

ILLINOIS STATE UNIVERSITY

Undergraduate Athletic Training Program Assessment Plan

University Assessment Services

Mission Statement:

The mission of the Illinois State University Undergraduate Athletic Training Education Program is to develop graduates who possess entry-level knowledge and skills in the prevention, recognition, treatment, and rehabilitation of athletic injuries while emphasizing integrated learning, problem-solving, critical thinking, and professionalism. By effectively delivering a nationally accredited curriculum, graduates will be prepared to successfully challenge the Board of Certification exam and become certified athletic trainers who foster excellence, either by entering the work force or continuing educational pursuits in seeking an advanced degree.

Upon completion of this degree, the athletic training student will:

1. Understand evidence-based practice concepts and their application.
2. Possess the ability to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses, optimizing patient overall health and quality of life.
3. Possess strong clinical examination and reasoning skills, based on an understanding of anatomy, physiology, and biomechanics that will enable them to accurately formulate a differential diagnosis.
4. Be knowledgeable and skilled in the evaluation and immediate management of acute illnesses and injuries.
5. Be knowledgeable and skilled in the development and implementation of therapeutic interventions designed to maximize a patient's participation and health-related quality of life.
6. Recognize abnormal social, emotional and mental behaviors in their patients and possess the ability to intervene and refer these individuals as necessary.
7. Understand risk management, health care delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.
8. Embrace the need to practice within the limits of state and national regulation using moral and ethical judgment, while working collaboratively with other health care providers, referring patients appropriately when such referral is warranted.

Directions: Complete 1 table for each Program Goal. You may consider 2-3 outcome measures per goal. (Some goals may have more measures, if applicable.)

Program Goal 1 Students will understand evidence-based practice concepts and their application.						
Outcome(s): Athletic training students will	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
1.1 Understand evidence-based practice	Evaluation data from assignments and exams		All students enrolled in the clinical portion of the program	Measured by performance on written examinations with a minimal score of 70%. Measured by passing rate on national certification exam.	Course instructors	Each semester
1.2 Be able to apply evidence-based practice in course work and clinical practice	Evaluation data from assignments, exams, and clinical evaluation		All students enrolled in the clinical portion of the program	Measured by performance on written and practical examinations with a minimal score of 70%. Measured by clinical instructor evaluations during the 298 practicum. Measured by passing rate on national certification exam.	Course and clinical instructors	Each semester

Program Goal 2						
Students will possess the ability to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses, optimizing patient overall health and quality of life.						
Outcome(s): Athletic training students will	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
1.1 Understand how to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses, optimizing patient overall health and quality of life.	Evaluation data from assignments and exams	Evaluation data from assignments and exams	KNR 284, 288, 298.11, 298.12, 298.13, 298.14, 298.15, 334, 361, 387, and 388	Measured by performance on written and practical examinations with a minimal score of 70%. Measured by passing rate on national certification exam.	KNR 284, 288, 298.11, 298.12, 298.13, 298.14, 298.15, 334, 361, 387, and 388 instructors	Each semester course is offered
1.2 Develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses, optimizing patient overall health and quality of life.	Evaluation data from assignments, exams, and clinical evaluations	Evaluation data from assignments, exams, and clinical evaluations	KNR 284, 288, 298.11, 298.12, 298.13, 298.14, 298.15, 334, 361, 387, and 388	Measured by performance on written and practical examinations with a minimal score of 70%. Measured by clinical instructor evaluations during the 298 practicum. Measured by passing rate on national certification exam.	Instructors for KNR 284, 288, 298.11, 298.12, 298.13, 298.14, 298.15, 334, 361, 387, and 388, as well as clinical instructors	Each semester the course is offered

Program Goal 3

Students will possess strong clinical examination and reasoning skills, based on an understanding of anatomy, physiology, and biomechanics that will enable them to accurately formulate a differential diagnosis.

Outcome(s): Athletic training students will	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
1.1 Understand the anatomy, physiology, and biomechanics behind injuries and illnesses	Evaluation data from assignments and exams	Evaluation data from assignments and exams	KNR 288, 298.12, 298.13, 298.14, 298.15, 334, 361, 387, and 388	Measured by performance on written and practical examinations with a minimal score of 70%. Measured by passing rate on national certification exam.	KNR 288, 298.12, 298.13, 298.14, 298.15, 334, 361, 387, and 388 instructors	Each semester course is offered
1.2 Be able to differentially diagnose injuries and illnesses using clinical examination and reasoning skills	Evaluation data from assignments, exams, and clinical evaluation	Evaluation data from assignments, exams, and clinical evaluation	KNR 288, 298.12, 298.13, 298.14, 298.15, 334, 361, 387, and 388	Measured by performance on written and practical examinations with a minimal score of 70%. Measured by clinical instructor evaluations during the 298 practicum. Measured by passing rate on national certification exam.	Instructors for KNR 288, 298.12, 298.13, 298.14, 298.15, 334, 361, 387, and 388, as well as clinical instructors	Each semester course is offered

Program Goal 4 Students will be knowledgeable and skilled in the evaluation and immediate management of acute illnesses and injuries.						
Outcome(s): Athletic training students will	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
1.1 Understand how to evaluate and manage acute illnesses and injuries	Evaluation data from assignments and exams	Evaluation data from assignments and exams	KNR 288, 298.12, 298.13, 298.14, 298.15, 334, 361, 387, and 388	Measured by performance on written and practical examinations with a minimal score of 70%. Measured by passing rate on national certification exam.	KNR 288, 298.12, 298.13, 298.14, 298.15, 334, 361, 387, and 388 instructors	Each semester course is offered
1.2 Evaluate and correctly manage acute illnesses and injuries	Evaluation data from assignments, exams, and clinical evaluations	Evaluation data from assignments, exams, and clinical evaluations	KNR 288, 298.12, 298.13, 298.14, 298.15, 334, 361, 387, and 388	Measured by performance on written and practical examinations with a minimal score of 70%. Measured by clinical instructor evaluations during the 298 practicum. Measured by passing rate on national certification exam.	Instructors for KNR 288, 298.12, 298.13, 298.14, 298.15, 334, 361, 387, and 388, as well as clinical instructors	Each semester course is offered

Program Goal 5

Students will be knowledgeable and skilled in the development and implementation of therapeutic interventions designed to maximize a patient's participation and health-related quality of life.

Outcome(s): Athletic training students will	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
1.1 Understand how to develop and implement therapeutic interventions designed to maximize participation and health-related quality of life	Evaluation data from assignments and exams	Evaluation data from assignments and exams	KNR 288, 298.14, 29815, 334, and 361	Measured by performance on written and practical examinations with a minimal score of 70%. Measured by passing rate on national certification exam.	KNR 288, 298.14, 29815, 334, and 361 instructors	Each semester course is offered
1.2 Develop and implement therapeutic interventions designed to maximize participation and health-related quality of life	Evaluation data from assignments, exams, and clinical evaluations	Evaluation data from assignments, exams, and clinical evaluations	KNR 288, 298.14, 29815, 334, and 361	Measured by performance on written and practical examinations with a minimal score of 70%. Measured by clinical instructor evaluations during the 298 practicum. Measured by passing rate on national certification exam.	Instructors for KNR 288, 298.14, 29815, 334, and 361, as well as clinical instructors	Each semester course is offered

Program Goal 6

Recognize abnormal social, emotional and mental behaviors in their patients and possess the ability to intervene and refer these individuals as necessary.

Outcome(s): Athletic training students will	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
1.1 Recognize abnormal social, emotional, and mental behaviors	Evaluation data from assignments and exams	Evaluation data from assignments and exams	KNR 334 and 361	Measured by performance on written examinations with a minimal score of 70%. Measured by passing rate on national certification exam.	KNR 334 and 361 instructors	Each semester the course is offered
1.2 Be able to intervene and refer patients suffering from abnormal social, emotional, and mental behaviors	Evaluation data from assignments and exams	Evaluation data from assignments and exams	KNR 334 and 361	Measured by performance on written examinations with a minimal score of 70%. Measured by passing rate on national certification exam.	KNR 334 and 361 instructors	Each semester the course is offered

Program Goal 7

Understand risk management, health care delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.

Outcome(s): Athletic training students will	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
1.1 Understand risk management, health care delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management	Evaluation data from assignments and exams	Evaluation data from assignments and exams	KNR 334 and 335	Measured by performance on written examinations with a minimal score of 70%. Measured by passing rate on national certification exam.	KNR 334 and 335 Instructors	Spring semester

Program Goal 8

Embrace the need to practice within the limits of state and national regulation using moral and ethical judgment, while working collaboratively with other health care providers, referring patients appropriately when such referral is warranted.

Outcome(s): Athletic training students will	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
1.1 Understand limits of practice based on state and national regulation	Evaluation data from assignments and exams	Evaluation data from assignments and exams	KNR 284, 334, and 335	Measured by performance on written examinations with a minimal score of 70%. Measured by passing rate on national certification exam.	KNR 284, 334, and 335 instructors	Spring semester
1.2 Practice within limits	Evaluation data from clinical evaluations	Evaluation data from clinical evaluations	All students enrolled in the clinical portion of the program	Measured by clinical instructor evaluations during the 298 practicum	Clinical instructors	Each semester

Narrative

The Undergraduate Athletic Training Education Program (ATEP) formulated this plan throughout the 2010 – 2011 academic year. This revised plan represents the collaborative efforts of all ATEP faculty. Time was spent weekly during Fall and Spring semesters reviewing the program and deciding how the program should be assessed, making updates as needed. Additionally, the National Athletic Trainers' Association, one of the governing bodies for the Athletic Training profession, issued the 5th Edition of the Athletic Training Education Competencies in February 2011. These competencies determine what is taught in every ATEP across the nation. The 5th Edition has a heavy focus on Evidence Based Practice, something not covered in great detail previously. Program Goal 1 reflects this. The remaining program goals have also been updated to reflect the 5th Edition of the Competencies. Minimal adjustments were needed to meet these new requirements.

Although this plan was formed throughout the 2010 – 2011 academic year, it has already been put in to practice. The ATEP will go through a Commission on Accreditation of Athletic Training Education (CAATE) accreditation self-study during the 2011 – 2012 academic year. This assessment plan has helped us to determine whether we have any deficiencies, or areas needing additional focus, in order to meet accreditation requirements. Areas we identified include:

1. Our approach to the first semester within the clinical portion of the ATEP
2. Our approach to a general medical rotation
3. The tracking of competencies and proficiencies
4. Ways to improve practice time in our 298 classes
5. How to seek program feedback and assessment from a wide variety of stakeholders

These areas have been addressed, and will continue to be in the coming academic year. For example, to address items #1 and #2, our athletic training students now participate in 3, 5-week rotations. One rotation is spent at a university, either ISU or Illinois Wesleyan, one is spent at one of the four high schools we are affiliated with, and one is spent shadowing physicians at an OSF Prompt Care in the Bloomington-Normal area. Specific to item #2, they are getting a general medical rotation rivaling any in the country. Feedback from the associated physicians was all positive. For item #3, we have adopted a new text for Fall 2011 that will be implemented throughout the program to aid in tracking competencies and proficiencies. This text will help integrate everything taught didactically with all things taught clinically. We are excited to see its use. During Spring 2012 our 298 classes will change from being taught 50 minutes twice a week to 75 minutes once a week (item #4). The remaining 298 classes will be adjusted to this schedule Fall 2012. We believe that even though we will have 25 minutes less total time in class with the students, this will be made

up for by having longer continuous time to practice athletic training skills. It is our hope that this approach will improve the effectiveness of these courses. Last of all, during the Spring 2011 KNR Advisory Council¹ Meeting and the annual approved clinical instructor² (ACI) training, we shared our goals and sought feedback from our alumni and individuals who are working in the field as to how we can better educate our students. Additionally, exit interviews were conducted with the graduating seniors at the end of Spring semester. All of this feedback was enlightening, and these three sources of information helped finalize the decision to adopt the competency and proficiency text as well as to make the change in the 298 courses. The feedback from our graduates also led to the investigation of a mentoring system within the program, something we look to implement during 2011 - 2012. We plan to continue to seek feedback from the Advisory Council, ACI's, and our graduates on a yearly basis (item #5).

¹Council made up of alumni of the ATEP who are invited back to campus annually to get an update on the program and give feedback for improvement

²Clinicians from the campus and Bloomington-Normal community who oversee the clinical education of the athletic training students