

Acknowledgement of Indigenous Peoples and Traditional Territories: York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario

**FACULTY OF HEALTH  
SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE**

**Course: HH / KINE 3503 3.00– Athletic Therapy Upper & Lower Quadrant Seminar & Skills**

**Course Webpage: eClass**

**Term: Winter Term 2024**

**Pre/Co-requisite: HH/KINE 3500 3.00, HH/KINE 3501 3.00 / HH/KINE 3502 3.00**

<b>Course Instructors:</b>			
Kelly Parr, RKIN, CAT(C) Rm 323 Stong Mailbox 333 Bethune Email: through eClass or kparr@yorku.ca Course consultation hours by appt only		Catherine Salvo, CAT(C) Rm 323 Stong Mailbox 333 Bethune Email: through eClass or csalvo@yorku.ca Course consultation hours by appt only	
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<b>Time and Location:</b>			
<b>Seminar</b>	Mondays – 8:30am – 9:30am	<b>ACW 302</b>	Melanie Baniña
<b>Lab 1</b>	Wednesday – 1:00pm-3:00pm	SC 114	Kelly Parr
<b>Lab 2</b>	Wednesday – 1:00pm-3:00pm	SC 116	Cathy Salvo
<b>Lab 3</b>	Wednesday – 3:00pm-5:00pm	SC 114	Kelly Parr
<b>Lab 4</b>	Wednesday – 3:00pm-5:00pm	SC 116	Cathy Salvo

## **Expanded Course Description**

Provides students with knowledge relating to professional practice issues and management within Athletic Therapy, focusing on clinical principles and concepts of the upper and lower quadrant care aspect in Athletic Therapy. Also, provides students with the required psychomotor and communication skills relating to the upper and lower quadrant related clinical case studies discussed in the Athletic Therapy Upper & Lower Quadrant Inquiry-Based Tutorial. The course includes classroom focused experiential education through practical lab sessions, guest speakers and case studies. Subject matter will include (but is not limited to) aspects of sport, anatomy, biomechanics, pathophysiology, epidemiology, evaluation, management, and communication. Skills will include (but are not limited to) functional/surface anatomy palpation, taping/support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies application, and therapeutic exercise design and application. Students will meet for 1 hour per week in a seminar forum to learn more global concepts or practice issues that relate back to the upper and lower quadrant case studies discussed in the tutorial and meet 2 hours per week for practical lab sessions. Lab-based activities such as role-playing, mini-case study analysis, simulations and reflection will be integrated. Formal evaluation will include formative and summative methods with structured reflection, self-evaluation, peer evaluation, course director/lab demonstrator evaluation, and competency oriented practical tests.

## **Organization of the Course**

Please note that this course will be delivered in-person for a 1-hour seminar in a large group setting as well as weekly 2-hour in-person small group practical sessions in a laboratory setting. Sessions will be based on the case studies discussed in the Athletic Therapy Upper and Lower Quadrant Inquiry-Based Tutorial. The course encompasses weekly **in-person seminar sessions held on Mondays at 8:30am ET and in-person labs held on Wednesdays from 1pm-3pm & 3pm-5pm ET** for students to discuss and practice and be evaluated on case study material.

Students are expected to attend all in-person sessions unless delivery of the course is required to change due to university policies. Should a student be unable to attend either the seminar or lab group session, they are required to email their instructor to inform them of their absence in advance of the scheduled session.

## **Infection Prevention Protocol/COVID for Lab Related Activities**

Please note that Infection Prevention and/or COVID protocols for labs will be in place. The protocol shall consist of the following:

- Infection Prevention protocol **may** include:
  - If a student does not feel well, do not come to campus
  - Hands to be sanitized upon entering and exiting the lab

- If a student exhibits a sore throat, sneezing and/or coughing but is otherwise feeling OK, a face mask is to be worn for lab (please put on before entering the lab space)
- If a student exhibits a sore throat, sneezing and/or coughing but is otherwise feeling OK, single-use gloves are to be worn when working with your partner and any equipment in the lab
- If gloves are not indicated, hands are to be sanitized before working with different persons during a single lab
- Plinth to be wiped down with provided cleaner after use before the end of the lab

### **Technical Requirements for Taking the Course**

In order to participate in this course, students may require a stable, higher-speed internet connection (to determine your internet connection and speed, an online test using [Speedtest](#) can be used), a computer and/or a smart device with audio and video capabilities in order to participate in the course. Any synchronous virtual sessions will be delivered live through video conferencing using the Zoom platform (may require download) or an alternative platform as needed. The Zoom download is available for free through York University.

Students must make every effort to arrange adequate internet connection, especially for tests and exams. If a student has any specific concerns about their internet connection, they should seek all available options for writing their exam in a location with a stable internet connection. In the event that a student is not confident they can access a reliable internet connection, they should communicate their concerns to their TA/instructor well in advance of the test/exam.

**The following are useful links describing resources and help for students:**

[Student Guide to eClass \(Formerly Moodle\)](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

### **Student Learning Outcomes and Instructor Objectives**

**(1) Instructor Objectives of the Course:**

1. Introduce students to the psychosocial issues associated with musculoskeletal care.
2. Introduce the principles of addressing neuropathic pain.
3. Provide students with the principles of evaluation and rehabilitation relating to clinical quadrant care.

4. Facilitate student psychomotor skills required to identify and manage upper and lower quadrant related injuries and conditions scenarios in Athletic Therapy.
5. Demonstrate and provide students the opportunity to practice intervention methods (including electrotherapeutic, manual therapies, support techniques and therapeutic exercise) to treat upper and lower quadrant related injuries and conditions.
6. Practice communication/presentation skills of upper and lower quadrant mock-scenarios within the context of related Athletic Therapy.

**(2) Student Learning Outcomes of the Course:**

*By the end of this course, students will be able to:*

1. Identify the psychosocial issues associated with musculoskeletal care.
2. Identify the principles of neuropathic pain.
3. Differentiate the appropriate evaluations and management strategies relating to quadrant care scenarios.
4. Develop and demonstrate the required psychomotor skills to assess and manage (using clinical evaluation tests and intervention tools) upper and lower quadrant related injuries and conditions scenarios in Athletic Therapy.
5. Demonstrate the ability to develop a rehabilitation plan related to an upper and lower quadrant related injury or condition.
6. Demonstrate communication skills in group settings and with upper and lower quadrant related mock case-scenarios.
7. Demonstrate and practice skills of self and peer evaluation within the group sessions.

**University Undergraduate Degree Level Expectations (UUDLEs)**

- Application of practical skills for assessing fitness, health and movement
- Development of independent critical thinking, problem solving and task setting skills
- Facilitate mutually beneficial peer relationships for the purposes of mentoring and networking
- Development of appropriate academic terminology and notation when preparing and presenting information
- Facilitate development of communication skills in the context of the health care field of study
- Promote self-awareness of limits in knowledge and methodologies when analyzing, evaluating, interpreting and disseminating health care related information
- Facilitate individual and group work to obtain and analyze health related information using techniques appropriate to the field of study

## **Topics**

Seminar and Skills topics will encompass aspects of Prevention, Assessment, Management and Professional Practice. The seminars and skills will address various Canadian Athletic Therapists Association (CATA) competencies embedded within the seven Athletic Therapy roles identified by CATA.

### **Seminar Topics:**

1. Issues Facing the Athletic Therapist
2. Principles of Neuropathic Pain
3. Physiological Principles of Adverse Neural Tissue Dynamics
4. Principles of Manual Therapies
5. Risk Factors Associated with Growth and Development
6. Risk Factors Associated with Congenital or Acquired Postural Abnormalities
7. Interdisciplinary Communication
8. Infectious Pathologies
9. Risk Factors of Emotional Disorders and Social Conflict
10. Intermediate Principles of Clinical Biomechanics
11. Intermediate Principles of Clinical Assessment
12. Intermediate Principles of Clinical Rehabilitation

### **Skills Topics:**

1. Skills related to the Neck and Upper Quadrant
2. Skills related to the Thorax and Upper Quadrant
3. Skills related to the Lumbar Spine and Lower Quadrant
4. Skills related to the Pelvic Girdle and Lower Quadrant

## **Course Readings**

Please note that there are no required textbooks for this course. Students are encouraged search the empirical literature and any sources they deem necessary to facilitate their own learning and reinforcement of topics discussed. Additional readings may be assigned or recommended during the course. Please check eClass for any suggested readings.

### **Tips for Successful Group Work:**

It is your responsibility to ensure fair distribution of work. Fair does not always mean equal. If you encounter difficulties within your group, you are encouraged to discuss your difficulties with each other first and attempt to arrive at a solution together. Should you require an outside party to assist your group in working out difficulties, please arrange a group meeting with your instructor at a time when all of your group members are available to participate. The objective of the meeting will be to discuss issues and propose a solution. Please ensure that you deal with difficulties as they arise as there is little that can be done to remedy a situation if it is left until the end of the course – in

other words, raising issues early provides opportunity to present your concerns, make requests to the offending group member(s), and for the member(s) to have time to demonstrate change.

**Course Evaluation:**

The final grade for the course will be based on the following items weighted as indicated:

<b>Assignment/Activity</b>	<b>Deadline</b>	<b>Weight</b>
Plan of Care Assignment	February 16, 2024, 11:59pm	20%
Midterm Lab Exam (In-person during lab time)	February 28, 2024	20%
Summative Critical Evaluations	April 4, 2024, 11:59pm	
• Self Feedback		2%
• Peer Feedback		3%
• Instructor Feedback		5%
Final Cumulative Lab Exam (In-person during final exam period)	Final exam period	25%
Cumulative Final Written Exam	Final exam period	25%

**Rehabilitation Plan of Care Assignment (20%)**

In groups of 2 (same as your lab pair group), you will be required to prepare a **single spaced, 3-page** comprehensive rehabilitation plan of care report on one condition from the list below. You must also perform a **3-4 minute recorded presentation** speaking to your patient educating them on your plan of care.

**Topics to Choose From:**

1. Grade 2 LCL Sprain at the Knee
2. Subacute Gluteal Tendinopathy
3. Chronic Tibialis Posterior Periosteitis (posterior shin splints)
4. Healed Colle’s Fracture (3 days post 6 week cast removal)
5. Subacute IT Band Friction Syndrome
6. Subacute Achilles Tendinopathy
7. Subacute Osgoode Schlatter’s Disease
8. Chronic Plantar Fasciitis
9. Subacute Adductor Strain
10. Subacute Grade 2 Hamstring Strain
11. Subacute Carpal Tunnel Syndrome
12. Chronic Triangular Fibrocartilage Complex (TFCC) Sprain
13. Chronic Lateral Epicondylitis
14. Acute Moderate Triceps Contusion

15. Acute Grade 2 UCL tear at the Elbow
16. Ten days Post-Surgical Rotator Cuff Repair
17. Subacute Grade 2 Quadriceps Strain
18. Subacute DeQuervain's Tenosynovitis
19. ORIF bi- malleolar fracture (10 days post Sx and in walking boot)
20. Healed spiral tibial fracture (6 weeks full leg cast, 6 weeks below knee cast)

Please note that **each group will only be allowed to pick one topic and once the topic has been picked, it will no longer be available.** Topics will be allocated on a first come first served basis and students will be expected to announce their respective topic and group members through the eClass course page within the student group and topic forum under the plan of care assignment section.

**Your Written Report (15%) Must Include:**

1. One sentence regarding the nature of the condition (i.e., what stage of injury or how long injury has been since the initial assessment with you)
2. Problem List
3. Goal Plan
4. Intervention Plan
5. Visit Plan
6. Discharge Plan

Your group will be expected to prepare a single spaced, 3-page comprehensive written report highlighting the above noted categories. **Please be sure to provide proper AMA referencing where appropriate**, particularly related to your intervention plan portion of your report.

Please prepare the 3-page report in **WORD** format (do not upload a PDF version), single-spaced (using Arial 12-point font) and submit your completed report to the eClass course page by the deadline of **Feb 16, 2024, 11:59pm.**

**Your Recorded Presentation (5%) Must Include:**

1. Clear introduction
  2. Educating your patient on the specifics of your plan of care including the relevant rationale of any specifics and/or order of plan of care protocol
  3. Clear ending
  4. 3-4 minutes in length
- The student acting as the therapist should dress appropriately for the video, as you would if you were in clinic conducting a consultation.
  - Find an appropriate room in which to record. Videos should not be recorded in a hallway.
  - All students will submit their individual video.

- We suggest to use Zoom to record the video and save the video file to your York University Zoom account. Then you will provide the recording link in your written report.

How to start a cloud recording

[https://support.zoom.com/hc/en/article?id=zm\\_kb&sysparm\\_article=KB0062627](https://support.zoom.com/hc/en/article?id=zm_kb&sysparm_article=KB0062627)

Managing and sharing cloud recordings

[https://support.zoom.com/hc/en/article?id=zm\\_kb&sysparm\\_article=KB0067567](https://support.zoom.com/hc/en/article?id=zm_kb&sysparm_article=KB0067567)

### **Midterm Lab Exam Information (20%)**

This will be an in-person oral/practical evaluation of specified tasks. Each student will be expected to perform oral/practical tasks that will be evaluated by the course instructors. The student will be presented with mini scenarios related to the Upper and Lower Quadrant aspect of Athletic Therapy and expected to perform the tasks within the specified time allotted.

### **Critical Feedback Evaluations Description (10%)**

**Self-evaluation** involves the individual reflecting upon and evaluating aspects of their own learning and teaching work. Self-assessment is a valuable learning tool as well as part of an assessment process. This process helps students stay involved and motivated and encourages self-reflection and responsibility for their learning. Through self-assessment, students can:

- identify their own skill gaps, where their knowledge is weak
- see where to focus their attention in learning
- set realistic goals
- revise their work
- track their own progress

In **peer-evaluation**, a collaborative learning technique, students reflect and evaluate their peers' performance and have their performance evaluated by peers to provide effective, valid and reliable feedback to fellow learners. The process can be done by either students or teachers and will use an established set of criteria. Often used as a learning tool, peer assessment gives students feedback on the quality of their work, often with ideas and strategies for improvement. At the same time, evaluating peers' work can enhance the evaluators' own learning and self-confidence. Peer involvement personalizes the learning experience, potentially motivating continued learning.

The lab instructors will also take part in this evaluation process.

Please review the following resource for help with providing feedback:



<https://www.youtube.com/watch?v=20XYA-T2qms>

### **Final Cumulative Lab Exam (25%)**

A comprehensive oral/practical exam will be administered at the end of the course. The student will be expected to perform integrated tasks based on the upper and lower quadrant aspect of Athletic Therapy in a specified time. Further details will be provided through eClass.

### **Final Cumulative Written Exam (25%)**

Students are expected to complete a final written multiple-choice type of exam. The content of the final exam will be based on all course material covered and thus will be cumulative. The final exam may be written in-person or online through the eClass course site and will be written during the final exam period. Details surrounding availability and timing will be posted on the eClass course page.

*Any eClass Online exam(s) (if online) is to be completed individually. Under no circumstances should a student possess a copy (e-file or hardcopy) or take a screen shot of any part of an online test or quiz. Specifically, you are not to discuss, share or distribute the questions or potential answers of the eClass tests/quizzes for this course with anyone, including other students in this course and you are not permitted to replicate, record or copy the questions on this exam (i.e., screen shot, photograph, print, download, etc.). Academic Honesty tools such as Safe Browsing, Proctortrack or other similar tools may be used to facilitate Online Exams through eClass. Any breach of this will be considered Academic Dishonesty and subject to respective University penalties.*

**All eClass exams are NOT open book. You are NOT allowed to use your textbooks or any other resources including information from the internet to answer exam questions during the scheduled exam times. You are to simply use your own knowledge gained from the course materials to answer all questions.**

*Also, please note that for applicable online eClass exams only, you will need to answer the questions sequentially, in the order in which they appear. Once you answer a question, you will **NOT** be able to go back and change or see your answer. Once the exam is over, your answers will be submitted for marking regardless of whether or not you are complete. For the best internet stability, it is recommended that you have LAN (cable) if possible.*

Final course grades MAY be adjusted to conform to Program or Faculty grades distribution profiles. The grading scheme of the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A=8, B+ = 7, C+ = 5, etc.) Assignments and tests will bear a number grade which will be converted to a corresponding letter grade at the end of the course.

(For a full description of York grading system see the York University Undergraduate Calendar – [http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04\\_5\\_acadinfo.pdf](http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf))

## **ADDITIONAL INFORMATION**

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the deadline date specified for the assignment. **The plan of care written assignment must be submitted electronically through eClass under the ‘Plan of Care icon’ of the home page (link and info regarding submission on course eClass page.**

**More detailed instructions regarding content, referencing, and electronic submission are also available on eClass. Do not hand the assignment in without reading these instructions. It is your responsibility to ask questions about the assignment in class if you are having trouble.**

**Lateness Penalty:** Assignments received later than the due date will be penalized 5% per day. **No exceptions to the lateness penalty will be entertained.**

**Missed Tests:** Students with a documented reason for missing a course test, such as illness or compassionate grounds, which is, confirmed by supporting documentation (e.g. attending physician’s statement form available in the KINE undergraduate office) may request accommodation from the Course Instructor. **Students will be allowed to write a make-up test** on another specified date as determined by the course director. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

## **IMPORTANT COURSE INFORMATION FOR STUDENTS**

### **CALUMET AND STONG COLLEGES’ STUDENT SUCCESS PROGRAMMING:**

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.

- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact [ccscadm@yorku.ca](mailto:ccscadm@yorku.ca), and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) –

[http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm)

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical systemic, learning and psychiatric disabilities
- Student conduct standards
- Religious Observance Accommodation

## **AMA CITATION STYLE GUIDELINES**

Follow the AMA style (American Medical Association). A reference list of all journals used must be included at the end of the report (also AMA style). **Only** this style of referencing is acceptable.

**Use the following examples for your own paper:**

### **Citing In-Text**

The *AMA Manual of Style* requires that you **cite each reference in your writing in numerical order as they appear by using superscript numbers.**

This means that your in-text citations appear in numerical order throughout your work. Your reference list will then have the same numbers for the same references, which means your reference list will be ordered by number (and not alphabetically!)

### **Example of In-Text Citations**

Each reference should be cited in the text, tables, or figures in consecutive numerical order through the use of superscript numbers.

- The superscript numbers in the below example refer to that item in your reference list
- Direct quotes: anytime you quote something directly, quotation marks are required
- Here is what properly formatted in-text citations would look like in your paper:

This sentence refers to content taken from the first item in your reference list, that is why the number 'one' appears at the end of this sentence.<sup>1</sup> Keep in mind that if you are quoting, paraphrasing, or summarizing information in your work, you need to indicate the original source of information.<sup>2</sup> The 'three' at the end of this sentence refers to the third item listed in your reference list.<sup>3</sup> Notice that the superscript numbers appear immediately after the period.<sup>4,5</sup>

### **Do I Need to Include Page Numbers?**

*When citing AMA style, inclusion of page numbers in an in-text citation is not required, rather IT IS OPTIONAL!*

### **Reference List**

The *AMA Manual of Style* requires that your **reference list must be in numerical order to reflect the order of your in-text citations.**

This means your reference list is not alphabetical!

### **Tips**

- Numbering: your reference list **MUST** use regular numbers (not superscripts!)
- Left justified: items in your reference list **MUST** be left justified (flush left)
- Spacing: each item listed in your reference list **MUST** be single spaced (no spaces between lines)

### **Example Reference List**

**Each item in your reference list MUST be single-spaced (meaning no spaces between each item).** Here is what a properly formatted reference list would look like in your paper:

## Reference List

1. Canadian Press. Generic drugs to be bought in bulk by provinces. CBC News. <http://www.cbc.ca/news/canada/saskatchewan/story/2013/01/18/drug-costs-provinces.html>. Published January 18, 2013. Updated January 18, 2013. Accessed February 4, 2013.
2. Rantucci MJ. *Pharmacists Talking With Patients: A Guide to Patient Counseling*. 2nd ed. Philadelphia, PA: Lippincott Williams & Wilkins; 2007.
3. Nathan JP, Grossman S. Professional reading habits of pharmacists attending 2 educational seminars in New York City. *J Pharm Practice*. 2012;25(6):600-605.

### Journal Articles

#### Print Journal Article

Author(s). Article title. *Abbreviated Journal Name*. Year;volume(issue):pages.

#### Example

- Nathan JP, Grossman S. Professional reading habits of pharmacists attending 2 educational seminars in New York City. *J Pharm Practice*. 2012;25(6):600-605.

#### Online Journal Article (URL only, no DOI)

Author(s). Article title. *Abbreviated Journal Name*. Year;volume(issue):pages. URL. Publication date. Updated date. Accessed date.

#### Example

4. Cain J, Scott DR, Akers P. Pharmacy students' Facebook activity and opinions regarding accountability and e-professionalism. *Am J Pharm Educ*. 2009;73(6):1-6. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2769526/pdf/ajpe104.pdf>. Published October 1, 2009. Accessed February 4, 2013.

#### Online Journal Article (has DOI)

Author(s). Article title. *Abbreviated Journal Name*. Year;volume(issue):pages. doi:.

#### Example

- 1) Fischer MA, Stedman MS, Lii J, et al. Primary medication non-adherence: analysis of 195,930 electronic prescriptions. *J Gen Intern Med*. 2010;25(4):284–290. doi:10.1007/s11606-010-1253-9.

*Note:* When the DOI is given for a journal article, AMA style prefers that the DOI is cited instead of the URL. Do not cite both.

## **Books**

### **Entire Book**

Author(s). *Book Title*. Edition number (do not indicate 1st edition). City, State (or, Province or Country) of publication: Publisher name; copyright year.

#### *Example*

- 1) Rantucci MJ. *Pharmacists Talking With Patients: A Guide to Patient Counseling*. 2nd ed. Philadelphia, PA: Lippincott Williams & Wilkins; 2007.

### **Book Chapter**

Author(s) of chapter. Chapter title. In: editor(s), ed. *Book Title*. Edition number (do not indicate 1st edition). City, State (or, Province or Country) of publication: Publisher name; copyright year: pages of chapter.

#### *Example*

- 1) Solensky R. Drug allergy: desensitization and treatment of reactions to antibiotics and aspirin. In: Lockey P, ed. *Allergens and Allergen Immunotherapy*. 3rd ed. New York, NY: Marcel Dekker; 2004:585-606.

2)

### **Edited Book**

Editor(s), ed. *Book Title*. Edition number (do not indicate 1st edition). City, State (or, Province or Country) of publication: Publisher name; copyright year.

#### *Example*

1. Tatro DS, ed. *Drug Interaction Facts: The Authority on Drug Interactions*. St. Louis, MO: Wolters Kluwer; 2011.

### **Online Book**

Author(s). *Book Title*. Edition number (do not indicate 1st edition). City, State (or, Province or Country) of publication: Publisher's name; copyright year. URL. Accessed date.

#### *Example*

Olsen CG, Tindall WN, Clasen ME. *Geriatric Pharmacotherapy: A Guide for the Helping Professional*. Washington, DC: American Pharmacists Association; 2007.  
<https://online.statref.com/Document.aspx?docAddress=b722bOI4Cx5PboVh08z>. Accessed February 27, 2013.

## Other Types of Information Website

Author(s). Title of specific item cited (or, if unavailable, give the name of the organization responsible for the site). Name of Web Site. URL. Publication date. Updated date. Accessed date.

### Example

- Canadian Press. Generic drugs to be bought in bulk by provinces. CBC News. <http://www.cbc.ca/news/canada/saskatchewan/story/2013/01/18/drug-costs-provinces.html>. Published January 18, 2013. Updated January 18, 2013. Accessed February 4, 2013.

## Online Government or Organization Report

Author(s). Report title. URL. Published date. Updated date. Accessed date.

### Example

5. Management Committee. Moving forward: pharmacy human resources for the future final report. <http://blueprintforpharmacy.ca/docs/default-document-library/2011/04/19/Moving%20Forward%20Final%20Report.pdf?Status=Master>. Published September 2008. Accessed February 4, 2013.

## Presentation, Lecture, Poster Presentation (unpublished material)

Presenter(s). Title of presentation. Description of presentation context; date; City, State (or, Province or Country).

*Note:* You will need to clarify whether your instructor permits citing lecture material. Not everyone allows this—*always* talk to your instructor.

### Example

- 2) Gordon S. Demystifying citing information in your written work. Presented as part of Pharmacy 127; February 13, 2013; Waterloo, ON.

## Protocols

Author(s). Protocol name. In: editor(s), ed. *Book Title*. Edition number (do not indicate 1<sup>st</sup> edition). City, State (or, Province or Country) of publication: Publisher name; copyright year:pages of protocol.<sup>[1][1][1][1]</sup><sub>[SEP][SEP]</sub>*Note:* The *AMA Manual of Style* does not have a specific example for referencing a protocol—this is a recommended approach which may need to be tweaked depending on the information you have (or don't have).

*Example*

2) Cappuccino JG, Sherman N. Gram stain. In: Wasfi O, ed. *Medical Microbiology Lab Manual for PHARM 232L*. Boston, MA: Pearson Learning Solutions; 2011:55-57.

**Personal Communication (such as an email or conversation)**

*Note:* The *AMA Manual of Style* says to never include personal communication in your reference list. AMA style only permits inclusion of personal communication in your text. *Permission from the author is required.*

*Example* [SEP] [SEP] According to an August 2012 email from local pharmacist J Addison...