

ACADEMIC YEAR 2021-2022 / ANNUAL PROGRAM REVIEW (APR)

M.S.A.T Student Learning Assessment Report

This view always presents the most current state of the plan item.

Plan Item was last modified on 12/1/21, 10:35 AM

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Template:

Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

Name of degree/major or credential (example: Psychology BA/BS):

M.S.A.T Student Learning Assessment Report

Assessment Cycle State Date:

3/1/2021

Assessment Cycle End Date:

7/1/2022

Progress:

Under Review by College/Institution

Providing Department:

Movement Sciences-Academic

Responsible Users:

Assessment Report Contact:

Matthew Smitley

Program Changes in Past Year:

AT 504 was introduced as a special topics course to fulfill new accreditation requirements. This course has been taught in two cycles, will be done again in SU22 and then proposed to be integrated as a normal course for SU23. The MSAT Faculty also explored a co-teaching structure to determine if the areas of each faculty member's "contemporary expertise" could be leveraged.

Learning Outcomes are Communicated to All Students in Program (check box if true):

true

Learning Outcomes are Communicated to All Faculty (check box if true):

true

Optional: Framework Alignment:

CAATE

Import Outcomes Data (from Anthology Outcomes):

Unable to select an outcome via the "+Outcome" button. We evaluated outcomes 3 and 9 this year.

1

Specialized Skills

Students properly demonstrate the affective, cognitive and psychomotor competencies and clinical integrated proficiencies.

Academic Year 2020-2021: Athletic Training (M.S.A.T.)

Term: **Overview**

No Results

2

Communication

Students use effective communication skills in disseminating information accurately and professionally.

Academic Year 2020-2021: Athletic Training (M.S.A.T.)

Term: **Overview**

No Results

3

Specialized Skills

Students convert didactic knowledge into clinical skills and appropriate clinical decision-making abilities.

Academic Year 2020-2021: Athletic Training (M.S.A.T.)

Term: **Overview**

Exceeded		0%	0
Met		96.15%	25
Partially Met		0%	0
Not Met		3.85%	1

Academic Year 2020-2021: Athletic Training (M.S.A.T.)

Term: **Overview**

No Results

5

Specialized Skills

Students employ professional skills necessary for the athletic training work force.

Academic Year 2020-2021: Athletic Training (M.S.A.T.)

Term: **Overview**

No Results

Academic Year 2020-2021: Athletic Training (M.S.A.T.)

Term: **Overview**

No Results

Academic Year 2020-2021: Athletic Training (M.S.A.T.)

Term: **Overview**

No Results

8.

Literature and Practice-Based Evidence

The student will be able to incorporate literature evidence and practice-based evidence into their patient care.

Academic Year 2020-2021: Athletic Training (M.S.A.T.)

Term: **Overview**

No Results

9.

Collect and Incorporate Outcome Measures

The student will be able to collect and incorporate outcomes measures to evaluate and improve clinical practice.

Academic Year 2020-2021: Athletic Training (M.S.A.T.)

Term: **Overview**

Exceeded		0%	0
Met		100%	25
Partially Met		0%	0
Not Met		0%	0

10

Multiple Clinical Paradigms

The student will be able to treat patients from multiple clinical paradigms.

Academic Year 2020-2021: Athletic Training (M.S.A.T.)

Term: **Overview**

No Results

Summary of Student Learning:

MSAT OUTCOME #3 -Students convert didactic knowledge into clinical skills and appropriate clinical decision-making abilities.

Assessment:National Board of Certification Exam

National Board of Certification Exam to become s a Certified, Athletic Trainer — The Board of Certification, Inc. (BOC) was incorporated in 1989 as a not-for-profit credentialing agency to provide a certification program for the entry-level athletic training profession. The BOC establishes both the standards for the practice of athletic training and the continuing education requirements for BOC Certified Athletic Trainers (ATs). The BOC also works with state regulatory agencies to provide credential information, professional conduct guidelines and regulatory standards on certification issues.

Analysis: Board of Certification (BOC) EXAM

2021 cohort completed Board of Certification (BOC) Examination and the aggregate mean results by professional domain are listed below:

1. Injury/Illness Prevention and Wellness Protection – 73.73% (± 10.4)
 2. Clinical Evaluation and Diagnosis – 79.31% (± 8.93)
 3. Immediate and Emergency Care – 79.92% (± 8.62)
 4. Treatment and Rehabilitation – 78.04% (± 7.05)
 5. Organizational and Professional Health and Well-Being - 82.12% (± 8.04)
- Total Weighted Average Score: 78.62% (± 3.11)**

2021 UofI MSAT 'First-time' Pass rate - **96%**

2020 completed National Board of Certification (BOC) Examination and the aggregate mean results by professional domain are listed below:

1. Injury/Illness Prevention and Wellness Protection – 77.26%
 2. Clinical Evaluation and Diagnosis – 72.09%
 3. Immediate and Emergency Care – 82.59%
 4. Treatment and Rehabilitation – 72.03
 5. Organizational and Professional Health and Well-Being - 81.12%
- Total Weighted Average Score: 77.02%**

2020 National 'First-time' Pass rate - **62%**

MSAT OUTCOME #9 - *Students collect and incorporate outcomes measures to evaluate and improve clinical practice.*

Assessment: Outcome Measure Journals

- All students will complete four journals that incorporate assigned readings and patient care outcome instruments. Please see the course outline for specific journal assignment topics/dates and E-Value for materials you will need for each journal topic. Students are expected to utilize the outcome instrument in their patient care for several weeks prior to writing and submitting their journal. Journals should contain a short analysis of the instrument (e.g., validity, reliability, item review, etc.), a summary of how you utilized it in your patient care, what you learned, feedback from patients about the instrument, etc. You should also discuss how this outcome measure compares to other scales you have used and/or how using a mixture of scales (e.g., NRS, PSFS, and LEFS) might provide you with a more effective means to evaluate your practice. Journals should conclude with an explanation of what you learned (2-5 items) and how it fits into your development as an athletic trainer and clinician. Please check assignment outline and rubric on E-Value for specific expectations and format. This assignment **MUST** be submitted to E-Value before the due date and the submission **MUST** be as a PDF.
 - Journal Outcome topics:
 - Foot & Ankle Ability Measure (FAAM)
 - Hip Dysfunction & Osteoarthritis Outcome Score (HOOS)
 - Kujala Scale
 - Lower Extremity Functional Scale (LEFS)
 - Oswestry Low Back Pain Disability Questionnaire
 - Foot and Ankle Disability Index (FADI)
 - Lysholm Knee Scoring Scale
 - Sports Athlete Foot & Ankle Score

Analysis: Outcome Measure Journal #4

Over the course of any semester in our program students will complete 4 to 5 Outcome Measure Journals. At the end of the students first year (Second semester/Spring 2021) they had a mean average of 85% (8.5/10pts) on Outcome Measure #4. Which is an improvement from their initial Outcome Measure Journal (#1). The mean score of Outcome Measure Journal #1 was 72.5% (7.25/10pts).

Attached Files

There are no attachments.

Summary of Faculty Discussion:

Overall, University of Idaho's master's in athletic training (MSAT) program is well above the national percentage of 'First-time' pass rate for the Board of Certification EXAM compared to 2020 - 96% (2021) vs. 62% (2020). Unfortunately, the 2021 National BOC data is not available until April/May 2022. There are professional mean domain specific data that the MSAT program is looking to continue our assessments compared to previous year - Domain ONE (UofI - 73.73% VS. NAT'L 77.26%) and DOMAIN THREE (UofI - 79.92% Vs. Nat'l - 82.59%). We anticipate our 2021 BOC Exam data to show that we have improved in Domains ONE and THREE; improved above the 2020 National domain percentages.

The first year MSAT program students are learning to adapted Patient-related Outcome (PRO) Measures (mean - 8.5/10pts) in their clinical practice compared to the start of their semester (mean - 7.25/10pts). Our offering of PROs with-in the MSAT program develops over six semesters. With this information we show that our students are using and understanding the use of PROs in the clinical growth and development.

Attached Files

There are no attachments.

Summary of Changes/Improvements Being Considered:

Attached Files

There are no attachments.

Inter-rater Reliability:

Closing the Loop:

Attached Files

There are no attachments.

Quality Assessment Feedback:

Attached Files

There are no attachments.

Related Items

No connections made

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