

# **2012-2013 Undergraduate Academic Assessment Plan**

**Athletic Training**

**College of Health and  
Human Performance**

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# Athletic Training

## College of Health & Human Performance

### Undergraduate Academic Assessment Plan

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#### **Mission Statement**

The mission of the Athletic Training Education Program (ATEP) at the University of Florida is to develop outstanding entry-level professionals who will be contributing members to the profession of athletic training. Through the integration of balanced didactic course work, intensive hands-on laboratory sessions, and excellent clinical experiences students will become proficient in the prevention, diagnosis, treatment, and rehabilitation of injuries and illnesses for the physically active.

The ATEP will prepare students for entry-level work in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, industrial settings and other healthcare environments. Graduates of the ATEP are prepared to complete graduate study in athletic training and related fields, serve the healthcare needs of physically active individuals, successfully navigate a global society, be culturally competent and positively engage with patients from a diverse background. The curriculum is designed to meet accreditation standards set forth by the Commission on Accrediting Athletic Training Education (CAATE) and to prepare students for the Board of Certification (BOC) examination. Students who graduate from the Athletic Training Education Program will receive a Bachelor of Science (B.S.) degree in Athletic Training, and will meet the requirements to sit for the BOC Examination.

As a nationally accredited program, the academic, scholarship and service activities conducted through the ATEP promotes the mission of both the College of Health and Human Performance and the University of Florida. Faculty and students within the ATEP promote injury/illness prevention through community awareness activities and enhance the quality of health care for the student-athletes at the local secondary schools and college/university settings. Our clinical education and academic opportunities allow students to engage in scholarship and professional development, which promotes the positive role our ATEP, College and University at the state, regional and national levels.

## Student Learning Outcomes (SLOs)

<https://catalog.ufl.edu/ugrad/current/health/alc/athletic-training.aspx>

### Content

1. Demonstrate proper injury/illness prevention, clinical evaluation and diagnosis, treatment, rehabilitation and documentation strategies required of an athletic trainer.
2. Demonstrate proper taping, wrapping and protective equipment application for the physically active population.
3. Demonstrate proper application of therapeutic modalities and incorporation of such modalities in an effective rehabilitation program.
4. Demonstrate effective management of general medical and psychosocial conditions related to the physically active population.
5. Demonstrate proper immediate care and emergency management skills required of an athletic trainer.
6. Identify important concepts related to athletic training administration used in professional practice.

### Critical Thinking

7. Recognize the importance of professionalism and ethical behavior in the field of athletic training and employ these characteristics during clinical practice.

### Communication

8. Recognize the components of effective communication with members of the sports medicine team (i.e., athlete/patient, coach, physician, parent, etc.) and employ these characteristics during clinical practice.

## Curriculum Map

Program: Athletic Training

College: Health & Human Performance

Key: **I**ntrouced

**R**einforced

**A**ssessed

Athletic Training Educational Competencies are the individual skills or components of the Student Learning Outcomes (SLOs). Introduction and reinforcement of SLOs occurs within each course in the form of e-learning/written examination, practical examination, lab experience, assignments or clinical experience (actual or simulated); by documenting successful completion of the associated course competencies. Each experience (potentially different for each student) is documented within each course and overall within the program as part of the Athletic Training Educational Competencies (ATEC) Book. The content of the ATEC book includes the current educational competencies put forth by the National Athletic Trainers' Association Education Council and meets the Commission on Accreditation of Athletic Training Education (CAATE) standards for implementation within the ATEP. The ATEC book serves as a tool to ensure compliance with the CAATE learning over time requirements and to ensure all knowledge components of the larger SLOs are met throughout the program. Formal assessment of clinical skill and retention occurs as part of the AT Clinical Experience Courses (ATR 4812, ATR 4822, ATR 4832 and ATR 4842), where clinical supervisors complete an end of semester final clinical evaluation of each student (e.g., documenting successful completion of required skills introduced and reinforced through both the didactic and clinical experiences). Therefore the "A" within the map below represents the end of semester clinical experience evaluation administered within each AT Clinical Experience course.

Courses SLOs	ATR 3102	ATR 4112C	ATR 4212C	ATR 4213C	ATR 4302C	ATR 4314C	ATR 4315	ATR 4432	ATR 4512	ATR 4812	ATR 4822	ATR 4832	ATR 4842	Additional Assessments
<b>Content Knowledge</b>														
#1	I	R	R	R	R	R	R	R	R	R,A*	R, A*	R, A*	R, A*	
#2	I									R,A*	R, A*	R, A*	R, A*	
#3					I	R					R, A*	R, A*		
#4						I		R				R, A*	R, A*	

#5		I	R							R,A*	R, A*	R, A*	R, A*	
#6	I				R			R	R				R, A*	
<b>Critical Thinking</b>														
#7	I	R	R	R	R	R	R	R	R	R,A*	R, A*	R, A*	R, A*	
<b>Communication</b>														
#8	I	R	R	R	R	R	R	R	R	R,A*	R, A*	R, A*	R, A*	

\* clinical experience evaluation

## Assessment Cycle

Program: Athletic Training

College: Health & Human Performance

Assessment of student success and completion of the SLOs occurs through end of semester clinical evaluations completed by the clinical supervisor as part of ATR 4812, ATR 4822, ATR 4832 and ATR 4842. If the benchmarks are not met (i.e., 3/5 average) then the AT Steering committee outlines a plan for improvement (e.g., remediation, clinical experience modifications, program removal). Implementation of such a plan would occur immediately. Each SLOs is assessed at minimum annually by the AT faculty and AT Steering Committee (if necessary).

Analysis and Interpretation: Within each AT Clinical Experience Course (ATR 4812, ATR 4822, ATR 4832, and ATR 4842) at the end of each semester or academic year – December/May

Improvement Actions: Benchmark deficiencies are addressed by the AT Steering Committee – recommendations/actions occur at the end of the semester December/May for immediate implementation

Dissemination: AT faculty receive outcome data in December/May and make modifications as needed per AT Steering Committee recommendations

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1		√	√	√	√	√	√
#2		√	√	√	√	√	√
#3		√	√	√	√	√	√
#4		√	√	√	√	√	√
#5		√	√	√	√	√	√
#6		√	√	√	√	√	√
<b>Critical Thinking</b>							
#7		√	√	√	√	√	√
<b>Communication</b>							
#8		√	√	√	√	√	√

## Methods and Procedures

### SLO Assessment Matrix

#### SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Demonstrate proper injury/illness prevention, clinical evaluation and diagnosis, treatment, rehabilitation and documentation strategies required of an athletic trainer.	Clinical experience evaluation	Clinical supervisor review
Demonstrate proper taping, wrapping and protective equipment application for the physically active population.	Clinical experience evaluation	Clinical supervisor review
Demonstrate proper application of therapeutic modalities and incorporation of such modalities in an effective rehabilitation program.	Clinical experience evaluation	Clinical supervisor review
Demonstrate effective management of general medical and psychosocial conditions related to the physically active population.	Clinical experience evaluation	Clinical supervisor review
Demonstrate proper immediate care and emergency management skills required of an athletic trainer.	Clinical experience evaluation	Clinical supervisor review
Identify important concepts related to athletic training administration used in professional practice.	Clinical experience evaluation	Clinical supervisor review
Recognize the importance of professionalism and ethical behavior in the field of athletic training and employ these characteristics during clinical practice.	Clinical experience evaluation	Clinical supervisor review
Recognize the components of effective communication with members of the sports medicine team (i.e., athlete/patient, coach, physician, parent, etc.) and employ these characteristics during clinical practice.	Clinical experience evaluation	Clinical supervisor review

Assessment of Program Learning Outcomes (SLOs) occurs through completion of the Educational Competencies and Proficiencies set forth by the Education Council and documented for compliance with the Commission on Accreditation of Athletic Training Education (CAATE). Students must document successful completion of the required competencies; this occurs through course examinations, practical assessments and clinical experiences. As part of the CAATE requirements for completion of *Educational Competencies and Proficiencies*, **all students must pass (i.e., earn a “C” = 72% or higher) assessments of this material or complete remediation before moving on to the next course in the ATEP.** Students will be provided up to two additional remediation opportunities, beyond the original assessment, to successfully pass a skill (practical exam) or content area (written/e-learning exam) within each course. Any student who cannot successfully complete the required CAATE competency and/or proficiency examinations after two remediation sessions will have their case reviewed by the AT Steering Committee. Students who require remediation two or more times throughout the semester on written and/or practical exams may also have their case reviewed by the AT Steering Committee. Didactic components within each course and practical experiences during clinical rotations allow students to reinforce content knowledge and skills to successfully complete the SLOs. Clinical preceptors (supervising clinicians) complete mid-semester reviews and end of semester evaluations for each student as part of the ATR 4812, ATR 4822, ATR 4832 and ATR 4842 courses to quantify the level of student success for the SLOs. Students should demonstrate progressive improvement from the midterm review to the end of semester assessment and earn a minimum of 3/5 average score on the various components of the final assessment. Students who do not show progress from midterm to final assessment or fall short of the benchmark (3/5 average) have their case reviewed by the AT Steering Committee – recommendations may include, but are not limited to remediation, clinical experience modifications, and/or program removal.

The mission of the Athletic Training Education Program (ATEP) is to foster experienced, confident and active members of the athletic training (AT) profession. The program goals, objectives, and learning outcomes are shaped by the CAATE standards, National Athletic Trainers’ Association (NATA) Educational Competencies, NATA Board of Certification (BOC) role delineation/practice analysis, and NATA Code of Ethics. Upholding the mission and successfully meeting the goals, objectives and learning outcomes for the ATEP are determined through various means. Documented clinical experiences at collegiate, high school, primary care and physical therapy rotations provide valuable and progressive opportunities for students to develop their clinical skills while providing healthcare services to student-athletes and physically active members of the university community. The ATEP uses various tools to determine our success in meeting the program mission, goals and outcomes (e.g., end of 1<sup>st</sup> (junior) year, end of 2<sup>nd</sup> (senior) year, end of program, and alumni surveys administered via Qualtrics online assessment). In the above surveys, AT students rate effectiveness of the educational mission and program goals, didactic instruction, clinical instruction, learning environment, and BOC preparation. The alumni survey assesses professional involvement and effectiveness of ATEP curriculum for professional preparation from a reflective perspective 3-5 years post-graduation. Overall effectiveness in teaching and achievement of student learning outcomes occurs through college/department teaching-course evaluations, completion of the competency and proficiency book, end of semester student evaluations, clinical site evaluations, annual and overall program evaluations (mentioned above), and BOC pass rates.



Information gathered by the ATEP evaluation tools is reviewed annually and aids the ATEP faculty with program improvements or modifications; ensuring the quality and effectiveness of educational experiences. Negative feedback or areas of improvement identified from the above evaluations is addressed by the ATEP faculty as needed; sometimes in consultation with the AT Steering Committee.

The Athletic Training Education Program follows a “learning over time” model where coursework is designed to introduce an SLO, reinforce the concept and assess the skill/behavior over the course of completing the program. Our program is a lock-step sequence designed to provide progressive learning and promote critical thinking. Documented success in each AT Clinical Experience Course (through the final semester evaluation and completion of the ATEC book) captures learning, retention and implementation of SLOs as student matriculate in the ATEP.

## PROFICIENCY RUBRIC: CLINICAL DECISION MAKING

### TOTAL EXAM TIME = 30 MINUTES

The purpose of this practical exam is to assess your clinical decision making ability in the area of injury assessment. You are expected to manage this injury/situation as you would in a real athletic training clinic or on-field situation. Please demonstrate your assessment techniques on the model; however he/she will not answer your questions. During the examination, the examiner will provide you with information based on your demonstration of palpations, special tests, etc. Please report your differential diagnosis after considering the scenario. The examination will be scored based on clinical decisions. Each scenario will include a specific time limit. Time will begin when the examiner completes the reading of the scenario. You will be notified when time is about to expire. Once time has expired, you are no longer permitted to continue performing the assessment.

Student's Name (print):\_\_\_\_\_ UF ID:\_\_\_\_\_

By signing below, the model understands that during the demonstration of this practical examination, the student will complete palpations, manipulations or clinical assessment techniques requiring direct contact with the model. At no time will the model's modesty or safety be compromised.

Model's Name (signature):\_\_\_\_\_ UF ID: \_\_\_\_\_

Examiner's Name (print):\_\_\_\_\_ Date:\_\_\_\_\_

## Practical Exam Injury Assessment Rubric: AT Clinical Experience Course

**Scenario 1:** A 19 year old cross country athlete reports to the AT facility immediately after practice complaining of right lower leg pain. He has noticed it on and off for the past 2 weeks, but only during his mid-distance runs. Please conduct a thorough assessment, reporting your final clinical impression and initial management strategy for this athlete. *(10 minutes)*

- Student demonstrates ability to utilize History responses to formulate differential diagnosis of injury/illness
  - Yes
  - No
- Student incorporates visual Observation of injury to aid with clinical diagnosis of injury/illness
  - Yes
  - No
- Student palpates soft tissue and bony landmarks to aid with clinical diagnosis of injury/illness
  - Yes
  - No
- Student assesses Muscle Length and Strength
  - Yes
  - No
- Student incorporates pertinent Special Tests for the injury/illness
  - Yes
  - No
- Student performs all special tests properly to assess injury/illness
  - Yes
  - No
- Student reports correct clinical diagnosis
  - Yes
  - No
- Student completes Lower Leg Clinical Assessment proficiently
  - Yes
  - No

Score Scenario #1: \_\_\_/25

- Pass [>70% or 18/25]
  - Fail [Requires remediation of skill]
- 

**Scenario 2:** A soccer athlete reports to the AT facility after practice c/o left groin/hip pain. He states it has bothered him for ~ 3 weeks. He has been stretching, icing, and the symptoms have not decreased. Please conduct a thorough assessment, reporting your final clinical impression and initial management strategy for this athlete.  
**(10 minutes)**

- Student demonstrates ability to utilize History responses to formulate differential diagnosis of injury/illness
  - Yes
  - No
- Student incorporates visual Observation of injury to aid with clinical diagnosis of injury/illness
  - Yes
  - No
- Student palpates soft tissue and bony landmarks to aid with clinical diagnosis of injury/illness
  - Yes
  - No
- Student assesses Muscle Length and Strength
  - Yes
  - No
- Student incorporates pertinent Special Tests for the injury/illness
  - Yes
  - No
- Student performs all special tests properly to assess injury/illness
  - Yes
  - No
- Student reports correct clinical diagnosis
  - Yes
  - No
- Student completes Lower Leg Clinical Assessment proficiently
  - Yes

No

Score Scenario #2:\_\_\_/25

Pass [>70% or 18/25]

Fail [Requires remediation of skill]

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**Scenario 3:** Female high school softball pitcher reports to the athletic training facility complaining of anterior shoulder pain, which she states has been occurring on and off for about 2 weeks. Please conduct a thorough assessment, reporting your final clinical impression and initial management strategy for this athlete. **(10 minutes)**

- Student demonstrates ability to utilize History responses to formulate differential diagnosis of injury/illness
  - Yes
  - No
- Student incorporates visual Observation of injury to aid with clinical diagnosis of injury/illness
  - Yes
  - No
- Student palpates soft tissue and bony landmarks to aid with clinical diagnosis of injury/illness
  - Yes
  - No
- Student assesses Muscle Length and Strength
  - Yes
  - No
- Student incorporates pertinent Special Tests for the injury/illness
  - Yes
  - No
- Student performs all special tests properly to assess injury/illness
  - Yes
  - No
- Student reports correct clinical diagnosis
  - Yes
  - No

- Student completes Lower Leg Clinical Assessment proficiently
  - Yes
  - No

Score Scenario #3: \_\_/25

- Pass [>70% or 18/25]
- Fail [Requires remediation of skill]

## Assessment Oversight

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