

**Presentation Title:** Development and Implementation of a Unique Clinical Education Model in Athletic Training Education

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**Abstract:**

Due to a number of unique circumstances, our Athletic Training Program found itself with limited number of high quality clinical education sites. Therefore, faculty were compelled to develop an inventive clinical education model allowing students to maximize their clinical education opportunities.

This new clinical education model borrows from similar allied health professional education programs, allowing students to be singularly focused on didactic or clinical education. In this model, during the junior year, the traditional fifteen-week semester involving both didactic and clinical education has been replaced by an intensive eight-week classroom session and a fifteen-week “full-time” clinical education rotation, followed by another intensive eight-week classroom session. The senior year features a fifteen-week clinical education component in the fall, during which the students complete two on-line courses. Spring of the senior year includes two days per week of block coursework and three full days of clinical education each week for fifteen weeks.

This presentation will discuss the challenges of developing this curriculum model, the benefits to students of being singularly focused on either classroom or clinical education, the benefits of being immersed in the clinical education setting on a “full-time” basis, the disadvantages of this model and the administrative support required to complete such a process. Qualitative and quantitative statistics gathered over the last three years regarding student’s classroom performance, clinical performance and professional socialization will be presented and discussed. Finally, student self-assessment of clinical proficiency and satisfaction with the overall quality of the clinical education experience and clinical education site will be presented.