Student Learning Outcomes Library

Office of Assessment & Accreditation

Indiana State University

Doctor of Athletic Training

Spring 2020

Top of Form

Bottom of Form

Outcome	Related Foundational Studies or Graduate Goal
Patient--Centered Care—Competency in patient--centered care relates to the athletic trainer's ability to serve as an advocate for a patient's best interests, to educate the patient about health--related concerns and intervention options, to recognize any conflict of interest that could adversely affect the patient's health, and to facilitate collaboration among the patient, physician, family, and other members of the patient's social network or healthcare system to develop an effective treatment plan that includes agreed--upon implementation steps, short-term goals and long- term goals.	
1.1 Apply the principles of patient--centered care through clinical practice	
1.2 Practice integration of evidence on the prevention, diagnosis and intervention of injury to patient--centered care through clinical practice	
1.3 Justify the components for implementation of a whole person care plan	
Interprofessional Education and Collaborative Practice—Competency in interprofessional education and collaborative practice relates to the athletic trainer's ability to interact with	

other health professionals in a manner that optimizes the quality of care provided to individual patients.	
2.1 Collaborate with other health professionals to improve patient care through clinical practice	
2.2 Learn, from, with and about practitioners providing sports medicine care internationally	
2.3 Develop a plan to provide care with other healthcare professionals in a rural, underserved, or international setting	
Evidence--Based Practice—Competency in evidence--based practice relates to the athletic trainer's ability to integrate the best available research evidence with clinical expertise and consideration of patient values and circumstances to optimize patient outcomes.	
3.1 Explain different wellness protection tools and how they can improve your clinical practice	
3.2 Apply different wellness protection tools to optimize patient outcomes and to reduce injury and illness	
3.3 Incorporate clinical expertise, patient values, and systematic research into the use of a wellness protection tool	
3.4 Integrate the best available evidence, clinical expertise, and where appropriate patient values into each course activity	
3.5 Identify the components of evidence-based medicine	
3.6 Discuss the use of evidence-based medicine in contemporary	
3.7 Develop a clinical question utilizing PICO guidelines	
3.8 Research, analyze, and synthesize current evidence to create a clinical bottom line from a current clinical case	
3.9 Integrate the principles of evidence-based medicine to aid in clinical decision-making	
3.10 Evaluate the literature to identify evidence--based manual evaluation and treatment techniques for the spine and extremities	
3.11 Perform manual evaluations of the spine and extremities	
3.12 Differentiate the findings of a manual evaluation and select an appropriate intervention strategy	
3.13 Engage in self critique of manual evaluation and treatment techniques	
3.14 Critically analyze available literature regarding therapeutic interventions	

3.15 Integrate the best available evidence, clinical expertise, and where appropriate patient values in the application of therapeutic modalities	
3.16 Explain the physical laws the govern therapeutic modalities	
3.17 Compare physiologic and biomechanical effects, indications and contraindications, clinical use, and proper techniques of application	
3.18 Summarize the biochemical, neurophysiological, and metabolic changes that occur during therapeutic modality use	
3.19 Instruct a peer or student to perform manual evaluation and treatment techniques	
Quality Improvement—Competency in quality improvement relates to the athletic trainer's recognition of the need for constant self-evaluation and life-long learning, and it includes the ability to identify a quality improvement objective, specify changes that are expected to produce an improvement, and quantitatively confirm that an improvement resulted from implementation of the change (e.g., improved patient outcomes from administration of a specific intervention or utilization of a specific protocol).	
4.1 Critique medical record keeping	
4.2 Critique current methods of measuring clinical outcomes	
4.3 Identify areas where clinical outcomes assessment and research may be reasonably implemented in daily practice	
4.4 Adopt a self-reflective approach to self-evaluation and life- long learning through clinical practice and reflection	
4.5 Apply the concepts quality improvement through a research project	
4.6 Critique one domain of clinical practice	
4.7 Explain the benefits of Athletic Training services and devise methods to incorporate them into an underserved population	
4.8 Identify areas for improvement in one's own clinical practice	
4.9 Design a plan to study the area of improvement	
4.10 Create an analysis plan for outcome(s) of interest	
4.11 Design an integration/revision plan to respond to potential outcomes from a practice--based research project	

4.12 Monitor and reflect upon your failures and how you may utilize them for future growth	
Healthcare Informatics—Competency in the use of healthcare informatics relates to the athletic trainer's ability to: 1) search, retrieve, and utilize information derived from online databases and/or internal databases for clinical decision support, 2) properly protect the security of personal health information in a manner that is consistent with legal and ethical considerations for use of such data, including control of data access, utilization of patient identity coding, de-identification of aggregated data, and encryption of electronically transmitted data, 3) guide patients to online sources of reliable health--related information, 4) utilize word processing, presentation, and data analysis software, and 5) communicate through email, text messaging, listservs, and emerging modes of interactive electronic information transfer.	
5.1 Search, retrieve, and utilize information to develop criteria for return to play for common orthopedic conditions	
5.2 Practice patient education and home care instructions	
5.3 Communicate with other health care providers	
5.4 Retrieve relevant systematic and non-systematic data from at least five (5) medicine specific search engines	
5.5 Create and utilize a structured search strategy to retrieve relevant systematic and non-systematic information regarding a difficult clinica	
5.6 Retrieve, aggregate, and create reliable sources of medical evidence for patients	
5.7 Utilize word processing software to create a concise clinical bottom line statement following discipline specific writing conventions	
5.8 Deliver a professional clinical bottom line presentation to colleagues utilizing appropriate technology and presentation delivery software	
5.9 Discuss mechanisms to protect the security of PHI	
5.10 Practice de-identifying and aggregating data for use in clinical decision making	
5.11 Utilize data processing software to measure treatment efficacy	
5.12 Retrieve, aggregate, and create reliable sources for scientific research purposes	
5.13 Utilize word processing software to create a research proposal following discipline specific writing conventions	

5.14 Deliver a professional research proposal to colleagues and faculty utilizing appropriate technology and presentation delivery software	
5.15 Exhibit proper protection of personal health information consistent with legal and ethical considerations through clinical practice	
5.16 Utilize technology to produce educational videos for peers and students	
5.17 Recognize and employ leadership and management strategies	
5.18 Examine common practices for reimbursement for service	
5.19 Influence the legal practice of healthcare, including the protection of personal health information	
5.20 Apply the concepts health care informatics through a research project	
5.21 Create professional documents utilizing word processing, presentation, and data analysis software	
5.22 Educate patients/parents/coaches about the management of a specific injury/illness through telemedicine	
5.23 Develop a data security plan for the maintenance of personal health information for a new Athletic Training clinic	
5.24 Provide clinical care at a distance through telemedicine	
5.25 Explore methods to protect patient medical information during the use of telemedicine	
5.26 Aggregate patient wellness protection data to create a comprehensive wellness protection plan	
5.27 Guide patients to appropriate online, reliable health--related information	
5.28 Utilize high level word processing, presentation, and data analysis skills improve patient outcomes	
Professionalism—Professionalism relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. Competency of professionalism is exhibited through ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, sensitivity to the concerns of diverse patient populations, a conscientious approach to performance of duties, a commitment to continuing education, contributions to the body of knowledge in the discipline, appropriate dress, and maintenance of a healthy lifestyle.	

6.1 Establish a continuing education plan based on needs	
6.2 Demonstrate the willingness to serve others through effective education	
6.3 Model the highest level of honesty, reliability, accountability, patience, modest, and self--control through clinical practice	
Athletic Training Education and Leadership—Students will explore evidence, discuss methods, and practice skills resulting in leadership through education of patients, students, peers, collaborators, and supervisors.	
7.1 Reflect on previous teaching and learning experiences	
7.2 Reflect and critique the instructional strategies of self and others	
7.3 Understand and articulate learning theories through the development of lesson plans	
7.4 Understand and articulate assessment through the development of lesson plans	
7.5 Develop innovative and creative instructional strategies for classroom or extended learning	
7.6 Demonstrate effective instruction to patients, students, peers, collaborators, and supervisors	
7.7 Discuss and explain scholarship in all of its forms	
7.8 Compare and contrast quantitative, qualitative, outcomes, and systematic research	
7.9 Apply the principles of the scientific method	
7.10 Persuade a colleague, supervisor, or stakeholder that the research proposal is important, original, and feasible	
7.11 Instruct others on prevention, evaluation, and treatment using technology and evidence-based medicine	
7.12 Model and teach professional behaviors	
7.13 Cultivate advocacy behaviors from one another and external stakeholders to champion the profession	
7.14 Engage in athletic training leadership and education through a research project	
7.15 Identify an area for opportunity for the profession to grow	
7.16 Imagine a solution to a seemingly insurmountable problem	
7.17 Construct a plan to overcome a challenge	
7.18 Adapt to change when barriers outside your control make your current plan obsolete	
7.19 Design patient education and teaching material centered around wellness protection	

7.20 Evaluate the effectiveness of instruction of educational material centered around wellness protection	
7.21 Publish material to aid in implementation of prevention programming at a local, regional, or national level	
Integrative Health Care—Students will explore evidence, discuss methods, and practice skills resulting in a comprehensive, whole-body approach to the prevention, evaluation, and treatment of injuries and illnesses of the physically active.	
8.1 Understand and apply disablement models	
8.2 Explore various complementary and integrative approaches to health care	
8.3 Demonstrate the ability to perform a comprehensive and systematic injury evaluation	
8.4 Integrate skills of prevention, recognition, and treatment into comprehensive whole-body healthcare	
8.5 Integrate the concepts of manual evaluation and treatment into a whole--body approach to health care	
8.6 Appraise patient--rated and clinician--rated outcomes measures to determine effectiveness of manual therapy interventions in improving health	
8.7 Compare and contrast the clinical outcomes related to modality use	
8.8 Integrate patient and clinician--based outcomes regarding therapeutic interventions	
8.9 Assimilate evidence--based modality choices with other integrative approaches to healthcare to improve patient outcomes	
8.10 Implement and evaluate evidence--based therapeutic modalities and integrative healthcare practice into a clinic	
Clinical Outcomes Research—Students will explore evidence, discuss methods, and practice skills resulting in the ability to contribute to the professional body of knowledge through the assessment of clinical practices.	
9.1 Understand the global concept of clinical outcomes assessment/research	
9.2 Identify patient and clinician--based outcome measures	
9.3 Critically analyze available tools for measuring clinical outcomes	
9.4 Select outcomes tools for your clinical practice	
9.5 Develop an implementation plan using outcomes measures in clinical practice	

9.6 Recognize how using clinical outcomes measures can contribute to research	
9.7 Contribute to the professional body of knowledge through a research project	
9.8 Explore potential measures needed to gather data on a local problem	
9.9 Differentiate among strengths, weaknesses, opportunities and threats to outcome measures	
9.10 Participate in clinical outcomes research through the use of practice--based research design	