

## **SCHOOL OF HEALTH PROFESSIONS MISSION**

The School of Health Professions (SHP) educates and inspires developing professionals who enhance the health of individuals and communities within an evolving healthcare landscape.

SHP Graduates:

- Provide compassionate, evidence-based care
- Advocate for the health of patients and communities
- Demonstrate sensitivity to cultural and individual differences
- Engage in inter-professional collaboration and lifelong learning
- Provide service both domestically and globally

## **DIVISION HISTORY, ATP MISSION, ATP PHILOSOPHY**

### **DIVISION HISTORY**

The SU Athletic Training Program was founded in August of 2000. Dr. Rose Schmieg was named as the Division Director with the responsibility of creating and directing a professional Master of Science in Athletic Training program. While in its formative stages, it was decided that the curriculum would best fit within the School of Health Professions. Other programs in this school include a doctorate of physical therapy, a masters degree in occupational therapy, a masters degree in physician assistant studies, and a newly developing Masters of Public Health. Based on student interest at the time of creating the MSAT curriculum, a path to obtaining a DPT degree concurrent with the MSAT was established. The MSAT athletic training program (ATP) and dual degree MSAT/DPT programs were approved by the University Curriculum Committee. The ability to offer the MSAT degree was approved by the State Council of Higher Education Virginia (SCHEV) in 2001. The first MSAT and Dual Degree MSAT/DPT cohort matriculated in May 2001. Initial CAAHEP accreditation was granted in 2004. Program accreditation was granted by CAATE in 2009. Since that time the SU Athletic Training Program has added a Masters Certificate program in Performing Arts Medicine. The dual degree MSAT/DPT has two points of entry, Dual Degree MSAT/DPT Track I and Dual Degree MSAT/DPT Track 2. The most recent CAATE accreditation site visit was in Spring 2019, and the program was approved for an additional 10 years.

### **ATP MISSION**

The mission of the MSAT Athletic Training Program is to educate and inspire students to be reflective practitioners who deliver evidence-based, compassionate, and ethical care utilizing a team approach in an evolving healthcare landscape.

### **ATP PHILOSOPHY**

Our philosophy is to create a learning environment in which students have the opportunity to engage in a wide range of learning experiences, which facilitate the development of problem-solving skills, leadership and professionalism. The SU Athletic Training Program is continually evolving in order to respond to student, preceptor, alumni, and employer feedback so as to evolve with the changing context in which athletic trainers deliver patient and client care. Athletic training student input regarding the Athletic Training Program is encouraged and highly valued. It is expected that when program concerns arise, they will be voiced professionally and possible solutions will be brought forward for consideration by all program stakeholders to expedite resolutions that benefit all. Flexibility, along with accountability to each other, the Division, the profession, and the community is essential. The natural outcome of this approach to program development is shared ownership of the SU Athletic Training Program between the faculty, students and other stakeholders.

The general approach to curriculum instruction is to present the basic elements initially in order to form a solid foundation upon which to build more complexity. Philosophically, the faculty acknowledges that teaching styles must be individualized to the needs of the student learner on his/her journey from an “enthusiastic beginner” to a “self-reliant achiever”. Therefore, the faculty employs the five teaching styles described by Grasha<sup>3</sup> in both didactic and clinical education.

These styles include: 1) being a content expert which is demonstrated when providing information to the student in the traditional lecture setting, 2) being a formal authority when demonstrating and having students practice clinical proficiencies, 3) being a personal model having the student able to observe and ultimately emulate masterful psychomotor skill and clinical decision making while always demonstrating professional affective behavior, 4) being a facilitator in that as students move from being non-skilled beginners toward possessing entry-level skill as a functioning certified athletic trainer, the faculty should be “telling” less and “promoting student autonomy” more, 5) being a delegator by serving as a resource person for a student that is able to be an independent learner.<sup>1</sup> Our curriculum content strives to include a combination of expert driven scientific foundation with a blending of faculty-facilitator driven case problem solving. This mix attempts to provide the student with the building blocks (anatomy and biomechanics) along with processing skills that allow for critical thinking to solve problems. Furthermore, we view learning and problem solving as an integrated process which is a shared responsibility of both faculty and students. This responsibility does not end with graduation and we encourage our students to be “lifelong learners.”

### **ATP GOALS AND OBJECTIVES**

Upon completion of the classroom and clinical requirements of the Master of Science in Athletic Training Program, a student will:

1. Understand and implement the prevention of injuries to athletes and physically active individuals of all ages and abilities.
2. Demonstrate competency in the various methods and well-care practices which can be used to help bring about a reduction in illnesses to athletes and the physically active.
3. Assess and administer acute care for injuries and illnesses to athletes and the physically active, and differentiate between cases that require referral to emergency services or other healthcare providers.
4. Integrate knowledge and clinical psychomotor skills while problem solving through an orthopedic examination and making a clinical diagnosis.
5. Demonstrate competency in the application, progression and modification of therapeutic intervention while managing injuries to athletes and the physically active.
6. Demonstrate an understanding of the role of the athletic trainer with the biopsychosocial aspects of sports injury and illness, and application of the referral process.
7. Understand the role of the athletic trainer regarding healthcare administration in secondary school, collegiate, and clinic-based settings.
8. Appraise and synthesize the available research evidence, and contribute to the evidence-based practice in the field of athletic training.
9. Develop a sense of professionalism and incorporate the NATA Code of Ethics into clinical practice.
10. Recognize the value of interprofessional communication and practice as a member of a healthcare team.
11. Engage in community and professional service opportunities that contribute to the necessities of a local or global society.

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<sup>1</sup> Grasha AF. A matter of style: The teacher as expert, formal authority, personal model, facilitator, and delegator. College teaching. 1994 Oct 1;42(4):142-9.

