

Athletic Training Education Assessment Plan

Department of Athletic Training
College of Liberal Arts and Sciences

INTRODUCTION

Park University's Athletic Training Education Program is committed to the ongoing assessment and enhancement of its curriculum to promote student learning. The competencies are linked to the standards that are required by the Commission on Accreditation of Athletic Training Education and the domains that is used to develop the Board of Certification examination. The Departmental Assessment Plan is used to measure student competence in defined areas as well as provide an assessment of reaching course goals and overall program effectiveness.

Mission Statement

The mission of Park University's Athletic Training Education Program shall provide academic excellence that will allow learners to effectively explore their knowledge in caring for the physically active while continuing to positively serve their respective community.

Vision Statement

Park University's Athletic Training Education Program will be committed to the development of athletic training education and will strive to produce leaders for the athletic training profession.

Goals

The department will prepare entry-level athletic trainers that represent the dynamic changes of the profession while upholding the standards of professional practice. In addition, the department will strive to have students who will have a positive contribution to society.

Program Competencies

The athletic training student at Park University will be educated and prepared toward specific competencies in the following areas of:

- Demonstrating the skills and techniques necessary for risk management and injury prevention.
- Recognizing the pathological mechanism of various injuries and illnesses.
- Demonstrating clinical examination skills and diagnose a patient for the purpose of identifying risk factors and injuries to determine proper care.
- Recognizing and managing patients with acute injuries and illnesses.
- Recognizing the pharmacological applications that are relevant to the treatment of injuries, illnesses, and diseases.
- Prepare, executing, documenting, and evaluating the importance of therapeutic modalities in the treatment of injuries and illnesses.
- Preparing, executing, documenting, and evaluating the importance of therapeutic exercise in the rehabilitation and conditioning of injuries and illnesses.
- Recognizing general medical conditions and disabilities associated with physically active individuals.
- Recognizing the nutritional aspects of injury and illness.
- Recognizing and intervening, when appropriate, with patients exhibiting psychological problems/issues.
- Developing and administering policies and procedures, and demonstrating the abilities to manage facilities that provide health care to the physically active.
- Recognizing the responsibilities of professional development that promotes the athletic training profession.

EVALUATION OF COMPETENCIES

There are three different assessment tools that will be used to assess the competencies of student learning. These three tools include the practicum formal evaluation, clinical evaluations and mock certification exam.

Practicum Formal Evaluation – The athletic training student will have to examine a patient that is acting out an injury. The student will be assessed on their ability to correctly evaluate an injury and to draw upon their knowledge of properly using the different components of an assessment. Students must effectively evaluate the patient, demonstrating at least 70% of the assessment techniques correctly in order to successfully pass the practicum formal evaluation for example:

100 – 85% = Exceeds Expectations
84 – 70 % = Meets Expectations
69 – 0 % = Does Not Meet Expectations

Clinical Evaluations – During each clinical education course (Clinical Education I-IV) athletic training students are assigned to an Approved Clinical Instructor (ACI) whereby the student applies their skills on what they have learned in the didactic setting. Athletic training students are evaluated by the ACI three times per clinical education course based on their performance of applying their acquired athletic training skills. The clinical evaluations are cumulative in the fact that students are assessed on their ability to apply the knowledge they have learned in all of their athletic training coursework up until that time. Athletic training students' skills are rated on a Leikert scale of 0-4 for example:

(Scaling: *Agree{4}* – student has demonstrated responsibilities and/or skills satisfactorily to the expected ATEP standards; *Somewhat Agree{3}* – student has demonstrated responsibilities and/or skills but work is needed in order to satisfy the expected ATEP standards; *Disagree{2}* – student's demonstration of expected ATEP responsibility is undesirable and/or expected ATEP knowledge level of the subject matter is unacceptable, supervisor is required to intervene at all times; *Has Not Demonstrated{0}* – student has yet to demonstrate the skill; student will receive an incomplete for the course if not demonstrated successfully)

Each evaluation is given a percentage score and at the end of the clinical education course the three performance evaluations are averaged together to get one percentage score. Students must be evaluated on all sections in order to move to the next level. In addition students must receive at least a “C” in the course, as with all athletic training courses, or the course will have to be repeated.

Mock Certification Exam – as part of the course requirements of AT 421 Special Topics in Athletic Training students will be required to take a mock Board of Certification (BOC) examination. The mock exam will be designed as a multiple choice test that mimics the types of questions on the certification exam that is administered by the BOC. The mock exam will consist of the six domains (e.g. Prevention, Clinical Evaluation and Diagnosis, Immediate Care, Treatment/Rehabilitation and Reconditioning, Organization and Administration, Professional Responsibility) that are established by the BOC that will cover all twelve program competencies. The number of multiple choice questions in each domain will be weighted appropriately as established by the BOC. Students must answer 70% of the questions correctly in order to successfully pass the mock exam for example:

100 – 85% = Exceeds Expectations
84 – 70 % = Meets Expectations
69 – 0 % = Does Not Meet Expectations

Mock Certification Exam (Question Distribution)

15% – Prevention
23% – Clinical Evaluation and Diagnosis
21% – Immediate Care
22% – Treatment, Rehabilitation and Reconditioning
10% – Organization and Administration
9% – Professional Responsibility

OTHER PROGRAM REVIEW TOOLS

BOC Examination – Once students have taken the Board of Certification exam, statistical results will be mailed to the program director. This will allow Park University's Athletic Training Education Program to analyze the strengths and weaknesses of the program according to the results.

Review of Materials

Program review will occur annually and will be reported as according to the University Assessment Committee guidelines.