

Minot State University Course Matrix by Courses		ATrack	ATrack	ATrack
Code	Description	Evaluated	Evaluated	Evaluated
<b>HPER 129 - Athletic Training Clinical I</b>				
AC-8	Explain the indications, guidelines, proper techniques, and necessary supplies for removing equipment and clothing in order to access the airway, evaluate and/or stabilize an athlete's injured body part.			
AC-9	Differentiate the types of airway adjuncts (oropharyngeal airways [OPA], nasopharyngeal airways [NPA] and supraglottic airways [King LT-D or Combitube]) and their use in maintaining a patent airway in adult respiratory and/or cardiac arrest.			
AC-10	Establish and maintain an airway, including the use of oro- and nasopharyngeal airways, and neutral spine alignment in an athlete with a suspected spine injury who may be wearing shoulder pads, a helmet with and without a face guard, or other protective equipment.			
AC-11	Determine when suction for airway maintenance is indicated and use according to accepted practice protocols.			
AC-12	Identify cases when rescue breathing, CPR, and/or AED use is indicated according to current accepted practice protocols.			
AC-13	Utilize an automated external defibrillator (AED) according to current accepted practice protocols.			
AC-14	Perform one- and two- person CPR on an infant, child and adult.			
AC-15	Utilize a bag valve and pocket mask on a child and adult using supplemental oxygen.			
AC-16	Explain the indications, application, and treatment parameters for supplemental oxygen administration for emergency situations.			
AC-17	Administer supplemental oxygen with adjuncts (eg, non-rebreather mask, nasal cannula).			
AC-18	Assess oxygen saturation using a pulse oximeter and interpret the results to guide decision making.			
AC-21	Explain aseptic or sterile techniques, approved sanitation methods, and universal precautions used in the cleaning, closure, and dressing of wounds.			
AC-22	Select and use appropriate procedures for the cleaning, closure, and dressing of wounds, identifying when referral is necessary.			
AC-23	Use cervical stabilization devices and techniques that are appropriate to the circumstances of an injury.			
AC-24	Demonstrate proper positioning and immobilization of a patient with a suspected spinal cord injury.			
AC-25	Perform patient transfer techniques for suspected head and spine injuries utilizing supine log roll, prone log roll with push, prone log roll with pull, and lift-and-slide techniques.			
AC-26	Select the appropriate spine board, including long board or short board, and use appropriate immobilization techniques based on the circumstance of the patient's injury.			
AC-37	Select and apply appropriate splinting material to stabilize an injured body area.			
AC-39	Select and implement the appropriate ambulatory aid based on the patient's injury and activity and participation restrictions.			
AC-40	Determine the proper transportation technique based on the patient's condition and findings of the immediate examination.			
AC-41	Identify the criteria used in the decision-making process to transport the injured patient for further medical examination.			
AC-42	Select and use the appropriate short-distance transportation methods, such as the log roll or lift and slide, for an injured patient in different situations.			
AC-43	Instruct the patient in home care and self-treatment plans for acute conditions.			
HA-16	Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infectious diseases and discuss how they apply to the practicing of athletic training.			
HA-21	Develop comprehensive, venue-specific emergency action plans for the care of acutely injured or ill individuals.			
PD-2	Describe the role and function of the National Athletic Trainers' Association and its influence on the profession.			
PD-3	Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards.			
PD-5	Access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic Training Educational Competencies, the BOC Standards of Professional Practice, the NATA Code of Ethics, and the BOC Role Delineation Study/Practice Analysis.			
PHP-7	Implement disinfectant procedures to prevent the spread of infectious diseases and to comply with Occupational Safety and Health Administration (OSHA) and other federal regulations.			
PHP-22	Fit standard protective equipment following manufacturers' guidelines.			
PHP-23	Apply preventive taping and wrapping procedures, splints, braces, and other special protective devices.			
TI-16	Fabricate and apply taping, wrapping, supportive, and protective devices to facilitate return to function.			

HPER 223 - Athletic Training Clinical II				
AC-6	When appropriate, obtain and monitor signs of basic body functions including pulse, blood pressure, respiration, pulse oximetry, pain, and core temperature. Relate changes in vital signs to the patient's status.			
AC-7	Differentiate between normal and abnormal physical findings (eg, pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology.			
AC-27	Explain the role of core body temperature in differentiating between exertional heat stroke, hyponatremia, and head injury.			
AC-28	Differentiate the different methods for assessing core body temperature.			
AC-29	Assess core body temperature using a rectal probe.			
AC-30	Explain the role of rapid full body cooling in the emergency management of exertional heat stroke.			
AC-31	Assist the patient in the use of a nebulizer treatment for an asthmatic attack.			
AC-33	Instruct a patient in the use of a meter-dosed inhaler in the presence of asthma-related bronchospasm.			
AC-35	Demonstrate the use of an auto-injectable epinephrine in the management of allergic anaphylaxis. Decide when auto-injectable epinephrine use is warranted based on a patient's condition.			
AC-36	Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for:			
AC-36a	sudden cardiac arrest			
AC-36d	heat illness including heat cramps, heat exhaustion, exertional heat stroke, and hyponatremia			
AC-36e	exertional sickling associated with sickle cell trait			
AC-36f	rhabdomyolysis			
AC-36h	diabetic emergencies including hypoglycemia and ketoacidosis			
AC-36i	asthma attacks			
AC-36j	systemic allergic reaction, including anaphylactic shock			
AC-36k	epileptic and non- epileptic seizures			
AC-36l	shock			
AC-36n	toxic drug overdoses			
AC-36o	local allergic reaction			
CE-21o	Assess and interpret findings from a physical examination that is based on the patient's clinical presentation: Dermatological assessment			
CIP-2	Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.			
EBP-7	Conduct a literature search using a clinical question relevant to athletic training practice using search techniques (eg, Boolean search, Medical Subject Headings) and resources appropriate for a specific clinical question.			
HA-9	Identify the components that comprise a comprehensive medical record.			
HA-11	Use contemporary documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members.			
HA-12	Use a comprehensive patient-file management system for appropriate chart documentation, risk management, outcomes, and billing.			
PHP-14	Assess weight loss and hydration status using weight charts, urine color charts, or specific gravity measurements to determine an individual's ability to participate in physical activity in a hot, humid environment.			
PHP-16	Use a peak-flow meter to monitor a patient's asthma symptoms, determine participation status, and make referral decisions.			
PHP-33	Educate clients/patients on the importance of healthy eating, regular exercise, and general preventative strategies for improving or maintaining health and quality of life.			
PS-4	Summarize and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved in the healthcare of the patient.			
PS-5	Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change.			
PS-10	Explain the impact of sociocultural issues that influence the nature and quality of healthcare received (eg, cultural competence, access to appropriate healthcare providers, uninsured/underinsured patients, insurance) and formulate and implement strategies to maximize client/patient outcomes.			
TI-9	Describe the laws of physics that (1) underlay the application of thermal, mechanical, electromagnetic, and acoustic energy to the body and (2) form the foundation for the development of therapeutic interventions (eg, stress-strain, leverage, thermodynamics, energy transmission and attenuation, electricity).			

HPER 323 - AT Clinical Experience Iii				
CE-13	Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition.			
CIP-3	Develop, implement, and monitor prevention strategies for at-risk individuals (eg, persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (eg, blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status.			
CIP 4	Perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.			
CIP-4a	upper extremity			
CIP-4b	lower extremity			
CIP-5	Perform a comprehensive clinical examination of a patient with a common illness/condition that includes appropriate clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement the appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed, and identify potential restrictions in activities and participation. Formulate and communicate the appropriate return to activity protocol.			
HA-22	Develop specific plans of care for common potential emergent conditions (eg, asthma attack, diabetic emergency).			
PHP-11	Explain the principles of environmental illness prevention programs to include acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration status, and environmental assessment (eg, sling psychrometer, wet bulb globe temperatures [WBGT], heat index guidelines).			
PHP-15	Use a glucometer to monitor blood glucose levels, determine participation status, and make referral decisions.			
PHP-17	Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to:			
PHP-17g	Anaphylactic shock			
PHP-17h	Cervical spine injury			
PHP-17i	Lightning strike			
PHP-20	Summarize the basic principles associated with the design, construction, fit, maintenance, and reconditioning of protective equipment, including the rules and regulations established by the associations that govern its use.			
PHP-21	Summarize the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints.			
PHP-34	Describe contemporary nutritional intake recommendations and explain how these recommendations can be used in performing a basic dietary analysis and providing appropriate general dietary recommendations.			
PHP-37	Identify, analyze, and utilize the essential components of food labels to determine the content, quality, and appropriateness of food products.			
PS-13	Identify and describe the basic signs and symptoms of mental health disorders (eg, psychosis, neurosis; sub-clinical mood disturbances (eg, depression, anxiety); and personal/social conflict (eg, adjustment to injury, family problems, academic or emotional stress, personal assault or abuse, sexual assault or harassment) that may indicate the need for referral to a mental healthcare professional.			
PS-16	Formulate a referral for an individual with a suspected mental health or substance abuse problem.			
TI-21	Explain the federal, state, and local laws, regulations and procedures for the proper storage, disposal, transportation, dispensing (administering where appropriate), and documentation associated with commonly used prescription and nonprescription medications.			
TI-22	Identify and use appropriate pharmaceutical terminology for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility.			
TI-23	Use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications.			
TI-24	Explain the major concepts of pharmacokinetics and the influence that exercise might have on these processes.			
TI-25	Explain the concepts related to bioavailability, half-life, and bioequivalence (including the relationship between generic and brand name drugs) and their relevance to the patient, the choice of medication, and the dosing schedule.			

TI-26	Explain the pharmacodynamic principles of receptor theory, dose-response relationship, placebo effect, potency and drug interactions as they relate to the mechanism of drug action and therapeutic effectiveness.			
TI-27	Describe the common routes used to administer medications and their advantages and disadvantages.			
TI-28	Properly assist and/or instruct the patient in the proper use, cleaning, and storage of drugs commonly delivered by metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician.			
TI-30	Explain the general therapeutic strategy, including drug categories used for treatment, desired treatment outcomes, and typical duration of treatment, for the following common diseases and conditions: asthma, diabetes, hypertension, infections, depression, GERD, allergies, pain, inflammation, and the common cold.			
TI-31	Optimize therapeutic outcomes by communicating with patients and/or appropriate healthcare professionals regarding compliance issues, drug interactions, adverse drug reactions, and sub-optimal therapy.			

<b>HPER 324 - AT Clinical Experience IV</b>				
<b>AC-36</b>	Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for:			
AC-36b	brain injury including concussion, subdural and epidural hematomas, second impact syndrome and skull fracture			
AC-36c	cervical, thoracic, and lumbar spine trauma			
AC-36g	internal hemorrhage			
	Perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.			
CIP 4				
CIP-4c	head			
CIP-4d	neck			
CIP-4e	thorax			
CIP-4f	spine			
HA-20	Create a risk management plan and develop associated policies and procedures to guide the operation of athletic training services within a healthcare facility to include issues related to security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.			
HA-23	Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities' rules, guidelines, and/or recommendations.			
HA-24	Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics.			
PHP-13	Obtain and interpret environmental data (web bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make clinical decisions regarding the scheduling, type, and duration of physical activity.			
PHP-46	Identify and describe the signs, symptoms, physiological, and psychological responses of clients/patients with disordered eating or eating disorders.			
PHP-47	Describe the method of appropriate management and referral for clients/patients with disordered eating or eating disorders in a manner consistent with current practice guidelines.			
<b>HPER 423 - AT Clinical Experience V</b>				
AC-31	Assist the patient in the use of a nebulizer treatment for an asthmatic attack.			
AC-32	Determine when use of a metered-dosed inhaler is warranted based on a patient's condition.			
AC-33	Instruct a patient in the use of a meter-dosed inhaler in the presence of asthma-related bronchospasm.			
CE-7	Identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient's life.			
CE-14	Differentiate between an initial injury evaluation and follow-up/reassessment as a means to evaluate the efficacy of the patient's treatment/rehabilitation program, and make modifications to the patient's program as needed.			
CE-21I	Assess and interpret findings from a physical examination that is based on the patient's clinical presentation: Genitourinary function (urinalysis)			
CIP-1	Administer testing procedures to obtain baseline data regarding a client's/patient's level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.			
CIP-6	Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).			
CIP-7	Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation.			
PHP-6	Summarize the epidemiology data related to the risk of injury and illness associated with participation in physical activity.			

PHP-10	Explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss.			
PHP-12	Summarize current practice guidelines related to physical activity during extreme weather conditions (eg, heat, cold, lightning, wind).			
PHP-13	Obtain and interpret environmental data (web bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make clinical decisions regarding the scheduling, type, and duration of physical activity.			
PHP-19	Instruct clients/patients in the basic principles of ergonomics and their relationship to the prevention of illness and injury.			
PHP-21	Summarize the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints.			
PHP-22	Fit standard protective equipment following manufacturers' guidelines.			
PHP-23	Apply preventive taping and wrapping procedures, splints, braces, and other special protective devices.			
PHP-24	Summarize the general principles of health maintenance and personal hygiene, including skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control.			
PHP-36	Describe current guidelines for proper hydration and explain the consequences of improper fluid/electrolyte replacement.			
PHP-40	Explain the physiologic principles and time factors associated with the design and planning of pre-activity and recovery meals/snacks and hydration practices.			
PHP-41	Identify the foods and fluids that are most appropriate for pre-activity, activity, and recovery meals/snacks.			
PS-18	Provide appropriate education regarding the condition and plan of care to the patient and appropriately discuss with others as needed and as appropriate to protect patient privacy.			
TI-10	Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans.			
TI-11d	Instruct the patient how to correctly perform rehabilitative exercises.			
TI-14	Describe the use of joint mobilization in pain reduction and restoration of joint mobility.			
TI-15	Perform joint mobilization techniques as indicated by examination findings.			

<b>HPER 424 - AT Clinical Experience VI</b>				
CIP-8	Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.			
CIP-9	Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.			
HA-3	Describe the role of strategic planning as a means to assess and promote organizational improvement.			
HA-4	Describe the conceptual components of developing and implementing a basic business plan.			
HA-5	Describe basic healthcare facility design for a safe and efficient clinical practice setting.			
HA-6	Explain components of the budgeting process including: purchasing, requisition, bidding, request for proposal, inventory, profit and loss ratios, budget balancing, and return on investments.			
HA-8	Develop operational and capital budgets based on a supply inventory and needs assessment; including capital equipment, salaries and benefits, trending analysis, facility cost, and common expenses.			
HA-25	Describe common health insurance models, insurance contract negotiation, and the common benefits and exclusions identified within these models.			
HA-26	Describe the criteria for selection, common features, specifications, and required documentation needed for secondary, excess accident, and catastrophic health insurance.			
HA-27	Describe the concepts and procedures for revenue generation and reimbursement.			
HA-28	Understand the role of and use diagnostic and procedural codes when documenting patient care.			
PD-5	Access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic Training Educational Competencies, the BOC Standards of Professional Practice, the NATA Code of Ethics, and the BOC Role Delineation Study/Practice Analysis.			
PD-7	Perform a self-assessment of professional competence and create a professional development plan to maintain necessary credentials and promote life-long learning strategies.			x
PD-11	Identify strategies to educate colleagues, students, patients, the public, and other healthcare professionals about the roles, responsibilities, academic preparation, and scope of practice of athletic trainers.			
PD-12	Identify mechanisms by which athletic trainers influence state and federal healthcare regulation.			
PHP-26	Identify and describe the standard tests, test equipment, and testing protocols that are used for measuring fitness, body composition, posture, flexibility, muscular strength, power, speed, agility, and endurance.			
PHP-28	Administer and interpret fitness tests to assess a client's/patient's physical status and readiness for physical activity.			
PHP-43	Describe the principles and methods of body composition assessment to assess a client's/patient's health status and to monitor changes related to weight management, strength training, injury, disordered eating, menstrual status, and/or bone density status.			
PHP-44	Assess body composition by validated techniques.			
TI-16	Fabricate and apply taping, wrapping, supportive, and protective devices to facilitate return to function.			
<b>HPER 425 - Capstone Experience</b>				
EBP-8	Describe the differences between narrative reviews, systematic reviews, and meta-analyses.			
EBP-9	Use standard criteria or developed scales (eg, Physiotherapy Evidence Database Scale [PEDro], Oxford Centre for Evidence Based Medicine Scale) to critically appraise the structure, rigor, and overall quality of research studies.			
PD-4	Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.			