

# **Minnesota State University Moorhead**

## **AT 615: Evaluation, Diagnosis & Intervention II**

### **A. COURSE DESCRIPTION**

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Evaluation, Diagnosis, and Intervention of injuries, illnesses, and conditions.

**B. COURSE EFFECTIVE DATES:** 01/17/2022 - Present

### **C. OUTLINE OF MAJOR CONTENT AREAS**

1. Patient-Centered Care
2. Interprofessional Practice and Interprofessional Education
3. Evidence-Based Practice
4. Professionalism; Patient/Client Care:
  - Care Plan
  - Examination, Diagnosis, and Intervention
5. Health Care Administration

**D. LEARNING OUTCOMES (General)**

1. Advocate for the health needs of clients, patients, communities, and populations.
2. Practice in collaboration with other health care and wellness professionals.
3. Provide athletic training services in a manner that uses evidence to inform practice.
4. Practice in a manner that is congruent with the ethical standards of the profession.
5. 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 & 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 OTC/Prescription meds
6. Advocate for the profession.
7. 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
8. Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent.
9. Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice.
10. 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.
11. 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
12. Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.
13. 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.
14. Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines.
15. 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

**E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

**F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted