

College of Health Sciences
Master of Science in Athletic Training
2023 - 2024

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% on the mock Board of Certification Examination.

Signature Assignment: Mock Board of Certification Examination

Course: ATR6099

	% of students scoring 62.5% or higher
Spring 2024 (n=13)	77%
Spring 2023 (n=19)	73%

Interpretation and Conclusion:

All the students met the criteria for success for this PLO in the 2023-2024 academic year.

Changes to be made:

This was the first year that ATR6099 was taught exclusively as an exam preparation course. We expect mock exam test scores to improve next year due to the implementation of a 1st year comprehensive examination. This exam allows students to identify area(s) of weakness early and helps them better prepare for ATR6099 in the spring of the second year. Additionally, Nicole Cosby will be working on an independent board exam preparation course as part of her sabbatical in the spring. We plan to offer this course to our students starting in 2025-2026 as part of ATR6099.

Program Learning Outcome 1:

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Program Goal(s):

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

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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 st attempt
Spring 2024 (n=12)	83%
Spring 2023 (n=19)	84%

Interpretation and Conclusion:

Our students performed strongly on their national board examination for the second consecutive year. We had one student who chose to delay their examination until the fall testing window. The results from this academic year will be updated once we have the exam results.

Changes to be made:

The program will continue to emphasize exam preparation throughout the didactic curriculum. This year, we added a comprehensive exam at the end of the 1st year. This gave us the opportunity to identify students who may be at risk of failing their board exam. We will work with those students to develop a growth plan to ensure they are prepared for the board exam at the end of the 2nd year. Additionally, Nicole Cosby will be working on an independent board exam preparation course as part of her sabbatical in the spring. We plan to offer this course to our students starting in 2025-2026.

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 2023 (n=13)	100%
Fall 2022 (n=19)	100%
Fall 2021 (n=19)	100%
Fall 2020 (n=20)	100%
Fall 2019 (n=8)	100%
Fall 2018 (n=7)	100%

Critical Appraisal Topic Abstract Rubric

Clinical Scenario (10pts)	A brief description of the clinical scenario leading to the clinical question.
Clinical Question (10pts)	A focused clinical question of importance in sport rehabilitation.
Summary of Key Findings (10 pts)	A bulleted list of the key clinical findings from the search.
Clinical Bottom Line (10 pts)	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
Strength of Recommendation (10 pts)	A brief description of the strength of evidence summarized following the critical appraisal

Critical Appraisal Topic Main Text Rubric

Search Strategy (5 points)	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.
PICO (5 points)	Should be in list format – See sample @ JSR website
Inclusion and Exclusion Criteria (5 points)	Explicitly list all inclusion and exclusion criteria for your article inclusion
Search Results (5 points)	In narrative form, describe the results of your search
Best Evidence (10 points)	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 Centre for Evidence-Based Medicine's definitions in determining level of evidence</i>
Summary of Best Evidence (50 points)	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 Intervention Investigated Control Experimental Outcome Measures (Primary and Secondary) Main Findings Level of Evidence Validity Score
Conclusion (15 points)	
Implications for Practice, Education, and Future Research (25 points)	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.
Acknowledgements, Conflict of Interest, References (0 points)	

Interpretation and Conclusion:

All the students met the criteria for success for this PLO in the 2023-2024 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 was 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. Additionally, two new expert faculty have been added to help teach the course, one faculty member for MS-KIN and one faculty member from MS-AT.

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: Research Proposal Oral Presentations

Course: KIN6005

	% of students scoring a 3 or higher
Spring 2024 (n=13)	100%

Interpretation and Conclusion:

This is a new signature assignment for the 2023-2024 academic year. All the students met the criteria for success for this PLO in the 2023-2024 academic year.

Changes to be made:

The program transitioned away from Critical Appraisal Topic Oral Presentations in the 2023-2024 academic year. This change was made due to the introduction of concentrations in the 2022-2023 academic year. As a result, we updated the signature assignment for this PLO to be an oral defense of a mock research proposal that is completed in 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 2024 (n=17)	100%
Summer 2023 (n=13)	100%

Reflection Prompt

This culminating assignment will allow you to reflect on what you've learned about interprofessional education and interprofessional collaboration. To complete this assignment, please spend a few moments thinking about the various ways in which you have learned about interprofessional education, participated interprofessional education, and participated in interprofessional collaborative environments (in both didactic and clinical settings). Once you have finished reflecting, please write an open-ended reflection about your overall experience with interprofessional education/collaboration over the past year in the program. Specifically, what have you learned about the importance of an interdisciplinary healthcare team as it relates to patient-centered care? More specifically, how can an interdisciplinary healthcare model help provide care to patient populations and communities where access is limited? How will you actively encourage OR participate in interprofessional collaboration in once you transition to professional practice? In way(s) do you see yourself promoting the profession of athletic training and educating others about the AT profession?

Interpretation and Conclusion:

All the students met the criteria for success for this PLO in the 2023-2024 academic year.

This summer, we launched our first university-wide interprofessional education event with the following programs: athletic training, clinical counseling, nursing, occupational therapy, and physician assistant. All students were enrolled in a 4-week interprofessional education course where they learned about interprofessional education, and the roles and responsibilities and each healthcare profession represented about Point Loma. The culminating experience was an IPE simulation event where students broke out into small groups (with each discipline represented) to solve complex-clinical cases. After the simulation event, the MS-AT students reflected on their overall experience using the prompt above.

Additionally, our students participated in two service-oriented clinical rotations: Rady Children's Hospital and the Health Promotion Clinic at Mid-City Church of the Nazarene where they interacted with an extremely diverse patient population from multiple-levels of socioeconomic backgrounds.

Changes to be made:

Faculty governance approved the formation of a new interprofessional education committee for the 2024-2025 academic year. This committee will look to develop a comprehensive IPE curriculum across multiple programs at Point Loma. This may lead to changes in the way the MS-AT program assess this LO in the future.

Next year, we are looking to expand our clinical rotation requirements to include an additional service opportunity with a pro-bono injury clinic at Sweetwater Union High School District.

Program Learning Outcome 4:

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

Program Goal(s):

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.

Criteria for Success: 70% of students will score an average of 3 or higher on the IPEC Competency Self-Assessment Tool

Signature Assignment: IPEC Competency Self-Assessment Tool

Course: ATR6092

	% of students averaging a 3 or higher
Summer 2024 (n=17)	100%

IPEC Competency Self-Assessment Tool

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I am able to choose communication tools and techniques that facilitate effective team interactions.	1	2	3	4	5
2. I am able to place the interests of patients at the center of interprofessional health care delivery.	1	2	3	4	5
3. I am able to engage other health professionals in shared problem-solving appropriate to the specific care situation.	1	2	3	4	5
4. I am able to respect the privacy of patients while maintaining confidentiality	1	2	3	4	5

MSAT: Assessment Data, 2023-24

in the delivery of team-based care.					
5. I am able to inform care decisions by integrating the knowledge and experience of other professions appropriate to the clinical situation.	1	2	3	4	5
6. I am able to embrace the diversity that characterizes the health care team.	1	2	3	4	5
7. I am able to apply leadership practices that support effective collaborative practice.	1	2	3	4	5
8. I am able to respect the cultures and values of other health professions.	1	2	3	4	5
9. I am able to engage other health professionals to constructively manage disagreements about patient care.	1	2	3	4	5
10. I am able to develop a trusting relationship with other team members.	1	2	3	4	5
11. I am able to use strategies that improve the effectiveness of interprofessional teamwork and team-based care.	1	2	3	4	5
12. I am able to demonstrate high standards of ethical conduct in my contributions to team-based care.	1	2	3	4	5
13. I am able to use available evidence to inform effective teamwork and team-based practices.	1	2	3	4	5
14. I am able to act with honesty and integrity in relationships with other team members.	1	2	3	4	5

15. I am able to understand the responsibilities and expertise of other health professions.	1	2	3	4	5
16. I am able to maintain competence in my own profession appropriate to my level of training.	1	2	3	4	5

Interpretation and Conclusion:

This is a new assessment tool for the 2023-2024 academic year. We chose to use the IPEC Competency Self-Assessment Tool because it is considered the gold standard for assessing interprofessional education curriculum. This tool has questions that directly link to the IPEC competencies. All the students met the criteria for success for this PLO in the 2023-2024 academic year.

Changes to be made:

Next year, we plan to administer the IPEC Competency Self-Assessment Tool at the start of each program as a pre-test. It will be embedded in KIN6010 which is a required course for MS-AT, MS-KIN, MS-OT, MSM-PA. This will allow us to track perceptions related into IPE over time and allow the IPE committee to assess curriculum. With the formation of the IPE committee, there may lead to changes in the way the MS-AT program assess this LO in the future.

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

	% of students averaging a 3 or higher on question 1	% of students averaging a 3 or higher on question 2
Summer 2024 (n=11)	100%	100%
Summer 2023 (n=10)	100%	100%

Career & Vocation Question 1

How well did the athletic training program prepare you to work in athletic training or related fields?	1 = very poorly 2 = poorly 3 = ok 4 = well 5 = very well
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Career & Vocation Question 2

How well did the athletic training program help you discover and pursue your vocation and calling?	1 = very poorly 2 = poorly 3 = ok 4 = well 5 = very well
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Interpretation and Conclusion:

All the students met the criteria for success for this PLO in the 2023-2024 academic year.

Changes to be made:

We are in the process of evaluating these questions. We are unsure if they provide rich enough data to draw conclusions and are considering using validated career and vocation surveys for the next academic year.

MSAT: Assessment Data, 2023-24

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 fall of 2024.

Changes to be made:

No changes to be made at this time.