Athletic Training

Degree Designation: BS

Mission Statement

The School of Physical Education, Wellness, and Sport Studies shares the mission of the College of Education and University by:

- Offering challenging learning opportunities in a supportive and diverse environment;
- Creating and supporting research and scholarly inquiry;
- Preparing the next generation of educators, scholars, and leaders through exemplary undergraduate and graduate degree programs; and
- Collaboratively serving schools, agencies, and communities through programs that prepare highly competent professionals with an ethic of care.

The School provides both traditional and nontraditional age adult learners opportunities to develop the knowledge, skills, and dispositions necessary to meet their personal and professional goals in the fields of K-12 physical education, athletic training, and exercise science. As a School within the College, it provides undergraduate, graduate, and in-service programs reflecting knowledge bases for professional preparation, collaboration with appropriate stakeholders, and alignment with national standards.

The research/service mission of the School ensures that its programs reflect the most current knowledge and practices while enabling faculty members to contribute to the expanding knowledge base through their ongoing research efforts.

Student Learning Outcomes

The core knowledge and skills for graduates of this program are defined in the Athletic Training Educational Competencies published by the National Athletic Trainers’ Association. The competencies are categorized according to twelve content areas that comprise the role of the certified athletic trainer in the health care of athletes and others involved in physical activity. Graduates of this program should be able to do the following based on accreditation standards established by the Joint Review Committee on Athletic Training and the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Graduates of this program should be able to do the following:

Content / Discipline Skills

- Understand risk management and injury prevention and demonstrate the necessary skills to plan and implement prevention strategies.
- Understand how to recognize, assess, and treat athletic injuries and illnesses and how to refer the patient to other health care providers when appropriate.
• Understand the cellular events, reactions and other pathologic mechanisms in the
development and progression of injuries, illnesses and diseases.
• Understand professional responsibilities, avenues of professional development, and
national and state regulatory agencies and standards in order to promote athletic training as
a professional discipline and to educate athletes, students of athletic training, the general
public, and the physically active and associated individuals.

Critical Thinking Skills

• Demonstrate critical thinking and analytical abilities in the evaluation and assessment of
athletic injuries and conditions.
• Plan, implement, document and evaluate the efficacy of therapeutic modalities and
rehabilitation exercises in the treatment of injuries and illnesses to the physically active.
• Demonstrate the systematic and comprehensive assessment of a patient for the purpose of
identifying common acquired or congenital abnormalities or disabilities that would
predispose the patient to injury or illness.
• Demonstrate the systematic and comprehensive assessment of a patient for the purpose of
identifying disease, musculoskeletal or non-musculoskeletal injury common to athletic or
physical activity.

Communication Skills

• Obtain and communicate patient education materials regarding various aspects of athletic
training including the various domains of athletic training.
• Use appropriate terminology to effectively communicate both verbally and in writing with
patients, physicians, colleagues, administrators, and patients’ parents.
• Synthesize information obtained through patient interviews and physical examination to
determine the indications, contraindications and precautions for the application of
therapeutic modalities and exercise and be able to communicate information about the
patient’s status and prescribe exercise(s).

Assessment Strategies

• Student learning is assessed through written, oral and practical examinations as well as
clinical education evaluations. Peer teaching, video analysis and reflection, written papers
and portfolio projects are also utilized and are assessed with establish rubrics. Once
graded, materials are included in the student portfolio which is graded each semester as
part of the clinical education experience with a cumulative portfolio presented by each
student during the last semester. Clinical skills are recorded in the students’ portfolio for
assessment and are assessed using established rubric evaluation procedures. The result of
assessments will be used to improve student achievement and program effectiveness.