

## OATA 2017 PROGRAM LEARNING OBJECTIVES

***At the conclusion of the presentation, participants will be able to:***

***SAM MANIAR: Caring for the Whole Athlete: The Role of Mental Health in Athletic Training***

1. Describe mental health incidence rates among athletes and student-athletes.
2. Evaluate current PPE screening processes and select appropriate mental health tools to be incorporated into future PPEs.
3. Use various approaches to make referrals for mental health treatment.
4. Develop holistic treatment teams at the athletic trainer's institution or setting.

***JOHN BRUNO: Low-Level Laser Therapy & Sports Performance – EBP***

1. Apply principles of evidence-based medicine to determine the clinical effectiveness of the prophylactic use of LLLT in sports performance and recovery.
2. Utilize low powered laser and light devices effectively in the delivery of appropriate doses and techniques as an ergogenic aid.
3. Evaluate and select appropriate parameters associated with optimal dose as suggested in the current literature.
4. Articulate the basic mechanism of photo biological activity as it relates to prophylactic use.

***AT SECTION MEMBERS, KIM PEER MODERATOR: Contemporary Issues in Athletic Training: A Closer Look at AT Section Regulatory Issues – Ethics***

1. Explain the function of the state licensure board and its role in regulating state practice of athletic trainers.
2. Evaluate the role of athletic trainers in the state of Ohio as reflected in correspondence reviews received by the board.
3. Discern appropriate professional behaviors expected of athletic trainers as presented in case reviews from past years of enforcement within the state of Ohio.
4. Describe the role of the board members in facilitating professional practice in the state of Ohio and the availability of the board for opening communication within the state.

***TOM IANNETTA: The Athletic Trainer in Physician Practice***

1. Define the role of the athletic trainer in a physician practice.
2. Differentiate between the role of the athletic trainer in a physician practice and ancillary medical staff.
3. Justify the financial impact of an athletic trainer in a physician practice.

***AMY BERNARD: The Athletic Trainer and Documentation***

1. Define what a medical record is and identify the purpose of maintaining medical records.
2. Apply *BOC Standards of Professional Practice* and *NATA Code of Ethics* in reference to medical documentation.
3. Identify appropriate timelines for documenting patient contact.
4. Identify an appropriate method to correcting an inaccurate record.

*MEGAN TORRES & AUSTIN LIST: The Athletic Trainer in the Public Safety Setting*

1. Define public safety.
2. Compare sports affiliated athletic trainers with public safety athletic trainers.
3. Recognize the additional training and equipment needed to be in this athletic training setting.
4. Identify the need for athletic trainer employment in the public safety arena.

*DEB WALKO: The Athletic Trainer and BWC Reimbursement*

1. List the benefits of establishing an injured-worker rehabilitation clinic.
2. Design a proposal to present to administration for clinic establishment.
3. Identify the opportunities in the community to provide consultation services.
4. Predict potential revenue gained by working with injured workers and providing consulting services for occupational health.
5. Evaluate the success of the clinic based on patient satisfaction, outcome studies, and revenue produced.

*ROBERT TRUAX: Upper and Lower Cross Syndromes*

1. Explain etiology of the terms "upper cross syndrome" and "lower cross syndrome".
2. List the primary muscles involved in these syndromes.
3. Demonstrate how to evaluate an athlete for these syndromes.
4. Identify the exercises to address these syndromes.

*AMY JAMISON-PETONIC: Calming the Fires of Inflammation Through Good Nutrition*

1. Summarize differences between acute and chronic inflammation
2. List 3 foods that are anti-inflammatory and 3 foods that are pro-inflammatory
3. Produce general guidelines of foods that are part of an anti-inflammatory diet

*PATRICK ESTOCK: Exposure to Catastrophic Injury Events and Burnout Among Athletic Trainers (professional original research)*

1. Identify persons who may be at risk of suffering symptoms of burnout
2. Differentiate between types of coping mechanisms that may be utilized after exposure to a catastrophic event
3. Recommend resources for ATs who are experiencing symptoms of burnout after exposure to a catastrophic event

*ADAM LAKE: Persistent Anterior Knee Pain in a Collegiate Softball Player (professional case study)*

1. Identify the benefits of utilizing a combination of diagnostic techniques
2. Describe various strengthening and treatment modalities to successfully treat persistent anterior knee pain
3. Explain the rationale behind modifying techniques in various phases of the sports season

*KERRI GROTHAUS: Correlation Between Volitional and Functional Balance Control in Healthy Young Athletes (undergraduate original research)*

1. Explain the difference between volitional and functional balance control

2. Describe the evidence associated with volitional and functional balance control as it relates to post-concussion balance testing
3. Explain the importance of understanding and implementing both types of balance assessments

*EDWARD DOBROWOLSKI: Morel-Lavalle Lesion in a Collegiate Wrestler (undergraduate case study)*

1. Describe the unique nature of a Morel-Lavalle lesion
2. Differentiate a Morel-Lavalle lesion from similar pathologies
3. Appropriately treat patients suffering from a Morel-Lavalle Lesion

*GARY CALABRESE: Throw Right*

1. Explain the relationship between Pitching Mechanics and Pitching Phases as they relate to identifying and treating biomechanical faults in end-stage rehabilitation.
2. Identify the seven (7) pitch mechanics variables that impact screening the high school baseball player for deficiencies and develop a care plan to correct faults.

*NEAL GLAVIANO: ACL Functional Testing*

1. Compare a variety of lower extremity functional tasks that can be utilized in clinical practice.
2. Consider which functional tasks are appropriate for specific lower extremity pathologies.
3. Evaluate functional task results to identify lower extremity impairments and use that information to develop clinical interventions.

*LISA CUSTER: Assessing and Treating the Foot*

1. Evaluate static foot type and dynamic foot biomechanics during gait.
2. Identify short foot exercises
3. Demonstrate and instruct others how to perform short foot exercises.
4. Describe the evidence regarding the benefits of short foot exercises

*BRIDGET MANSELL: Heart/Lung/Abdominal Examination*

1. Identify and demonstrate clinical examination skills for the heart, lung, and abdomen.
2. Evaluate and classify normal heart, lung, and abdominal sounds.
3. Identify abnormal heart, lung, and abdominal sounds and exam findings.

*SCOTT EUYPE: Caring for the Seasoned Athlete*

1. Describe the epidemiology and prevalence of injuries in the senior athlete.
2. Identify medical concerns associated with treating the senior athlete.
3. Apply specific intervention principles of managing the injured senior athlete.

*LAUREN COCCIA: Caring for the Transgender Athlete*

1. Describe the Ohio High School Athletic Association (OHSAA) policy concerning transgender athletes.
2. Explain the importance of equal and ethical treatment of the transgender athlete.
3. Identify the health challenges that a transgender athlete may face.
4. Describe the options for specialized treatment that are available for pediatric patients and possible resources for this treatment.

*DOMINIC KING: Caring for the Athlete with Chronic Illness*

1. List the most common chronic conditions that affect athletes.
2. Recognize the most under-appreciated chronic condition in athletes: *tendinopathy*.
3. Differentiate between tendin-itis and tendin-osis.
4. Understand the use of therapy, orthobiologics and surgical intervention in the treatment of tendinopathy.

*SIOBHAN FAGAN: The Pharmacology of Opioids – EBP*

1. Evaluate the contemporary theories of pain to consider the ramifications of prescription controlled substances on endogenous opioid receptors.
2. Weigh alternative measures of therapeutic interventions for pain compared to prescription opioids.
3. Consider the biological processes associated with the delivery of naloxone in opposition to overdose.

*JIM STURMI: Recognition of Opioid Use/Misuse and Prevention Strategies for Athletic Trainers – EBP*

1. Describe opioid misuse and addiction patterns within the athletic population.
2. Identify behaviors suggestive of active or previous opioid misuse and/or addiction.
3. Develop prevention strategies for opioid misuse and addiction.
4. Create and facilitate effective interventions where opioid misuse and addiction are suspected.

*KATHY DIERINGER: The Athletic Trainer's Role in the Changing Healthcare Market*

1. Explain the results presented by the Healthcare Reform Workgroup.
2. Explain team based health care and how an athletic trainer can take advantage of opportunities in today's healthcare market.
3. Define ACOs and PCMH and explain the potential role of athletic trainers in these models.
4. Explain the difference between value and worth.
5. Identify how athletic trainers fit into today's healthcare model.
6. Define ROI, and explain how they can demonstrate ROI in their practice.
7. Integrate tools into their practice that demonstrates their value to their patients, employer, and community.
8. Integrate advocacy and value strategies to improve their job position.
9. Explain how athletic trainers can identify and capitalize on opportunities presented by today's healthcare market.
10. Integrate patient centered outcomes measurements into their practice.

*NEIL GLAVIANO: How Can We Use Statistics to Assist in Clinical Decision Making? EBP*

1. Describe how basic statistical concepts, such as p-values, effect sizes, sensitivity, specificity, and likelihood ratios are derived.
2. Describe the application of the aforementioned statistical tests in sports medicine research.
3. Explain the clinical utility of those statistic tests and differentiate between common clinical skills used in the diagnosis, treatment, and rehabilitation of athletic training to improve patient care

*ERIC BORTMAS: Secondary School Setting – Use of Student Aides*

1. Describe the administrative responsibilities and criteria for implementing and maintaining a high school student aide program
2. Identify the legal parameters under which student aides may operate
3. List the benefits of a mentoring program for high school student aides

*CHAD STARKEY: College Academic Setting – Professional Knowledge/Curricular Changes*

1. Explain the Masters' Entry Level transition process.
2. Identify solutions to program concerns/roadblocks
3. Identify resources to assist in the transition process

*DANIELLE COPPES: College Clinical Setting – Dealing with the MEL Transition*

1. Identify potential challenges with the move to the Masters Entry Level for the collegiate level clinical athletic trainer
2. Identify potential solutions/options to these challenges
3. Develop a network of clinical athletic trainers in Ohio with whom to brainstorm solutions

*MATT YANKOF: Clinic Setting – Concussion Clinics*

1. Identify when to incorporate testing into concussion treatment plans
2. Explain how to balance testing with return-to-play guidelines
3. Describe how to safely push the athlete and minimize potential setbacks