

# ATHLETIC TRAINING PROGRAM ACADEMIC REQUIREMENTS

A strong emphasis is placed on the knowledge learned in the classroom and laboratory. Students are expected to utilize newly acquired knowledge to practice and enhance their clinical skills. Clinical education experiences challenge the student to develop and apply the knowledge and clinical skills learned in the classroom. Clinical education addresses the continuum of care that prepares the student to function in a variety of patient care settings, working with patients engaged in a wide range of activities, and managing injuries/conditions described in the athletic training knowledge, skills, Role Delineation Study/Practice Analysis, and standards of practice delineated for an athletic trainer in the profession. Clinical experiences are designed to expose students to the following areas: individual and team sports, sports requiring equipment (e.g., helmet and shoulder pads), patients of different sexes, non-sport patient populations (e.g., outpatient clinic), and a variety of conditions other than orthopedics (e.g., primary care). Settings for these clinical experiences range from Anderson University intercollegiate athletics, area high schools, area colleges, sports medicine clinics, hospitals, and rehabilitation clinics. The classroom and clinical education experiences are vital in preparing the student for employment in a variety of settings.

## STUDENT LEARNING GOALS AND OBJECTIVES

### **Goal #1 Patient-Care and Procedural Skills**

Athletic training students must be able to serve as an advocate for a patient's best interests while providing patient care that is compassionate, appropriate, and effective in taking into account the patient's level of functioning as a dynamic interaction between their health conditions, environmental factors, and personal factors for the treatment of health problems and the promotion of health.

- Gather essential and accurate information about the patient.
- Make informed diagnostic and therapeutic decisions based on patient information, current scientific evidence, clinical judgement, and patient preference.
- Carry out patient management plans with the incorporation of patient education and self-care programs.

#### ***Objectives***

1. Preceptor evaluations indicate that 80% of students are at/above expected level of all sub-goals.
2. Clinical Education Coordinator summative evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.
3. Student Annual evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.

### **Goal #2 Medical Knowledge**

Athletic training students must demonstrate both established and evolving knowledge of injury prevention, clinical evaluation and diagnosis, immediate care, treatment, and rehabilitation as well as demonstrate effective critical thinking skills in the application of this knowledge to whole-person, patient centered care.

- Demonstrate an investigatory and analytic approach to clinical problem solving and knowledge acquisition.
- Know, apply, and teach the basic and clinically supportive sciences appropriate for the profession of athletic training.
- Competently perform all medical procedures considered essential for the scope of practice.

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### **Goal #3 Practice-Based Learning and Improvement**

Athletic training students must demonstrate the ability to implement systems of quality assurance and improvement through the investigation and evaluation of their care of patients, appraisal and assimilation of scientific evidence, and continual improvement of patient care based on regular self-evaluation and life-long learning.

- Analyze practice experience and perform practice-based improvement activities using systematic methodology.
- Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems.
- Use information technology, peer review, and self-assessment to promote life-long learning.

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#### **Goal #4 Interpersonal and Communication Skills**

Athletic training students must demonstrate interpersonal and communication skills within the framework of the International Classification of Functioning, Disability, and Health (ICF) that results in the effective exchange of information and collaboration with patients, their families, coaching staff and other health professionals.

- Communicate effectively to create and sustain a therapeutic relationship with patients and families.
- Work effectively with others as a member of a health care team.
- Demonstrate ability to communicate through advanced writing skills.

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#### **Goal #5 Professionalism**

Athletic training students must demonstrate a commitment to ethical principles and carrying out professional responsibilities compliant with the BOC Standards of Professional Practice and all applicable laws and regulations of the practice of athletic training. To help accomplish this, students must be able to self-assess professional competence and plan for life-long development.

- Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development.
- Demonstrate a commitment to ethical principles pertaining to provision of clinical care, patient referral, confidentiality of patient information, informed consent, and business practices.
- Demonstrate sensitivity and responsiveness to a diverse patient population, including, but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.

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#### **Goal #6 Systems-Based Practice**

Athletic training students must demonstrate awareness of the larger context of the health care system while still advocating for the profession of athletic training, as well as demonstrate the ability to call effectively on other health care and wellness professionals in the system to provide optimal patient centered care.

- Know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources.
- Practice cost-effective health care and resource allocation that does not compromise quality of care.
- Advocate for quality patient care and assist patients in dealing with system complexities.

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