

**FALL 1**

**ATP 6311**

**INTRODUCTION TO RESEARCH IN ATHLETIC TRAINING**

**TBD**

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Tuesday:  
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Thursday:  
Friday

**Course Description:**

**ATP 6311. INTRODUCTION TO RESEARCH IN ATHLETIC TRAINING.** Credit 3 hours. Prerequisites: Formal acceptance for progression into the Master's Degree in Athletic Training. Athletic Training Students develop the skills necessary to critically review and use evidence in the field of Athletic Training. This course will introduce research topics and the data collection and application of statistical methods used in Athletic Training and related research.

**Textbook(s):**

Portney, L.G. & Watkins, M.P. (2008). Foundations of Clinical Research: Applications to Practice, 3<sup>rd</sup> Edition. Publisher: Prentice Hall. ISBN: 978-0131716407

Berry, D.C., Miller, M.G. and Berry, L.M. (2010). Athletic and Orthopedic Injury Assessment: A Case Study Approach. Publisher: Holcomb Hathaway. ISBN: 978-1934432013

### **Course Objectives:**

Upon successful completion of this course students will be able to demonstrate the appropriate knowledge and skill base to understand the basic principles of:

1. Define evidence based practice as it relates to athletic training clinical practice. (EBP-1).
2. Explain the role of evidence in the clinical decision making process. (EBP-2).
3. Describe and differentiate the types of quantitative and qualitative research, research components, and levels of research evidence as well as research and literature resources (e.g. injury surveillance) that can be used for conducting clinically relevant searches. (EBP-3, EBP-6, PHP-1).
4. Describe a systematic approach (e.g. five step approach, PICO) to create and answer a clinical question through review and application of existing research and conduct a literature search using a clinical question relevant to athletic training and resources appropriate for a specific clinical question. (EBP-4, EBP-5, EBP-7).
5. Describe the differences between narrative reviews, systematic reviews and meta-analyses, and use standard criteria or develop scales to critically appraise the structure, rigor and overall quality of research studies. (EBP-8, EBP-9).
6. Determine the effectiveness and efficacy of an athletic training intervention and prevention strategies utilizing evidence based practice concepts. (EBP-10, PHP-2).
7. Explain the theoretical foundation of clinical outcomes assessment and types of outcome measures for clinical practice and describe common methods of outcome assessment as well as types of evidence that are gathered. (EBP-11, EBP-12)
8. Understand the methods of assessing patient's status and progress as well as the interpretations of clinical outcomes to assess patient status, progress and change using psychometrically sound outcome instruments and/or epidemiological data. (EBP-13, EBP-14, PHP-4, PHP-6).
9. Explain diagnostic accuracy concepts (e.g. reliability, sensitivity, prediction values) as well as explain the creation of clinical prediction rules in the selection, interpretation, diagnosis and prognosis of various clinical conditions and diagnostic procedures. (CE-10, CE-11)

### **Retention and Progression Procedures & Policy:**

After students have been formally accepted into the Master of Athletic Training Program at the University of Houston the ATS must maintain a G.P.A. of 3.0 or above and receive no more than one grade of “C” in any of the required Master of Athletic Training Program courses. When a student falls below the required G.P.A. and/or receives a grade of “C” in two or more classes, the ATS will be removed from the Master of Athletic Training Program.

Should the student who has been removed from the Master of Athletic Training Program wish to file a grievance, he/she must follow the guidelines as defined at the following link:

<http://www.uh.edu/class/students/graduate/academics-planning/policies-procedures/index.php>



**Evaluation Methods:**

**Total Possible:**

**Grading Scale:**

100-93:	A
92-85:	B
84-77:	C
76-69:	D
<69:	F

**ADA STATEMENT**

When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please call the Center for Students with Disabilities at ext. 3-5400 for more assistance.

**ACADEMIC HONESTY**

Honesty in your academic work is important in developing professional integrity. Students are to maintain a high standard of academic honesty, including doing your best work and reporting academic misconduct and plagiarism. At all times you must present your own, original work. Any student who commits academic misconduct will receive a zero for that assignment, and depending on the nature of the violation, may fail the class and be reported to the university for disciplinary action.