



Athletic Training Student Proficiency With Evidence-Based Practice Concepts



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INTRODUCTION

What is an athletic trainer?

Athletic Trainers (ATs) are health care professionals who, in collaboration with physicians, work with athletes and physically active populations. ATs provide prevention, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and other medical conditions (NATA.org).

What is Evidence Based Practice?

Evidence Based Practice (EBP) is “the integration of best research evidence with clinical expertise and patient values” (Sackett et al). EBP is increasingly emphasized as a required skill in medical and health professions and is listed as one of the five core competencies of health professionals by the Institute of Medicine (IOM).

INITIAL OUTCOME AND MEASURES

Athletic Training Program - Outcome 1

Graduates of the Program in Athletic Training will demonstrate proficiency in the content area of Evidence-Based Practice found in the Professional Education Council's 5th Edition of the Athletic Training Education Competencies.

Measure 1.1 - 80% of all students in the Program in Athletic Training will report on the exit interview (prior to graduation), that they “Agree” or “Strongly Agree” that they are confident regarding their knowledge and ability to perform this competency content area.

Measure 1.2 - Students will earn a “C” or better (73%) on the Evidence Based Practice paper in the Advanced Rehabilitation in Athletic Training Course. This assignment integrates research/library skills, critical analysis of research, as well as writing /referencing skills.

YEAR ONE - RESULTS

Measure 1.1

100% (28 of 28) of students who responded reported “Agree” or “Strongly Agree”.

1 student did not respond.

The average score was 3.64 out of 4.

Measure 1.2

The average score on the assignment was 87%

5 students failed to earn 73% (a grade of C)

- Three failed due to non-EBM reasons – Spelling and grammar errors lowered score.
- Two failed due to EBM content reasons.

CLOSING THE LOOP

Reflection

- EBP was a new content area in the 5th Edition of the Athletic Training Education Competencies and a new outcome for the Program in Athletic Training.
- Given that the content is somewhat new to faculty and completely new to students, the measures demonstrate that implementation was fairly successful.

Changes

- Improve Measure 1.2 to measure EBP content understanding (versus the non-EBP content reasons why students are not successful).
- Add an additional measure of how well alumni felt they were prepared with regard to EBP skills/use.

YEAR TWO - MEASURES

Measure 1.1 - 80% of all students in the Program in Athletic Training will report on the exit survey (prior to graduation), that they “Agree” or “Strongly Agree” that they are confident regarding their knowledge and ability to perform this competency content area.

Measure 1.2 - Students will earn an 80% or better on EBP examination questions given on the Advanced Rehabilitation in Athletic Training (ATR 4315C) final examination.

Measure 1.3 - At least 80% of recent alumni (<18 months since graduation) will report on the alumni survey that they “Agree” or “Strongly Agree” that they were adequately prepared to perform in this content area.

YEAR TWO - RESULTS

Measure 1.1

96% (22 of 23) of students who responded reported “Agree” or “Strongly Agree”.

The average score was 3.43 out of 4.

Measure 1.2

The average score on the EBP examination questions given on the Advanced Rehabilitation in Athletic Training final examination was 91.3% (n=23).

Measure 1.3

100% (21 of 21) of recent alumni reported “Agree” or “Strongly Agree”.

The average score was 4.67 out of 5.

CLOSING THE LOOP

Reflection

- More complex EBP content was introduced during the second year. Given the elevated knowledge and skill level, the fact that scores remained relatively stable indicates that the higher-level implementation was successful.
- Examination scores were a more accurate measure of EBP knowledge but may not measure proficiency with EBP skill.

Changes

- Now that the EBP content has been fully integrated into the curriculum across the junior and senior years, the assessment questions in the final examination should be increased in number and scope.