



School of Integrative Physiology & Athletic Training 2022 Assessment Report

All areas shaded in gray are to be completed by the department/program.

This document will be posted online and must be [accessible electronically](#) (including appendices).

MISSION STATEMENT

The School of Integrative Physiology and Athletic Training prepares graduates to be competitive entry level professionals or candidates for advanced study in applied and clinical health professions. The faculty, staff, and students of the School of Integrative Physiology and Athletic Training engage in professional education, scholarly activity, and meaningful public service. The School emphasizes the integration of healthy lifestyles, basic science, preventative medicine, and clinical care across the lifespan.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, indicate which of the five [Priorities for Action](#) the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

The School of Integrative Physiology and Athletic Training (IPAT) will:

1. Provide high-quality education and experiential learning opportunities in order to foster professional competence in students and recent graduates. (aligns with Priorities for Action # 1, 2, 4)
2. Foster an environment of interprofessional learning and cooperation for future professionals in healthcare. (aligns with Priorities for Action # 1, 2, 4)
3. Contribute cutting-edge basic and applied research and scholarly activity in the field. (aligns with Priorities for Action # 2, 4)
4. Invest in faculty and staff development to ensure students are optimally prepared for an evolving professional workplace. (aligns with Priorities for Action # 2, 3)
5. Cultivate community relationships to serve students' needs, while providing outreach and service to our discipline, community, and university. (aligns with Priorities for Action # 2, 4, 5)

The School of IPAT supports the UM Priorities for Action in a number of innovative ways. Our undergraduate program has five unique concentrations to best serve the unique interests of students in our School (PFA 1), which have been updated in the past 2 years to reflect current and future trends in healthcare and wellness. Our undergraduate curriculum incorporates community service in multiple courses, both at the beginning and end of their degree, along with opportunities to participate in research (capstone) and structured internships to apply their knowledge in the "real world" (PFA 2). Our MAT program has been recognized nationally for its centering of the student experience (PFA 1), and has developed meaningful partnerships for student experiences across the state, region, and nation (PFA 4). The MS in Integrative Physiology, and new PhD in Integrative Physiology and Rehabilitation Science, integrate cutting-edge research with real-life application to develop the future leaders in exercise science. In addition, our Student Learning Goals (listed below) align with the PFA's as follows:

1. Explain complex principles in the student's area of specialization using effective dissemination techniques, including oral and written communication skills (PFA 1 & 2)
2. Practice collaboration with peers and colleagues in the student's chosen area of specialization (PFA 1, 2 & 4)

3. Utilize evidence-based practices in professional settings or applications (PFA 1 & 2)
4. Display a basic level of competence requisite for their chosen field of study or advanced study (PFA 1 & 2)
5. Provide service related to the student's area of specialization to the community (PFA 1, 4, & 5)

STUDENT LEARNING GOALS and MEASUREMENT TOOLS: BS in Integrative Physiology

Benchmark targets are provided in each cell where a measurement tool is used to evaluate a SLG

Student Learning Goals	Final Paper and presentation in KIN 447 and AHAT 342*	KIN 483 Final Case Study Presentation	KIN 483/484 Healthy Heart Project	Internship Evaluation	KIN 201 Service Learning
1. Explain complex principles in the student's area of specialization using effective dissemination techniques, including oral and written communication skills.	80% of students earn 80% or higher (67.7% final paper KIN447; 77.4% presentation KIN447; 95% for AHAT 342)	90% earn a B or higher (met: 100%)			
2. Practice collaboration with peers and colleagues in the student's chosen area of specialization.		90% earn a B or higher (met: 100%)	90% earn a B or higher (met: 90% in 2021, 100% in 2022)	>90% of students will report that the internship improved their Interpersonal Relationship & Teamwork Building skills (met: 100%) >90% of supervisors will report that the intern improved their Interpersonal Relationship & Teamwork Building skills (met: 100%)	
3. Utilize evidence-based practices in professional settings or applications.			90% earn a B or higher (met: 90% in 2021, 100% in 2022)	>90% of students will report that the internship improved their Technical proficiency (not met: 73%) >90% of students will report that the internship improved their critical thinking and problem solving (met: 94%) >90% of supervisors will report that the intern improved their Technical proficiency (met: 100%) >90% of supervisors will	

Student Learning Goals	Final Paper and presentation in KIN 447 and AHAT 342*	KIN 483 Final Case Study Presentation	KIN 483/484 Healthy Heart Project	Internship Evaluation	KIN 201 Service Learning
				report that the intern improved their critical thinking and problem solving (met: 93%)	
4. Display a basic level of competence requisite for their chosen field of study or advanced study.			90% earn a B or higher (met: 90% in 2021, 100% in 2022)	>90% of students will report that the internship strengthened their employability (met: 100%) >90% of supervisors will report that the intern strengthened their employability (met: 92%) >90% of supervisors would hire additional interns from HHP/IPAT in the future (met: 93%)	
5. Provide service related to the student's area of specialization to the community.			90% earn a B or higher (met: 90% in 2021, 100% in 2022)	>90% of students will report that the internship offered the opportunity to connect & engage with local/global community (not met: 88%)	80% of students will obtain 15 service learning hours (met: 96% in fall 2021, 98% in spring 2022)

* KIN 447 and AHAT 342 are the two advanced writing courses in the School. Students must take one of these as a graduation requirement. We used the final paper (and presentation in 447) in both classes to assess this SLG.

STUDENT LEARNING GOALS and MEASUREMENT TOOLS: MS in Integrative Physiology

Benchmark targets are provided in each cell where a measurement tool is used to evaluate a SLG

Student Learning Goals	HHP 520 Research Proposal	Thesis, Professional Paper, or Comprehensive Exam	HHP 531 Lab Projects/ Assignments	HHP 598 (Internship)	Participation in Professional Conferences	Lab group participation
1. Explain complex principles in the student's area of specialization using effective dissemination techniques, including oral and written communication skills.	90% of students earn a B or higher (met: 100%)	80% of students complete requirement & matriculate on schedule (not met: 67% during reporting period)				
2. Practice collaboration with peers and colleagues in the student's chosen area of specialization.		80% of students complete requirement & matriculate on schedule (not met: 67%)	80% get 90% or better on 80% or more of the assignments (met: 86%)	>90% of students will report that the internship improved their Interpersonal Relationship &		75% of students will engage in meaningful work with a lab group mentored by a

Student Learning Goals	HHP 520 Research Proposal	Thesis, Professional Paper, or Comprehensive Exam	HHP 531 Lab Projects/ Assignments	HHP 598 (Internship)	Participation in Professional Conferences	Lab group participation
		during reporting period)		Teamwork Building skills (no data) >90% of supervisors will report that the intern improved their Interpersonal Relationship & Teamwork Building skills (no data)		faculty member (not met: 36%)
3. Utilize evidence-based practices in professional settings or applications.		80% of students complete requirement & matriculate on schedule (not met: 67% during reporting period)	80% get 90% or better on 80% or more of the assignments (met: 86%)			
4. Display a basic level of competence requisite for their chosen field of study or advanced study.		80% of students complete requirement & matriculate on schedule (not met: 67% during reporting period)	80% get 90% or better on 80% or more of the assignments (met: 86%)	>90% of students will report that the internship strengthened their employability (no data) >90% of supervisors will report that the intern strengthened their employability (no data) >90% of supervisors would hire additional interns from HHP/IPAT in the future (no data)		
5. Provide service related to the student's area of specialization to the community.				>90% of students will report that the internship offered the opportunity to connect & engage with local/global community (no data)	50% of students submit for presentation at a conference by graduation (not met: 7%) (a single student)	

STUDENT LEARNING GOALS and MEASUREMENT TOOLS: Masters of Athletic Training

Benchmark targets are provided in each cell where a measurement tool is used to evaluate a SLG

Student Learning Goals	ATEP 534 Final exam (written/ practical)	ATEP 599 Research Capstone	Completion of the AHEC Scholars Program	ATEP 545 Concussion Portfolio	ATEP 581 & 583 Rehabilita- tive Plans of Care	ATEP 543 Research Paper	ATEP 547 Research Paper
1. Explain complex principles in the student's area of specialization using effective dissemination techniques, including oral and written communication skills.		100% of students will complete a Research Capstone (met)					
2. Practice collaboration with peers and colleagues in the student's chosen area of specialization.			100% of students enrolled in AHEC Scholars will complete the program (met)				
3. Utilize evidence-based practices in professional settings or applications.				90% of students will earn a 80% or better on the project (met)	90% of students will earn a 80% or better on the plans of care (met)	90% of students will earn a 80% or better on the final paper (met)	90% of students will earn a 80% or better on the final paper (met)
4. Display a basic level of competence requisite for their chosen field of study or advanced study.	90% of students will earn a 80% or better on the exam (met)			90% of students will earn a 80% or better on the project (met)	90% of students will earn a 80% or better on the plans of care (met)	90% of students will earn a 80% or better on the final paper (met)	90% of students will earn a 80% or better on the final paper (met)
5. Provide service related to the student's area of specialization to the community.			100% of students enrolled in AHEC Scholars will complete the program (met)				

STUDENT LEARNING GOALS and MEASUREMENT TOOLS: PhD in Integrative Physiology and Rehabilitative Sciences

Benchmark targets are provided in each cell where a measurement tool is used to evaluate a SLG

Please note: The PhD program is new, and had a total of 3 students at the end of summer 2022 (current enrollment is 5 in fall 2022). Thus, we have not yet had an opportunity to collect meaningful data with our SLG's. We present our current assessment plan below, and future assessment reports will provide the initial data on this new program.

Student Learning Goals	HHP 520 Research Proposal	HHP 531 Lab Projects/ Assignments	Comprehensive oral exam	Comprehensive written exam	Participate in peer review process	Present at a Professional Conference	Completed a draft of a first author/ original science manuscript for submission to a Pubmed indexing journal
1. Explain complex principles in the student's area of specialization using effective dissemination techniques, including oral and written communication skills.	90% of students earn a B or higher		80% of students pass on first attempt	80% of students pass on first attempt		75% have at least one presentation by the end of year 3	50% have at least one submission by the end of year 3
2. Practice collaboration with peers and colleagues in the student's chosen area of specialization.		80% get 90% or better on 80% or more of the assignments					50% have at least one submission by the end of year 3
3. Utilize evidence-based practices in professional settings or applications.		80% get 90% or better on 80% or more of the assignments	80% of students pass on first attempt	80% of students pass on first attempt		75% have at least one presentation by the end of year 3	
4. Display a basic level of competence requisite for their chosen field of study or advanced study.		80% get 90% or better on 80% or more of the assignments	80% of students pass on first attempt	80% of students pass on first attempt			
5. Provide service related to the student's area of specialization to the community.					75% participate in the peer review for a journal or grant by graduation		

RESULTS and MODIFICATIONS

Learning Goal results	Modifications made to enhance learning
<p>SLG #1: Students continue to do well in this area of assessment. We do see some possible concern with performance in our unit's advanced writing courses (scores went down slightly in KIN 447). This may be an artifact of the COVID pandemic, and seems to only affect this one course.</p>	<p>The instructor for KIN 447 has added more opportunities for one-on-one feedback on written work, and additional in-class work to improve elements of written work. The one-on-one guidance has worked well in KIN 482, where multiple drafts are reviewed with the course instructor prior to completion, and all have been successful.</p>
<p>SLG #2: Collaboration continues to be a core part of our student's experience at every level. Collaborative opportunities in the MAT program are excellent, and IPAT BS programs meets the unit's expectations. This reporting cycle, we explored collaboration in the MS program by adding "participation in a lab group" as a measurement tool. Overall collaboration is strong in the MS program. Collaborative opportunities changed drastically during the COVID pandemic. Now, as we come out of COVID, this is an area to continue to explore for more opportunities.</p>	<p>We will explore some new methods to continue innovative collaborations in all programs. For example, we have developed a novel cardiopulmonary and cancer rehabilitation laboratory, which was developed and pilot tested this fall with several BS and MS in IP students. This may develop into a new course or certificate. In addition, we plan to explore methods to utilize the Capstone course (BS program) as a possible measurement tool in future assessment reports.</p>
<p>SLG #3: Students continue to perform well in this area. BS students met nearly all benchmarks for this SLG, and MAT students met or exceeded all benchmarks. MS students met nearly all benchmarks, with the exception of matriculation rate (which will be explored below). We feel that our instruction in every aspect of our program incorporates the latest evidence, and reflects best practices.</p>	<p>We plan to explore methods to utilize the Capstone course (BS program) as a possible measurement tool in future assessment reports.</p>
<p>SLG #4: Our students perform particularly well in this area. BS students meet or exceed all benchmarks, as do MAT students. This is recognized by internship supervisors, as well as faculty and instructional staff. Our MS students met one benchmark, although they did not meet our matriculation goal.</p>	<p>We plan to explore methods to utilize the Capstone course (BS program) as a possible measurement tool in future assessment reports. Students in the Capstone course learn how to perform a laboratory technique in-depth, and then collect data using that technique. Thus, identifying a measurement tool for assessment would aid in capturing further information on evidence-based practice and basic competence.</p>
<p>SLG #5: We feel that we now adequately capture student performance for this SLG. In prior assessment reports, we identified assessment of this area as a possible weakness and area to address for the BS and MS in IPAT. We added an additional tool for the MS program this reporting period, and revised tools in all 3 programs assessed. We feel our BS and MAT students, in particular, excel in this area. Service is incorporated into courses early in each student's career, and emphasized throughout programs.</p>	<p>We plan to explore alternative methods for capturing internship experiences for MS students. Specifically, the development of a compulsory survey at completion of the internship that is developed and administered by our unit (rather than ELCS). In addition, we will explore methods to encourage MS student involvement in presentation at conferences. This particular metric was likely impacted by COVID, and has typically been higher in prior years.</p>
<p>Overall we were pleased that we now have at least 2 tools to measure each SLG in the BS IPAT, and MS IP programs. This has been a work in progress for several reporting cycles and we are pleased that our assessment is more robust in all areas for these two programs. We are also very pleased that the MAT continues to meet benchmarks and excel in many areas, particularly community engagement and collaborative practice. This is externally validated after their recent accreditation site visit, which went very well.</p>	

Learning Goal results	Modifications made to enhance learning
<p>Overall we were <u>surprised</u> that we are still not capturing community service well for the MS in IP students. The surveys we use are disseminated by the ELCS office, and are not mandatory for students to complete. Although most BS students complete their survey, we identified that the tool is not capturing MS data. In addition, we were surprised that the matriculation rate for our MS in IP students fell below our benchmark. In prior assessment reports, our matriculation rate was at, or near, 100%, so this dip was unusual. We feel that COVID likely played a role, impacting how students were able to complete requirements. The relatively limited number of students in the program during the reporting period also means that a single student's data can highly skew results. Finally, 2 of the 4 students who did not matriculate in 2 years are making progress towards completion, indicating that faculty and students are still working towards the ultimate goal of earning their degree.</p>	<p>We plan to explore alternative methods for capturing internship experiences for MS students. Specifically, the development of a compulsory survey at completion of the internship that is developed and administered by our unit (rather than ELCS). The Graduate Program Committee for our unit will also be discussing the matriculation data, exploring if there are any systemic barriers that are hindering student completion.</p>
<p>Overall we were <u>concerned</u> that did not have a robust assessment plan for PhD program developed until this fall. The PhD program is new and enrollment is growing (but still limited due to the newness of the degree path in our unit). Thus, we developed our initial plan for assessment, which is reflected in this report. However, we do not have data to assess as of fall 2022. This will be an area to address for our next assessment report. In addition, we found that SLG #5 was not being incorporated into any courses in the PhD program. We do have a tool for assessment, which is directly related to the close mentorship students receive from their doctoral supervisors and other faculty mentors. However, we feel that incorporating a service element into at least one course for PhD students is important.</p>	<p>Begin collecting assessment data from the PhD program, and use to refine and explore the PhD program in future reporting periods. We will also need to be sensitive to the unique, individual educational plans and goals for each doctoral student, and ensure measurement tools reflect the breadth of student options. Also, engage faculty instructors to determine how, and where, service can be incorporated into coursework.</p>

FUTURE PLANS FOR CONTINUED ASSESSMENT

- We have developed a new survey for our recent graduates that we are piloting in December 2022 with our Fall 2022 graduating students. This survey incorporates questions that were specifically developed for future assessment of our SLG's. Future assessment reports will be able to utilize this as an additional measurement tool for most SLG's.
- The MAT program has external accreditation requirements for programmatic assessment; thus their tools and benchmarks are assessed and evaluated continuously. The program submitted their re-accreditation self-study in 2021- 2022 and completed their peer review visit in November 2022, which will inform assessment in future reporting periods.
- This is the first period where we have assessed our new doctoral program in Integrated Physiology and Rehabilitation Science (IPRS). We plan to use the results of this initial assessment to inform future assessment methods, in collaboration with other stakeholders in our College.

APPENDICIES

1. Curricular maps (these maps reflect only in-department required coursework. Electives and out-of-department courses are not reflected in these maps, as we did not use electives or non-departmental courses for assessment purposes).
2. Preliminary On-Site Review: University of Montana Masters in Athletic Training (first 2, and final 2, pages)

UM Curriculum Mapping Template BS in Integrative Physiology

Required Course (Name and Number)	Explain complex principles in the student's area of specialization using effective oral and written communication skills.	Practice collaboration with peers and colleagues in the students chosen area of specialization.	Utilize evidence-based practices in professional settings or applications.	Display a basic level of competence requisite for their chosen field of study or advanced study.	Provide service related to the student's area of specialization to the community.
KIN 201 Basic Exercise Prescription					I, D, A
KIN 205 Foundations of HHP					I, D
KIN 320/321 Exercise Physiology	I,D		I	D	
KIN 330 Motor Learning and Control	I,D	D	I	D	
KIN 425 Biomechanics	I,D	D	I	D	
KIN 447 Analytical & Comm Tech OR AHAT 342/343 Therapeutic Interventions	D,M,A				
KIN 460 ECG Assessment*			I,D	I,D	
KIN 483/484 Exercise, Disease, & Aging*	D,M,A	D,M,A	D,M,A	D,M,A	D,M,A
KIN 499 Senior Capstone OR KIN 498 Internship*	D,M	D,M,A	D,M,A	D,M,A	M,A
HLTH 475E Legal & Ethical Issues	D	D		D	I, D
NUTR 221N Basic Human Nutrition	I,D		I	D	

* These courses are not required for students in the pre-athletic training concentration. However, those students either matriculate into the MAT (and are assessed there) or complete these courses if they are not accepted to the MAT program.

KEY:

I = Introduced

D = Developed/ reinforced, with opportunities to

M = Mastery

A = Assessment evidence

UM Curriculum Mapping Template MS in Integrative Physiology

Required Course (Name and Number)	Explain complex principles in the student's area of specialization using effective oral and written communication skills.	Practice collaboration with peers and colleagues in the students chosen area of specialization.	Utilize evidence-based practices in professional settings or applications.	Display a basic level of competence requisite for their chosen field of study or advanced study.	Provide service related to the student's area of specialization to the community.
HHP 520 Educational Research	D,M,A	I, D		I, D	
HHP 525 Advanced Biomechanics	D,M	D	D,M	M	
HHP 529 Advanced Exercise Physiology I	I,D,M	D	D,M	D,M	
HHP 530 Advanced Exercise Physiology II	I,D,M	D	D,M	D,M	
HHP 531 Laboratory Procedures In Exercise Science	I,D,M	D, M, A	D,M,A	D,M,A	
HHP 594 Grad Seminar	D				
Thesis, Comprehensive Exam, Prof. Paper	M,A	M, A	M,A	M,A	I, D
HHP 598 Internship		D, M, A	D,M	D, M, A	I, D, A

KEY:

I = Introduced

D = Developed/ reinforced, with opportunities to

M = Mastery

A = Assessment

UM Curriculum Mapping Template Masters in Athletic Training

Required Course (Name and Number)	Explain complex principles in the student's area of specialization using effective oral and written communication skills.	Practice collaboration with peers and colleagues in the students chosen area of specialization.	Utilize evidence-based practices in professional settings or applications.	Display a basic level of competence requisite for their chosen field of study or advanced study.	Provide service related to the student's area of specialization to the community.
ATEP 534 Athletic Training Techniques I				I, D, M, A	
ATEP 543 Orthopedic Assessment I			I, D, M, A	I, D, M, A	
ATEP 540, 541 550, 551 Practicum in Athletic Training I-IV;		I, D, M, A			I, D, M, A
ATEP 547 Orthopedica Assessment II			I, D, M, A	I, D, M, A	
ATEP 581 Therapeutic Interventions I			I, D, M, A	I, D, M, A	
ATEP 583 Therapeutic Interventions II			I, D, M, A	I, D, M, A	
ATEP 599 Capstone: Research in AT	D, M, A				
ATEP 588 Healthcare Administration &				I, D, M	

KEY:

I = Introduced

D = Developed/ reinforced, with opportunities to

M = Mastery

A = Assessment evidence

UM Curriculum Mapping Template

PhD in Integrative Physiology & Rehabilitative Science

Required Course (Name and Number)	Explain complex principles in the student's area of specialization using effective oral and written communication skills.	Practice collaboration with peers and colleagues in the students chosen area of specialization.	Utilize evidence-based practices in professional settings or applications.	Display a basic level of competence requisite for their chosen field of study or advanced study.	Provide service related to the student's area of specialization to the community.
HHP 520 Educational Research	D,M,A	I, D		I, D	
HHP 525 Advanced Biomechanics	D,M	D	D,M	M	
HHP 526 Higher Ed Pedegogy in IP	I,D,M			I	
HHP 529 Advanced Exercise Physiology I	I,D,M	D	D,M	D,M	
HHP 530 Advanced Exercise Physiology II	I,D,M	D	D,M	D,M	
HHP 531 Laboratory Procedures In Exercise Science	I,D,M	D, M, A	D,M,A	D,M,A	
HHP 594: Seminary HHP Graduate Research	D,M			D,M	
BMED 605 Biomedical Research Ethics	D,M	I,D		D,M	
BMED 628 Grantsmanship Skills	D,M			D,M	

KEY:

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evidence collected



University of Montana Masters Peer Review Report

Onsite Review Date: 11/14/2022

Introduction

The introduction is a brief history of the program that should include where the program is housed within the university/college structure; when the program received initial accreditation and any additional background that may be relevant to understanding the mission and goals of the program.

The Athletic Training Program at the University of Montana was one of the first in the nation, established in 1971 and initially approved by the NATA in 1977 under the direction of the late NATA Hall of Famer Naseby Rhinehart and Wally Schwank. Since then, the program has been re-approved twice by the NATA, re-accredited twice by CAAHEP (1997 and 2002), and three times by CAATE (2006, 2013 & 2015). In 2015, the CAATE granted accreditation for the delivery of a Master's degree in Athletic Training. The first class of Masters's students and the last bachelor's students in athletic training graduated in May 2015.

The Athletic Training Program (ATP) historically has been housed within the Department of Health and Human Performance in the Phyllis J. Washington College of Education and Human Sciences. In May 2019, the Masters in Athletic Training Program realigned to the College of Health Professions and Biomedical Sciences (CHPBS). In 2019-2020, the Department of Health and Human Performance changed its name to the School of Integrative Physiology and Athletic Training and now resides in the College of Health (formerly known as CHPBS).

Dr. Valerie Moody was hired in 2006 as the first full-time Coordinator of Clinical Education (CCE) for the ATP. Scott Richter transitioned from the Program Director role to Chair of the Department of Health and Human Performance before retiring in 2017. Mitch Willert was hired in 2017, and Dr. Shane Murphy in 2019. In the Summer of 2019, Mitch Willert was hired full-time as Clinical Faculty and assumed the role of Coordinator of Clinical Education for the ATP.

Strengths of the Program:

This should be a numerical list of statements that reflect the positive aspects of the program.

1. A major strength of this program is the student-centered leadership of the Athletic Training Program Director, Dr. Valerie Moody. Her approach to the mentorship of junior faculty and students is commendable. One example of this student-centered approach is the addition of an option for a 3-year path to degree completion, which was created in response to student mental health and well-being.

2. The commitment to the Athletic Training Program is evident at all levels of the administration. The administrative team, including the Program Director, Clinical Education Coordinator, Chair, Dean, and Provost's Office, are very supportive of this program, its students, and the faculty.

3. The program utilizes a robust framework for assessment at all levels. This organized approach was noted as a "best practice" program at the University and will be used on a broader scale moving forward. The framework and assessments align with the program's "why" and core values.
4. The clinical preceptors, many of which are alums of the program, are dedicated to the program and the advancement of the students. They are invested in student growth as both clinicians and people.
5. The medical director is an incredible resource for clinical opportunities for students. Dr. Fritz is present in the program and forms relationships with the students throughout their entire experience. She is an advocate for the program and the profession.
6. The outreach program, which is run by the athletic training program and provides medical care to community youth and the University of Montana club hockey and lacrosse teams, was noted as an excellent clinical opportunity for students and a bridge from the program to the Missoula community.
7. It was noted several times throughout the visit that the Athletic Training program has a rich history in both the University and the profession. The program was described by several stakeholders as "family-oriented," with a notable amount of alums coming back to serve as preceptors, adjunct instructors, and advisory board members.

Standard 1: Standard 1: Mission Details

Description

The program has a written **mission** statement that addresses the **professional preparation of athletic trainer** and aligns with the **mission** of the institution and the program's associated **organizational units**.

*Annotation: Associated organizational units are those under which athletic training falls. For example, if an athletic training program is in a department and the department is in a school, then the **mission** must be congruent with these units.*

How to address this Standard:

- Describe how the program's **mission** aligns with both the institution's **mission** and the **mission** of all associated organizational units.

Uploads:

- Program **mission** statement
- Institution **mission** statement
- **Mission** statement for all associated units (for example department, school, college, division)

Instructions

Self Assessment

Compliance Statement

Please see attached narrative with included mission statements

1.

Appendix	Title	Uploaded By
94.1.1	Narrative Standard 94	Valerie Moody 04/17/2022
94.1.2	Mental Health EAP Rubric	Valerie Moody 04/17/2022
94.1.3	OSCE Suicide Ideation	Valerie Moody 04/17/2022
94.1.4	OSCE Psychosis	Valerie Moody 04/17/2022
94.1.5	OSCE Mania	Valerie Moody 04/17/2022
94.1.6	OSCE Eating Disorder	Valerie Moody 04/17/2022
94.1.7	OSCE Depression	Valerie Moody 04/17/2022
94.1.8	OSCE ADD	Valerie Moody 04/17/2022
94.1.9	OSCE Anxiety disorder	Valerie Moody 04/17/2022

Question and Concern (rationale) comment:

Standardized Response:

Recommendation:

Recommendations are not designed to replace compliance with the Standards. A Program must demonstrate compliance with a standard first; recommendations should only serve to strengthen the academic program. If a recommendation addresses a specific Standard, the evaluation team should ensure that in fact, the Standard has been met. All recommendations must be listed numerically.

- 1. The lack of air conditioning in the program spaces within McGill Hall presents the potential for situations in which students who require certain learning accommodations to have those needs not met. Students and program faculty reported that, due to the heat in the summer months, course meetings would occasionally be moved outside. Comparable healthcare programs within the College have physical facilities without these concerns. The university should investigate methods to address the HVAC system deficiencies in the program spaces. That improvement could be combined with efforts to refresh and enhance the teaching and laboratory spaces that the program currently uses.**
- 2. The program core faculty are quite active in program-oriented administrative work during the summer semester, which is not directly reflected in their contractual workload. Mechanisms to adequately compensate faculty beyond instructional overload pay should be explored.**
- 3. Dr. Carla Fritz, MD, serves as the medical director for the program, and in that role, she is very active didactically, clinically, and in a programmatic mentorship role. The program should investigate a mechanism to provide a stipend for her services to the program.**

- 4. The School of Integrative Physiology and Athletic Training should explore strategies to allow the program to have an increased ability to manage programmatic budget elements. Providing the program with an annual allotted budget with line items will allow the program to be more intentional in its quality improvement efforts and be more proactive rather than reactive when addressing quality assurance needs.**

- 5. The university has multiple isolated instances where health care is delivered to rural and underserved populations. The program should investigate opportunities to collaborate and synergize efforts with the University of Montana Physical Therapy Clinic, the University of Montana Neural Injury Center, the Montana Youth Sports Safety Institute, and the ImProving Health Among Rural Montanans programs.**

- 6. Students reported mild frustration with the timing of clinical rotation transitions during their first year in the program stemming from transitions that disrupted the development of patient-clinician relationships. The program should consider a staggered scheduling approach to those clinical assignments in the first year to minimize those disruptions.**