

Athletic Training Diversity Plan

Overview/Purpose

Diversity may exist in many forms including, but not exclusive to disability, religion, race, ethnicity, sexual orientation, gender identity, age, or socio-economic background. It is important for future healthcare professionals to learn about diverse populations and to value equity and inclusion so they can effectively engage and educate patients from these populations in their respective fields. The purpose of the diversity, equity, and inclusion plan is to ensure that students are given opportunities within curricular requirements to achieve these skills.

Completion of this plan, along with other course requirements, will allow students to be introduced to diverse populations and practice values of inclusion and equity in order to address health care disparities.

Outcomes of Diversity, Equity, and Inclusion Plan

The outcomes will be completed through coursework, lectures, discussions, and/or experiential activities in the required components of the program curriculum. By the end of the program students will be able to:

1. Evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the healthcare needs of persons, groups, and populations.
2. Recognize social determinants of health to diminish disparities and inequities in access to quality care.
3. Create health and wellness plans that are sensitive to cultural beliefs and practices.
4. Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds.

Achievement of Outcomes

During the first year of the Masters of athletic training program, foundational concepts related to these outcomes are introduced to the students in didactic coursework and interprofessional education experiences. This will primarily occur in didactic courses (ATHL 202, 230, 271, and 275) and in During Level IC Clinical Experiences (ATHL 263), these learning outcomes must be demonstrated to the level expected of an entry-level athletic trainer. See Table 1 for list of courses that practice the Diversity, Equity, and Inclusion Plan outcomes.

Monitoring Progress

Although many courses may meet these objectives, relevant activities will be evaluated by the instructor of the course(s). Successful course completion documented in the University course grading system (e.g. Blackboard) will indicate the fulfillment of the learning objective. Students are assessed in these areas through preceptor evaluations (Athletic Training Milestones) and course assignments.

Table 1

Course Name	Course Objective/Experiential Competencies	Outcome Practiced
ATHL 202 – Athletic Training Seminar II	1. Identify and relate common ways in which healthcare professionals can positively connect with, advocate for, and improve the care of their patients through cultural and social awareness. Standards 56-58, & 66; Program Outcome A2	1,2,3
ATHL 230 – Health & Health Promotion	2. Identify current chronic disease states and health risks in society. Standards 57, 79, & 83; Program Outcome: C1, A2 3. Review concepts related to behavior change in individuals and groups. Identify current chronic disease states and health risks in society. Standard 79; Program Outcomes: A2 C1	1 2
ATHL 263 – Level IC Clinical Experiences	1. Define and demonstrate the principles of effective communication, interprofessional practice, evidence-based medicine, professionalism, and ethical practice in the profession of athletic training. Standards 59, 61-62, & 65-66; Program Outcome A2 2. Assist in the entire continuum of care for a variety of patients in a clinical setting. Standards 69-72, 74, 77, & 79; Program Outcome C1	4 3
ATHL 271 - Health Care Systems & Policy	3. Identify how public policy and social determinants of health impact healthcare delivery and individual health. Standard 57, Program Outcome A2	1, 2
ATHL 275 – Patient-Centered Approach to Quality Healthcare	1. Advocate for the health needs of clients, patients, communities and populations. Standard 56; Program Outcome A2 2. Incorporate patient education and self-care programs to engage patients and their family and friends to participate in their care and recovery Standard 57; Program outcome C3 3. Communicate effectively and appropriately with patients, physicians, and families. Standard 58; Program outcome C1 & C4	1 3 4