A pedagogical strategy to assess and enhance athletic training student confidence in task areas of the BOC Role Delineation Study.

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**Context:** Researchers have indicated the critical role that confidence fills in enhancing athletic training students’ knowledge and clinical practice. Model practices designed to assess and enhance student confidence relative to the BOC Role Delineation task areas remain obscure and inconsistently described in the literature.

**Objective:** To assess athletic training students’ confidence and determine perceived deficiencies related to the BOC Role Delineation task areas. Student confidence levels were used for capstone course development and program assessment.

**Background:** In the broad spectrum of healthcare, confidence plays a foundational role in students’ development of knowledge, skills, and clinical practice abilities. Researchers in the chiropractic field have indicated that developing student confidence is a critical objective of chiropractic education. Other research has indicated that a lack of confidence serves as a barrier to physicians providing exercise counseling to their patients. In the field of athletic training, students’ confidence in their knowledge, skills, and abilities to engage in clinical practice can be limited. Carr’s recent work indicated confidence as one of several thematic deficiencies in new athletic graduates. Confidence has been researched through several lenses including in relation to evidence-based practice and the understanding and use of psychological skills. Researchers have indicated that various teaching and learning practices such as reflection, facilitative questioning with clinical instructors, and peer-learning can enhance athletic training students’ confidence in their knowledge, skills, and abilities. In order to evolve as effective practitioners, students must possess the confidence to practice in all task areas indicated in the BOC Role Delineation Study. In light of this research, it is imperative that educators design and facilitate effective teaching and learning practices aimed at improving athletic training student confidence across all domains and task areas of practice in athletic training.

**Description:** At the start of their senior seminar capstone course during their final semester in the ATEP, all students completed a Role Delineation Confidence Survey. The most frequently cited “Not Confident” task areas were identified and assigned to pairs of students for subsequent presentation over the course of the semester. These “Pair-Share” presentations required students to provide background information and learning resources on their assigned task area as well as an active learning activity to engage their classmates. Classmates were then expected to provide feedback to the presenters through completion of an instructor-designed evaluation tool.

**Clinical Advantages:** Post-course interviews with each individual student indicated strong anecdotal support for continuation of the Pair-Share presentation project as a means of bolstering students’ confidence in the BOC Role Delineation task areas. Furthermore, several years worth of data from the Role Delineation Confidence Survey have served as a means of program assessment and have assisted the ATEP in curriculum development.

**Conclusions:** The results of this study suggest that formal assessment and focused teaching and learning pedagogy aimed at addressing task area deficiencies can improve students’ confidence in the BOC Role Delineation task areas.
Key Words: Role Delineation, program assessment, confidence, pedagogy, model practice

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