

For the best and most successful learning to take place it is important that a student takes ownership and responsibility of their education. In order to do this it is imperative as an educator to provide the student with these tools. This can be accomplished by being an example for my students by instilling the commitment of life-long learning into my own practice. Once an athletic trainer graduates and passes the BOC Exam learning does not stop. As an educator and a practicing athletic trainer the best preparation for a student is nurturing a commitment to life-long learning and critical thinking during all phases of the athletic training program.

Health care is enduring a substantial change and the future of health care is uncertain. This translates to athletic training. Practicing as an athletic trainer is not a collection of facts and techniques but an evolving field collaborating with other health professionals in the delivery of health care services. This can be accomplished by staying current in the literature and incorporating evidence based medicine into one's practice. Student reflection, critical thinking, clinical organization, communication, and scholarship are important to develop problem solving skills that are essential to a professional and competent athletic training practice.

My overall goal and hope for each of my students is that they leave feeling comfortable and self-confident in their skills and decision-making abilities. A skill that many athletic trainers utilize is using the functional ability of an individual to successfully and efficiently facilitate return to full participation in physical activity. However, I believe it is important to treat the individual as a whole not just physically. Treating the whole person is an essential component of athletic training. As an athletic trainer it is important to appreciate the physical, mental, psychosocial, emotional, and spiritual constructs of human beings. Individuals are unique amalgams of body and mind and in response, as an athletic trainer it is important to recognize these specific needs of your patient. These include being culturally sensitive, professional and service oriented practitioners and demonstrate a safe and effective practice within a moral framework. This model coincides with a liberal arts mentality to education where students are encouraged to learn in multiple disciplines and think critically, develop an informed perspective, and become creative problem solvers.

I have realized the importance of going beyond simply covering course or book content. I work hard to engage students in my classes and to get them to be excited about learning not only in my courses, but in all of their coursework and take ownership of their college education. I strive to incorporate several principles in all of the courses I teach. These include being an example to my student in my enthusiasm for the subject matter as well as practicing what I teach, having students realize and appreciate that the material I cover in my courses is relevant and connected to their other courses, incorporate new research findings related to the class content, and utilize personal stories, demonstrations, speakers and activities when possible to enhance student learning and interest.

My approach to teaching incorporates a learning method where students are engaged in assignments either independently or collaboratively. Students are always guided to reflect upon their learning and experiences. Assignments are designed to endorse critical thinking, reflection, discussion and active contribution from all students. As an educator, I want my students to

become autonomous learners and encourage them to pursue, appraise, and appropriately implement current research ideas using evidence based medicine concepts to the field of athletic training. I strive for assignments to be stimulating, exciting, yet meaningful.

Effective teaching also utilizes regular checks of understanding. The demonstration of what has been learned by an individual provides the student an opportunity to expose their knowledge from instruction. By grouping students for problem solving and discussion supports student learning and also checks for understanding. Structuring learning into smaller tasks promotes success and learning. By providing constructive criticism and feedback to the student that is positive, detailed, and accurate leads to understanding and prepares the student-teacher relationship for the future. Several forms of foundational and cumulative assessments are used. Success is evaluated by students collecting and understanding information, reasoning, and incorporating understanding for life-long learning.