



Doctor of Athletic Training (DAT)

Student Testimonials and Statements

Testimonials

"During my time in the DAT program at the University of Idaho, my view of clinical practice in athletic training has changed. Previously, I was feeling burnt out and was looking for an opportunity to move away from clinical practice and into a more academic role. Due to the knowledge and skills I have gained through the DAT program, I now have a renewed passion for clinical practice and a greater appreciation for integrating my clinical practice into my academic role." Rick Loutsch, MS, ATC – DAT Cohort 2016



"Joining the University of Idaho's DAT program has changed my approach to athletic training, morphing me into a practitioner who balances clinical patient-care with action research. My patients recognize that they are receiving an improved standard of care. Collecting patient-oriented outcomes allows me to choose the most appropriate course of treatment and share that information with other clinicians." Bethany Hansberger, Med, ATC – DAT Cohort 2016

"I enrolled in the DAT because I wanted to enhance my athletic training knowledge. Instead I found a program that challenged the way I approached learning, clinical care, and my profession. I am grateful for the improvements in my clinical practice since enrolling, and I am sure my patients are grateful for the improved medical care." Alex Rhinehart, MS, ATC – DAT Cohort 2015



"Exploring new treatment paradigms, engaging in scholarly work, and becoming more mindful of my daily clinical happenings through the Doctorate of Athletic Training program has enlightened me to how myopic I was within my clinical philosophy. Challenging not only myself, but current gold standards of patient care on a daily basis, has enabled me to grow and flourish in my clinic and within my community. I have the University of Idaho to thank for expanding my clinical shores of ignorance and my future successes." Joshua Underwood, ATC – DAT Cohort 2015

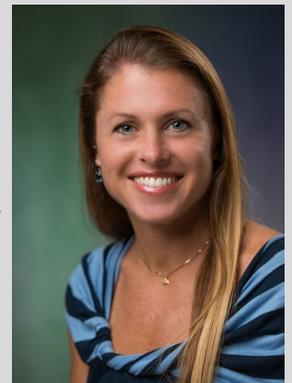
University of Idaho

Statements

“As I reflect on my experiences in the DAT program at the University of Idaho over the past four months, the greatest change for me has been my perspective on clinical practice. Before entering the DAT program, I believed I was a successful clinician. However, in my current position as the clinical education coordinator, I was feeling a pull towards academia and my enjoyment of clinical practice was fading. I knew I wanted to continue practicing in the clinic, but I struggled with the balance between academics and clinical practice. I felt like something was missing which kept me from integrating my academic role with my clinical practice. Shortly after beginning the DAT program during the summer of 2014, I began to see what I was missing. My approach to clinical practice was based off of beliefs I was taught and was passing on to my students. I was failing to study my own clinical practice and teaching my students to do the same. I quickly understood I had no evidence to support my belief that I was a successful clinician. I also began to realize that if I wanted to improve as an educator in athletic training I would have to first improve as a clinician.

How has the DAT program helped me improve my clinical practice? The first step was to help me understand the flaws in my current practice. Next, the program helped me understand the importance of studying my own practice through action research and the collection of patient outcomes. Finally, the DAT program introduced me to several new treatment paradigms (Mulligan Concept, Total Motion Release, Positional Release Therapy, etc.) that I have been able to incorporate and study in my clinical practice. As a result, my clinical practice has changed, but more importantly, my excitement for clinical practice has returned and I have a better understanding of how studying my own clinical practice is a way for me to integrate my role as an educator with my role as a clinician.” Rick Loutsch, MS, ATC – DAT Cohort 2016

“The athletic training profession has made significant advances in some areas over the last 50 years, but nothing is more beneficial to our future than creating a scholarly perception of athletic trainers. The Doctorate of Athletic Training (DAT) program at the University of Idaho embraces this concept and strives to develop advanced practitioners. Prior to the DAT, I was unaware of this needed shift in our profession as well as my lack of knowledge in many foundational areas. The DAT program offers insight into many topics that were overlooked in our undergraduate and graduate education. In the first year of the program, I learned several new treatment interventions, which drastically improved patient outcomes. Through a combination of research, instruction, and critical reflection, we developed a more thorough understanding of the theories behind multiple paradigms. The abundance of new knowledge also aided our clinical decision-making skills. The program provided continuous opportunities for feedback and support from our peers as we made changes to our clinical practice. Conducting research and collecting outcomes within our clinical setting became much more feasible with the assistance of our experienced instructors. In addition to being immersed in courses with other practicing athletic trainers, DAT students are also able to create a network of like-minded professionals in many different settings. As this network continues to grow, we will become part of the change necessary to propel athletic training to new levels.” Kari Brody, MA, ATC, EMT – DAT Cohort 2015



“The DAT has been an incredible experience both professionally and personally. The first shift occurred when I discovered that after working as an athletic trainer (AT) for many years, I was functioning as an entry-level AT. There were innumerable areas of weaknesses in my clinical practice. I had accepted my educational process at face value and was not challenging my traditional philosophical beliefs. Fortunately, the DAT forced me to think outside of “the box.” While the process is frequently uncomfortable, I am advancing my clinical practice in ways I never imagined possible. Through clinical reasoning, patient classification, and scholarly reflection, my clinical practice has been infused with a new energy. Paradigm shifts occur as courses introduce me to interventions I have never been exposed to, or as I am reintroduced to an intervention I never thought to explore to such depth. Within this exploration, my patient outcomes have improved. Implementing global outcomes and aligning with a more evidence-based practice has created the shift. Realistically, I am a more conscious practitioner. I no longer go through the motions of patient care. I have become comfortable with questioning every philosophical belief system I ever clung to. While the DAT continues to be challenging, frustrating, humbling, and even a little mind-blowing, I am becoming a more advanced practitioner and that was my original goal when I entered the program (whether I knew it or not).” Patti Syvertson, MS, ATC, CSCS, PES – DAT Cohort 2015