

# Undergraduate Student Learning Outcomes in the Department of Human Nutrition-BS in Athletic Training October 3, 2003

## KNOWLEDGE

**A.1 Students will demonstrate an understanding of and ability to apply the human ecological approach, or the knowledge of interaction of people with other individuals, groups (families, work surroundings, communities, and societies), and their environments (e.g., technology).**

**Knowledge:** Knowledge of the human ecological approach.

1. Knowledge of the underlying assumptions and concepts of the human ecological approach.
2. An understanding of roles and dynamics within human systems, including individuals, families, groups, and environments.

**Personal attributes:** Display personal attributes that reflect an understanding of the human ecological approach.

3. Display personal traits that demonstrate responsibility as a citizen and community member. Such traits would include:
  - a. Being receptive to and valuing diverse sources of feedback.
  - b. Taking a participatory role in human environments.
  - c. Balancing individual needs with collective needs.

**Skills:** Ability to view human problems and solutions within the environment that they occur.

4. Can evaluate human problems and solutions within a larger developmental, ethical, cultural, and policy context.
5. Can apply the human ecological perspective to manage resources, solve problems, and improve the quality of life.
6. Use of appropriate technology within a given context to inform and support problem-solving and decision-making.

**A.2 Students will demonstrate a depth of knowledge and apply the methods of inquiry in Athletic Training.**

**Knowledge:** Area of understanding in Athletic Training.

1. The role of prevention, management, and rehabilitation in providing care for athletes and others involved in physical activity.
2. Standards, policies and procedures of healthcare, and ethical laws for practicing athletic training in a variety of career areas.
3. Aspects of behavior (eg. Socioeconomic status, culture, psychology) and their application to health risks for athletes and others involved in physical activity.

**Personal Attributes:** Attributes that are needed in professional practice.

4. Athletic Training graduates will appreciate the impact of culture on setting and achieving health and sports medicine goals.

**Skills:** Develop the behaviors and performance tasks needed in the profession.

5. The ability to assess and interpret risk factors and injury/illnesses using appropriate evaluation methods, biomechanical data, and clinical data.
6. Formulate and implement a risk management plan as well as developing a safe and efficient health care facility.
7. Composing and disseminating injury prevention and health care information to health care professionals, athletes, athletic personnel, parents/guardians, and the general public.
8. Use of appropriate technology within a context to inform and support problem-solving and decision-making.

## **CRITICAL THINKING**

### **B. “Critical thinking: Ability of students to analyze carefully and logically information and ideas from multiple perspectives.”**

**Knowledge:** An understanding of the underlying philosophy of critical thinking and the role it plays in the field of athletic training.

1. Know enough about content areas to identify current and potential issues and problems that arise within the various domains of athletic training.
2. Understand how to identify assumptions underlying the various medical and ethical issues/problems seen in the scope of athletic training.
3. Understand that various solutions should be examined and that each solution may have its own merit in solving the issues/problems seen in the scope of athletic training.

**Personal Attributes:** Attributes that are needed to become a critical thinker.

4. Develop an appreciation and respects the roles of athletic personnel, various allied health professionals, and the athlete in the scope of providing athletic training services in all aspects.
5. Be receptive to using knowledge and understanding in generating and exploring new opportunities and questions.
6. Develop a desire to recognize and seek out opportunities for creative thinking.

**Skills:** Exhibit behaviors that are needed in critical thinking.

7. Examine, question, and explore multiple perspectives or alternatives to a specific injury, illness, or situation within the scope of athletic training.
8. Review, analyze, and synthesize knowledge within a context in order to construct appropriate questions or as a foundation for future problem-solving.
9. Analyze and evaluate the appropriateness of possible solutions for a given domain in athletic training.

## COMMUNICATION

**C. An ability and willingness to convey information effectively and respond to feedback using appropriate communication methods. Such methods could include written, verbal, nonverbal, and visual communication, and that the usage of specific methods is dependent upon the audience and context.**

**Knowledge:** An understanding of how to use effectively written, verbal, nonverbal, and visual communication.

1. An understanding of what forms of communication are appropriate for different audiences and in different contexts.
2. A basic understanding of how to use written communication to convey clearly ideas and thought.
3. An understanding of how to verbally communicate one-on-one, in groups, and to make formal presentations.
4. An understanding of how to use visual communication to enhance, supplement, or replace written or verbal information.
5. An understanding of the role and function of technology to enhance and supplement communication.

**Personal Attributes:** Attributes that are needed to be a successful communicator.

6. A willingness to communicate with and listen to others, in spite, of obstacles that may be present.
7. A willingness to interpret and promote athletic training as a professional discipline among allied-health professional groups and the general public.
8. Advocates the NATA as an allied-health professional organization dedicated to the care of athletes and others involved in physical activity.

**Skills:** An ability to use effectively written, verbal, nonverbal, and visual communication.

9. An ability to determine appropriateness of communication forms for audiences and contexts.
10. An ability to use written and non-verbal communication to convey clearly ideas and thoughts.
11. A willingness to communicate with and listen to others, in spite of obstacles that may be present.

## **DIVERSITY**

### **D. Knowledge, personal attributes, and skills needed for living, working, and leading in diverse global societies.**

**Knowledge:** Areas of awareness and understanding needed for living, working, and leading in diverse global societies.

1. Comprehend cultures and world-views different from their own.
2. Recognize how interpersonal relations and cultural groups have been and are shaped by dominant social structures, economics, political systems, and religions.
3. Describe the changing demographics (racial, ethnic, socioeconomic status, age, etc.) of the minority and majority populations in the United States.
4. Analyze how their own socio-historical and cultural background biases and influence their development and interpersonal relationships.
5. Analyze the impact of decisions and policies on global societies.

**Personal Attributes:** Personal traits needed for living, working, and leading in diverse global societies.

6. See the world from someone else's perspective.
7. Respond with tolerance and respect others with diverse beliefs, feelings, and lifestyles.
8. Be receptive to having one's own views examined.
9. Accept responsibility for being open-minded, flexible, and empathic with divergent perspectives.

**Skills:** Behaviors and performance task needed for living, working, and leading in diverse global communities.

10. Participate in activities aimed at solving human problems.
11. Display ability to work cooperatively and in a team with diverse people.
12. Display ability to discuss and negotiate controversial issues.
13. Accepts responsibility to be empathic towards others and consider the impact of decisions on others.
14. Practices sensitivity, adaptability, and flexibility in intercultural settings.

## **OWNERSHIP FOR LEARNING**

### **E. An understanding of, developing attributes, and abilities toward, and skills needed to take ownership for learning.**

**Knowledge:** An understanding of the importance of life-long learning and how to continue to be a learner.

1. Recognize the importance of life-long learning and current developments.
2. Know how to seek out and use appropriate resources to gain information (e.g.; libraries, databases, internet).
3. Recognize opportunities for continuous learning from exposure to divergent perspectives.

**Personal Attributes:** Attributes that are needed to be a life-long learner.

4. Acquire an inclination to be a life-long learner and to become and remain well informed, especially in one's own career development.
5. Acquire self-awareness in order to understand where personal and professional growth is needed.

**Skills:** Develop the skills needed to be a life-long learner.

6. Develop abilities to retrieve, evaluate, and manage information appropriately.

## **PERSONAL AND PROFESSIONAL DEVELOPMENT**

### **F. An understanding of, developing attributes and abilities toward applying the professional and ethical behaviors that are required as professionals in their professional area or degree program.**

**Knowledge:** An understanding of professional and ethical behaviors.

1. Knowledge of those professional organizations and meetings that impact professional identity in nutrition and health.
2. Knowledge of significant publications (e.g., journals, references, periodicals) in athletic training, therapy, nutrition, and other science publications.
3. Knowledge of professional ethical standards in athletic training.
4. Professional responsibilities, licenses, certifications and limitations for practice.

**Personal Attributes:** Attributes that are needed for professional and ethical conduct.

5. Internalize a sense of accountability for classes, projects, and personal conduct.
6. Develop a sense of professional identity by internalizing high ethical standards and responsible behaviors.
7. Develop an appreciation of the results that come from addressing issues through a team approach.

**Skills:** An ability to apply professional and ethical behaviors required in their professional area or degree program.

8. Work effectively as a team member in both large and small groups, and when appropriate, demonstrate leadership skills.
9. Practice professional and emotional maturity in giving and receiving feedback and criticism.