SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): Athletic Training	Department: Physical Therapy & Athletic Training
Degree or Certificate Level: Master of Athletic Training	College/School: Doisy College of Health Sciences
Date (Month/Year): September 2023	Assessment Contact: Katie Sniffen

In what year was the data upon which this report is based collected? 2022-2023

In what year was the program's assessment plan most recently reviewed/updated? 2023

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? Yes, Commission on Accreditation of Athletic Training Education (CAATE)

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

SLO1: Demonstrate respect for diversity as it relates to the practice of athletic training.
SLO2: Demonstrate effective communication strategies necessary for patient-centered care.
SLO3: Demonstrate interprofessional collaboration skills that advance holistic patient-centered care.
SLO4: Employ evidence-based clinical reasoning in the practice of athletic training.
SLO5: Demonstrate the ability to translate didactic athletic training concepts into effective clinical practice.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

SLO1: From MAT 6750: AT Clinical Practicum IV, preceptor assessments were used to capture their clinical instructors review of the PY2 graduate students' clinical skills. Clinical experiences take place in athletic training healthcare settings in the St. Louis region.

SLO3: Two artifacts were used to determine if students achieved the outcome.

- From MAT 5800: Medical Conditions in Athletic Training, PY1 graduate students participated in general medical clinical rotations with sports medicine physicians. Students reflected on their interprofessional experience using the 'what?' 'so what?' and 'now what?' framework to complete a critical reflection assignment that was used as the first artifact. This course is offered face-to-face and the general medical rotation experience takes place at healthcare clinics in the St. Louis region.
- From MAT 6960: AT Capstone, PY2 graduate students participated in an Interprofessional Team Seminar experience with other health professions students. After this experience, students completed a critical reflection assignment that was used as the second artifact. This course and experience occur face-to-face on the medical campus.

SLO 5: Two artifacts were used to determine if students achieved the outcome.

- From MAT 6750: AT Clinical Practicum IV, preceptor assessments were used to capture their clinical instructors review of the PY2 graduate students' clinical skills. Clinical experiences take place in athletic training healthcare settings in the St. Louis region.

- From MAT 5250: Musculoskeletal Assessment and Management II (PY1s) and MAT 6800: Seminar in Athletic Training (PY2s), evaluations of student team's performance on an emergency simulation activity were used. Teams were made up of PY1 and PY2 graduate students. This in-person activity takes place in the School of Medicine Simulation Lab.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

The artifacts were reviewed by three AT program faculty (Sniffen, Howell, Newsham) utilizing the Assessment Rubric (see attached). Artifacts were assigned to faculty members who did not teach the courses where they were collected. Due to small cohort sizes, the size of the sample reviewed was increased from 25% to 50%. For SLO5, all of the Emergency Simulation artifacts were included since there were only 4 team scores. All artifacts were de-identified prior to review. The outcomes of this review were then presented to all AT Program faculty for review and discussion in September 2023.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

SLO1: MAT 6750: Preceptor Assessments
Goal – 25% of evaluations in the course will be reviewed with an average of 85% achieving a ranking of "achieve." Due to the small sample size, 50% of evaluations were reviewed. 100% of the reviewed evaluations achieved a ranking of "achieve" by demonstrating their knowledge, skills, and abilities related to respecting diversity as it relates to athletic training practice. **MET**

SLO3: MAT 5800: Medical Rotation Reflection Assignment
Goal - 25% of assignments in the course will be reviewed with an average of 85% achieving a ranking of "reinforce." Due to the small sample size, 50% of assignments were reviewed. 87.5% of assignments achieved a ranking of "achieve" by proposing strategies for improving interprofessional collaboration in patient-centered care. **MET**
SLO3: MAT 6960: Interprofessional Team Seminar Reflection Assignment
Goal – 25% of assignments in this course will be reviewed with an average of 85% achieving a ranking of "achieve." Due to the small sample size, 50% of assignments were reviewed. 50% of assignments achieved a ranking of "achieve" by proposing strategies for improving interprofessional collaboration in patient-centered care. The remaining 50% of assignments achieved a ranking of "reinforce" by describing outcomes associated with interprofessional collaboration in patient-centered care. **PARTIALLY MET**

SLO5: MAT 6750: Preceptor Assessments
Goal – 25% of evaluations in the course will be reviewed with an average of 85% achieving a ranking of "achieve." Due to the small sample size, 50% of evaluations were reviewed. 100% of the reviewed evaluations achieved a ranking of "achieve" by demonstrating the ability to translate didactic athletic training concepts into effective clinical practice. **MET**

SLO5: MAT 5250/MAT6800: Emergency Simulation Activity
Goal – 25% of assignments in the course will be reviewed with an average of 85% achieving a ranking of "reinforce." Due to small sample size, 100% of activity score sheets were reviewed 75% (3/4) teams achieved a ranking of "reinforce" or "achieve." **PARTIALLY MET**

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

SLO 1: This artifact was a better measure of the student's appreciation of patient diversity that the previously used artifact in 2021. The results have stimulated conversation around creating direct alignment with clinical practicum evaluations and the SLOs to track progress towards achieving the outcome throughout the curriculum. Currently, a strength of our program is preparing students to meet SLO1 related to diversity in patient care.

SLO3: The strong interprofessional education thread through the Athletic Training Program enables students to gain significant knowledge of outcomes associated with interprofessional collaborative practice. There is room for improvement in being able to demonstrate translation of knowledge to skills in clinical practice. Updating the IPTS Seminar case to be more applicable to athletic training patient populations and healthcare settings could help bridge this learning gap. Consideration should also be made for alternative interprofessional experiences that bridge the gap from knowledge/beliefs to skills/ behaviors (i.e., Interprofessional Transgender Health Education Day).

SLO5: Evaluating students clinical practice outcomes at the end of their professional phase was a better indicator of success for this SLO. The results have stimulated conversation around creating direct alignment with clinical practicum evaluations and the SLOs to track progress towards achieving the outcome throughout the curriculum. Currently, a strength of our program is successfully preparing entry-level athletic with effective clinical practice skills.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

The Athletic Training Program is comprised of three core faculty members. All three core faculty members were involved in the artifact review process including sharing and discussing the results and findings. Findings inform the work of the AT Program Curriculum Committee (also comprised of the three core faculty members) for the next academic year and during our CAATE re-accreditation self-study. Results and findings were also shared with affiliated faculty during a Program Faculty Meeting in September 2023.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	• Course content • Teaching techniques • Improvements in technology • Prerequisites	• Course sequence • New courses • Deletion of courses • Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	• Student learning outcomes • Artifacts of student learning • Evaluation process	• Evaluation tools (e.g., rubrics) • Data collection methods • Frequency of data collection

Please describe the actions you are taking as a result of these findings.

Faculty will work with the IPE office to ensure the patient case used in the IPTS Seminar experience in Spring 2024 is applicable to athletic training practice and PY2 students will participate in the Interprofessional Transgender Health Education Day in Fall 2024 as an additional interprofessional experience to help address the learning gap represented in PLO3.

Faculty will discuss in the AT Program Curricular Committee and at the PTAT Department Curricular Committee alignment in the evaluation process, evaluation tools, and data collection methods to ensure consistent and reasonable practices are used across BSES, MAT, and DPT programs.

Findings will also inform the AT Program's re-accreditation self-study process and the SLU Academic Program Review, scheduled to occur 2023-2024.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years **as a result of previous assessment data**?

We modified the artifacts used to assess SLO1 and SLO5 based on previous assessment data.

B. How has the change/have these changes identified in 7A been assessed?

Implementation of these changes was assessed by comparing the 2021 assessments of SLO1 and SLO5 to this year's assessments. Improvements toward the identified target of the SLO indicate that the newer artifacts may be a better measure of the intended SLO.

C. What were the findings of the assessment?

Assessments of the implemented artifacts improved from 2021 to 2023 suggesting that the artifacts chosen for this assessment better capture the student learning outcomes of interest. We have amended the Assessment Plan accordingly to adopt these changes.

D. How do you plan to (continue to) use this information moving forward?

Faculty plan to monitor the outcomes of the of the new artifacts to ensure continued appropriate use for measuring the intended SLO. The results have stimulated conversation around creating direct alignment with clinical practicum evaluations and the SLOs to track progress towards achieving the SLO throughout the curriculum.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

Preview Form

Saint Louis University
Athletic Training Program

Subject:
Evaluator:
Site:
Period:
Dates of Course:
Course: MAT 6750 - Clinical Practicum IV
Form: Preceptor Evaluation of Student - End of Rotation

(Question 1 of 6 - Mandatory)

Please rate the AT Student assigned to you on the following:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Unable to Evaluate
The student was cooperative with others	1.0	2.0	3.0	4.0	5.0	0
The student was punctual	1.0	2.0	3.0	4.0	5.0	0
The student was dependable	1.0	2.0	3.0	4.0	5.0	0
The student was reliable	1.0	2.0	3.0	4.0	5.0	0
The student was motivated to improve his or her skills	1.0	2.0	3.0	4.0	5.0	0
The student was knowledgeable about injury prevention	1.0	2.0	3.0	4.0	5.0	0
The student was knowledgeable about injury assessment	1.0	2.0	3.0	4.0	5.0	0
The student can efficiently evaluate upper extremity injuries	1.0	2.0	3.0	4.0	5.0	0
The student can efficiently rehabilitate upper extremity injuries	1.0	2.0	3.0	4.0	5.0	0
The student can efficiently evaluate lower extremity injuries	1.0	2.0	3.0	4.0	5.0	0
The student can efficiently rehabilitate lower extremity injuries	1.0	2.0	3.0	4.0	5.0	0
The student can efficiently utilize therapeutic modalities	1.0	2.0	3.0	4.0	5.0	0
The student can efficiently document an injury or illness	1.0	2.0	3.0	4.0	5.0	0

(Question 2 of 6 - Mandatory)

Compare this Athletic Training student to previous students you have supervised:	The Worst	Bottom 25%	Average	Top 25%	The Best
Perceived comfort with evaluation	1.0	2.0	3.0	4.0	5.0
Perceived comfort with rehabilitation	1.0	2.0	3.0	4.0	5.0
Emotional maturity	1.0	2.0	3.0	4.0	5.0
Ability of the student to explain injuries to patients	1.0	2.0	3.0	4.0	5.0
Ability of the student to explain treatments to patients	1.0	2.0	3.0	4.0	5.0
Ability of the student to follow site policies and procedures	1.0	2.0	3.0	4.0	5.0
Demonstrated pride in their contributions to patient care	1.0	2.0	3.0	4.0	5.0
Professional appearance	1.0	2.0	3.0	4.0	5.0
Ability to effectively communicate with others	1.0	2.0	3.0	4.0	5.0
Ability to accept constructive criticism	1.0	2.0	3.0	4.0	5.0
Initiative to seek feedback from you on their skills and abilities	1.0	2.0	3.0	4.0	5.0
Attitude of the student	1.0	2.0	3.0	4.0	5.0
Utilized "down-time" effectively	1.0	2.0	3.0	4.0	5.0
Took initiative to complete tasks independently	1.0	2.0	3.0	4.0	5.0
Ability to perform skills in stressful situations	1.0	2.0	3.0	4.0	5.0
Ability to demonstrate leadership	1.0	2.0	3.0	4.0	5.0
Ability to mentor other Athletic Training students	1.0	2.0	3.0	4.0	5.0

Please comment with a detailed description of the knowledge, skills, and abilities demonstrated by the athletic training student as they pertain to the student's leadership ability. *(Question 3 of 6 - Mandatory)*

Please comment on the general strengths of this student: *(Question 4 of 6 - Mandatory)*

Please comment on the general weaknesses of this student: *(Question 5 of 6)*

Comments *(Question 6 of 6 - Mandatory)*

Please share any information about this student that was not specifically addressed above:

Saint Louis University
Athletic Training Program

Components of Critical Reflection

Use the following as a guide for completing reflection papers.

What?

Document the experience and what happened/what did you do in the specific session or encounter.

So What?

Describe the aspects of the event that impacted you and why. What foundational behaviors applied here? What was/will be the impact on the patient/client? What was your experience, attitudes, or emotions about the project?

Now What?

Apply your experience to your future clinical practice. How will you incorporate this experience into your future actions? Did it help you identify any insights to experiences you are having during clinical rotations? How may this event inform your knowledge, attitudes and behaviors as a developing clinician? How did this experience help you identify anything you would like to learn or do going forward as a clinician?

Athletic Training Students – IPTS Critical Reflection Assignment

The IPTS Learning Objectives are:

1. Communicate your professional role and responsibilities clearly to other care professionals and explain the roles and responsibilities of other care providers and how you will work together as a team to meet patient care needs.
2. Understand the relationship between effective team communication and improved patient safety and health outcomes and choose effective communication techniques to facilitate discussion and interactions that enhance team function.
3. Demonstrate skills at effective interprofessional teamwork and patient-centered communications that integrate the knowledge and experience of other health professionals and patients to provide appropriate care of the patient.

Use the following as a guide to complete a Critical Reflection on your participation in the Interprofessional Team Seminar. Maximum 1-1/2 pages.

What?

Document an aspect of the experience and what happened as it is correlated to the IPTS learning objectives (above). What did you do in the specific session that changed your knowledge, skills, or confidence to engage in patient-centered, interprofessional collaborative practice?

Also, comment on the value or key take-away point from you from the debriefing session following Section A and the use of the Quality Improvement and PDSA Cycle worksheet as a structured way to identify and practice improvements in your personal engagement in Section B and C.

So What?

Describe the aspects of the event that impacted you and why this is significant to either you and/or future patient care. How did the session impact your impressions of IP practice or what was significant about other health professions and their understanding of the contribution of dietetics to patient care?

Now What?

Apply the IPTS experience to your future clinical practice. How will you incorporate this experience into your future actions? Did it help you identify insights into experiences you are having during clinical rotations? How may this event inform your knowledge, attitudes and behaviors as a developing clinician?

Scoring Metric for IPTS Critical Reflection:

Area of Evaluation	Pts.
1. Clarity: The language is clear and expressive allowing the reader to create a mental picture of the situation being described. Abstract concepts are explained accurately and make sense to an uninformed reader.	**5**
2. Relevance: The learning experience being reflected upon is relevant and meaningful to the student and course learning goals.	**5**
3. Analysis: The reflection moves beyond simple description of the experience to an analysis of the principles of team based care.	**5**
4. Interconnections: The reflection demonstrates connections between the experience and material from other course, past experiences, and/or personal goals.	**5**
5. Self-assessment and Application: The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new ways of thinking	**5**
Total	**25**

MAT 5250 / MAT 6800
Athletic Injury Simulation Lab

Athletic Health Care Team:

			Points Possible	Points Awarded
Each team member observes appropriate universal precautions				
INITIAL ASSESSMENT/PRIMARY SURVEY				
Initial Contact:	Talk to patient		1	
Level of Consciousness:	A V P U		1	
Airway:	Is the airway open?		1	
Breathing:	Is patient breathing?		1	
	Is quality/quantity adequate?		1	
Circulation:	Initial pulse assessment?		1	
	Addressed cardiac rate /rhythm?		1	
	Pulse reassessment?		1	
	Reassessed cardiac rate/ rhythm?		1	
Positioning:	ATs adequately position for exam?		1	
	Stabilization of c-spine		1	
	Pt adequately positioned for exam?		1	
Primary adjuncts:	Maintain stabilization of C-spine		1	
	Access airway		1	
	Equipment removal (shirt/helmet/pads)		3	
	Effective CPR / AED		1	
	Effective ventilation		1	
	Transfer/Position on board / scoop		1	
	Secure to board / scoop		1	
EMS / 911:	Appropriate timing/information		1	
SECONDARY SURVEY (both must be addressed for full credit)				
Visual scan			1	
Palpate Head & Neck			1	
Palpate Torso & Pelvis			1	
Palpate Limbs			1	
Clear C-Spine			1	
Orders to consider if appropriate :				
Other appropriate measures:		(up to 3 additional pts)		
-1 for **ea** inappropriate measure:		(up to -5 points)		
Actions follows NATA Position Statement(s)			1	
ALL members play appropriate role(s)			1	
Good Communication among team members & with patient			1	
Professional conduct towards pt care, respect, & confidentiality			1	
		Total	**30**	

Program Assessment Rubrics[1]

IMPORTANT NOTE: The rankings, identified by the column headings below, are of increasing complexity moving across the table from left to right. A student ranked as "reinforce" must be able to perform at the "introduce" level to be successful. Likewise, a student who ranks at the "mastery" level must be able to perform at both the "introduce" and "reinforce" levels to be successful.

MASTER OF ATHLETIC TRAINING (MAT) – Program Assessment Rubrics			
PLO #1 - Demonstrate respect for patient diversity as it relates to the in the practice of athletic training.			
Unsatisfactory	**Introduce**	**Reinforce**	**Acheive**
• Unable to identify the importance of respect for diversity.	• Identifies importance of respect for patient diversity.	• Describes projected outcomes associated with respect for patient diversity.	• Proposes strategies for improving respect for patient diversity.
PLO #2 - Demonstrate effective communication strategies necessary for patient-centered care.			
Unsatifactory	**Introduce**	**Reinforce**	**Acheive**
• Unable to perform assignment using appropriate terminology.	• Performs assignment using the appropriate terminology.	• Performs assignment using appropriate format and terminology.	• Performs assignment addressing the health literacy level of the patient.
PLO #3 – Demonstrate Interprofessional collaboration skills that advance holistic patient-centered care.			
Unsatisfactory	**Introduce**	**Reinforce**	**Acheive**
• Unable to identify the importance of Interprofessional	• Identifies importance of interprofessional collaboration in patient-centered care.	• Describes outcomes associated with interprofessional	• Proposes strategies for improving interprofessional

MASTER OF ATHLETIC TRAINING (MAT) – Program Assessment Rubrics			
collaboration in patient-centered care.		collaboration in patient-centered care.	collaboration in patient-centered care.
PLO #4 - Employ evidence-based clinical reasoning in the practice of athletic training.			
Unsatisfactory	**Introduce**	**Reinforce**	**Acheive**
• Unable to perform assignment using appropriate terminology regarding evidence-based practice.	• Performs assignment using the appropriate terminology regarding evidence-based practice.	• Performs assignment differentiating between levels of evidence in clinical reasoning.	• Appraises best evidence and applies it to evidence-based clinical reasoning.
PLO #5 - Demonstrate the ability to translate didactic athletic training concepts into effective clinical practice.			
Unsatisfactory	**Introduce**	**Reinforce**	**Acheive**
• Unable to perform assigned activity satisfactorily with assistance using appropriate methodology.	• Performs assigned activity with assistance using appropriate methodology.	• Performs assigned activity autonomously at using appropriate methodology.	• Leads assigned activity competently using appropriate methodology.

[1]The PLOs and ranking descriptions are currently in draft form. These assessment components will be evaluated after each assessment cycle of data are collected and analyzed. Adjustments will be made as appropriate for clarification and to provide additional discipline context.