

**College of Health Sciences**  
**Master of Science in Athletic Training**  
2022 - 2023

**Program Learning Outcome 1:**

Demonstrate the knowledge and skills required to become a certified athletic trainer.

**Program Goal(s):**

Goal 1: Prepare students to successfully pass the Board of Certification (BOC) Examination.

Goal 4: Create healthcare leaders who are willing to serve others through their selected vocation and calling.

**Criteria for Success:** 70% of students will score a 62.5% of the mock Board of Certification Examination.

**Signature Assignment:** Mock Board of Certification Examination

**Course:** ATR6099

	% of students scoring 62.5% or higher
Spring 2023 (n=19)	73%

**Interpretation and Conclusion:**

This is a new PLO and a new signature assignment for the 2022-2023 academic year. This PLO's criteria for success was met in the 2022-2023 academic year as 73% of students scored 62.5% or higher on the signature assignment.

**Changes to be made:**

ATR6099 is currently being taught as a professional development course and an exam prep course. Next year, we are removing the professional development portion of the course to focus on exam preparation. In addition, the faculty member teaching ATR6099 is being trained as a board exam question writer. We believe these changes will only further prepare our students for both the signature assignment and their board exam after graduation.

**Program Learning Outcome 1:**

Demonstrate the knowledge and skills required to become a certified athletic trainer.

**Program Goal(s):**

Goal 1: Prepare students to successfully pass the Board of Certification (BOC) Examination.

Goal 4: Create healthcare leaders who are willing to serve others through their selected vocation and calling.

**CAATE Standard:**

Standard 6: The program meets or exceeds a three-year aggregate of 70% first-time pass rate on the BOC Examination.

**Criteria for Success:** 70% of students will pass the Board of Certification Examination on their first attempt.

**Signature Assignment:** Board of Certification Examination

**Course:** N/A

	% of students who passed on 1 <sup>st</sup> attempt
Spring 2023 (n=18)	83%

**Interpretation and Conclusion:**

This is a new PLO for the 2022-2023 academic year. As of June 30, 2023, 18 students have taken their board examination and 15 passed on the first attempt.

**Changes to be made:**

The program will continue to emphasize exam preparation throughout the didactic curriculum. Not only are courses transitioning to multiple choice exams, but we are adding end-of-year comprehensive examinations to identify area(s) of weaknesses before students take the exam.

**Program Learning Outcome 2:**

Critically evaluate and integrate the best available evidence for clinical decision making.

**Program Goal(s):**

Goal 2: Produce ethical, professional, and evidence-based certified athletic trainers who provide high-quality patient-centered care.

**Criteria for Success:** 70% of students will score 70% or higher on their critically appraised topic (CAT) rubric.

**Signature Assignment:** Critically Appraised Topic (CAT)

**Course:** KIN6010

	% of students scoring at least 70% or higher
Fall 2018 (n=7)	100%
Fall 2019 (n=8)	100%
Fall 2020 (n=20)	100%
Fall 2021 (n=19)	100%
Fall 2022 (n=19)	100%

**Interpretation and Conclusion:**

This is a new PLO 2022-2023 academic year. However, we are using a signature assignment that was used to assess a different PLO in previous years. Included is all the data from previous years. All of the students met the criteria for success for this PLO in the 2023-2023 academic year.

**Changes to be made:**

No changes necessary. Beginning in the Fall of 2020, the MS-AT cross-listed their section of KIN6010 with the MS-KIN and MSM-PA programs to create an interdisciplinary learning environment. This was done to promote interactions between students across multiple CHS programs. In the Fall of 2023, KIN6010 will be cross-listed in the inaugural cohort of the MS-OT program. We will continue this interdisciplinary approach moving forward as it has created rich discussions among our students who are going into diverse fields of healthcare.

**Rubric:**

See below

**Critical Appraisal Topic Abstract Rubric**

<i>Clinical Scenario (10pts)</i>	A brief description of the clinical scenario leading to the clinical question.
<i>Clinical Question (10pts)</i>	A focused clinical question of importance in sport rehabilitation.
<i>Summary of Key Findings (10 pts)</i>	A bulleted list of the key clinical findings from the search.
<i>Clinical Bottom Line (10 pts)</i>	The most important take-home message from the available evidence. Some statement regarding the level of available evidence and subsequent strength of recommendations is required
<i>Strength of Recommendation (10 pts)</i>	A brief description of the strength of evidence summarized following the critical appraisal

**Critical Appraisal Topic Main Text Rubric**

<b>Search Strategy: (5 points)</b>	Describe the databases and sites searched, the search terms used, and any search limits. The search should ideally have been conducted within several months of submission for publication and should seek to obtain the best available evidence.
<b>PICO (5 points)</b>	Should be in list format – See sample @ JSR website
<b>Inclusion and Exclusion Criteria (5 points)</b>	Explicitly list all inclusion and exclusion criteria for your article inclusion
<b>Search Results (5 points)</b>	In narrative form, describe the results of your search
<b>Best Evidence (10 points)</b>	Indicate how many studies were chosen (MUST INCLUDE AT LEAST 3) for inclusion and appraisal in this CAT and provide the reasons that these studies were selected (ie, level 1 study, etc).  <i>JSR strongly recommends authors use the <a href="#">Centre for Evidence-Based Medicine's definitions in determining level of evidence</a></i>
<b>Summary of Best Evidence (50 points)</b>	Each of the studies chosen for inclusion in the CAT should be critically appraised in a comparative table. The table might include the following headings:  Study Design Participants

	<p>Intervention Investigated</p> <p>Control</p> <p>Experimental</p> <p>Outcome Measures (Primary and Secondary)</p> <p>Main Findings</p> <p>Level of Evidence</p> <p>Validity Score</p>
<p><b>Conclusion</b> <b>(15 points)</b></p>	
<p><b>Implications for Practice, Education, and Future Research</b> <b>(25 points)</b></p>	<p>Practical discussion based on the information provided from the appraisal of current literature. Anecdotal comments regarding whether or not this intervention is commonly used clinically, cost of this intervention, etc, are appropriate.</p>
<p><b>Acknowledgements, Conflict of Interest, References</b> <b>(0 points)</b></p>	

**Program Learning Outcome 3:**

Deliver new evidence that is intended to change clinical practice to various healthcare communities through scholarly research presentations and symposiums.

**Program Goal(s):**

Goal 2: Produce ethical, professional, and evidence-based certified athletic trainers who provide high-quality patient-centered care.

**Criteria for Success:** 70% of students will score a 3 or higher in all categories of the AACU Oral Communication Rubric.

**Signature Assignment:** Critical Appraisal Topic Oral Presentations

**Course:** ATR6099

	% of students scoring a 3 or higher
Spring 2023 (n=19)	100%

**Interpretation and Conclusion:**

This is a new PLO and a new signature assignment for the 2022-2023 academic year. All of the students met the criteria for success for this PLO in the 2023-2023 academic year.

**Changes to be made:**

Beginning in the 2023-2024 academic year, the MS-AT will be transitioning away from Critical Appraisal Topic Oral Presentations as the capstone assignment for the program. This change was made due to the introduction of concentrations in the 2022-2023 academic year. Next year, the signature assignment for this PLO will be a research proposal as part of KIN6005 – Research Methods.

**Program Learning Outcome 4:**

Describe the importance of collaborating with multiple healthcare professionals to improve patient care in diverse populations.

**Program Goal(s):**

Goal 3: Provide a variety of clinical experiences that expose students to diverse patient populations and healthcare settings.

Goal 4: Create healthcare leaders who are willing to serve others through their selected vocation and calling.

**CAATE Standard:**

Standard 8: Interprofessional education is incorporated within the professional program.

Standard DEI 1: The program demonstrates systematic, diversity, equity, inclusion and social justice efforts in its development, design, and delivery.

**Criteria for Success:** 70% of students will score a 3 or higher in all categories of the AACU Written Communication Rubric.

**Signature Assignment:** Interprofessional Education & Collaboration Reflection

**Course:** ATR6092

	% of students scoring a 3 or higher
Summer 2023 (n=13)	100%

**Interpretation and Conclusion:**

This is a new PLO and a new signature assignment for the 2022-2023 academic year. Throughout the summer semester, students were exposed to various interprofessional education and collaboration experiences. Some of these experiences included meeting with the PA students to learn the roles and responsibilities of a PA and an AT. In addition, our students participated in two interdisciplinary clinical rotations: Rady Children’s Hospital and the Health Promotion Clinic at Mid-City Church of the Nazarene. The culminating assignment for the semester was an 800-word reflection in which students discussed the following:

- What have you learned about the importance of an interdisciplinary healthcare team as it relates to patient-centered care? How will you actively encourage OR participate in interprofessional collaboration once you transition to professional practice? In what way(s) do you see yourself promoting the profession of athletic training and educating others about the AT profession

This reflection was graded using the AACU written communication rubric.

**Changes to be made:**

No changes to be made at this time.

**Program Learning Outcome 4:**

Describe the importance of collaborating with multiple healthcare professionals to improve patient care in diverse populations.

**Program Goal(s):**

Goal 3: Provide a variety of clinical experiences that expose students to diverse patient populations and healthcare settings.

Goal 4: Create healthcare leaders who are willing to serve others through their selected vocation and calling.

**CAATE Standard:**

Standard 8: Interprofessional education is incorporated within the professional program.

Standard DEI 1: The program demonstrates systematic, diversity, equity, inclusion and social justice efforts in its development, design, and delivery.

**Criteria for Success:** 70% of students will score an average of 4 or higher on the ISVS-21 Scale.

**Signature Assignment:** Interprofessional Socialization and Valuing Scale (ISVS-21)

**Course:** ATR6092

	% of students averaging a 4 or higher
Summer 2023 (n=13)	100%

**Interpretation and Conclusion:**

This is a new PLO and a new signature assignment for the 2022-2023 academic year. Throughout the summer semester, students were exposed to various interprofessional education and collaboration experiences. Some of these experiences included meeting with the PA students to learn the roles and responsibilities of a PA and an AT. In addition, our students participated in two interdisciplinary clinical rotations: Rady Children’s Hospital and the Health Promotion Clinic at Mid-City Church of the Nazarene. At the end of their interprofessional education/collaboration didactic and clinical experiences, all students took the Interprofessional Socialization and Valuing Scale (ISVS-21) survey. The ISVS-21 is a refinement of the original ISVS-24 which was the most used surveys in interprofessional education research (King et. al 2016).

The ISVS-21 utilizes a 7-point Likert scale (1 = not at all, 2 = to a very small extent, 3 = to a small extent, 4 = to a moderate extent 5 = to a fairly great extent, 6 = to a great extent, 7 = to a very great extent). The purpose of this survey is to measure an individual’s self-reported



willingness and preparedness to work in interprofessional teams and environments. The survey questions are listed below:

1. I am aware of my preconceived ideas when entering into team discussions.
2. I have a better appreciation for using a common language across the health professionals' team.
3. I have a better appreciation for using a common language across the health professionals' team.
4. I am able to share and exchange ideas in a team discussion.
5. I have gained an enhanced perception of myself as someone who engages in interprofessional practice.
6. I feel comfortable being the leader in a team situation.
7. I feel comfortable in speaking out within the team when others are not keeping the best interests of the client in mind.
8. I feel comfortable in describing my professional role to another team member.
9. I have a better appreciation for the value in sharing research evidence across different health professional disciplines in a team.
10. I am able to negotiate more openly with others within a team.
11. I have gained an enhanced awareness of roles of other professionals on a team.
12. I am comfortable engaging in shared decision-making with clients.
13. I feel comfortable in accepting responsibility delegated to me within a team.
14. I have gained a better understanding of the client's involvement in decision-making around their care.
15. I feel comfortable clarifying misconceptions with other members of the team about the role of someone in my profession.
16. I have gained greater appreciation of the importance of a team approach.
17. I feel able to act as a fully collaborative member of the team.
18. I feel comfortable initiating discussions about sharing responsibility for client care.
19. I am comfortable in sharing decision-making with other professionals on a team.
20. I have gained more realistic expectations of other professionals on a team.
21. I have gained an appreciation for the benefits in interprofessional teamwork.

**Changes to be made:**

This year, the survey was only administered at the conclusion of the semester. Next year, the program would like to administer the survey at the start of the semester and again at the end of the semester to get pre/post data. This will allow the program to draw more robust conclusions regarding this PLO.

MSAT: PLO Data, 2022-23

**Program Learning Outcome 5:**

Demonstrate preparedness for their vocation and calling.

**Program Goal(s):**

Goal 4: Create healthcare leaders who are willing to serve others through their selected vocation and calling.

**Criteria for Success:** 70% of students will score a 3 or higher on all questions relating to career and vocation on their exit survey.

**Signature Assignment:** Exit Survey

**Course:** N/A

**Interpretation and Conclusion:**

The PLO will be assessed in the fall of 2023. The exit survey will be sent to 2023 graduating class in August.

**Changes to be made:**

No changes to be made at this time.

MSAT: PLO Data, 2022-23

**Program Learning Outcome 5:**

Demonstrate preparedness for their vocation and calling.

**Program Goal(s):**

Goal 4: Create healthcare leaders who are willing to serve others through their selected vocation and calling.

**Criteria for Success:** 70% of alumni will score a 3 or higher on all questions relating to career and vocation on their alumni survey.

**Signature Assignment:** Alumni Survey

**Course:** N/A

**Interpretation and Conclusion:**

This PLO will be assessed on the next alumni survey cycle which is projected for 2024.

**Changes to be made:**

No changes to be made at this time.