I. Course Description:
A course of blood borne pathogen exposure and standard and advanced emergency care, to meet recommended guidelines as stated by the NATA, OSHA, and the NCAA.

Credit Hour Justification:
ATTR 5208 Emergency Care (2 credits) is a summer course that meets for eight hours each week for five weeks. Graduate athletic training students complete this course in their first semester upon beginning the program (Summer II). Instruction is giving for care of patient with serious to life-threatening injuries (heat illness, cervical injuries, fractures, and cardiovascular). Students complete weekly quizzes, and participate in an Interprofessional Education (IPE) scenario involving emergency personnel (nursing students and paramedics). Students also present on an emergency skill at the end of the semester. This course requires a minimum of two hours of outside of class preparation for each hour in class to prepare for class and complete assignments.

There is an associated course fee in the amount of $36 to purchase supplies and for AHA BLS CPR eCard.

Be sure to check with faculty to address any curriculum changes that have taken place such as a prerequisite or course description change.

Course Delivery Modality: Face-to-face

Prerequisites: Admittance to Athletic Training major

Diversity Statement: 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.

Program Learning Outcomes:
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 to accurately diagnosis 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 to assimilate data, select the appropriate assessment tests, and formulate a diagnostic 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.
COMPETENCY / STUDENT LEARNING OBJECTIVES (CAATE Competency Standard): - Upon completion of this course the student should be able to:

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, nitrroglycerine, 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 administering of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries (See rubric at end)

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.

87: Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement. (See rubric at end)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
AHA Healthcare Provider Certification
(CPR/AED) AHA First Aid Certification
Bloodborne Pathogen Certification (all students must complete BBP training as per CAATE accreditation standards; a WH grade will be reported until training is complete).

Assignments:
A.) Article Review (1):

The article review must pertain directly to the specific covered chapter’s topic that you selected. The supporting article must come from a professional refereed journal that has been published within the last five (5) years. APA format for citation will be utilized. Correctly cite within the review. Keep your review to more than 500 words (2 pgs double-spaced). Provide word count at the end of the review. The review should be quality summary of the article and you should discuss its (a.) relevancy to the profession and (b) whether or not you support the author’s point(s) of view.

Provide to me a digital copy of the article and your final copy of the article review via Brightspace Dropbox folder.

The article cannot be a duplicate covered chapter topic of another classmate. To request a topic, a random selection of names will occur on 07.05.2021. No late presentations will be accepted without a point penalty.

- One (1) article presentation of a covered chapter topic will be due for each student.

Total points possible is 60.

Journal Article Review Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
</tr>
<tr>
<td>Information has extremely logical content delivery. Within 500-525 words.</td>
<td>Information has good logical content delivery. Within 475 - 499 words.</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td></td>
</tr>
<tr>
<td>Provided exceptional insight to article by citing several supporting details and/or examples. Provided enriching content applicable to chapter/topic.</td>
<td>Provided good insight to article by citing many supporting details and/or examples. Provided good content applicable to chapter/topic.</td>
</tr>
</tbody>
</table>
Relevance / Author Point of View

| Provided | Provided good feedback regarding relevance of research to AT profession and author(s) point of view. | Provided average feedback regarding relevance of research to AT profession and author(s) point of view. | Provided minimal feedback regarding relevance of research to AT profession and author(s) point of view. | No feedback regarding relevance of research to AT profession and author(s) point of view. |

Mechanics / Presentation

| Provided | Couple of grammatical, spelling, or punctuation errors, followed APA format | Few grammatical, spelling, or punctuation errors, 3-4 APA mistakes | Many grammatical, spelling, or punctuation errors, APA mistakes | Way too many for a graduate student, did not follow APA format |

Total points = ________/ 80 points possible

Tests:
- Written tests will cover lecture content. They will be delivered with varying formats: multiple choice, short answer, identification, critical decision-making, discussion. Some may be delivered as a computer-based exam, etc. They will be taken the following Monday to allow the weekend for study and completed during the first hour of the course. The second hour of the day will cover the chapter(s).
- Daily quizzes will be given every day over the aligned chapter of discussion for that day.
- If participation discussion does not occur during the preceding class, quizzes will be proctored over the requested material to have been reviewed.

Skills:

IV. Evaluation and Assessments (Grading): GRADING SCALE

| 100% – 90% = A | 60% = Tests, Daily quizzes, 69% - 60% = D |
| 89% - 80% = B | 40% = Assignments, Skills, In class work |
| 79% - 70% = C | |
| 59% and below = F |

Grades will be calculated according to the percentages as noted above. Points will be given for exams, quizzes, assignments, and the topic report. Absences may affect your grade.

V. Tentative Course Outline / Calendar – KIN 508:

<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION</th>
<th>REFERENCE / ASSIGNMENT</th>
<th>PREPARATION / TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>M – 06.28</td>
<td>GATP Orientation all day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T – 06.29</td>
<td>Syllabus &amp; Introduction; CPR/AED Training covering child, and adult techniques</td>
<td>*AHA BLS CPR Workbook  *Instructor DVD</td>
<td></td>
</tr>
<tr>
<td>W - 06.30</td>
<td>CPR/AED Training covering child, and adult techniques</td>
<td>*AHA BLS CPR Workbook  *Instructor DVD</td>
<td></td>
</tr>
<tr>
<td>R - 07.01</td>
<td>Test #1: CPR Testing: Written + Skill  *First Aid Instruction explaining basics of First Aid, including bleeding, choking, rescue breathing poisoning and use of the epi pen  *Stop the Bleed Instruction Program/Hemorrhage Control &amp; Wound Care / Wound Care</td>
<td>*AHA Heartsaver FA Workbook  *Instructor DVD</td>
<td>Test #1: CPR Testing: Written + Skill  *Pre-Chapter Review (1)</td>
</tr>
<tr>
<td>M – 07.05</td>
<td>Ch.1-The Interprofessional Health Care Team</td>
<td>*Pre-chapter Review (1) due  *Ch. 1 – Discuss</td>
<td>Daily quiz Ch.1  *Pre-chapter Review (2)  *ReRead Ch. 2 for homework</td>
</tr>
<tr>
<td>07.06</td>
<td>Ch.2-Prevention &amp; Risk Management Strategies</td>
<td>*Pre-chapter Review (2) due  *Ch. 2 - Discuss</td>
<td>Daily quiz Ch. 2  *Pre-chapter Review (3)  *ReRead Ch. 3 for homework</td>
</tr>
<tr>
<td>07.07</td>
<td>Ch.3-Planning for Emergencies</td>
<td>*Pre-chapter Review (3) due  *Ch. 3 - Discuss</td>
<td>Daily quiz Ch. 3  *Study for Test #2 (1-3)</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
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<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>07.08</td>
<td><strong>Take Test #2: Chs. 1 – 3 First ½ of class</strong>&lt;br&gt;<em>Practice skills / scenarios</em></td>
<td>*Pre-chapter Review (5)</td>
<td></td>
</tr>
<tr>
<td>M – 07.12</td>
<td>Ch.5-Emergency Medications &amp; Administration&lt;br&gt;*Ch. 5 / Review over</td>
<td>Daily quiz Ch. 5&lt;br&gt;*Pre-chapter Review (6)&lt;br&gt;*ReRead Ch. 5 for homework</td>
<td></td>
</tr>
<tr>
<td>07.13</td>
<td>Ch.6-Immediate Management of Bleeding, Shock, &amp; Immunologic Emergencies&lt;br&gt;*Pre-chapter Review (6) due&lt;br&gt;*Ch. 6 – Discuss</td>
<td>Daily quiz Ch. 6</td>
<td></td>
</tr>
<tr>
<td>07.14</td>
<td>Ch.6 cont’d</td>
<td>*Pre-chapter Review (7)&lt;br&gt;*ReRead Ch. 6 for homework</td>
<td></td>
</tr>
<tr>
<td>07.15</td>
<td>Ch.7-Immediate Management of Musculoskeletal Injuries&lt;br&gt;*Pre-chapter Review (7) due&lt;br&gt;*Ch. 7 – Discuss</td>
<td>Daily quiz Ch. 7&lt;br&gt;*ReRead Ch. 7 for homework</td>
<td></td>
</tr>
<tr>
<td>M – 07.19</td>
<td>Ch. 7 con’d&lt;br&gt;<strong>Test #3: Chs. 5 – 7 First ½ of class</strong>&lt;br&gt;<em>Practice skills / scenarios</em></td>
<td>*Study for Test #3 (5 - 7)</td>
<td></td>
</tr>
<tr>
<td>07.20</td>
<td><strong>Test #3: Chs. 5 – 7 First ½ of class</strong>&lt;br&gt;<em>Practice skills / scenarios</em></td>
<td>*Pre-Chapter Review (9)</td>
<td></td>
</tr>
<tr>
<td>07.21</td>
<td>Ch. 9-Traumatic Injuries to the Spine&lt;br&gt;*Pre-chapter Review (9) due&lt;br&gt;*Ch. 9 – Discuss</td>
<td>Daily quiz Ch. 9&lt;br&gt;*Pre-Chapter Review (10)&lt;br&gt;*Read Ch. 10 for homework</td>
<td></td>
</tr>
<tr>
<td>07.22</td>
<td>Ch.10-Injuries of the Thorax &amp; Lungs&lt;br&gt;*Pre-chapter Review (10) due&lt;br&gt;*Ch. 10 – Discuss</td>
<td>Daily quiz Ch. 10&lt;br&gt;*Pre-Chapter Review (11)&lt;br&gt;*Read Ch. 11 for homework</td>
<td></td>
</tr>
<tr>
<td>M – 07.26</td>
<td>Ch.11-Life-Threatening Cardiac Conditions&lt;br&gt;*Pre-chapter Review (11) due&lt;br&gt;*Ch. 10 – Discuss</td>
<td>Daily quiz Ch. 11</td>
<td></td>
</tr>
<tr>
<td>07.27</td>
<td>Ch.11 cont’d&lt;br&gt;*Ch. 9 - 11/ Review over Biometrics/Phsy. Monitoring Systems (Std. 87) – Donna + Todd</td>
<td>*Study for Test #4 (9 - 11)</td>
<td></td>
</tr>
<tr>
<td>07.28</td>
<td><strong>Take Test #4: Chs. 9 – 11 First ½ of class</strong>&lt;br&gt;<em>Practice skills / scenarios</em></td>
<td>*Pre-chapter Review (13)&lt;br&gt;*Read Ch. 13 for homework</td>
<td></td>
</tr>
<tr>
<td>07.29</td>
<td>Ch. 13-Life-Threatening Metabolic Emergencies&lt;br&gt;*Pre-chapter Review (13) due&lt;br&gt;*Ch. 13 - Discuss</td>
<td>Daily quiz Ch. 13&lt;br&gt;*Pre-chapter Review (14)&lt;br&gt;*Read Ch. 14 for homework&lt;br&gt;*Article presentation, finalize</td>
<td></td>
</tr>
<tr>
<td>M – 08.02</td>
<td>Ch.14-Exertional Sickling &amp; Rhabdomyolysis&lt;br&gt;*Article review DUE via Dropbox in D2L&lt;br&gt;*Pre-chapter Review (14) due&lt;br&gt;*Ch. 14 - Discuss</td>
<td>Daily quiz Ch. 14</td>
<td></td>
</tr>
<tr>
<td>08.03</td>
<td>Ch. 14 cont’d&lt;br&gt;*Ch. 14 - Discuss</td>
<td>*Pre-chapter Review (15)&lt;br&gt;*Read Ch. 15 for homework</td>
<td></td>
</tr>
<tr>
<td>08.04</td>
<td>Ch. 15-Environmental Emergencies&lt;br&gt;*Practice skills / scenarios&lt;br&gt;*Pre-chapter Review (15) due&lt;br&gt;*Ch. 15 - Discuss</td>
<td>*Study for Test #5, including Chs. 13 – 15&lt;br&gt;*Review for Comprehensive Final, Test #5</td>
<td></td>
</tr>
<tr>
<td>08.05</td>
<td>Review for comprehensive FINAL</td>
<td>*Review for Comprehensive Final, Test #5</td>
<td></td>
</tr>
</tbody>
</table>
*Events may occur that may alter the progression of this course.

VI. Readings
American Heart Association. 80-1042 Heartsaver First Aid Student Workbook.
American Heart Association. 80-1010 BLS for Healthcare Providers Student Manual (includes Student CD)
Occupational Safety Health Administration. Bloodborne Pathogens.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the 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 https://www.sfasu.edu/policies

Rules of Etiquette for KIN 508:
- We are all here to accomplish one task- learn.
- No laughing at another.
- No personal remarks of insult, insinuation of inferiority, inferred gestures of stupidity. If this occurs, I will personally ask you to leave the classroom for the day.
- Please hold anything of that nature for beyond the classroom.
- If you are looking down on someone, it should only be because you are helping he/she up. (Paraphrased quote of a famous person).
- Please ask a question even if you feel you should know the answer. Who knows, someone else may be thinking the same thing.
- If we do not know the answer (namely me), we’ll table it till next class and all will help in providing a response.
- If you do not want to ask a question in class, email it to me, or bring a list typed to maintain anonymity.

CLASS POLICIES:
- Refer to SFA GATP Policies and Procedures Manual.

Tests:
- DO NOT BE ABSENT. If you are, It is your responsibility to make-up any missed work at the instructor’s ability.
- DO NOT BE TARDY. Have respect for your peers and avoid disrupting class.
- Expect the possibility of daily quizzes if participation does not occur during class discussions.
- To do well in this class you must study and practice outside of class and apply this newfound knowledge while at your clinical sites.

Technology:
- Cell phones, tablets, or computers may be utilized during class, BUT only for the use of the course. TEXTING is not permissible, nor tolerated. I reserve the right to view your screen at anytime and take away your phone.

Attendance:
- It is a necessity. Due to the intensive nature and content presentation of this course, absences could affect the results of your course grade.
  - If you arrive once the course officially starts, you will be locked out of the classroom until the class takes a break. Tardiness is not tolerated.

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.

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 within 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., Active Military Service (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.

If a student has been found guilty of academic dishonesty, a grade of "WP" or "WH" may be changed to "WF" at the discretion of the faculty member. In the case of a grade change to "WF", the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
IX. Additional information

*Please do not leave studying to the last minute.
*Please work ahead or be on task.
*Late submissions will lose points at 10% per date of earned value.
*You must work outside of class to be successful in this course.
**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: (Omit environmental = ATTR 5321)

- 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 bronchodilators)
- 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

<table>
<thead>
<tr>
<th>OUTSTANDING (5)</th>
<th>ON TARGET (4)</th>
<th>UNDER-DEVELOPED (3)</th>
<th>NOVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Able to independently assess pt.</td>
<td>• Able to w/ minimal assistance assess pt.</td>
<td>• Able to w/ guided assistance assess pt.</td>
<td>• Not able to assess</td>
</tr>
<tr>
<td>• Able to independently select appropriate apparatus to use</td>
<td>• Able to w/ minimal assistance select appropriate apparatus to use</td>
<td>• Able to w/ guided assistance select appropriate apparatus to use</td>
<td>• Not able to select</td>
</tr>
<tr>
<td>• Able to independently use apparatus</td>
<td>• Able to w/ minimal assistance use apparatus</td>
<td>• Able to w/ guided assistance use apparatus</td>
<td>• Not able to use apparatus</td>
</tr>
<tr>
<td>• Able to independently provide correct post-management</td>
<td>• Able to w/ minimal assistance provide correct post-management</td>
<td>• Able to w/ guided assistance provide correct post-management</td>
<td>• Not able to provide correct post-management</td>
</tr>
</tbody>
</table>

**SCORE**: ________ / ___75____

**COMMENTS:**
Standard 87: Select and use biometrics and physiological monitoring systems and translate the data into effective preventive interventions, and performance enhancement.

Biometrics

Physiological monitoring system(s) – each can earn up to 5 points

_____ / 12 __ Pulse oximeter  _____ / 12 __ EKG application
_____ / 12 __ Blood pressure  _____ / 12 __ Heart rate monitor
_____ / 12 __ Heart rate  _____ / 12 __ Pedometer
_____ / 12 __ Ophthalmoscope
_____ / 12 __ Body temperature

<table>
<thead>
<tr>
<th>Location</th>
<th>OUTSTANDING (3)</th>
<th>ON TARGET (2)</th>
<th>UNDER-DEVELOPED (1)</th>
<th>NOVICE (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Able to independently locate body site</td>
<td>Able to w/ minimal assistance locate body site</td>
<td>Able to w/ guided assistance locate body site</td>
<td>Not able assistance locate body site</td>
</tr>
<tr>
<td>Application</td>
<td>Able to independently apply apparatus on body</td>
<td>Able to w/ minimal assistance apply apparatus on body</td>
<td>Able to w/ guided assistance apply apparatus on body</td>
<td>Not able assistance apply apparatus on body</td>
</tr>
<tr>
<td>Procedure</td>
<td>Able to independently use apparatus</td>
<td>Able to w/ minimal assistance use apparatus</td>
<td>Able to w/ guided assistance use apparatus</td>
<td>Not able assistance use apparatus</td>
</tr>
<tr>
<td>Values</td>
<td>Able to independently provide correct biometric / physio value</td>
<td>Able to w/ minimal assistance provide correct biometric / physio value</td>
<td>Able to w/ guided assistance provide correct biometric / physio value</td>
<td>Not able assistance provide correct biometric / physio value</td>
</tr>
</tbody>
</table>

SCORE: _______ / ___96 Total____

COMMENTS: