

Augustana University MSAT Program Goals and Objectives

Goal 1: Prepare the students to practice the profession by utilizing the knowledge and skills obtained during their didactic and clinical education.

Objective 1.1: Students will demonstrate progressive knowledge on standardized exams.

Objective 1.2: Students will demonstrate clinical skills on standardized patients.

Objective 1.3: Students will be able to demonstrate proficiency in the skills required of an athletic trainer including promoting healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness and integrating best practices in immediate and emergency care for optimal outcomes while integrating best practices in policy construction and implementation, documentation, modality devices and basic business practices to promote optimal patient care and employee well-being.

Objective 1.4: Students will be able to demonstrate proficiency of skills required of an athletic trainer including implementing systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients' plan of care and rehabilitating and reconditioning injuries, illnesses and general medical conditions with the goal of achieving optimal activity level based on core concepts using the application of therapeutic exercise, and manual techniques while integrating best practices in policy construction and implementation, documentation and basic business practices to promote optimal patient care and employee well-being.

Objective 1.5: Professors will provide quality instruction facilitating student knowledge acquisition.

Goal 2: Provide hands-on clinical experiences so students can demonstrate clinical competence in the functions of a clinical athletic trainer.

Objective 2.1: Students will be able to conduct a thorough clinical evaluation of common injuries and illnesses and formulate an impression as well be able to plan, coordinate and supervise all administrative components of an athletic training program including those pertaining to health care services (e.g. physical examinations, first aid and emergency care, follow-up care and rehabilitation), financial management, facility management, personnel management and public relations.

Objective 2.2: Clinical preceptors will provide quality clinical experience, mentorship, and demonstration of skills during clinical instruction.

Goal 3: Prepare our students to demonstrate team management/professional behaviors for transition to an independent entry-level clinical athletic trainer.

Objective 3.1: Students will be able to conduct themselves in a confident professional manner as a member of the sports medicine team.

Objective 3.2: Students will utilize the interpersonal skills necessary to provide health care information and counseling to athletes, physically active patients, parents and coaches on matters pertaining to the physical, psychological and emotional health and well-being of the physically active patient.

Objective 3.3: Clinical preceptors will demonstrate the interpersonal skills to be a member of the sports medicine team.

Goal 4: Prepare our graduates to become qualified health care professionals.

Objective 4.1: Upon graduation, students will pass the Board of Certification (BOC) examination the first time to become Athletic Trainers.

Objective 4.2: Six months after graduation, our students will have active employment in their field or placement in a graduate program.

Objective 4.3: Graduates will be able to interpret the role of the Athletic Trainer as a valuable member of the health care team by promoting the profession of Athletic Training as a professional discipline, and providing instruction on subject matters to the community as it relates to injury and illness of the physically active patient.

Objective 4.4: Graduates will be able to realize their own personal strengths and weaknesses in the care of the physically active and continue to strive for advancing their knowledge and skills by participating in continuing education while incorporating evidence-based practice.

Objective 4.5: Graduates will be prepared to practice the profession of Athletic Training while working cooperatively with allied health care professionals including, but not limited to; physicians, physician assistants, chiropractors, physical therapists, occupational therapists, sports psychologists, sports nutritionists, nurses, exercise physiologists, and hospital and clinic administrators.

Objectives Map

Measure	Evaluation Method	Students	Programmatic Component	Dissemination/Responsibility	Timeframe
1.1.1: Level I Annual Exams	Average annual exam scores for all Level I students. Percentage of students scoring at or above 70%.	Level I Students	Content & Clinical Knowledge	AT 500 Day	Early April
1.1.2: Level II Annual Exams	Average annual exam scores for all Level II students. Percentage of students scoring at or above 70%.	Level II Students	Content & Clinical Knowledge	AT 592 Day	Early April
1.1.3: Level III Annual Exams	Average annual exam scores for all Level II students. Percentage of students scoring at or above 70%.	Level III Students	Content & Clinical Knowledge	AT 510 Day	January
1.1.4: Level III BOC Pretest	Average ACES exam scores in each domain for all Level III students. Percentage of students scoring at or above 70% in each domain and task.	Level III Students	Content Knowledge	AT 615 Course Instructor	August
1.2.1: AT 500 Decision Making Simulations	Average of all students across all decision making simulations. Percentage of students scoring at or above 3 (Meets Expectations) on each of the following: decision making, execution, & patient interaction/confidence. Emphasis on taping, bracing, emergency response and injury prevention.	Level I Students	Clinical Knowledge	AT 500 Course Instructor	Fall Semester
1.2.2: AT 501 Decision Making Simulations	Average of all students across all decision making simulations. Percentage of students scoring at or above 3 (Meets Expectations) on each of the following: decision making, execution, & patient interaction/confidence. Emphasis on immediate treatment, modality selection and application.	Level I Students	Clinical Knowledge	AT 501 Course Instructor	Spring Semester
1.2.3: AT 591 Decision Making Simulations	Average of all students across all decision making simulations.	Level II Students	Clinical Knowledge	AT 591 Course Instructor	Fall Semester

	Percentage of students scoring at or above 3 (Meets Expectations) on each of the following: decision making, execution, & patient interaction/confidence. Emphasis on injury evaluation, rehabilitation selection and application of lower extremity injuries.				
1.2.4: AT 592 Decision Making Simulations	Average of all students across all decision making simulations. Percentage of students scoring at or above 3 (Meets Expectations) on each of the following: decision making, execution, & patient interaction/confidence. Emphasis on injury evaluation, rehabilitation selection and application of upper extremity injuries.	Level II Students	Clinical Knowledge	AT 592 Course Instructor	Spring Semester
1.2.5: AT 695 Decision Making Simulations	Average of all students across all decision making simulations. Percentage of students scoring at or above 3 (Meets Expectations) on each of the following: decision making, execution, & patient interaction/confidence. Emphasis on comprehensive injury management.	Level III Students	Clinical Knowledge	AT 695 (Day)	Fall/Spring Semester
1.3.1: AT 500 Clinical Skills Examinations	Overall average of all students on all Clinical Skills Examinations. Percentage of students that scored at or above a 4/5 on the following areas: execution, confidence, & application.	Level I Students	Clinical Knowledge	AT 500 Course Instructor	Fall Semester
1.3.2: AT 501 Clinical Skills Examinations	Overall average of all students on all Clinical Skills Examinations. Percentage of students that scored at or above a 4/5 on the following areas: execution, confidence, & application.	Level I Students	Clinical Knowledge	AT 501 Course Instructor	Spring Semester
1.4.1: AT 591 Clinical Skills Examinations	Overall average of all students on all Clinical Skills Examinations. Percentage of students that scored at or above a 4/5 on the	Level II Students	Clinical Knowledge	AT 591 Course Instructor	Fall Semester

	following areas: execution, confidence, & application.				
1.4.2: AT 592 Clinical Skills Examinations	Overall average of all students on all Clinical Skills Examinations. Percentage of students that scored at or above a 4/5 on the following areas: execution, confidence, & application.	Level II Students	Clinical Knowledge	AT 592 Course Instructor	Spring Semester
1.5.1: Course/Instructor Evaluation/ Student Ratings of Instruction	Overall percentage of student responses.	Level I-III Students	Course Instruction	EXXACT Day	November & April
1.5.2: Graduating Student Survey (Education Component)	Overall average on educational component.	Level III Students	Course Instruction	EXXACT Day	May
1.5.3: Alumni Clinical Education Evaluation (Education Component)	Qualitative analysis of themes	Alumni	Course Instruction	Mail Day	March
2.1.1: Clinical Preceptor Evaluation of ATS (Clinical Competence)	Percentage of students scoring at or above "Meets Expectations"	Level I-II Students	Clinical Knowledge	EXXACT Day	Clinical Experiences
2.1.2: Clinical Preceptor Evaluation of AT Student Clinical Immersion Experience (Clinical Competence)	Percentage of students scoring at or above "Meets Expectations"	Level III Students	Clinical Knowledge	EXXACT Day	Clinical Experiences
2.1.3: Annual Self-Assessment Instrument (Clinical Competence)	Overall average	Level I-III Students	Clinical Knowledge	EXXACT Day	April
2.2.1: ATS Evaluation of Clinical Preceptor / Site (Clinical Competence)	Percentage of students scoring at or above "Meets Expectations"	Level I-II Students	Course Instruction	EXXACT Day	Clinical Experiences
2.2.2 AT Student Evaluation of Clinical Immersion	Overall average	Level III Students	Course Instruction	EXXACT Day	December/May

Experience (Clinical Education Component)					
2.2.3 Graduating Student Survey (Clinical Component)	Overall average	Level III Students	Course Instruction	EXXACT Day	May
2.2.4 Alumni Clinical Education Evaluation (Clinical Component)	Overall average	Alumni	Course Instruction	Mail Day	March
3.1.1: Clinical Preceptor Evaluation of ATS (Professional Competence)	Percentage of students scoring at or above "Meets Expectations"	Level I-II Students	Clinical Knowledge	EXXACT Day	Clinical Experiences
3.1.2: Clinical Preceptor Evaluation of AT Student Clinical Immersion Experience (Professional Competence)	Percentage of students scoring at or above "Meets Expectations"	Level III Students	Clinical Knowledge	EXXACT Day	Clinical Experiences
3.1.3: Annual Self-Assessment Instrument (Professional Competence)	Overall average	Level I-III Students	Clinical Knowledge	EXXACT Day	April
3.2.1: Clinical Preceptor Evaluation of ATS (Personal Competence)	Percentage of students scoring at or above "Meets Expectations"	Level I-II Students	Clinical Knowledge	EXXACT Day	Clinical Experiences
3.2.2: Clinical Preceptor Evaluation of AT Student Clinical Immersion Experience (Personal Competence)	Percentage of students scoring at or above "Meets Expectations"	Level III Students	Clinical Knowledge	EXXACT Day	Clinical Experiences
3.3.1: ATS Evaluation of Clinical Preceptor / Site	Overall average	Level I-II Students	Course Instruction	EXXACT Day	Clinical Experiences

(Professional Competence)					
3.3.2: AT Student Evaluation of Clinical Immersion Experience (Preceptor Component)	Overall average	Level III Students	Course Instruction	EXXACT Day	December/May
3.3.3: Alumni Clinical Education Evaluation (Preceptor Component)	Overall average	Alumni	Course Instruction	Mail Day	March
4.1: BOC Pass Rate	Scores from BOC on first time pass rate and scores in each domain.	Level III Students	Programmatic Effectiveness	BOC Day	Summer
4.2.1: Placement Rate	Average	Alumni	Programmatic Effectiveness	eAccred Day	Summer
4.2.2 Program Graduation Rate	Average	Level III Students	Programmatic Effectiveness	eAccred Day	Summer
4.3 Critical Appraisal Presentation	Overall average	Level III Students	Content Knowledge	AT 695 Day	September-May
4.4 Clinical Case Studies	Overall average	Level I-II Students	Clinical Knowledge	AT 501/591 Course Instructors	Late April
4.5.1 Immersion Journals	Qualitative review for themes	Level III Students	Clinical Knowledge	AT 695 Day	May
4.5.2 Employer/ Supervisor Evaluation Form	Overall average	Alumni	Programmatic Effectiveness	Mail Day	March

Assessments

Annual Exams

Goal 1: Prepare the students to practice the profession by utilizing the knowledge and skills obtained during their didactic and clinical education.

Objective 1.1: Students will demonstrate progressive knowledge on standardized exams.

Description: As part of their matriculation through the program, students will take the Annual each year that they are in the program. Material on the exam will be from previous classes thereby giving each student the opportunity to be taught and tested on the material as part of their classes but also have time to review and apply the material in their clinical classes and clinical experiences. Students must score at

least a 70% on the Annual Exam in order to pass the associated clinical course and register for the next semester clinical experiences. Students may retake the exam as many times as they like but they will not be allowed to register for their next clinical class until they achieve a passing score or complete remediation assigned by the MSAT program director. The Annual Exam will consist of three different sections:

1. The first section is a computerized 175 multiple choice exam with randomly selected questions based on students' academic level. Each question is worth a single point.
2. The second section of the exam is a written simulation. Students receive a mock situation and are asked to select from a list of possible interventions they would perform before moving on. Each possible intervention is assigned a point value. Critical interventions are worth 2 points, important interventions are worth 1 point, optional interventions are worth 0 points, mildly harmful intervention are worth -2 points, and detrimental interventions are worth -4 points. Student responses are summed over the entire scenario and the percentage score is calculated compared to points possible. This section of the Annual Exam is worth 25 points and is awarded based on percentage score earned.
3. The third section of the exam is a practical exam. During the course of taking the other sections of the exam students are asked individually to take the practical component of the Annual Exam. This section of the exam is graded 1 on 1 live and may also be recorded. The practical consists of two separate sections for a total of 50 points.
 - a. The first component of the practical section is the demonstration of 4-8 clinical skills the student should have mastered over the previous year. Each task is performed on a subject with no feedback and may be a timed task. Students will be graded in the areas of execution, confidence and application as described in the Clinical Skills Assessment Criteria for Scoring. The total score is a percentage of the possible points multiplied by the total possible 30 points for this subsection.
 - b. The second component of the practice section is a decision making simulation. Students are presented with a trained subject who will portray a specific condition. Students are asked to interact with the subject and the examiner just as they would in the athletic training clinic. Students are scored based on their decision making, execution and patient interaction/confidence using the same rubric as the Clinical Class Decision Making Simulation Scoring Rubric. This subsection of the Annual Exam is out of a possible 20 points and is calculated as a percentage of points earned multiplied by the 20 points possible..

Focus: Content and Clinical Knowledge (Student Learning Outcomes)

Level III BOC Pretest

Goal 1: Prepare the students to practice the profession by utilizing the knowledge and skills obtained during their didactic and clinical education.

Objective 1.1: Students will demonstrate progressive knowledge on standardized exams.

Description: Using the BOC Exam Study Guide students will take a BOC Pretest during the Fall of their Level III year. The Study Guide for the BOC Exam is designed to:

- Help a candidate understand how to use the BOC Role Delineation Study in exam preparation;
- Evaluate a candidate's knowledge of topics within each of the domains;
- Increase a candidate's understanding of tasks within the Role Delineation Study;
- Provide a detailed report of the candidate's performance on the mock exams to identify areas of weakness that require further study.

The Study Exam Study Guide includes:

- Two 140-question mock exams which use traditional and multi-correct type multiple choice questions. In order to help determine a student's strengths and weaknesses with regard to the BOC's Practice Analysis (Domains and Tasks), both positive and negatively-stated questions are used
- Individualized report for each of the two mock exams
- Combined report that highlights your strengths and weaknesses from both mock exams

Focus: Content Knowledge (Student Learning Outcomes)

Decision Making Simulations

Goal 1: Prepare the students to practice the profession by utilizing the knowledge and skills obtained during their didactic and clinical education.

Objective 1.2: Students will demonstrate clinical skills on standardized patients.

Description: Students are required to complete graded and recorded Decision Making Simulations. These assessments will combine multiple clinical skill assessments as well as incorporate clinical decision-making.

Students will be graded both on the decisions they make as well as the execution of the skills they perform. Students are also required to mock all appropriate documentation that would occur as part of a normal situation. In addition, students should write a 2-4 page reflection paper outlining their decision-making process and execution as well as on areas for improvement.

These Decision Making Simulations will be arranged by the athletic training program director and are listed on the course schedule. Students will be graded in the areas of decision making, execution, patient interaction, and reflection according to the Decision Making Simulation Scoring Rubric.

Focus: Clinical Knowledge (Student Learning Outcomes)

Clinical Skills Examinations

Goal 1: Prepare the students to practice the profession by utilizing the knowledge and skills obtained during their didactic and clinical education.

Objective 1.3: Students will be to identify injury and illness risk factors associated with the physically active and be able to plan and implement all components of a comprehensive injury and illness prevention program.

Objective 1.4: Students will be able to demonstrate proficiency of skills required of an athletic trainer including but not limited to providing first aid and emergency care for acute traumatic

injuries and illnesses, conducting an initial clinical evaluation of common injuries and illnesses, planning and implementing a comprehensive rehabilitation and reconditioning program.

Description: Three separate times during the course of the academic term, students will be tested on a random selection of 5-10 clinical skills. The clinical skills tested will be selected from the skills that the students have been asked to demonstrate competency on prior to the exam, however, examinations are not cumulative so clinical skills will only be eligible for testing once during the term. Students will sign up for an individual appointment with the course instructor for the examination and will also be asked to serve as the model for the student that tests after them. Students will be graded in the areas of execution, confidence, and application as described in the Clinical Skills Assessment Criteria for Scoring.

Focus: Clinical Knowledge (Student Learning Outcomes)

Course/Instructor Evaluation/ Student Ratings of Instruction

Goal 1: Prepare the students to practice the profession by utilizing the knowledge and skills obtained during their didactic and clinical education.

Objective 1.5: Professors will provide quality instruction facilitating student knowledge acquisition.

Description: Students are to fill out evaluations of the courses that they take in which athletic training curricular content is assigned. The questionnaire evaluates both teaching effectiveness and course function. There is a Likert-scale section in which students evaluate both personal and professional characteristics of the course as well as the overall effectiveness of the course on a scale of rarely through always. Students also have the opportunity to note that the situation or course component was not observed. The final section of the ratings is an open-ended section with guiding questions in which students may describe their own feelings regarding the success of the course and the instructor. Each answer is assigned a numerical value and averages are calculated for each question as well as each category for the purposes of evaluation. Subjective responses are evaluated for possible themes.

Focus: Course Instruction (Program Outcomes)

Graduating Student Survey (Education Component) (Clinical Component)

Goal 1: Prepare the students to practice the profession by utilizing the knowledge and skills obtained during their didactic and clinical education.

Objective 1.5: Professors will provide quality instruction facilitating student knowledge acquisition.

Description: In the final weeks of their spring semester and often after they have taken their board examination, Level III students do an additional survey regarding their feelings, beliefs and behaviors regarding the athletic training program. There are three sections to the survey. The first two are Likert-scales where students rank the education and clinical experience components of the program from rarely to always. The third section is an open-ended section where students can describe their thoughts on the program. Each answer is assigned a numerical value and averages are calculated for each question as

well as each category for the purposes of evaluation. Subjective responses are evaluated for possible themes.

Focus: Course Instruction (Program Outcomes)

Alumni Clinical Education Evaluation (Education Component) (Clinical Component) (Preceptor Component) (Employment Status)

Goal 1: Prepare the students to practice the profession by utilizing the knowledge and skills obtained during their didactic and clinical education.

Objective 1.5: Professors will provide quality instruction facilitating student knowledge acquisition.

Goal 2: Provide hands-on clinical experiences so students can demonstrate clinical competence of the functions of a clinical athletic trainer.

Objective 2.2: Clinical preceptors will provide quality clinical experience, mentorship, and demonstration of skills during clinical.

Goal 3: Prepare our students to demonstrate team management/professional behaviors for transition to an independent entry-level clinical athletic trainer.

Objective 3.3: Clinical preceptors will demonstrate the interpersonal skills to be a member of the sports medicine team.

Goal 4: Prepare our graduates to become qualified health care professionals.

Objective 4.2: Six months after graduation, our students will have active employment in their field or placement in a graduate program.

Description: The Alumni Clinical Education Evaluation is the capstone to the student feedback process. It is a multifaceted survey that is emailed to students 6 to 9 months after they graduate. It is mainly open ended allowing the graduate to reflect back on his/her professional preparation and compare it to real world demands of their current life. BOC Examination and Work Status is also collected. Lastly, graduates are asked to evaluate the athletic training faculty now that they have graduated and there is no possible retaliation.

Focus: Programmatic Effectiveness (Program Outcomes)

Clinical Preceptor Evaluation of ATS (Clinical Competence) (Professional Competence) (Personal Competence)

Goal 2: Provide hands-on clinical experiences so students can demonstrate clinical competence of the functions of a clinical athletic trainer.

Objective 2.1: Students will be able to conduct a thorough clinical evaluation of common injuries and illnesses and formulate an impression as well be able to plan, coordinate and supervise all administrative components of an athletic training program including those pertaining to health care services (e.g. physical examinations, first aid and emergency care, follow-up care and

rehabilitation), financial management, facility management, personnel management and public relations.

Goal 3: Prepare our students to demonstrate team management/professional behaviors for transition to an independent entry-level clinical athletic trainer.

Objective 3.1: Students will be able to conduct themselves in a confident professional manner as a member of the sports medicine team.

Description: At the end of the clinical experience, students will be rated by their clinical preceptors on the Clinical Preceptor Evaluation of ATS / Clinical Preceptor Evaluation of AT Student Clinical Immersion Experience. They will be rated on both clinical/professional competency and personal qualities on a 5 point scale. Due to the nature of the scale with 3 being Meets Expectations/Satisfactory, a true percentage will not be used for evaluation. Evaluation will be based on the percentage of items that they scored at or above 3 on the 5 point scale. That percentage will then be used in the calculations of overall assessment.

Focus: Clinical Knowledge (Student Learning Outcomes)

Clinical Preceptor Evaluation of AT Student Clinical Immersion Experience (Clinical Competence) (Professional Competence) (Personal Competence)

Goal 2: Provide hands-on clinical experiences so students can demonstrate clinical competence of the functions of a clinical athletic trainer.

Objective 2.1: Students will be able to conduct a thorough clinical evaluation of common injuries and illnesses and formulate an impression as well be able to plan, coordinate and supervise all administrative components of an athletic training program including those pertaining to health care services (e.g. physical examinations, first aid and emergency care, follow-up care and rehabilitation), financial management, facility management, personnel management and public relations.

Goal 3: Prepare our students to demonstrate team management/professional behaviors for transition to an independent entry-level clinical athletic trainer.

Objective 3.1: Students will be able to conduct themselves in a confident professional manner as a member of the sports medicine team.

Description: At the end of the clinical experience, students will be rated by their clinical preceptors on the AT Clinical Preceptor Evaluation/ AT Immersion Evaluation Form. They will be rated on both clinical/professional competency and personal qualities on a 5-point scale. Due to the nature of the scale with 3 being Meets Expectations/Satisfactory, a true percentage will not be used for evaluation. Evaluation will be based on the percentage of items that they scored at or above 3 on the 5-point scale. That percentage will then be used in the calculations of overall assessment.

Focus: Clinical Knowledge (Student Learning Outcomes)

Annual Self-Assessment Instrument (Clinical Competence)

Goal 2: Provide hands-on clinical experiences so students can demonstrate clinical competence of the functions of a clinical athletic trainer.

Objective 2.1: Students will be able to conduct a thorough clinical evaluation of common injuries and illnesses and formulate an impression as well be able to plan, coordinate and supervise all administrative components of an athletic training program including those pertaining to health care services (e.g. physical examinations, first aid and emergency care, follow-up care and rehabilitation), financial management, facility management, personnel management and public relations.

Goal 3: Prepare our students to demonstrate team management/professional behaviors for transition to an independent entry-level clinical athletic trainer.

Objective 3.1: Students will be able to conduct themselves in a confident professional manner as a member of the sports medicine team.

Description: The Annual Self-Assessment Instrument is filled out by each student at the end of the academic year. Students rate themselves on confidence in cognitive knowledge domains, psychomotor skills and professional behaviors. They also rate their overall feelings of clinical/social integration and motivation.

Focus: Clinical Knowledge (Student Learning Outcomes)

ATS Evaluation of Clinical Preceptor / Site (Clinical Competence) (Professional Competence)

Goal 2: Provide hands-on clinical experiences so students can demonstrate clinical competence of the functions of a clinical athletic trainer.

Objective 2.2: Clinical preceptors will provide quality clinical experience, mentorship, and demonstration of skills during clinical.

Goal 3: Prepare our students to demonstrate team management/professional behaviors for transition to an independent entry-level clinical athletic trainer.

Objective 3.3: Clinical preceptors will demonstrate the interpersonal skills to be a member of the sports medicine team.

Description: At the conclusion of each clinical experience, students will evaluate the clinical preceptor and clinical site. Students will fill out a 5 point Likert-scale on the effectiveness of the preceptor as well as the availability of clinical integration of the athletic training student. The scale consists of the following: 5=Always (96-100% of the time); 4=Almost Always (75-95% of the time); 3=Fairly Often (50-74% of the time); 2=Occasionally (25-49% of the time); 1=Rarely (0-24% of the time). Lastly, students are provided with open-ended questions where they are given the opportunity to provide feedback on their experience as well as describe the equipment/modalities they were exposed to during their rotation. Overall averages are calculated for the clinical preceptors and clinical site for assessment purposes. Subjective answers are analyzed for themes.

Focus: Course Instruction (Program Outcomes)

**AT Student Evaluation of Clinical Immersion Experience (Clinical Education Component)
(Preceptor Component)**

Goal 2: Provide hands-on clinical experiences so students can demonstrate clinical competence of the functions of a clinical athletic trainer.

Objective 2.2: Clinical preceptors will provide quality clinical experience, mentorship, and demonstration of skills during clinical.

Goal 3: Prepare our students to demonstrate team management/professional behaviors for transition to an independent entry-level clinical athletic trainer.

Objective 3.3: Clinical preceptors will demonstrate the interpersonal skills to be a member of the sports medicine team.

Description: At the conclusion of each immersion, students will evaluate the clinical preceptor and clinical site. Students will fill out a 5 point Likert-scale on the effectiveness of the preceptor as well as the availability of clinical integration of the athletic training student. The scale consists of the following: 5=Always (96-100% of the time); 4=Almost Always (75-95% of the time); 3=Fairly Often (50-74% of the time); 2=Occasionally (25-49% of the time); 1=Rarely (0-24% of the time). Lastly, students are provided with open-ended questions where they are given the opportunity to provide feedback on their experience as well as describe the equipment/modalities they were exposed to during their rotation. Overall averages are calculated for the clinical preceptors and clinical site for assessment purposes. Subjective answers are analyzed for themes.

Focus: Course Instruction (Program Outcomes)

Description: At the end of each athletic season, the coaching staff of the Augustana University athletic teams evaluate the athletic trainer assigned to their sport. Although these evaluations are predominately for the athletics department, they measure the perceived effectiveness of the preceptor as a model for the athletic training students. The overall average is calculated and used for the purposes of assessment.

Focus: Course Instruction (Program Outcomes)

BOC Pass Rate

Goal 4: Prepare our graduates to become qualified health care professionals.

Objective 4.1: Upon graduation, students will pass the Board of Certification (BOC) examination the first time to become Athletic Trainers.

Description: Students take the BOC examination in their last semester or after graduation. The athletic training program gets the results later and analyzes pass rates. In addition, the overage average for each domain is calculated and compared to national averages. These numbers are then used for assessment.

Focus: Programmatic Effectiveness (Program Outcomes)

Student Achievement Measures

Goal 4: Prepare our graduates to become qualified health care professionals.

Objective 4.2: Six months after graduation, our students will have active employment in their field or placement in a graduate program.

Description: The MSAT Program tracks student progress throughout the program and into employment. Program graduation rate, program retention rate, and graduate placement rate are tracked using the definitions provided in the glossary of the CAATE Standards with one exception. Consistent with the MSAT Program's philosophy of a relentless focus on the future success of each of our students individually, some students might decide to enroll in other allied healthcare programs. For internal benchmarks, students that are enrolled in any healthcare program the following year would not be considered in retention metrics due to their choice to pursue a separate program and therefore reach their own definition of future success even if that does not include completion of the MSAT Program prior to pursuing other healthcare professions.

Focus: Programmatic Effectiveness (Program Outcomes)

Description:

Critical Appraisal Presentation

Goal 4: Prepare our graduates to become qualified health care professionals.

Objective 4.3: Graduates will be able to interpret the role of the Athletic Trainer as a valuable member of the health care team by promoting the profession of Athletic Training as a professional discipline, and providing instruction on subject matters to the community as it relates to injury and illness of the physically active patient.

Description: Students work in pairs to present a research article (as scheduled in the course outline) using the Clinically Appraised Paper template. The article should incorporate some aspect of the course material that the student has either experienced in present or past clinical experiences or if there are no such experiences, something that they found interesting from class. Students need to email the article to the entire class by the due date. Students should then develop a 7-10 minute presentation using the following questions as a format:

- Why did I pick this topic/article?
- What did I hope to learn/ What did I think I was going to find out?
- What were the methods of the article?
- What were the results of the study?
- What are the clinical implications of this research?
- What are the limitations of the methods of this article?
- What are the limits in the clinical utility of this research?

The students will record themselves giving the presentation and post the student's presentation to Flipgrid. The other students in the class will post questions or comments and the presenting student will respond. In addition, other athletic training students, preceptors and faculty will be invited to respond to the presentation and the student should respond to each of these responses as well.

In addition to the presentation, students should write a two to four-page paper critically appraising the same article as the presentation. The paper should include the following subheadings: Clinical question,

Clinical bottom line, Summary of key evidence, Strengths/threats to internal validity, Strengths/threats to external validity, Strengths/threats to statistical validity, Level of evidence, and Application. This paper is due at the time of the presentation.

Grades will be assigned based on the Critically Appraised Paper & Presentations Scoring Rubric and overall averages will be used for assessment.

Focus: Content Knowledge (Student Learning Outcomes)

Clinical Case Studies

Goal 4: Prepare our graduates to become qualified health care professionals.

Objective 4.4: Graduates will be able to realize their own personal strengths and weaknesses in the care of the physically active and continue to strive for advancing their knowledge and skills by participating in continuing education while incorporating evidence based practice.

Description: As part of the students' clinical experiences, students should select a case that they were directly involved with that they will do a retrospective review of. Students will do a formal oral case study following the Journal of Athletic Training recommendations. In addition, students should add sections on the deviation from the expected as well as an evaluation of their own personal strengths and weaknesses in the case. Students should select a case that is interesting to them that they were able to use the skills that they have gained during their education. In addition to the normal case study approach, students should bring in additional resources to better define and describe the case. Also as part of the review, alternatives should be explored and presented to the actual patient care. Level 1 students should explore cases related to Acute Care, Level 2 students should explore cases involving modalities, and Although this might be the desired focus of the different level case studies, students are encouraged to explore cases of most interest to them. Case studies will be presented outside of class time in a formal environment and will be scored according to the Clinical Case Study Rubric with the overall average used for assessment.

Focus: Clinical Knowledge (Student Learning Outcomes)

Immersion Journals

Goal 4: Prepare our graduates to become qualified health care professionals.

Objective 4.5: Graduates will be prepare to practice the profession of Athletic Training while working cooperatively with allied health care professionals including, but not limited to; physicians, physician assistants, chiropractors, physical therapists, occupational therapists, sports psychologists, sports nutritionists, nurses, exercise physiologists and hospital and clinic administrators.

Description: Students are expected to keep a journal (with entries as often as required to provide examples as well as opportunities for real time self-reflection and guided reflection) about their experiences during the immersion experience. The components of the journal are two-fold. The first is a de-identified list of cases that the student was involved in during the experience. This should include full documentation of evaluation and treatments received in addition to progress notes and outcomes

assessments as appropriate. Students should also reflect on their performance on each case as well as plan for continued growth. The second component is a reflection on their growth as a healthcare professional.

A minimum of weekly, students should describe their experiences and self-reflect on their ability to: Practice collaboratively with other healthcare professionals while being able to advocate for the needs of patients/clients, communities, and populations; Practice in a manner that is not prejudicial or discriminatory towards anyone in a protected class and/or regardless of the individual's background, characteristics, beliefs, and circumstances while respecting the cultures, values, and circumstances (eg, socioeconomic status, mental status) of those individual patients and clients; Use critical thinking skills to solve problems that impact patient care, the practice of athletic training, and the healthcare system and the ability to communicate effectively with all stakeholders, including patients/clients, family members, athletes/coaches, administrators, other healthcare professionals, consumers, payers, and policy makers; Practice ethical healthcare that aligns with the BOC Standards of Professional Practice, the NATA Code of Ethics, and applicable local, state, and federal regulations while also understanding the role of altruism and the role of the athletic trainer is serving underserved populations.

Journals will be reviewed for themes and used for assessment.

Focus: Clinical Knowledge (Program Outcomes)

Employer/Supervisor Evaluation Form

Goal 4: Prepare our graduates to become qualified health care professionals.

Objective 4.5: Graduates will be prepare to practice the profession of Athletic Training while working cooperatively with allied health care professionals including, but not limited to; physicians, physician assistants, chiropractors, physical therapists, occupational therapists, sports psychologists, sports nutritionists, nurses, exercise physiologists and hospital and clinic administrators.

Description: A year after graduation, graduates are contacted about asking their supervisor to fill out an evaluation on their preparation for entering the workforce. The survey asks about the graduate's preparation in the areas of professionalism and clinical skills. Employers rate the graduate on a 3 point Likert-scale and overall averages are used for assessment.

Focus: Programmatic Effectiveness (Program Outcomes)

EVALUATION PLAN

<u>Measures</u>	<u>Outcome</u>	<u>Benchmark</u>
1.1.1.A: Level I Annual Exams	Average annual exam scores	70%
1.1.1.B: Level I Annual Exams	Percentage of students scoring at or above 70%.	75%
1.1.2.A: Level II Annual Exams	Average annual exam scores	70%
1.1.2.B: Level II Annual Exams	Percentage of students scoring at or above 70%.	75%
1.1.3.A: Level III Annual Exams	Average annual exam scores	70%

1.1.3.B: Level III Annual Exams	Percentage of students scoring at or above 70%.	75%
1.1.4.A: Level III BOC Pretest	Average ACES exam scores Domain I	70%
1.1.4.B: Level III BOC Pretest	Average ACES exam scores Domain II	70%
1.1.4.C: Level III BOC Pretest	Average ACES exam scores Domain III	70%
1.1.4.D: Level III BOC Pretest	Average ACES exam scores Domain IV	70%
1.1.4.E: Level III BOC Pretest	Average ACES exam scores Domain V	70%
1.1.4.F: Level III BOC Pretest	Percentage of students scoring at or above 70% Domain I	75%
1.1.4.G: Level III BOC Pretest	Percentage of students scoring at or above 70% Domain II	75%
1.1.4.H: Level III BOC Pretest	Percentage of students scoring at or above 70% Domain III	75%
1.1.4.I: Level III BOC Pretest	Percentage of students scoring at or above 70% Domain IV	75%
1.1.4.J: Level III BOC Pretest	Percentage of students scoring at or above 70% Domain V	75%
1.2.1-5.A: Decision Making Simulations	Overall average of all students	70%
1.2.1-5.B: Decision Making Simulations	Percentage of students scoring at or above 3 (Meets Expectations) decision making	75%
1.2.1-5.C: Decision Making Simulations	Percentage of students scoring at or above 6 (Meets Expectations) execution	75%
1.2.1-5.D: Decision Making Simulations	Percentage of students scoring at or above 3 (Meets Expectations) on patient interaction/ confidence	75%
1.3.1-2.A: Prevention and Emergency Care Clinical Skills Examinations	Overall average of all students on all Clinical Skills Examinations.	85%
1.3.1-2.B: Prevention and Emergency Care Clinical Skills Examinations	Percentage of students that scored at or above a 4/5 on execution	75%
1.3.1-2.C: Prevention and Emergency Care Clinical Skills Examinations	Percentage of students that scored at or above a 4/5 on confidence	75%
1.3.1-2.D: Prevention and Emergency Care Clinical Skills Examinations	Percentage of students that scored at or above a 4/5 on application.	75%
1.4.1-2.A: Examination and Intervention Clinical Skills Examinations	Overall average of all students on all Clinical Skills Examinations	85%
1.4.1-2.B: Examination and Intervention Clinical Skills Examinations	Percentage of students that scored at or above a 4/5 on execution	75%
1.4.1-2.C: Examination and Intervention Clinical Skills Examinations	Percentage of students that scored at or above a 4/5 on confidence	75%
1.4.1-2.D: Examination and Intervention Clinical Skills Examinations	Percentage of students that scored at or above a 4/5 on application.	75%
1.5.1.A: Course/Instructor Evaluation/ Student Ratings of Instruction	Overall percentage of student responses.	80%



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1.5.2.A: Graduating Student (Education Component)	Overall average on educational component.	80%
1.5.3.A: Alumni Clinical Education Evaluation (Education Component)	Qualitative analysis of themes	N/A
2.1.1.A: Clinical Preceptor Evaluation of ATS (Clinical Competence)	Percentage of students scoring at or above "Meets Expectations"	75%
2.1.2.A: Clinical Preceptor Evaluation of AT Student Clinical Immersion Experience (Clinical Competence)	Percentage of students scoring at or above "Meets Expectations"	75%
2.1.3.A: Annual Self-Assessment Instrument (Clinical Competence)	Level I Overall average	50%
2.1.3.B: Annual Self-Assessment Instrument (Clinical Competence)	Level II Overall average	60%
2.1.3.C: Annual Self-Assessment Instrument (Clinical Competence)	Level III Overall average	70%
2.2.1.A: ATS Evaluation of Clinical Preceptor / Site (Clinical Competence)	Overall average	80%
2.2.2.A: AT Student Evaluation of Clinical Immersion Experience (Clinical Education Component)	Overall average	80%
2.2.3.A: Graduating Student Survey (Clinical Component)	Overall average	80%
2.2.4.A: Alumni Clinical Education Evaluation (Clinical Component)	Qualitative analysis of themes	N/A
3.1.1.A: Clinical Preceptor Evaluation of ATS (Professional Competence)	Percentage of students scoring at or above "Meets Expectations"	75%
3.1.2.A: Clinical Preceptor Evaluation of AT Student Clinical Immersion Experience (Professional Competence)	Percentage of students scoring at or above "Meets Expectations"	75%
3.1.3.A: Annual Self-Assessment Instrument Level I (Professional Competence)	Overall average	50%
3.1.3.B: Annual Self-Assessment Instrument Level II (Professional Competence)	Overall average	60%
3.1.3.C: Annual Self-Assessment Instrument Level III (Professional Competence)	Overall average	70%
3.2.1.A: Clinical Preceptor Evaluation of ATS (Personal Competence)	Percentage of students scoring at or above "Meets Expectations"	75%
3.2.2.A: Clinical Preceptor Evaluation of AT Student Clinical Immersion Experience (Personal Competence)	Percentage of students scoring at or above "Meets Expectations"	75%
3.3.1.A: ATS Evaluation of Clinical Preceptor / Site (Professional Competence)	Overall average	80%
3.3.2.A: AT Student Evaluation of Clinical Immersion Experience (Preceptor Component)	Overall average	80%
3.3.3.A Alumni Clinical Education Evaluation (Preceptor Component)	Overall average	80%

4.1.A: BOC Pass Rate	Scores from BOC on first time pass rate and scores in each domain.	75%
4.1.B: BOC Pass Rate	Scores from BOC scores in Domain I	National Average
4.1.C: BOC Pass Rate	Scores from BOC scores in Domain II	National Average
4.1.D: BOC Pass Rate	Scores from BOC scores in Domain III	National Average
4.1.E: BOC Pass Rate	Scores from BOC scores in Domain IV	National Average
4.1.F: BOC Pass Rate	Scores from BOC scores in Domain V	National Average
4.2.A: Placement Rate	Average	90%
4.2.B Program Retention Rate	Average	90%
4.2.C Program Graduation Rate	Average	90%
4.3.A: Critical Appraisal Presentation	Overall average	80%
4.3.B: Critical Appraisal Presentation	Overall average	80%
4.3.C: Critical Appraisal Presentation	Overall average	80%
4.3.D: Critical Appraisal Presentation Delivery	Overall average	80%
4.4.A: Clinical Case Studies	Overall average	80%
4.4.B: Clinical Case Studies Presentation	Overall average	80%
4.4.C: Clinical Case Studies Alternatives	Overall average	80%
4.4.D: Clinical Case Studies Mastery	Overall average	80%
4.5.1.A: Immersion Journals	Qualitative review for themes	N/A
4.5.2.A: Employer/ Supervisor Evaluation Form	Overall average	66%

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