atypical presentations</p> <p>Accurately identifies at-risk populations and is able to intervene early in the process</p> <p>Recognizes different presentations, sequelae, and prognoses of behavioral health conditions across the lifespan</p> <p>Appropriately prioritizes the urgency and sequencing of behavioral health assessments</p> <p>Educates others to improve their behavioral health knowledge and skills</p>	<p>Serves as a consultant for complex behavioral health patients</p> <p>Demonstrates professional leadership in behavioral health</p> <p>Generates and disseminates new knowledge to advance behavioral health</p>

Comments:

Behavioral Health (BH-2): Management: Effectively manages patients with behavioral health conditions.					
Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practices)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Fails to recognize need for referral</p> <p>Fails to refer when appropriate</p> <p>Inappropriate management places patient at further risk or in crisis</p>	<p>Activates emergency action plan in a suspected behavioral health crisis</p> <p>Participates in patient management being conducted by other appropriately qualified providers</p> <p>Adheres to all institutional / facility behavioral health policies</p>	<p>Demonstrates knowledge of basic care plans for common behavioral health conditions</p> <p>Recognizes when referral is needed and when a situation is emergent/non-emergent</p> <p>Understands when an individualized behavioral health care team needs to be developed</p> <p>Performs patient education regarding behavioral health conditions</p> <p>Initiates and recommends appropriate management plans for urgent or emergent care of behavioral health conditions</p>	<p>Is an active member of the behavioral health care team</p> <p>Synthesizes information gathered to guide patient care</p> <p>Effectively manages common, non-complex behavioral health conditions</p> <p>Communicates with care team and participates in the implementation of the care plan</p> <p>Appropriately manages situations requiring urgent or emergent care</p> <p>Recognizes common complications in behavioral health conditions</p> <p>Able to educate patients and stakeholders of at risk populations on prevention and long term consequences of behavioral health</p>	<p>Demonstrates knowledge of the use of psychotropic medications and their interactions and side effects</p> <p>Manages day-to-day considerations for behavioral health patients</p> <p>Patient advocate for maximizing long-term health-related quality of life (HRQOL)</p> <p>Educates others to improve their knowledge and skills in managing behavioral health conditions</p> <p>Within a patient population, identify individual and group behavioral health needs and develops more advanced behavioral health policies (e.g. team policy, individual contracts)</p>	<p>Serves as a consultant for management of behavioral health conditions</p> <p>Demonstrates professional leadership in management of behavioral health conditions</p> <p>Generates and disseminates new knowledge to advance the management of behavioral health conditions</p> <p>Develops best practice guidelines for the management of behavioral health conditions</p>

			conditions		
			Develops and implements behavioral health EAP and other policies governing behavioral health conditions		
Comments:					

Behavioral Health

The individual is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in training. He/she is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice (or advanced practice for residency programs) that includes the delivery of safe, timely, effective, efficient, equitable, and patient-centered care.

_____ Yes _____ No _____ Conditional on Improvement

Pediatrics

Athletic trainers must demonstrate the ability to conduct an appropriate diagnostic evaluation to define each pediatric patient's clinical problem and to effectively manage increasingly complex pediatric patient problems.

Pediatrics (Peds-1): Diagnostic Evaluation: Gathers and synthesizes essential and accurate information (history, physical exam, lab work, imaging studies, neuropsychological testing, and functional assessments) to define each pediatric patient's clinical problem(s).					
Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practice)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Fails to identify conditions unique to the pediatric patient</p> <p>Fails to identify appropriate pediatric diagnostic tests</p> <p>Fails to accurately identify appropriate differential diagnoses for the pediatric patient</p> <p>Fails to identify deviations from the normal course of pediatric conditions</p>	<p>Perform a relevant patient history including growth and developmental milestones</p> <p>Performs a basic physical examination</p> <p>Demonstrates knowledge of common pediatric conditions</p>	<p>Demonstrates clinical knowledge of pediatric growth and development</p> <p>Demonstrates knowledge of basic science of tissue healing, cellular physiology, and physis physiology in pediatrics</p> <p>Applies clinical rules for diagnostics (such as Pediatric Ottawa Ankle, PECARN Head Trauma Rules, Canadian C-spine)</p>	<p>Demonstrates knowledge of factors associated with risk of injury, including, age, gender and disability</p> <p>Performs a regional pediatric orthopaedic exam with knowledge of the growth plate locations and appropriate diagnostic tests</p> <p>Accurately diagnoses common, non-complex, pediatric conditions</p> <p>Accurately recommends and interprets appropriate plain films/radiographs, recognizing the importance of comparison views to evaluate physis injury</p> <p>Recognizes appropriate pediatric differentials that include asthma, Diabetes (Type 1 and 2), anaphylaxis, syncope, congenital and acquired heart disease, exercise, dehydration, supplements, and medication side effects</p>	<p>Appropriately prioritizes the urgency and sequencing of diagnostic testing</p> <p>Utilizes clusters of diagnostic tests and evaluates complex conditions with or without comorbidities, and recognizes atypical presentations</p> <p>Recognizes appropriate differentials that include non-orthopaedic conditions that present as orthopaedic conditions in the pediatric patient</p> <p>Respects cumulative radiation effects in pediatric patients and recommends and interprets advanced pediatric orthopaedic imaging, such as MSK US, MRI, and CT</p> <p>Educates others to improve their pediatric diagnostic evaluation knowledge and skills</p>	<p>Efficiently produces a focused and prioritized pediatric examination accounting for rare conditions</p> <p>Serves as a consultant for rare and/or complex pediatric patients</p> <p>Demonstrates professional leadership in pediatric diagnostic evaluation</p> <p>Generates and disseminates new knowledge to advance pediatric diagnostic evaluation</p>

Comments:

Pediatrics (Peds-2): Management: Effectively manages pediatric patients with increasingly complex conditions.					
Critical Deficiencies	Level 1	Level 2	Level 3 (Ready for Unsupervised Practices)	Level 4 (Ready for Advanced Practice)	Level 5 (Aspirational)
<p>Inappropriate management places patient at risk</p> <p>Care plans are consistently inappropriate or inaccurate</p> <p>Fails to refer when appropriate</p> <p>Fails to measure the end-results of care</p> <p>Fails to inform patient and family/caregiver of long-term health consequences</p>	<p>Participates in pediatric patient management being conducted by other appropriately qualified providers</p> <p>Demonstrates knowledge of basic care plans for common pediatric conditions</p> <p>Inconsistently develops an appropriate care plan</p> <p>Participates in pediatric patient and family/caregiver education regarding the nature of their condition and corresponding care plan</p>	<p>Synthesizes information gathered to guide pediatric patient care</p> <p>Consistently develops appropriate care plan</p> <p>Protects pediatric patient from further injury and understands the implications of activity, overuse injury, and physis injury on recovery time</p> <p>Performs pediatric patient and family/caregiver education regarding their condition and corresponding care plan</p> <p>Demonstrates knowledge of treatment options of operative and non-operative management of pediatric conditions</p>	<p>Effectively manages common, non-complex pediatric conditions</p> <p>Appropriately modifies care plans based on patient's clinical course, additional data, and patient and family/caregiver preferences</p> <p>Educates family and patient regarding long-term consequences of pediatric conditions</p> <p>Appropriately applies criteria for safe return to activity and participation</p> <p>Appropriately manages situations requiring urgent or emergent care</p> <p>Recognizes complications in operative and non-operative management of pediatric conditions</p> <p>Educates patient and family regarding medication side effects (prescribed, OTC, and supplements).</p>	<p>Effectively manages complex pediatric conditions with or without co-morbidities such as asthma, allergy, diabetes, heart disease, seizures etc</p> <p>Develops customized, prioritized care plans for the most complex patients, incorporating diagnostic uncertainty and cost effectiveness principles</p> <p>Care plan extends beyond return to safe activity to maximize participation and long term health</p> <p>Educates others to improve their pediatric patient management knowledge and skills</p> <p>Demonstrates knowledge of controversies in operative and non-operative management of pediatric conditions</p>	<p>Effectively manages rare conditions</p> <p>Serves as a consultant for rare and/or complex pediatric patients</p> <p>Demonstrates professional leadership in pediatric condition management</p> <p>Generates and disseminates new knowledge to advance pediatric condition management</p> <p>Develops best practice guidelines for developing pediatric condition care plans</p>
Comments:					

Pediatrics

The individual is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in their education and training. The individual is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice (or advanced practice for residency programs) that includes the delivery of safe, timely, effective, efficient, equitable, and patient-centered care.

_____ Yes _____ No _____ Conditional on Improvement



Appendix 13: Graduate Project Requirements (program uses CASE STUDY option)

Non-Thesis (Plan B) Process for Advisees

There are two Master's degree program plans: thesis (plan A) and non-thesis (plan B). The project is the culmination of the student's learning and represents a substantial effort by the student. The project is to be comprehensive, scientific, valid, and appropriately presented, while meeting the standards of HRS and the Graduate School. Examples of appropriate projects include but are not limited to: 1) development of a management or educational program 2) systems design or 3) clinical practice guidelines. A case study option is also acceptable. Separate guidelines are established for this option.

Plan B Project:

Guidelines: The student should discuss possible areas of study with his/her academic advisor early in the course of study. The advisor should encourage the student to pursue the potential topic for a project. Switching advisers should be considered when the topic of interest is outside the academic adviser's expertise. A primary advisor for the project must have an M status in the SHRS. Please refer to the MS Student Handbook Policy 1.8.

When the student begins a literature search on the topic of interest to develop the initial sections of the document (Concept paper and Review of Literature – for other sections see Outline in Part III), he or she will register for independent study credit, such as, HTHRHSC 7993. The advisor and student should decide the outcome of this independent study. The first sections are described below:

- 1) Concept paper. This paper is 5-6 pages in length. It articulates the project, gives a concise background to that problem supported by available literature and defines the proposed objectives. The goal of this paper is to narrow the scope of the student's project and to define the project objectives, i.e. give the student a direction for his/her project.

and

- 2) Review of Literature: When the student has a project focus and proposed project objectives, he or she may begin by spending the term reading and synthesizing the literature. The student will produce a draft of his/her literature review. This focus for an independent study is recommended for students who have selected project topics or for students who have identified a topic but do not know the literature well enough to begin to conceptualize project objectives.

Project Proposal: The next step is to prepare a preliminary draft of the project proposal. During the period the proposal is written, the student must be registered for HTHRHSC 7990 or HTHRHSC 7993. The advisor will determine the number of credit hours that are appropriate. The proposal draft should include: Introduction, Literature Review, and Steps of

Implementation (see Part III). The student and advisor will determine how and when feedback on the drafts will be given. Some advisors may prefer to read the finished proposal while others may want to read, provide feedback and finalize each section in succession. The advisor will determine how polished the draft must be in order to proceed with scheduling project proposal meeting.

Selection of Project committee members: The MS student and advisor will mutually decide on faculty to ask to serve on the Project Committee. Selection of members of the committee will be based on their expertise as it relates to the project topic; the goal is that these members provide support and advice to develop a sound and valid project. The HRS MS graduate program requires that the project committee be comprised of at least 3 graduate faculty, including the student's advisor, with M or P status. One committee member must be outside the student's discipline and/or division. Non graduate faculty members may be appointed to the project committee by approval of the MS Graduate Studies Committee and by petition to the Graduate School. Non-graduate faculty will serve in addition to the required 2 Ohio State graduate faculty. The student will ask the committee members and will proceed with scheduling the meeting once a full committee has been formed. When asking the committee members, the student should be able to articulate the purpose and scope of the project. In addition, potential faculty members often need to know the student's timeline in order to plan their own workload.

Project Proposal Meeting: Distribution of the draft of the proposal must occur well ahead of the project proposal meeting. The student should poll the committee members to determine how far in advance of the meeting they will need the document. The proposal will be given to the committee no earlier than 2 weeks prior to the meeting date and within 5 days of the meeting. The student will also need to determine the preferred type of document each committee member needs - electronic copy, hard copy or both – and provide those on time.

For the meeting, the student will prepare and give a presentation based on the project proposal. Each committee member will ask questions and provide feedback on the project proposal. Expect questions and/or suggestions about design, methods, written and oral presentation of material and scope and direction of the project relative to the literature/field of study. Once the discussion has ended, the committee may hold a discussion with or without the student present. The committee will have 3 choices: Approve the Project Proposal with any needed modifications identified during the meeting; Table the decision pending revision of the current project proposal; or Deny the Project Proposal. Denial of a proposal may be required if any of the following occur:

- the scope, direction, methodology lacks scientific rationale
- the proposal duplicates published studies
- the project raises concerns of appropriate focus and rigor

If a project proposal is denied by the committee, the student may not use this proposal for the project work and must develop a new project proposal.

If a project proposal is tabled, the student will be asked to address all concerns and suggestions in the revised proposal. Another project proposal meeting will be scheduled once the advisor deems the document ready for committee review. The student will consult with the project committee to identify if and when they will need a revised written document. A tabled proposal is highly unlikely if the student and advisor work together to provide the committee with a sound idea, that is well-thought out and the proposal is well-written. The project proposal must be approved prior to implementation of the project plan.

Project Completion: Once the proposal is approved, the student may proceed with the steps necessary to conduct the project. If IRB approval has not yet been secured, this will be the next step. If IRB approval or exemption exists for the study, then the project may begin.

Students implement the project independently. The advisor and committee members are available for consultation, but it is the responsibility of the student to inform the committee regarding issues or problems and need for consultation. Major changes in the design need to be reviewed and approved by the advisor and, when substantial, by the entire committee.

During project development, implementation and evaluation, the student is expected to register for course credits if he or she is using the university's resources, including faculty consultation. Completion of the project will be followed by writing the outcomes and discussion under close supervision by the advisor. A dissemination plan should be discussed which is appropriated based on the focus of the project.

Oral Project Examination: For students using a project option, written submission of the project as well as the oral defense of the project will serve as the project examination and the project committee is responsible for conducting the examination. The advisor serves as chair of the project committee and examination. All members of the project committee must be present during the entire examination and are expected to participate fully in questioning during the course of the examination and in the discussion and decision on the result. The project committee will meet for a 2 hour oral examination of the project.

After the examination date has been set, a copy of the complete project must be provided to each committee member in their desired format – hard copy, electronic copy or both – no earlier than 2 weeks and no later than 7 days in advance of the meeting. The student should confirm with each committee member whether they will require the project document 7 or 14 days in advance in their desired format. The project draft must be approved by the master’s project committee before the student performs the oral examination.

The examination will be comprised of an oral presentation of the project. The student may be able to build the presentation by adding onto the computerized presentation used for the proposal meeting. The oral presentation should be approximately 20 - 30 minutes and allowing more than one and half hours for the questioning by the committee members. Each committee member will ask questions. At the conclusion of the examination, the student will leave the room while the committee discusses the quality. The committee will have two choices: Satisfactory or Unsatisfactory. If the examination is judged satisfactory, the advisor and committee members sign the Examination Report Form which is required by the Graduate School. If the committee judges the oral project examination as unsatisfactory, the committee must decide if the student is permitted to take a second examination.

Part II: Oral Examination Guidelines

Any exceptions to the examination procedure must be submitted by the student’s advisor to the School’s Graduate Studies committee prior to their implementation.

Rationale for exceptions includes accreditation standards of the profession and requirements to practice in the professional specialty. The examination must take place seven days before the examination approval form for graduation that semester is due to the graduate school.

Part III: Required Project Outline (minimum):

- I. Introduction (Concept Paper)
- II. Literature Review
- III. Steps for Implementation
- IV. Result or Outcomes
- V. Evaluation of the Project

Non Thesis (Plan B) CASE STUDY option

The comprehensive case study projects require an in-depth assessment and synthesis of the information from the core curriculum, current evidence, and clinical or management practice guidelines in relation to a specified case. Case studies will foster your analytic skills for patient/client/program management through the Clinical Care Process of gathering and evaluating information, assessment, diagnosis, developing care plans, monitoring outcomes, and integrating prevention and wellness strategies to optimize the health and clinical status of the patient.

Topics of the case study may encompass any of the following practice areas:

- Education
- Research
- Management/administration
- Clinical nutrition-inpatient
- Clinical nutrition-outpatient/ambulatory care
- Clinical nutrition-long-term care
- Community nutrition
- Consultation and business practice
- Medical Laboratory Science
- Healthcare Policy

Selecting a Case

Potential case report topics and cases must be discussed and approved with the research advisor prior to initiation of the project. You will identify the area of research for your case study during your plan of study. Examples of experiences that may inform your selection include: education practicum, management practicum, food service management, community wellness, or medical nutrition therapy rotation (acute care or outpatient clinic).

Guidelines for the Written Case Study within the Non-Thesis Plan B Process

The following describes the information needed to develop and format the Non-Thesis (Plan B) written Case Study Report document. Sample case studies will be provided for student reference.

The purpose of the case is to describe an interesting case and how it impacts some aspect of clinical practice. You will examine the literature to discuss the evidence behind the care you provided as well as describe the outcomes obtained within the context of the current evidence. Alternate treatment plans and adaptations should also be described as part of the evaluation of outcomes.

Outcome Measures – pre and post – will be required to document the impact of care provided, consistent with the Clinical Care Process guidelines for a clinical case. The outcome measures you choose must be supported by the scientific evidence or standards of practice.

The case manuscript should follow the format:

- a. Title page
- b. Abstract (write this part LAST)
- c. **Chapter One:** Introduction and Statement of the Problem
- d. **Chapter Two:** Literature review supporting the topic
- e. **Chapter Three:** Introduction of the Case: Assessment; Diagnosis; Intervention; Monitoring; and Evaluation
- f. **Chapter Four:** Discussion, Implications and Future Directions
- g. References
- h. Tables and Figures
- i. **Chapter Five:** Sample manuscript formatted for the appropriate journal

Selection of Graduate Exam committee members

The MS student and advisor will mutually decide on faculty to ask to serve on the Case Study Committee. Selection of members of the committee will be based on their expertise as it relates to the clinical topic; the goal is that these members provide support and advice to develop a sound and valid case study. The HRS MS graduate program requires that the case study committee be comprised of at least 3 graduate faculty, including the student's advisor, with M or P status. One committee member must be outside the student's discipline and/or division. Non-graduate faculty members may be appointed to the case study committee by approval of the MS Graduate Studies Committee and by petition to the Graduate School. Non-graduate faculty will serve in addition to the required 2 Ohio State graduate faculty. The student will ask the committee members and will proceed with scheduling the meeting once a full committee has been formed. When asking the committee members, the student should be able to articulate the purpose and scope of the case study. In addition, potential faculty members often need to know the student's timeline in order to plan their own workload.

Oral Presentation of Case Study

The case study oral examination will be administered by the Graduate Exam Committee and will be a 10 - 15-minute case study presentation followed by a question and answer period. A detailed rubric for assessment of passing or non-passing grade will be utilized to standardize the evaluation process and address interrater reliability. A Graduate Exam Committee, consisting of at least three faculty members with M status will administer the oral examination. The Committee will be formed according to the guidelines above. One retest will be permitted if the student's oral examination is deemed to be non-passing by the Graduate Exam Committee.

Guidelines for Formatting and Presentation of Case

Cases will be further evaluated using the following rubric:

	Inadequate	Meets Expectations	Exceeds Expectation
Title			
CHAPTER ONE: Introduction and Statement of the Problem –Rationale and potential contribution to clinical practice			
CHAPTER TWO: Literature review supporting the topic			
CHAPTER THREE: Case Description/Past Medical History Assessment, Clinical Diagnosis, and Prognosis (Supported by evidence from the literature and clinical reasoning grounded in science and theory)			
Assessment			
Clinical Diagnosis			
Prognosis			
Clinical Intervention (Supported by evidence from the literature, where possible, or clinical reasoning grounded in science and theory)			
Patient Outcomes, including future goals, potential alternate interventions			
CHAPTER 4: Discussion (draw conclusions, discuss implications, relate back to the literature, make recommendations for future			
CHAPTER 5: Sample manuscript formatted for the appropriate journal			
OTHER: References: AMA bibliography (>60% of references are research articles)			
Appropriate internal citations			
General overall grading items: Terminology consistent with Clinical Care Process and standards of care			
Word-processed, double-spaced, 12 point font			

Passing = All sections are at meets or exceeds expectations