

## **DIVISION MISSION**

The mission of Shenandoah University Division of Athletic Training is to prepare students as entry-level Master of Science Degree educated athletic trainers who are reflective practitioners that provide evidence-based, compassionate, and ethical care for the prevention, assessment, acute management and rehabilitation of injuries and disorders of athletes and physically active individuals.

## **DIVISION PHILOSOPHY**

Our philosophy is to create a learning environment in which students have the opportunity to engage in wide range learning experiences, which facilitate the development of problem-solving skills, leadership and professionalism. The Division of Athletic Training is continually evolving in order to respond to student feedback and reflect the changing context in which sports health care is delivered. Student/graduate input regarding the Athletic Training Education Program is encouraged and highly valued. It is expected that when concerns arise, they will be voiced professionally and possible solutions will be brought forward for consideration as well in order to expedite resolution of problems to the benefit of all. Flexibility along with accountability to each other, the Division, the profession, and the community is essential. The natural outcome of this approach to program development is shared ownership of the Division of Athletic Training between the faculty and students. The general approach to teaching is to present the basic elements initially in order to form a solid foundation upon which to build more complexity.

Philosophically, the faculty acknowledges that teaching styles must be individualized to the needs of the student learner on his/her journey from an “enthusiastic beginner” to a “self-reliant achiever”. Therefore, the faculty employs the five teaching styles described by Grasha in both didactic and clinical education. These styles include 1) being a content expert which is demonstrated when providing information to the student in the traditional lecture setting, 2) being a formal authority when demonstrating and having students practice clinical proficiencies, 3) being a personal model having the student able to observe and ultimately emulate masterful psychomotor skill and clinical decision making while always demonstrating professional affective behavior, 4) being a facilitator in that as students move from being non-skilled beginners toward possessing entry-level skill as a functioning certified athletic trainer, the faculty should be “telling” less and “promoting student autonomy” more, 5) being a delegator by serving as a resource person for a student that is able to be an independent learner. Our curriculum content therefore strives to include a combination of expert driven scientific foundation with a blending of faculty-facilitator driven case problem solving. This mix attempts to provide the student with the building blocks (anatomy and biomechanics) along with processing skills that allow for critical thinking to solve problems. Furthermore, we view learning and problem solving as an integrated process which is a shared responsibility of both faculty and students. This responsibility does not end with graduation and we encourage our students to be "lifelong learners."

## **DIVISION GOALS AND OBJECTIVES**

Upon completion of the classroom and clinical requirements of the Master of Science in Athletic Training Program a student will:

1. Demonstrate an understanding of the importance of prevention of athletic injuries to athletes of all ages and abilities.
2. Demonstrate competency in the various methods and practices which can be used to help bring about a reduction in athletic injuries.
3. Integrate scientific knowledge and clinical psychomotor skills along with critical thinking/problem solving abilities to assess and rehabilitate athletic injuries.
4. Provide appropriate levels of emergency care for athletic injuries and differentiate between cases that require referral to emergency medical services or to physicians.
5. Create, manage, and modify a comprehensive rehabilitation program for athletes recovering from illness and injury, facilitating their return to full athletic participation.
6. Initiate, organize, and administer an athletic training service project to high school or college athletic training program, sports medicine clinic, corporate fitness setting, or the local community.
7. Provide information, counsel, and guidance regarding the importance, nature, and extent of sports health care intervention necessary to maintain the overall health and well being of an athlete to the individual athlete, the coach, the parents, and other vested parties.
8. Recognize the need for understanding, utilizing, and contributing to evidence based practice in the field of athletic training. Included in this is demonstrating the ability to critically analyze peer reviewed literature, practicing skills that have been scientifically proven to be effective, performing a clinical research project.
9. Develop a sense of professionalism and incorporate the NATA Code of Ethics into daily practice.