Abstract
The Institute of Medicine Core competencies for Health Professionals quality accredited education include: delivering patient-centered care; working as a part of an interdisciplinary team; practicing evidence-based medicine(practice); focusing on quality improvements; and using information technology. The integration of these High Impact Practices in education will call attention to the alignment of Student Learning Outcomes (SLOs) and will hopefully increase the quality of the education of the athletic training program at Texas A&M University – Corpus Christi.

High Impact Practice Focus
1. Undergraduate Research
   SLO: Students will search, locate, and examine research articles looking for levels of evidence relevant to current athletic training practices. (Figure 1, 2).

2. Writing-Intensive Courses
   SLO: Students will write a clinical question and critically analyze research for each article. (Figure 1, 2, 3).

3. Capstone Course Project
   SLO: Students will pick a topic and evaluate, synthesize, and analyze evidence to write a critically appraised topic (CAT). CATs will be either presented to other students or submitted for publication. (Figure 1, 2, 3, 4).

Evidence Based Practice
Evidence based practice/medicine can be described as a decision making process integrating research with the clinician’s expertise and the individual patient’s values.

"Evidence-based medicine is the integration of best research evidence with clinical expertise and patient values."

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Bridging the GAP!

National Athletic Trainers’ Association Position Statement: Preventing Sudden Death in Sports
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Figure 2. Components to Practicing Evidence Based Practice.

Figure 3. Developing a Clinical Question.

Figure 4. Pyramid of Evidence Evaluation (Left) and Patient-Oriented Evidence and Disease-Oriented Evidence Chart (Right).

Figure 5. Keeping up to date isn’t Mission Impossible. With proper knowledge/equipment/practice we can navigate the system to practice EBP improving POEMs & DOEs.