Instructor: Kristina White, Ph.D., LAT, ATC

Office: HPE 220
Office Phone: (936) 468-1812
Other Contact Information: (254) 405-0200

Course Time & Location: M 8:00-10:00am, HPE 202
Office Hours: TBA
Credits: One (1) semester hour
Email: Kristina.white@sfasu.edu

Prerequisites: Admittance into Graduate Athletic Training Program.

I. Course Description: This seminar course will introduce students to concepts related to the interaction, education, collaboration, and practice between health care professionals.

Course Justification: Introduction to Interprofessional Education (1 credit) meets once a week totaling one hour for 15 weeks. This course prepares students to work as members of an interdisciplinary health care team upon graduation and successfully passing the Board of Certification national examination. This course requires a minimum of two hours of outside preparation per week.

Diversity: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This academic program, along with its courses, is in compliance and supports the vision, mission, goals and core values of the College of Education and Stephen F. Austin State University. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

This course is indirectly linked to all of the courses that you have taken up to this point within the Program.

Program Learning Outcomes:

The following are addressed in this course:

1. Demonstrate a sound understanding of evidence-based practice concepts and their application by using a systematic approach to ask and answer clinically relevant questions that affect patient care.

2. Demonstrate an ability to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their clients/patients’ overall health and quality of life while incorporating the importance of nutrition and physical activity in maintaining a healthy lifestyle and in preventing chronic disease (e.g., diabetes, obesity, cardiovascular disease).

3. Demonstrate the ability to perform clinical examination skills in order to accurately diagnose and effectively treat their patients while applying clinical-reasoning skills throughout the physical examination process. The development of these skills requires a thorough understanding of anatomy, physiology, and biomechanics in order to assimilate data, select the appropriate assessment tests, and formulate a differential diagnosis.

4. Demonstrate a sound understanding and application of the knowledge, planning, and skills in the evaluation and immediate management of the acute care of injuries and illnesses.

5. Demonstrate proficiency in the understanding and application of therapeutic interventions that include therapeutic modalities, therapeutic rehabilitation, and therapeutic medicines designed to maximize the patient’s participation and health-related quality of life.

6. Demonstrate the ability to recognize the role of mental health in injury and illnesses using interventions to optimize the restoration of participation and to refer these individuals as necessary.

7. Demonstrate an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.
8. Assess the development of a desire for professional development, ethical behaviors and responsibilities through a progression of clinical rotations, participation with professional organizations, and understanding of effective supervision and management in the athletic training clinic.

9. Complete the Board of Certification (BOC) requirements for eligibility of the national board examination through the completion of the competencies and proficiencies as set forth and endorsed by the NATA-EC, BOC, and the CAATE.

Competencies/Student Learning Outcomes:

Upon completion of this course, the student will have reviewed the following:

| Standard 56 | Advocate for the health needs of clients, patients, communities, and populations. |
| 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, payers, policy makers, and others. |
| Standard 61 | Practice in collaboration with other health care and wellness professionals. |
| 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. |
| Standard 90 | Establish a working relationship with a directing or collaborating physician. |

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

- **Flipped Classroom Assignments:** Students will be assigned readings and/or discussion prompts to address prior to arriving to class.
- **Class Discussions (Standards 57, 58, 61, 64, 90):** Students are expected to make meaningful contributions to in-class discussions. The instructor will utilize a universal discussion rubric to assess student contributions.
- **Professional Communication Drafts (Standard 59):** In response to various prompts, students will draft scripts for oral communication as well as examples of written communication.
- **Class Presentation (Standard 56):** Students will work in groups to apply critical thinking to various patient scenarios. Then, groups will present their findings/care plan as mini presentations to the class.

IV. Evaluation and Assessments (Grading):

**GRADING SCALE**

<table>
<thead>
<tr>
<th>% Range</th>
<th>Grade</th>
<th>% Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100% – 90%</td>
<td>A</td>
<td>40%</td>
<td>Discussion Participation</td>
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<tr>
<td>89.9% - 80%</td>
<td>B</td>
<td>30%</td>
<td>Class Assignments</td>
</tr>
<tr>
<td>79.9% - 70%</td>
<td>C</td>
<td>20%</td>
<td>Flipped Classroom</td>
</tr>
<tr>
<td>69.9 % - 60%</td>
<td>D</td>
<td>10%</td>
<td>Class Presentation</td>
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<tr>
<td>59.9% and below</td>
<td>F</td>
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*Grades will be calculated according to the percentages as noted above. Points will be given for in-class discussion participation, assignments, and punctuality and attendance. Absences could affect your overall success in the course.*

V. Tentative Course Outline/Calendar: See final page of course syllabus.

Attendance will be recorded daily, but will not have an associated score.
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

No textbook is required. The course will utilize a variety of instructional methods including lecture, small group discussion, and team interaction. Materials will be uploaded electronically to the Brightspace course page. Please plan to bring a copy of your readings or smart device (laptop, tablet) to class each week.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Expectations
- Due to the amount of discussion occurring in the course, weekly class preparation (e.g. readings, assignments) is vital.
- Arrive to class punctually, with an open mind and a positive attitude.
- Please ask a question even if you feel you should know the answer. Who knows, someone else may be thinking the same thing.

Class Policies:
- Refer to SFA GATP Policies and Procedures Manual.
- You can expect a response from me via email within 24-48 hours, Monday-Friday.

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- Submitting an assignment as one's own work when it is at least partly the work of another person;
  Submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

COVID-19 – Masks & Social Distancing
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Please revisit the Graduate Athletic Training Program’s COVID protocols for additional information specific to our program/classroom.
## Tentative Course Outline

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<tr>
<th>Week</th>
<th>Independent Assignment</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1 – Oct 19</td>
<td>--</td>
<td>*Syllabus; Brightspace D2L Overview Introduction to IPE, Terminology; History of IPE</td>
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<tr>
<td>2 – Oct 26</td>
<td>Sports Medicine Team</td>
<td>Interprofessional Collaborative Practice (IPCP); Exploring Health Professions</td>
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<td>3 – Nov 2</td>
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<td>Leadership &amp; Health Care Teaming; Enablers &amp; Barriers to IPCP</td>
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<td>4 – Nov 9</td>
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<td>Interprofessional Communication &amp; Conflict</td>
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<td>5 – Nov 16</td>
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<td>Social Determinants of Health; Health Literacy</td>
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<tr>
<td>6 – Nov 23</td>
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<td><strong>Thanksgiving Break</strong></td>
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<tr>
<td>7 – Nov 30</td>
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<td>Patient Advocacy; Health Informatics</td>
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<tr>
<td>8 – Dec 7</td>
<td></td>
<td>Class Presentations; <strong>Final Exam</strong></td>
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