Program Summary

Summary Title: Health, Leisure, and Exercise Science - Athletic Training: BS
Applicable Programs: 31.0501 Health and Physical Education: Bachelors
Accreditation: Associated with an Accreditation Review.
Last Review Year: 2004
Status: APPROVED

Major Changes

- The accrediting agency changed from Commission on Accreditation of Allied Health Education Programs (CAAHEP) to Commission on Accreditation of Athletic Training Education (CAATE).
- Opening of new Health, Leisure, and Sport facility in 2006 which houses the offices, classroom and laboratory facilities specifically designed and dedicated for athletic training.
- Increase in number of certified athletic trainers employed by UWF.

Strengths

Strengths Related to Accreditation Criteria
- Accredited in 2009 by Commission on Accreditation of Athletic Training Education (CAATE) for 10 years.
- Small class sizes.
- Medical Director support.
- Variety of clinical experiences.
- The commitment of the Clinical Instructors (CI's) and Approved Clinical Instructors (ACI's).
- Dedication of the Program Director and staff.
- The Andrews Institute is an excellent comprehensive medical facility that serves as an ancillary educational site.
- Faculty and administrative support from the Health, Leisure, and Exercise Science Department.

Weaknesses

Weaknesses Related to Accreditation Criteria (criteria numbers in parentheses)
- Plan for supervision of clinical instructors (Cl) not fully qualified by an experienced credentialed Cl. (B3.42)
- Competitive admissions process not adhered to. (E1.12)
- Current terminology of the profession not consistently used in announcements and advertising. (E1.4)
- Students completing the observational component of the application process are observing clinical experiences
without first completing Blood-Borne Pathogens training. (F6.1)

- Students were admitted to the formal progression portion of the athletic training education program without completing the required courses (i.e. Anatomy and Physiology II). (G1.1)

- Secured qualitative data has not been provided to assess the outcomes and effectiveness of the Athletic Training Education Program (ATEP). (H1)

- A comprehensive Master Assessment Plan does not exist nor is the data reflective of the educational mission and goals. (H2)

- Achievement outcomes are not assessed according to the educational mission and goals of the program. (H2.11)

- Data reflecting the effectiveness of the programs education mission and goals are not provided. (H2.21)

General weaknesses of the Program (per the accreditation review)

- The number of Health, Education, and Exercise Science Courses offered in the afternoon.
- Students are not given the opportunity to evaluate students in a live setting immediately following injury.
- Constant communication is not in place for all Approved Clinical Instructors (ACIs)/Clinical Instructors (CIs) at off-campus sites.

Recommendations

Recommendations from the Accreditation Review and UWF Responses:

B3.42 Although a supervision plan is in place for new CIs, documentation of its implementation is inconsistent. One faculty member does not meet the credentialed one year minimum but is evaluating proficiencies and therefore not following the supervision plan.

Program Response:

The UWF Athletic Training Education Program (ATEP) has a policy in place regarding supervision of Clinical Instructors with less than one year experience. Our policy has always been that the only incidence in which a student would be assigned to a clinical instructor with less than one year of credentialing would be on-campus. Graduate students are employed as certified athletic trainers by the UWF Athletics Department. They report to the Head Athletic Trainer on a daily basis. The Head Athletic Trainer is also the ATEP Clinical Coordinator, which makes supervision seamless process. UWF graduate students who have been Board of Certification (BOC) certified less than one year do not evaluate clinical proficiencies. Both groups, the UWF graduate students and the UWF athletic training students are aware of this policy.

The policy regarding CIs and supervision has been reworded in order to eliminate any miscommunication or lack of clarity that may have existed.

E1.12 The competitive admissions process is not consistently adhered to when accepting students into the formal progression portion of the Athletic Training Education Program (ATEP). According to student transcripts, students were granted admission into the program without completion of all required courses. (i.e. Anatomy and Physiology II).

Program Response:

The ATEP Admission policy has been revised and published. As of September 22nd, 2008, two changes in the admission criteria were made. The course "Anatomy and Physiology II," has been removed as a requirement for admission. This course did not contain any ATEP program competencies specifically measured in it.

The second change to the Admission criteria was to include notification that all prospective students must complete a Blood-Borne Pathogens (BBP) training course before they could begin completing their observation hours in any athletic training setting.

These changes are reflected on all web pages and admission criteria documents.

E1.4 The ATEP program has not updated and removed terminology that is no longer used in Athletic Training Education. The use of Joint Review Committee-Athletic Training (JRC-AT) and student athletic trainer is found throughout published materials.
and documents. Additionally, the current tools used for program evaluation reflect the BOC exam still being administered in parts.

**Program Response:**
The UWF ATEP has revised all three of the published materials and documents in questions:
- The reference to the "Joint Review Committee - Athletic Training (JRC-AT)" was removed from Admission Criteria web page.
- One of the UWF ATEP web pages contains "samples" of the program evaluation tools. The reference to "SAT" was changed to Athletic Training Student (ATS) on the three Evaluation forms (Phase I, II, & III).
- The Alumni Survey has been updated, removing the reference to the BOC exam having three parts: written, oral and written simulation.

**F6.1** Students completing the observational component of the application process are observing clinical experiences without first completing Blood-Borne Pathogen (BBP) training.

**Program Response:**
The revised Admissions Criteria policy now states that observational students must complete BBP training prior to engaging in any clinical exposure.

A BBP training course will be offered at the beginning of each fall and spring semester to ensure all students entering clinical experiences receive Blood-Borne Pathogens training. Student may complete an on-line BBP training course to meet this requirement. Certificates of completion are and will be kept in each student’s portfolio in the Program Director’s office.

**G1.1** According to student transcripts, students were admitted to the formal progression portion of the athletic training education program without completing the required courses (i.e. Anatomy and Physiology II).

**Program Response:**
The Athletic Training Education Program (ATEP) Admission policy has been revised and published. As of September 22nd, 2006, two changes in the admission criteria were made. The course "Anatomy and Physiology," has been removed as a requirement for admission. This course does not have any ATEP program competencies measured exclusively in it. The second change to the Admission criteria was to include notification that all prospective students must complete a Blood-Borne Pathogens (BBP) training course before they could begin completing their observation hours in any athletic training setting.

The updated Admission Criteria is posted on all web pages and admission criteria documents which future prospective students have access.

**H1** Secured qualitative data has not been provided to assess the outcomes and effectiveness of the Athletic Training Education Program (ATEP).

**Program Response:**
The ATEP web page and ATS Handbook includes information about the following:
- Mission and Purpose
- Educational Goals
- Educational Objectives

The program also provided information about the following:
- Evidence of Mastery: Assessment Plan
- Data Related to Student Performance

**H2** Although assessments are being completed, a comprehensive Master Assessment Plan does not exist nor is the data reflective of the educational mission and goals.

**Program Response:**
The ATEP web page and ATS Handbook includes information about the following:
- Mission and Purpose
- Educational Goals
- Educational Objectives

The program also provided information about the following:
- Evidence of Mastery: Assessment Plan
- Data Related to Student Performance
H2.11 Achievement outcomes are not assessed according to the educational mission and goals of the program.

Program Response:

The ATEP web page and Athletic Training Student (ATS) Handbook includes information about the following:
- Mission and Purpose
- Educational Goals
- Educational Objectives

The program also provided information about the following:
- Evidence of Mastery: Assessment Plan
- Data Related to Student Performance

H2.21 Data reflecting the effectiveness of the programs education mission and goals are not provided.

Program Response:

The ATEP web page and Athletic Training Student (ATS) Handbook includes information about the following:
- Mission and Purpose
- Educational Goals
- Educational Objectives

The program also provided information about the following:
- Evidence of Mastery: Assessment Plan
- Data Related to Student Performance

Additional Comments

The Academic Learning Compact for the Athletic Training BS is available at the following URL:
http://uwf.edu/utia/ALC/Exercise_ALC.pdf

The Confirmation of Processes is available at the following URL:
http://uwf.edu/academic/datafiles/CoP_Athletic_Training.pdf