

Standing Requirements

## Outcomes Library

### Doctorate in Athletic Training Student Learning Outcome Set

#### 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.

Outcome	Mapping
Apply the principles of patient-centered care through clinical practice	No Mapping
Practice integration of evidence on the prevention, diagnosis and intervention of injury to patient-centered care through clinical practice	No Mapping
Justify the components for implementation of a whole person care plan	No Mapping

#### 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.

Outcome	Mapping
Collaborate with other health professionals to improve patient care through clinical practice	No Mapping
Learn, from, with and about practitioners providing sports medicine care internationally	No Mapping
Develop a plan to provide care with other healthcare professionals in a rural, underserved, or international setting	No Mapping

#### 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.

Outcome	Mapping
Explain different wellness protection tools and how they can improve your clinical practice	No Mapping
Apply different wellness protection tools to optimize patient outcomes and to reduce injury and illness	No Mapping
Incorporate clinical expertise, patient values, and systematic research into the use of a wellness protection tool	No Mapping
Integrate the best available evidence, clinical expertise, and where appropriate patient values into each course activity	No Mapping
Identify the components of evidence based medicine	No Mapping
Discuss the use of evidence based medicine in contemporary Athletic Training	No Mapping

Develop a clinical question utilizing PICO guidelines	No Mapping
Research, analyze, and synthesize current evidence to create a clinical bottom line from a current clinical case	No Mapping
Integrate the principles of evidence based medicine to aid in clinical decision-making	No Mapping
Evaluate the literature to identify evidence-based manual evaluation and treatment techniques for the spine and extremities	No Mapping
Perform manual evaluations of the spine and extremities	No Mapping
Differentiate the findings of a manual evaluation and select an appropriate intervention strategy	No Mapping
Engage in self critique of manual evaluation and treatment techniques	No Mapping
Critically analyze available literature regarding therapeutic interventions	No Mapping
Integrate the best available evidence, clinical expertise, and where appropriate patient values in the application of therapeutic modalities	No Mapping
Explain the physical laws the govern therapeutic modalities	No Mapping
Compare physiologic and biomechanical effects, indications and contraindications, clinical use, and proper techniques of application	No Mapping
Summarize the biochemical, neurophysiological, and metabolic changes that occur during therapeutic modality use	No Mapping
Instruct a peer or student to perform manual evaluation and treatment techniques	No Mapping

### 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).

Outcome	Mapping
Critique medical record keeping	No Mapping
Critique current methods of measuring clinical outcomes	No Mapping
Identify areas where clinical outcomes assessment and research may be reasonably implemented in daily practice	No Mapping
Adopt a self-reflective approach to self-evaluation and life-long learning through clinical practice and reflection	No Mapping
Apply the concepts quality improvement through a research project	No Mapping
Critique one domain of clinical practice	No Mapping
Explain the benefits of Athletic Training services and devise methods to incorporate them into an underserved population	No Mapping
Identify areas for improvement in one's own clinical practice	No Mapping
Design a plan to study the area of improvement	No Mapping
Create an analysis plan for outcome(s) of interest	No Mapping

Design an integration/revision plan to respond to potential outcomes from a practice-based research project No Mapping

Monitor and reflect upon your failures and how you may utilize them for future growth No Mapping

## 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.

### Outcome

### Mapping

Search, retrieve, and utilize information to develop criteria for return to play for common orthopedic conditions No Mapping

Practice patient education and home care instructions No Mapping

Communicate with other health care providers No Mapping

Retrieve relevant systematic and non-systematic data from at least five (5) medicine specific search engines No Mapping

Create and utilize a structured search strategy to retrieve relevant systematic and non-systematic information regarding a difficult clinica No Mapping

Retrieve, aggregate, and create reliable sources of medical evidence for patients No Mapping

Utilize word processing software to create a concise clinical bottom line statement following discipline specific writing conventions No Mapping

Deliver a professional clinical bottom line presentation to colleagues utilizing appropriate technology and presentation delivery software No Mapping

Discuss mechanisms to protect the security of PHI No Mapping

Practice de-identifying and aggregating data for use in clinical decision making No Mapping

Utilize data processing software to measure treatment efficacy No Mapping

Retrieve, aggregate, and create reliable sources for scientific research purposes No Mapping

Utilize word processing software to create a research proposal following discipline specific writing conventions No Mapping

Deliver a professional research proposal to colleagues and faculty utilizing appropriate technology and presentation delivery software No Mapping

Exhibit proper protection of personal health information consistent with legal and ethical considerations through clinical practice No Mapping

Utilize technology to produce educational videos for peers and students No Mapping

Recognize and employ leadership and management strategies No Mapping

Examine common practices for reimbursement for service No Mapping

Influence the legal practice of healthcare, including the protection of personal health information No Mapping

Apply the concepts health care informatics through a research project	No Mapping
Create professional documents utilizing word processing, presentation, and data analysis software	No Mapping
Educate patients/parents/coaches about the management of a specific injury/illness through telemedicine	No Mapping
Develop a data security plan for the maintenance of personal health information for a new Athletic Training clinic	No Mapping
Provide clinical care at a distance through telemedicine	No Mapping
Explore methods to protect patient medical information during the use of telemedicine	No Mapping
Aggregate patient wellness protection data to create a comprehensive wellness protection plan	No Mapping
Guide patients to appropriate online, reliable health-related information	No Mapping
Utilize high level word processing, presentation, and data analysis skills improve patient outcomes	No Mapping

### 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.

Outcome	Mapping
Establish a continuing education plan based on needs	No Mapping
Demonstrate the willingness to serve others through effective education	No Mapping
Model the highest level of honesty, reliability, accountability, patience, modest, and self-control through clinical practice	No Mapping

### 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.

Outcome	Mapping
Reflect on previous teaching and learning experiences	No Mapping
Reflect and critique the instructional strategies of self and others	No Mapping
Understand and articulate learning theories through the development of lesson plans	No Mapping
Understand and articulate assessment through the development of lesson plans	No Mapping
Develop innovative and creative instructional strategies for classroom or extended learning	No Mapping
Demonstrate effective instruction to patients, students, peers, collaborators, and supervisors	No Mapping
Discuss and explain scholarship in all of its forms	No Mapping
Compare and contrast quantitative, qualitative, outcomes, and systematic research	No Mapping
Apply the principles of the scientific method	No Mapping

Persuade a colleague, supervisor, or stakeholder that the research proposal is important, original, and feasible	No Mapping
Instruct others on prevention, evaluation, and treatment using technology and evidence based medicine	No Mapping
Model and teach professional behaviors	No Mapping
Cultivate advocacy behaviors from one another and external stakeholders to champion the profession	No Mapping
Engage in athletic training leadership and education through a research project	No Mapping
Identify an area for opportunity for the profession to grow	No Mapping
Imagine a solution to a seemingly insurmountable problem	No Mapping
Construct a plan to overcome a challenge	No Mapping
Adapt to change when barriers outside your control make your current plan obsolete	No Mapping
Design patient education and teaching material centered around wellness protection	No Mapping
Evaluate the effectiveness of instruction of educational material centered around wellness protection	No Mapping
Publish material to aid in implementation of prevention programming at a local, regional, or national level	No Mapping

### 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.

Outcome	Mapping
Understand and apply disablement models	No Mapping
Explore various complementary and integrative approaches to health care	No Mapping
Demonstrate the ability to perform a comprehensive and systematic injury evaluation	No Mapping
Integrate skills of prevention, recognition, and treatment into comprehensive whole-body healthcare	No Mapping
Integrate the concepts of manual evaluation and treatment into a whole-body approach to health care	No Mapping
Appraise patient-rated and clinician-rated outcomes measures to determine effectiveness of manual therapy interventions in improving health	No Mapping
Compare and contrast the clinical outcomes related to modality use	No Mapping
Integrate patient and clinician-based outcomes regarding therapeutic interventions	No Mapping
Assimilate evidence-based modality choices with other integrative approaches to healthcare to improve patient outcomes	No Mapping
Implement and evaluate evidence-based therapeutic modalities and integrative healthcare practice into a clinic	No Mapping

### 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.

<b>Outcome</b>	<b>Mapping</b>
Understand the global concept of clinical outcomes assessment/research	No Mapping
Identify patient and clinician-based outcome measures	No Mapping
Critically analyze available tools for measuring clinical outcomes	No Mapping
Select outcomes tools for your clinical practice	No Mapping
Develop an implementation plan using outcomes measures in clinical practice	No Mapping
Recognize how using clinical outcomes measures can contribute to research	No Mapping
Contribute to the professional body of knowledge through a research project	No Mapping
Explore potential measures needed to gather data on a local problem	No Mapping
Differentiate among strengths, weaknesses, opportunities and threats to outcome measures	No Mapping
Participate in clinical outcomes research through the use of practice-based research design	No Mapping

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