



Clinical Rotation Management Platforms: Academic and Industry Perspectives

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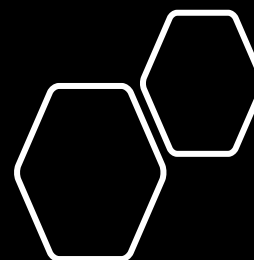
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I hereby confirm that I have NO conflicts of interest, nor anything to disclose.

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taskstream



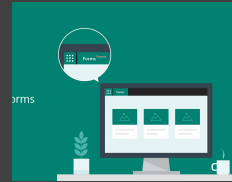


Microsoft Teams



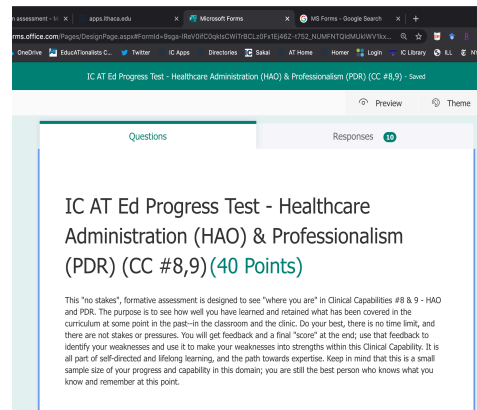
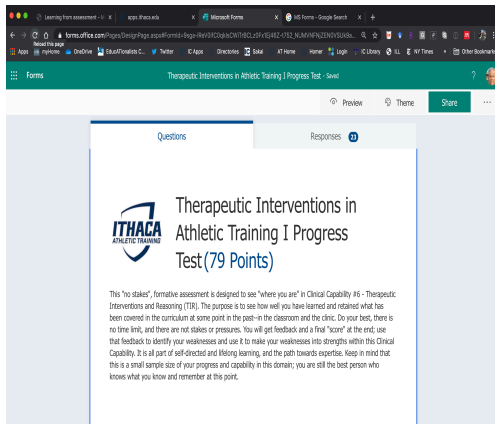
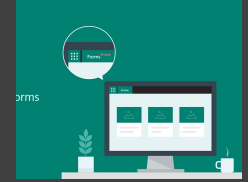
Forms

Progress Testing

A screenshot of a Microsoft Forms assessment page. The page title is "Assessment In Class Progress Test - Shoulder, Pt. 2". It features a surgical photograph of a shoulder joint. Below the photo is a question: "This surgical photo is a prime example of a ____ in the glenohumeral joint". The options are: Hill-Sachs Lesion, Bankhart Lesion, SLAP Lesion, and Bony Bankhart Lesion.

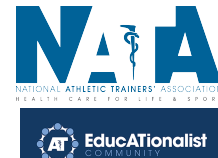
- No stakes assessments
- Feedback driven
- Gauges ATS progress towards class or program SLOs
- Directs student learning and remediation
- Informs teaching and class' summative assessment

Programmatic Progress Testing Macro Progress



- No stakes assessments; Feedback driven
- Gauges ATS progress towards clinical capabilities (Macro Goals)
- Matched w/curricular space/place
- Informs teaching and curriculum
- Directs student learning and remediation towards capabilities
- No studying or preparation
- Preceptor and Student Subjective Ratings of CC Progress

- Can *dually* serves as programmatic (exit) assessment measures, stakes or no stakes



Scenario #2

#2: You are a volunteer AT for a National Figure Skating Championships event. During warmups, as you are chatting with other volunteers and finishing setting up your work station, this happens (watch entire video). As you arrive on the scene, you note the athlete is in considerable P1 and discomfort, very still, unwilling to move.


As you arrive, you try to calm him in order to perform a primary Hx and formulate a DDx; he is having difficulty speaking and doesn't really want your help. Given what you saw, he seems pretty good once he gets up and skates off, under his own power. But as he gets off the ice, he suddenly appears to struggle and needs help to exit the area, towards the AT clinic.

Once in the clinic, you find he has sharp, intense, 10/10 P1 on his posterior-right side, "thinks he felt or heard a crack when the collision happened", and is now c/o diffuse chest P1 on the posterior, Rt. side of his body. As a few minutes pass, you note PTP over the Rt. 7-8th ribs. Though difficult to be sure due to increasing anxiety on his part, he appears to be displaying dyspnea; he is currently tachycardic, and having difficulty communicating.

8

What is your #1, PRIMARY Dx at this point? *
(4 Points)

<https://www.youtube.com/embed/J84VzIzIh?feature=oembed&modestbranding=1&rel=0>

Click the link to launch directly in YouTube. 

- Kidney Contusion
- Solar Plexus Contusion
- Rib Fracture ✓
- Rib Contusion

Questions

Responses 11

Section 1 - Extended Match Questions

1

Extended Match Questions: Each may be used once, more than once or not at all for the cues that follow. Each cue/question only has one correct answer For your answers, provide only the correct LETTER in the space below and make sure it is CAPITALIZED. (e.g., "A").

- A. Blackburn Exercises
- B. Double Limb Squats
- C. Anterior to Posterior Ankle Joint Mobilization
- D. Intrinsic Foot Muscle Strengthening
- E. Hip Abductor Strengthening
- F. PNF Inhibitory Technique
- G. D1 Upper Extremity PNF Pattern
- H. High Velocity Eccentric Training
- I. Agility Training
- J. Single Limb Balance Training

A swimmer reports having difficulty with overhead activities and symptoms of subacromial impingement. Upon evaluation, you determine that he has poor control of his rotator cuff muscles with overhead motion. Which of the above intervention strategies would assist in resolving the problem of poor rotator cuff muscle control? *
(1 Point)

Enter your answer

Correct answers: A

Questions

Responses 10

2

What is the specific evidence-based clinical prediction rule that helps you Dx and thus, manage this type of on-field, acute presentation? *
(2 Points)

Enter your answer

Correct answers: Ottawa Ankle Rules

3

If the athlete WERE able to walk off the field under his own power, and to tolerate palpation (better) of the involved structures, what would be your top, #1 Dx? *
(4 Points)

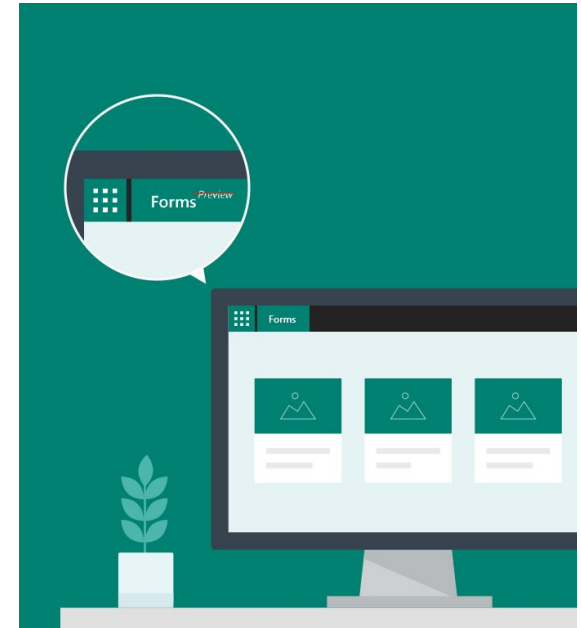
- Medial Ankle Sprain ✓
- High Ankle Sprain ✓
- LL/Ankle Fx

4

What is the best special test to help confirm a High Ankle Sprain Dx? *
(2 Points)

Enter your answer

Correct answers: Kleiglers



Multiple Approaches to Assessment EMQs, EBP MCQs, DxReasoning (DxR), TxReasoning (TxR), KSA

Progress Testing

Providing Feedback to Students and Faculty

Search or type a command

ATS Progress Testing M... Posts Files Results | IC AT Ed Pro... 12 more +

Senior AT Majors-group ...

General

ATS Progress Testing Modules and Li...

BOC Prep and Work

BOC Study Group

Clinical Experience VI Class Work

Other AT Program Work and Issues

Program Outcomes Links and Modules

Senior Internship in AT Work

IC AT Ed Progress Test - Psychosocial Strategies & Referral (CC #7)

11 Responses 55.5 Average Score Closed Status

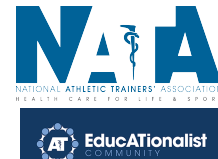
- You are a junior ATS attending to patients in your AT clinic, you notice something like this as you get ready to do some manual therapy on an athlete's elbow injury. You are concerned, but not sure that what you observe may be a result of self-harm or injury. At this juncture, the most appropriate step of action for you is to: (2 points)

100% of respondents (11 of 11) answered this question correctly.

| | |
|-------------------------------------|------|
| ...ask a close teammate or fri... | 0 |
| ...put aside your observation f... | 0 |
| ...respect the patient's privacy... | 0 |
| ...discuss your concerns with ... | 11 ✓ |
| ...approach the athlete directl... | 0 |
- You are a certified athletic trainer working at a college and notice one of your student athletes, who is normally very social, becoming increasingly distant with his teammates, showing apparent signs of exhaustion at practice, and making comments like, "practice is the last place I want to be right now". After practice yesterday, you observed this athlete while standing outside the locker room, crying quietly to his self, rubbing his head and hair in his hands repeatedly. What is the best way to manage the situation? (2 points)

91% of respondents (10 of 11) answered this question correctly.

| | |
|-----------------------------------|------|
| Respect his privacy, avoiding ... | 1 |
| Approach him about what you... | 10 ✓ |
| Approach him, give him a few... | 0 |
| Contact the athlete's head co... | 0 |



Tracking Student Progress

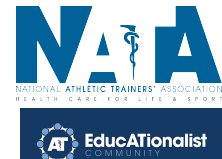
Class 2020 Outcomes Data A⁸ — Saved

Home Insert Draw Page Layout Formulas Data Review View Tell me

Calibri (Body) 12 A⁺ A⁻ Wrap Text Merge & Center General \$ % ; 0.00 0.00

P16

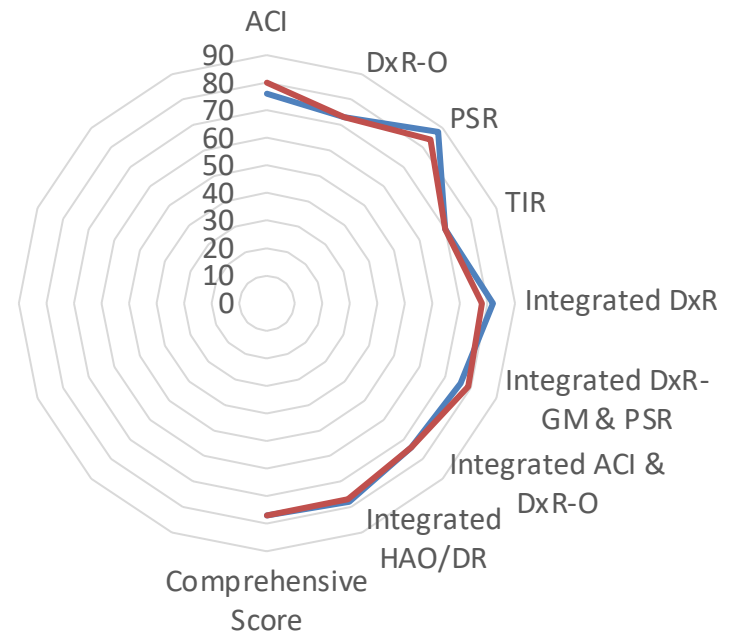
| | A | B | C | D | E | F | G | H | I | J | K | L | M |
|----|--------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|-------------------------------|--|--|--------------------------------|-----------------------------|
| 1 | Student | Acute & Emergent Care | Ortho DxR Assessment | Psychosocial & LGBTQ Assessment | HC Org & Admin 1 | HC Org & Admin 2 | Therapeutic Reasoning 1 | Therapeutic Reasoning 2 | Integrated Dx Reasoning | Gen Med & Mental/Social Health Composite Score | Acute Care & Ortho/MSK Composite Score | HC Org & Admin Composite Score | Comprehensive Average Score |
| 2 | # | F19 | F19 | S20 | S20 | S20 | S20 | S20 | S20 | F19-S20 | F19-S20 | S20 | F19-S20 |
| 3 | Capabilities | #5 ACI | #3 CED-O | #7 PSR | #8 HAO | #8 HAO, #9 PDR | #6 TIR | #6 TIR | #3, #4, #5 CED-O, CED-GM, ACI | #1 EBP, #4 CED-GM, #7 PSR | #1 EBP, #3 CED-O, #5 ACI & #6 TIR | #8 HAO, #9 PDR | |
| 4 | Delivery | No Prep | No Prep | No Prep | No Prep | No Prep | No Prep | No Prep | No Prep | N/A | N/A | N/A | N/A |
| 5 | Purpose | Progress & Programmatic Assessment | Progress & Programmatic Assessment | Progress & Programmatic Assessment | Progress & Programmatic Assessment | Progress & Programmatic Assessment | Progress & Programmatic Assessment | Progress & Programmatic Assessment | Programmatic Assessment | Programmatic Assessment | Programmatic Assessment | Programmatic Assessment | Programmatic Assessment |
| 6 | 1 | 76 | 72.5 | 88 | 66 | 90 | 51 | 89 | 82 | 76.000 | 74.1 | 78 | 77.525 |
| 7 | 2 | 90 | 82.5 | 73 | 71 | 88 | 63 | 83 | 84 | 79.143 | 80.5 | 79.5 | 80.786 |
| 8 | 3 | 90 | 90 | 97 | 86 | 95 | 73 | 92 | 90 | 80.143 | 87 | 90.5 | 86.911 |
| 9 | 4 | 84 | 80 | 97 | 69 | 93 | 63 | 97 | 92 | 81.286 | 83.2 | 81 | 84.372 |
| 10 | 5 | 84 | 82.5 | 88 | 91 | 95 | 61 | 89 | 74 | 88.571 | 78.1 | 93 | 83.418 |
| 11 | 6 | 82 | 60 | 88 | 51 | 80 | 41 | 75 | 70 | 75.429 | 65.6 | 65.5 | 69.132 |
| 12 | 7 | 61 | 52.5 | 88 | 31 | 88 | 44 | 75 | 60 | 72.143 | 58.5 | 59.5 | 62.536 |
| 13 | 8 | 84 | 77.5 | 76 | 71 | 92 | 47 | 83 | 84 | 76.429 | 75.1 | 81.5 | 79.257 |
| 14 | 9 | 70 | 67.5 | 73 | 46 | 87 | 53 | 81 | 78 | 77.000 | 69.9 | 66.5 | 72.850 |
| 15 | 10 | 78 | 67.5 | 73 | 60 | 88 | 47 | 81 | 65 | 75.000 | 67.7 | 74 | 70.425 |
| 16 | 11 | 78 | 70 | 85 | 63 | 88 | 61 | 92 | 75 | 83.000 | 75.2 | 75.5 | 77.175 |
| 17 | | 79.727 | 72.955 | 84.182 | 64.091 | 89.455 | 54.909 | 85.182 | 77.636 | 78.558 | 74.082 | 76.773 | 76.762 |
| 18 | | | | | | | | | | | | | |



Dashboard Data for Real Time Access of Student Progress and Level

Progress Test Results

— Student — Cohort



YouTube Info Video on Scorpion

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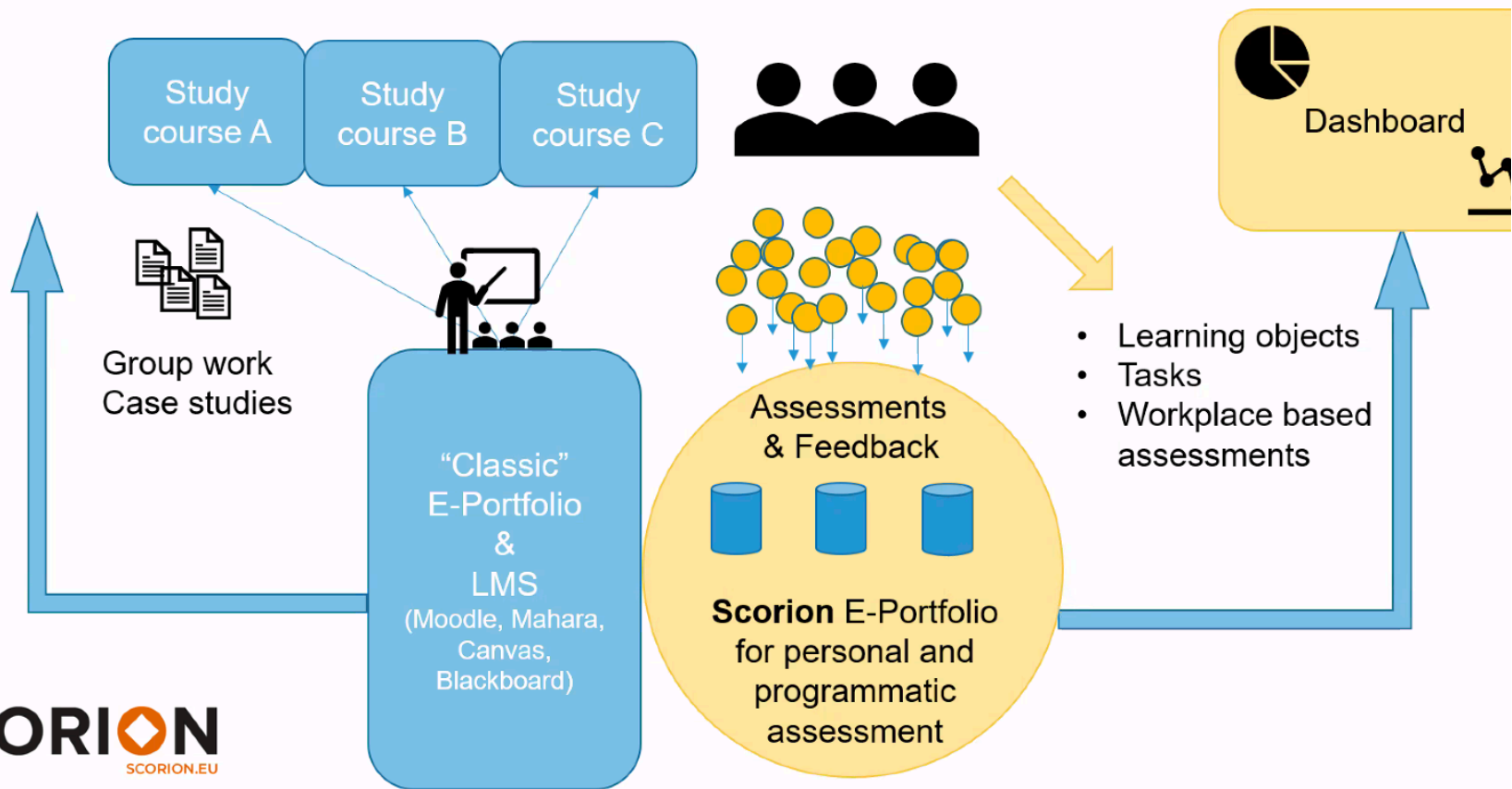
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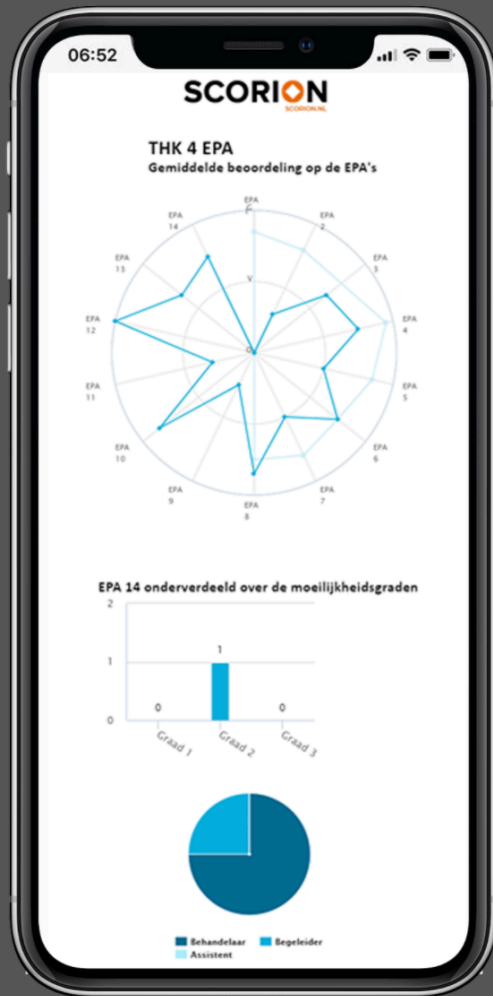
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Scorion is the secure portfolio platform for programmatic assessment in education for students and professionals. With the Scorion e-portfolio platform, users can fill in all forms digitally and quickly and view their own progress at a glance.

LMS, Portfolio & Scorpion





What is Scorion?

Scorion has been used for more than ten years as a portfolio platform for student education and for professionals working in companies and institutions. The platform has been specially developed for programmatic assessment and individual learning. By digitally completing assessments, students and professionals can demonstrate what they are really capable of. In other words: they are demonstrably competent for their profession.

Scorion adapts seamlessly to any curriculum. Using its own content management system, educational institutions are able to manage and adjust their own portfolio and assessments.

Data security is of great importance when using digital portfolios. Parantion, the parent of Scorion, is ISO:27001 and NEN:7510 certified and has the highest standard of

