



### **Areas of Distinction**

The professional Master's in Athletic Training program at Indiana State University has been designed around the following four areas of distinction.

1. Our program emphasizes the importance of providing care that is **patient-centered and culturally competent**. The individual patient's specific health needs and desired outcomes guide treatment decisions, and the care provided is respectful of patient background and preferences, social and cultural traditions, values, and socioeconomic conditions.

The following courses emphasize **patient-centered and culturally competent care**:

- Patient-Centered MSK Assessment and Intervention (I, II, and III)
- Healthcare Core Competencies in Athletic Training
- Patient-Centered Primary Care and Interventions
- Behavioral Medicine
- Evidence Based Clinical Decision Making
- Social and Cultural Implications in Athletic Training
- Public Health in Athletic Training

2. **Simulation in healthcare** is utilized to provide students with realistic learning experiences that provide knowledge and skills in a controlled environment without the fear of harming an actual patient. Students take part in simulated patient encounters that are customized to emphasize the acquisition of specific skills and to help students improve on individualized goals.

The following courses emphasize **simulation in healthcare**:

- Emergency Management and Planning with Simulation Lab
- Patient-Centered MSK Assessment and Intervention (I, II, and III) with Simulation Lab
- Athletic Training Clinical Experience and Simulation (I, II, III, IV, and V)
- Patient-Centered Primary Care and Interventions
- Behavioral Medicine
- Social and Cultural Implications in Athletic Training



3. Students learn to utilize **disablement models** with the goal of improving patient care. **Disablement models** provide a framework for evaluating and treating the unique needs of each patient by assessing patient-centered outcomes and determining the effectiveness of healthcare interventions. In turn, students learn quality improvement strategies that can be used to provide high quality, patient-centered care.

The following courses emphasize **disablement models**:

- Patient-Centered MSK Assessment and Intervention (I, II, and III)
- Healthcare Core Competencies in Athletic Training
- Patient-Centered Primary Care and Interventions
- Behavioral Medicine
- Evidence-Based Clinical Decision Making
- Healthcare Informatics and Quality Improvement
- Social and Cultural Implications in Athletic Training
- Interprofessional Practice in Athletic Training

4. **Evidence-based medicine** is emphasized, in which students are taught to integrate patient values and their clinical experience with the best available research in order to provide the best possible patient-centered care. Students complete a culminating research project that emphasizes improving patient care through the use of quality improvement and practice-based research.

The following courses emphasize **evidence-based medicine**:

- Patient-Centered MSK Assessment and Intervention I, II, and III
- Healthcare Core Competencies in Athletic Training
- Behavioral Medicine
- Evidence Based Clinical Decision Making
- Healthcare Informatics and Quality Improvement
- Public Health in Athletic Training
- Practice Based Research Project



<b>Curriculum Map</b>		<b>6 Semesters</b>	<b>Program Credit Hours: 54</b>
<b>Course and Classification</b>		<b>Credit Hours</b>	<b>Semester (CH)</b>
<b>Summer Session I</b>			<b>Semester CH: 10</b>
<ol style="list-style-type: none"> <li>1. <i>Clinical Preparation</i></li> <li>2. <i>“Soft skills” development</i></li> </ol>			
ATTR 529 - Emergency Management and Planning w/Simulation Lab		3	
ATTR 531 – Patient-Centered MSK Assessment and Intervention I w/Simulation Lab		4	
ATTR 528 – Healthcare Core Competencies in Athletic Training		3	
<b>Fall Semester I</b>			<b>Semester CH: 10</b>
<ol style="list-style-type: none"> <li>1. <i>Lower Extremity pathology, assessment &amp; care</i></li> <li>2. <i>Administration</i></li> <li>3. <i>Introduction to Clinical Application</i></li> </ol>			
ATTR 532 – Patient-Centered MSK Assessment and Intervention II w/Simulation Lab		6	
ATTR 530 – Administration and Collaboration in Healthcare Systems		3	
ATTR 541 - Athletic Training Clinical Experiences and Simulation I (10 hours/week)		1	
<b>Spring Semester I</b>			<b>Semester CH: 13</b>
<ol style="list-style-type: none"> <li>1. <i>Upper Extremity pathology, assessment &amp; care</i></li> <li>2. <i>Holistic pathology &amp; intervention</i></li> <li>3. <i>Clinical Application</i></li> </ol>			
ATTR 633 – Patient-Centered MSK Assessment and Intervention III w/Simulation Lab		6	
ATTR 634 – Patient-Centered Primary Care and Interventions		3	
ATTR 635 – Behavioral Medicine		3	
ATTR 642- Athletic Training Clinical Experiences and Simulation II (20 hours/week)		1	



<b>Summer Session II</b>	<b>Semester CH: 6</b>
<ol style="list-style-type: none"> <li>1. <i>Full Immersion Clinical Practicum</i></li> <li>2. <i>Evidence-Based Practice</i></li> </ol>	
<b>ATTR 644 - Athletic Training Clinical Experiences and Simulation III</b>	<b>2</b>
(Immersive 40+ hours/week)	
<b>ATTR 636 - Evidence Based Clinical Decision Making (online)</b>	<b>2</b>
<b>ATTR 637 – Healthcare Informatics and Quality Improvement (online)</b>	<b>2</b>
<b>Fall Semester II</b>	<b>Semester CH: 9</b>
<ol style="list-style-type: none"> <li>1. <i>Special Topics in Athletic Training</i></li> <li>2. <i>Clinical Application &amp; Evidence Based Practice</i></li> </ol>	
<b>ATTR 638 – Social and Cultural Implications in Athletic Training (1<sup>st</sup> 8 weeks)</b>	<b>2</b>
<b>ATTR 639- Public Health in Athletic Training (2<sup>nd</sup> 8 weeks; online)</b>	<b>2</b>
<b>ATTR 647 – Interprofessional Practice in Athletic Training (1<sup>st</sup> 8 weeks)</b>	<b>1</b>
<b>ATTR 645- Athletic Training Clinical Experiences and Simulation IV</b>	<b>2</b>
(20 hours/week 1 <sup>st</sup> 8 weeks; Immersive 40+ hrs/week 2 <sup>nd</sup> 8 week)	
<b>ATTR 648 – Practice Based Research Project I</b>	<b>2</b>
(hybrid, in-person 1 <sup>st</sup> 8 weeks, online 2 <sup>nd</sup> 8 weeks)	
<b>Spring Semester II</b>	<b>Semester CH: 6</b>
<ol style="list-style-type: none"> <li>1. <i>Transition to Practice</i></li> <li>2. <i>Clinical Application &amp; Evidence Based Practice</i></li> </ol>	
<b>ATTR 646 - Athletic Training Clinical Experiences and Simulation V</b>	<b>2</b>
(Immersive 40+ hrs/week 1 <sup>st</sup> 8 weeks; 20 hrs/week 2 <sup>nd</sup> 8 weeks)	
<b>ATTR 650 - Professional Development in Athletic Training</b>	<b>2</b>
(hybrid, online 1 <sup>st</sup> 8 weeks, in-person 2 <sup>nd</sup> 8 weeks)	
<b>ATTR 649 – Practice Based Research Project II</b>	<b>2</b>
(hybrid, online 1 <sup>st</sup> 8 weeks, in-person 2 <sup>nd</sup> 8 weeks)	

**Notes:**

- Non-thesis route with a culminating Research Project (ATTR 648/649 – 4 total credits) with special focus on quality improvement and practice-based research.
- Total tuition cost: (In-state: \$23,004, Interstate/Midwest: \$29,916, Out of state: \$45,198), based on 2020-2021 graduate tuition rates