

# EVIDENCE TO PRACTICE:

Engaging the AT Research Agenda as an **EDUCATOR**

89.7%

of respondents **agreed/strongly agreed** that research that advances teaching and learning in professional preparation is important in Athletic Training <sup>1</sup>

97.7%

of respondents **agreed/strongly agreed** that point-of-care research using real patients benefits the Athletic Training Profession <sup>1</sup>

76.1%

of respondents **agreed/strongly agreed** that lack of standard medical documentation is a barrier to collaborative research <sup>1</sup>

## WHY DOES IT MATTER?



**DEVELOP  
CLINICAL  
EXPERTS**



**USE CLINICALLY  
MEANINGFUL  
RESEARCH**



**DEVELOP FUTURE  
CLINICIAN RESEARCHERS  
WITH EXPERTISE IN  
POINT-OF-CARE RESEARCH**



**ADVANCE TEACHING  
AND LEARNING IN  
PROFESSIONAL  
EDUCATION**



## WHAT CAN YOU DO?



### Advancing Pedagogy <sup>2</sup>

Collect data on what you are already doing in the classroom

Engage in Scholarship of Teaching and Learning

Develop Scholarship of Discovery projects on effective teaching techniques

### High Quality Education <sup>3</sup>

Emphasize the value of the Research Agenda in advancing the profession

Deliver intentional course work to address aspects of the research process such as data collection

Create class projects that go beyond fulfilling a course requirement

### Participate in Action Research

Conduct multi-site educational studies

Partner with preceptors to develop clinician researchers

Develop course projects for students to be directly involved in the research process



<sup>1</sup> doi: 10.4085/1062-6050-374-18

<sup>2</sup> Boyer EL, Scholarship reconsidered, 1994.

<sup>3</sup> <http://www.coreat.org/electronic-medical-record.html>