

OKLAHOMA STATE UNIVERSITY
ASSESSMENT PLAN
SCHOOL OF APPLIED HEALTH AND EDUCATIONAL PSYCHOLOGY
Athletic Training Program
Revised 12-2001

1. Name of Program:

Athletic Training

2. Degree program:

Bachelor of Science in Athletic Training Education

3. Mission

The mission of the Oklahoma State University Athletic Training Education Program is to provide the highest quality of professional preparation that promotes the development of future Athletic Trainers. In doing so, the OSU Athletic Training Program will provide an environment conducive to learning, strive for academic excellence, and foster a spirit of professionalism.

An Environment Conducive to Learning

Oklahoma State University offers athletic training students a balance of clinical and didactic experiences. The clinical component of the program offers practical experience under the direct supervision of a certified athletic trainer/clinical educator. The clinical experience is organized to promote self-directed learning. These aspects, coupled with a variety of teaching and learning strategies, provides students a wide range of learning opportunities.

Striving for Academic Excellence

Oklahoma State University Athletic training Education program maintains high academic standards and promotes scholarly activity. Using the latest technology, independent study, and collaborative learning for attaining appropriate skills and competencies promotes academic excellence.

Fostering a Spirit of Professionalism

The Athletic Program at OSU fosters a spirit of professionalism by encouraging student involvement in local, state, regional, and national associations. The athletic training program also facilitates professionalism by modeling exemplary professional standards of practice in the student's clinical setting.

Athletic Training Program Goals and Objectives

The charge of the Oklahoma state University Undergraduate Athletic Training curriculum is to provide comprehensive, progressive education and clinical foundation to prepare the multi skilled professional for a career in athletic training. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity.

4. Expected Student Outcomes

Upon completion of the program students should be able to demonstrate the following competencies:

1. The ability to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and be able to distinguish deviations from the norm.
2. The ability to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use of equipment and materials during assessment and treatment of patients.
3. Awareness and knowledge of theory and research in health, human movement, and physiology and the ability to apply knowledge and research in clinical settings.
4. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information accurately.
5. The ability to record physical examination results and write a treatment plan clearly and accurately.
6. Knowledge and application of attitudes, behaviors, and ethics that are appropriate for a professional athletic trainer.
7. Adequate knowledge and skills to fulfill the “Competencies in Athletic Training” as established by the national Athletic trainers’ Association Board of Certification and the joint review committee.

5. Methods Used to Evaluate Student Outcomes

1. Portfolios

A portfolio is maintained for each student reflecting the student's educational growth and progression through samples of tests, papers, evaluations, clinical records, etc. The portfolio is used an accurate and accessible way to track the necessary information needed to ensure that a student has fulfilled all the requirements and is qualified to sit for the NATABOC examination.

2. Clinical Site Evaluations of Students

Evaluations by site supervisors will be used to assess student performance in the following areas: Quality of Clinical Work, Judgment and Decision Making, Working Relationship with Others, Initiative, Communication, and Professionalism. Evaluations are performed yearly and are included in a student's portfolio.

3. Student Evaluation of Clinical Instructor

Student evaluations of clinical instructors will be used to ensure that instructors are meeting the training needs of students. Evaluations will be assessed yearly and shared with clinical instructors.

4. Student Evaluation of Clinical Site

Student evaluations of their site will be used to assess student opinion of the scope and quality of training available at each site.

5. NATABOC Examinations

Student and alumni performance on the NATABOC examination will be tracked and reviewed as this information is made available.

6. Integration of Assessment results into Curriculum Planning and Program Improvement

Assessment results will be shared with faculty on a regular basis through regularly scheduled faculty meetings. It is expected that this information will be used to identify areas of program and curricular strength and areas in need of improvement. The data will be used in a systematic way when making changes to curricular, admissions, training, or other program decisions.

An exit interview is required of students following completion of the program. Students complete a written assessment regarding strengths and concerns of the physical education program. Program changes are implemented as needed.