

EXECUTIVE SUMMARY
Department of Athletic Training
Bachelor of Science in Athletic Therapy Program
Self-Study Document, Fall 2019

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The following is a summary of the self-study document, highlighting important points. For complete information, please refer to the full, self-study document itself.

Mission Statement:

The mission of the Weber State University Bachelor of Science in Athletic Therapy Program is to provide quality educational and internship experiences for students who are interested in pursuing a career in health care. This professional program is designed for students preparing to enter professional graduate programs in athletic training, physical therapy, occupational therapy, physician's assistant programs, or medicine. Students are presented with didactic and psychomotor experiences that will lead to being able to exercise sound ethical judgment. The coursework and internships will prepare students for their graduate program of choice and position them to gain admission into these programs.

Curriculum:

Since its inception in 2009, the Athletic Therapy program has been designed to prepare students who are interested in pursuing professional graduate programs in athletic training, physical therapy, occupational therapy, physician's assistant programs, or medicine. Our program provides a balance between didactic and psychomotor learning that is unique to WSU, and prepares students to succeed in a graduate health care program. In addition to general education and professional knowledge courses, students enrolled in the Athletic Therapy program are required to take 22 credits of AT courses, 13 credits of AT electives, and 28 credits of support courses.

Student Learning Outcomes and Assessment:

At the end of their study at WSU, students in this program will

1. Educate patients and manage risk for safe performance and function.
2. Implement standard evaluation techniques and formulate clinical impression for the determination of a course of action.
3. Employ standard care procedures and communication for efficient and appropriate care of the injured individual.
4. Recondition patients for optimal performance and function.
5. Understand and adhere to approved organizational and professional practices and guidelines to ensure personal and organizational well-being.

6. Prepare for graduate school through satisfying prerequisites and completing applications to graduate programs of choice.

The annual assessment reports and the constructive feedback that we have received from graduates of the Athletic Therapy Program within the past years have made it apparent that the curriculum is in need of additional revision. Prior to Fall 2018, AT 3300 and AT 3301 were being offered to undergraduate athletic training students as part of their Athletic Training curriculum. Therefore, students from a professional program (Athletic Therapy) and a professional program (Athletic Training) were taking the same courses at times. In order to satisfy the Athletic Training accreditation standards, these courses had to cover educational competencies for athletic training. While the athletic training students were learning what they needed to learn in order to become certified athletic trainers, the athletic therapy students were often taught content beyond the scope of the Athletic Therapy program.

Revisions to the Athletic Therapy curriculum are currently being developed, and the faculty are planning on holding a one-day department retreat in Spring 2020 to discuss and vote on these revisions. In addition to revising courses that were originally tailored to athletic training students, we would also like to revise the overall curriculum in the Athletic Therapy program so that it is more inclusive to students who are interested pursuing other health care professions such as physical therapy, occupational therapy, and physician assistant. Our goal is to submit these revisions as proposals to University Curriculum in Fall 2020, so that they can be approved and implemented in the 2022C(i)-2 (c)-6 (-6 (c 9i)-2i)-2 ((pl)- (e)4 (nt)y)20 (c)-ac tn

review faculty according to policy in their third and sixth year. Department and college ranking tenure and evaluation committees also review faculty in the areas of teaching, scholarship, and service in their third and six years, according to policy.

The Athletic Therapy program has four, full-time tenure-track faculty members, and one, full-time contract faculty member. There are four adjunct faculty members who teach a few of our courses each year. One of our adjunct faculty members has a BS degree but only teaches AT 1300 and AT 2300. He is EMT certified and is an Instructor Trainer for the American Red Cross in both Emergency Response and CPR/AED for the Professional Rescuer and Health Care Provider, so we feel he is qualified to teach the content in both of those courses that offer those certifications.

Program Support:

We currently have a 3/4 time classified staff position who is under a 12-month contract, serving as our Administrative Specialist II. This one staff member currently meets the needs of the department. However, as the Athletic Therapist, 82.-7cC1 0 Td ()ku()JTJ 0 Tc 0(r)-11 (ai)- Tc -0.006

- 2) Devise means of getting students to professional advisors very early in their academic pursuit.
- 3) Ensure that students understand the ramifications of their choices on their potential to change program direction and the impact that might have on the total number of credit hours they may need to complete .
- 4) The committee encourages continued work on the development of a common pre requisite list.

The committee also cited the following:

- 1) The program's move to create and integrate an external advisory committee is to be commended.
- 2) The Program Review Committee ~~app~~praises the program faculty's' selection of their site visit review team. In particular, the external members appear to have been selected for their ability to provide aspirational perspective.

The committee saw no need for additional efforts in terms of the program review process and recommended that the department complete its next program review, as scheduled

Information Regarding Current Review Team Members:

Teammember outside the program, but within the ~~the~~ ~~Dumke~~ College of Health Professions
Casey Neille,