

## Reflection on the Integration of Ignatian Pedagogy into an Athletic Training Course

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The Ignatian Mentoring Program has facilitated my development as a Jesuit educator. As a relatively new faculty member at Xavier University, the concepts and principles of Ignatian pedagogy and Jesuit education were novel to me. Through readings (*Do You Speak Ignatian?*,<sup>1</sup> *Jesuit Education and Ignatian Pedagogy - a desktop primer*,<sup>2</sup> and *Teaching to the Mission*, 6<sup>th</sup>ed<sup>3</sup>) and discussions with my mentor, Dr. Thomas Kessinger, I began to appreciate the difference between the five gifts of our Ignatian heritage (discernment, mission, reflection, service rooted in love and justice, & solidarity and kinship) and the five principles of Ignatian pedagogy (context, experience, reflection of meaning, action, and evaluation) and how both inform Jesuit education.

Within the athletic training major, I teach both a therapeutic exercise course (ATTR 344) and a rehabilitation course (ATTR 485). In these courses, students are asked to create a specific treatment plan for a particular injury. The rehabilitation treatment plan must include all treatment provided from the initial evaluation to patient discharge. Students struggle to design their treatment plans for several reasons including: the size and complexity of the task and the amount of discernment needed. To make treatment decisions, students must recognize and process the pros and cons of several treatment choices. Students find this decision-making process difficult. After gaining more insight into Ignatian pedagogy principles, I wondered if I could improve students' ability to discern through reflection.

After reviewing many of the faculty projects found in *Teaching to the Mission 6<sup>th</sup> ed.*,<sup>3</sup> I found that reflective essays or journaling were the most common methods used to guide student reflection. I did not think a reflective essay or journal was a good fit for my class challenge. My students were already journaling in a concurrent athletic training course. I feared "another" journal assignment might blend and/or dilute the reflection on the rehabilitation treatment plan assignment. During a discussion with Tom, I was reassured that reflection did not have to be expressed as an essay or journal entry. Rather, I could create a tool. I found this most liberating and was inspired to create a simple reflective tool that my students could use after completing rehabilitation treatment plan assignments. I hoped that the self-reflection would improve their understanding of what they needed to improve upon regarding their ability to make choices, while also making them aware of their own personal growth.

Initially, I thought I could guide my students' reflection using open-ended questions. I discussed my questions with Tom and he suggested that questions fell into one of two themes: ability and achievement. Ability is the capacity to learn and achievement shows current mastery of content. The natural progress was to add a section regarding how the student planned to gain more ability and achievement in the future. After further refinement, I decided to provide more reflective guidance by incorporating a Likert scale for some questions (See Appendix A for my final instrument).

This semester, three students piloted the reflective tool after submitting a rehabilitation plan assignment. Students reported a variety of abilities and achievements. Two interesting patterns emerged. Student 1 did not mark her ability or her personal achievement very high. Student 2 and 3 indicated they had some ability and some personal achievement. All students indicated they had gained some knowledge either about different exercises or rehabilitation protocols. Lastly, all the students indicated they wanted to learn more exercises before treating a future patient. As the individual who assessed their project, those who scored themselves higher on ability and personal achievement also received a higher project score. This observation motivates me to continue to use this instrument to determine if there is some correlation or if is this just a random occurrence.

After my own reflecting on this experience, I realize now how I might embrace Ignatian pedagogy, particularly reflection, in my courses. First, I learned that I should not limit the methods used to reflect. I also gained insight on how to improve the use of my reflective tool. It may be more beneficial to have students reflect on each rehabilitation assignment they submit. Reflecting on

several projects may deepen the their own reflective experience and better identify their own personal growth. Lastly, this experience has inspired me to include additional Ignatian pedagogy principles in my courses.

References:

1. Traub GW. *Do You Speak Ignatian? A Glossary of terms used in Ignatian and Jesuit Circles*. Cincinnati, OH: Center for Mission and Identity, Xavier University; 2012.
2. Mooney, D. *Jesuit education and Ignatian pedagogy A Desktop primer*. Cincinnati, OH: Conway Institute for Jesuit Education, Center for Mission and Identity, Xavier University; 2012.
3. Center for Mission and Identity. *Teaching to the Mission Showcasing Jesuit Education in the Classroom*. 6<sup>th</sup> edition. Cincinnati, OH: Center for Mission and Identity, Xavier University; 2012.

## Self-Assessment Reflection Tool

For ATTR 344 Therapeutic Exercise & ATTR 485 Advance Rehabilitation II Upper Spine & Extremity

Ability	<i>How did you feel about your ability to complete this rehabilitation project before you started the project?</i>			
	I had no idea where to start.	I had little idea as of where to start. I had many questions.	I had a good idea as of where to start. I did have a few questions.	I knew exactly how to get started. I had no major questions.
	<i>How did you feel about your ability to complete this rehabilitation project after you submitted it?</i>			
	I have no ability to create a rehab program.	I have some ability to create a rehab program, but had major challenges.	I have the ability to create a rehab program with minor challenges.	I have the ability to create a rehab program without any major challenges.
Ability	<i>How do you feel about your ability to develop a rehabilitation program for your future patients?</i>			
	I have no confidence in my ability to create a new rehab program	I have some ability to create a rehab program, but I still find it challenging.	I have the ability to create a rehab program with minor challenges.	I have the ability to create a rehab program without any major challenges.
Present Achievement	<i>During this project, I was able to apply the rehabilitations principles I learned in class to the challenges I faced.</i>			
	Completely disagree	Disagree	Agree	Completely Agree
	<i>During this project, I was able to apply knowledge gained from my clinical experience to the challenges I faced.</i>			
	Completely disagree	Disagree	Agree	Completely Agree
	<i>What knowledge and/or skills have you gained during the completion of this rehabilitation project?</i>			
	<i>I can confidently use my current rehabilitation project to treat future patients.</i>			
Completely disagree	Disagree	Agree	Completely Agree	
<i>I would say that I created a/an _____ rehab project.</i>				
Below average	Average	Above Average	Excellent	
Future Goals	<i>What knowledge and/or skills regarding the orthopedic rehabilitation process would you like to gain before treating future patients?</i>			
	<i>How will you obtain the additional knowledge and/or skills?</i>			
Read additional resources	Attend a conference or seminar	Speak with a mentor	Practice	Other: