



Implementation of Mobile Technology in an Athletic Training Program

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Abstract:

Implementation of Mobile Technology in an Athletic Training Program Clason, BA and Moore, SD: California State University, Fresno, California Context: A campus-wide tablet initiative prompted Athletic Training faculty to pilot the incorporation of tablets in clinical and didactic education settings. Objective: To examine the impact of using tablets in didactic and clinical environments on Athletic Training Program students and faculty. Background: Students in the 2014-16 and 2015-17 cohorts incorporated tablets into both Athletic Training clinical education and program courses to complete assigned coursework and maintain proper documentation of practicum requirements. Prior to the pilot, students maintained practicum requirements such as clinical proficiencies, hour logs, and evaluations via paper documents that were submitted in a three-ring binder at the end of the term. This presented challenges for Athletic Training faculty in storing student records and keeping up-to-date on student progress. Description: Students used tablets in program courses to complete coursework and assessments, view course materials, and comprehend course content. In the clinical environment, students used tablets to identify and complete clinical proficiencies, record clinical hours, and complete clinical evaluations. These clinical education documents were then stored in a cloud folder that was shared with Athletic Training Program faculty. Clinical Advantages: The use of tablets allowed students to complete practicum coursework such as clinical evaluations and clinical proficiencies whether in the clinic or on the field. This increased opportunities for learning experiences between Athletic Training students and clinical preceptors. Students were afforded additional practice of clinical skills through assignments requiring students to record themselves completing mock scenarios on the tablet. Faculty experienced a definite improvement in the ease of maintaining and documenting student coursework and clinical education requirements. Students and faculty had access to each of the documents at all times, making it easier to monitor student progress and ensuring students had access to their documents even during review periods. Conclusions: After two years of successful piloting, Athletic Training faculty have fully adopted the use of tablets in both clinical and didactic environments. Athletic Training Programs are encouraged to incorporate tablets or other mobile devices in clinical and didactic settings to improve student

comprehension of course content, increase student learning in clinical education, and efficiently maintain student records. Key Words: Technology, Clinical Education.