Prerequisites: Admittance into graduate athletic training program

I. Course Description: The intent of this course is to provide students from various professional health programs opportunities to learn and practice as members of interprofessional health care teams. Students will work within interprofessional groups to respond to patient scenarios, assess standardized patients, develop comprehensive care plans, and create relevant clinical and administrative policies.

Course Justification: Interprofessional Learning and Practice (2 credits) meets one each week for two hours for the 16 week course in addition to outside assignments and readings. This course provides students opportunities to work as members of interdisciplinary learning teams in preparation for graduation and certification after successfully passing the Board of Certification national examination. In class, students will be expected to participate in discussions, critically evaluate patient scenarios, deliver mini-presentations to peers, and generate interprofessional patient care plans. This course requires a minimum of eight hours of outside preparation per week.

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.

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.
In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through

**Competencies/Student Learning Outcomes:**
Upon completion of this course, the student will have reviewed the following:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 59</td>
<td>Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payers, policy makers, and others.</td>
</tr>
<tr>
<td>Standard 77</td>
<td>Identify, refer, and give support to patients with behavioral health conditions. Work with other healthcare professionals to monitor these patients’ treatment, compliance, progress, and readiness to participate.</td>
</tr>
<tr>
<td>Standard 93</td>
<td>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.</td>
</tr>
<tr>
<td>Standard 94</td>
<td>Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.</td>
</tr>
</tbody>
</table>

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

- **Assignments & Discussion Boards:** Students are expected to engage with peers through online discussion board posts and responses. Initial Discussion posts are due by Wednesday that week by Noon (CT). Response posts must be posted by Sunday at 12pm/ midnight (CT). Students are expected to complete class assignments to complement the class readings and apply knowledge to clinical practice scenarios. Due dates and instruction found on the Calendar and D2L.
- **IPE/IPCP Activities:** These are classes where students are expected to engage in learning opportunities with other healthcare professional students. Dates for these activities are listed on the Calendar.
- **Final Project:** Students will prepare a final presentation advocating for interprofessional collaborative practice.

**IV. Evaluation and Assessments (Grading):**

- 100% – 90% = A 50% = Assignments & Discussion Boards
- 89.9% - 80% = B 35% = IPE/IPCP Activities
- 79.9% - 70% = C 15% = Final Project- (IPE in Action)
- 69.9% - 60% = D
- 59.9% and below = F

*Grades will be calculated according to the percentages as noted above.*

**V. Tentative Course Outline/Calendar:**
See final page of course syllabus. Attendance will be recorded daily, but will not have an associated score. The professor reserves the right to modify the course outline/calendar at any time. Changes will be communicated with students.

**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:

- Course and program improvement, planning, and accreditation;
- Instruction evaluation purposes; and
- Making decisions on faculty annual evaluation processes, 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. The course evaluations are direct feedback to my teaching and as consideration of the relevance on the course assignments to content learning.

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 summarized data will not be available to the instructor until after final grades are posted.

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 Policy

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or seminars without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

Students with Disabilities

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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

**Other important course-related policies:**

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: Resources**

**On-campus Resources:**

The Dean of Students Office (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFA Human Services Counseling Clinic Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
VIII. Tentative Course Calendar * subject to change, professor will notify of any changes to calendar or assignments *

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/ Required Readings</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>(1.15) MLK Holiday</td>
<td>MLK Holiday</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>F2F (1.22)</td>
<td>Syllabus; D2L overview Review IPE Terminology, History and Basic Concepts</td>
<td>Readings on D2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Board - Initial Post due Wednesday by Noon (CT), Response Posts due Sunday 1.28 by midnight (CT)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Online (1.29)</td>
<td>Health Informatics and EMRs; Quality Improvement, Telehealth and IPE.</td>
<td>Readings on D2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Telehealth Video posted on Class Stream by Sunday 2/4 12am CT</td>
</tr>
<tr>
<td>Week 4</td>
<td>F2F (2.5)</td>
<td>Interprofessional Collaborative Practice (ICPC); Health Professions Available vs. Who’s on Your Team? Leadership in IPE; Leadership on Healthcare Team</td>
<td>Readings on D2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Healthcare Team Speed Rounds in Class</td>
</tr>
<tr>
<td>Week 5</td>
<td>F2F (2.12)</td>
<td>ICF Model, Social Determinants of Health, Health Literacy; Patient Advocacy</td>
<td>Readings D2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Patient Case Reviews in Class</td>
</tr>
<tr>
<td>Week 6</td>
<td>F2F (2.19)</td>
<td>Nutritional considerations for Active Patient, RD and AT Working Working Together</td>
<td>Readings on D2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guest Speaker via Zoom- Auburn Athletics Team RD</td>
</tr>
<tr>
<td>Week 7</td>
<td>F2F (2.26)</td>
<td>Mental &amp; Behavioral Health Considerations; Sport Performance Simulations with Holly Randall</td>
<td>Readings on D2L</td>
</tr>
<tr>
<td>Week 8</td>
<td>F2F (3.4)</td>
<td>Mental &amp; Behavioral Health Considerations; Sport Performance Simulations with Holly Randall</td>
<td>Readings on D2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P &amp; P Behavioral Health Assignment due Sunday by 12am</td>
</tr>
<tr>
<td>--</td>
<td>March 11-17</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>F2F M 3.18-</td>
<td>IPCP on Secondary School Campuses v. College Campuses; Mandatory Reporting</td>
<td>Zoom IN CLASS Presentation with Amy Ruiz- Secondary School Crisis Counselor</td>
</tr>
<tr>
<td>Week 10</td>
<td>Online * M 3.25</td>
<td>BOC Exam Prep Day</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>F2F M 4.1 *</td>
<td>Behavioral Health Communication</td>
<td>Behavioral Health Communication Simulations</td>
</tr>
<tr>
<td>Week 12</td>
<td>F2F M 4.8</td>
<td>Nurse Practitioner Activity</td>
<td></td>
</tr>
</tbody>
</table>
| Week 13      | F2F M 4.15 | IPCP- Concussion Management | Readings on D2L
|             |           |                            | Flipped Classroom Discussion
|             |           |                            | P&P Manual- Concussion Chapter Due by 4/21 by midnight on D2L |
| Week 14     | Online M 4.22 | Interprofessional Communication and Conflict | Readings on D2L |
| Week 15     | F2F M 4.29 | Interprofessional Communication and Conflict | Readings on D2L
|             |           |                            | Flipped Classroom- Scenarios for Communication |
| Week 16     | F2F M 5.6 | IPE in Action Partner Project | Partner Project Presentations |

* BOC Window 3.23- 4.6

There will be 150 minutes of asynchronous instruction for this course. This will include outside reading and analysis, journals, discussion boards, as well as small group activities that will enhance the flipped classroom discussion and simulations.